Faculty & staff members have a role to play in strengthening student resilience by providing opportunities for:

• **Connectedness to Others:** Relationships based on trust, caring and respect instill a sense of belonging. Students who feel socially connected are more likely to feel of value and contribute to communities. Research shows connectedness contributes to one’s ability to take action and advocate for oneself, which impacts both educational engagement and academic achievement.

• **Self-Reflection:** By examining internal responses to external events, self-reflection increases critical thinking. It promotes greater awareness of thoughts, feelings, beliefs, and behaviors. It can enhance appreciation for life’s gifts and suggest new ways to navigate challenges.

• **Self-Efficacy & Mastery:** A strong belief in one’s capabilities encourages one to take on challenges and to strive for success. Students’ experience of success is key to reinforcing self-efficacy and fostering mastery. Similarly, creating teachable moments around mistakes or failures can positively affect belief in oneself.

• **Service:** Doing something kind for others generates empathy, generosity, and humility. This form of social engagement can broaden perspective, encourage exploration of beliefs and attitudes, and inspire thoughts about life’s purpose and meaning.

Stress is an inherent and important part of life. An optimal coping response uses one’s resilience to take actions to deal with challenges; and to learn and grow from failures. Resilience allows students to bounce back and meet the demands of life without falling apart.
Encourage use of campus resources and services to advance goals and promote the development of resilience skills. These may include office hours, drop-in hours at identity/affinity group spaces, the Learning Strategies Center, fitness centers, and community center programs. (Connectedness; Self-efficacy)

Use icebreakers to build rapport with students. Learn student names and their personal goals for the course or group. (Connectedness; Self-reflection)

Get to know students by eating meals with them, attending student events, and having conversations about shared interests, cultural perspectives, etc. (Connectedness)

Let students get to know you by sharing a talent or strength, or a bit of your life story. (Self-reflection; Connectedness)

Have students collaborate, working in pairs or small groups, to accomplish course objectives. (Self-efficacy & Mastery; Connectedness)

Give students honest and accurate feedback on their individual progress in a way that communicates a value for learning from mistakes as well as successes. Help students learn how to assess their own work and progress. (Self-reflection; Self-efficacy & Mastery)

Demonstrate a value for life-long learning by sharing something you’ve discovered in your adult life about your personal or professional strengths and weaknesses. (Self-reflection; Connectedness)

Normalize help-seeking by acknowledging the reality of human limitations. Remind students that it is a sign of strength and intelligence to seek support when personal resources are insufficient. (Self-efficacy & Mastery; Self-reflection)

Offer students roles in which they can support others as mentors, student advisors, tutors, teaching assistants. (Service; Self-efficacy)

Model a service mind-set in your personal and professional life. Share examples of the things you do as a volunteer or simply as a demonstration of human kindness to improve life for others. (Service; Connectedness)

Resilience is an essential life skill, and is fundamental to academic excellence.

For more information on ways to support student resilience visit: www.gannett/cornell.edu/resilience

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