Duong, H. T., Aebersold, A, & Mahavongtrakul, M. (2023). Pedagogical wellness: A new direction in educational development. *Journal on Centers for Teaching and Learning, 15*, 4-29.

Pedagogical Wellness: A New Direction in Educational Development

Huong T. Duong, Andrea Aebersold, & Matthew Mahavongtrakul

Mental health and well-being in higher education is currently a national topic of conversation. In response to the wellness and burnout challenges among our faculty and students, we created the Pedagogical Wellness Specialist (PWS) position at the University of California, Irvine. Designed to explore the intersection of wellness and pedagogy, the PWS is uniquely embedded in the CTL. In this article, we provide an overview of the state of well-being in higher education, offer the PWS position as an opportunity to enhance the CTL's connection to the broader campus, reflect on the first year of implementation, and provide an example from Montana State University, Billings, that shows how pedagogical wellness can be adopted even without a formal position. We close with recommendations and lessons learned for other CTLs interested in adopting pedagogical wellness.

Introduction

Problems related to wellness and burnout in higher education were present before the COVID-19 pandemic, but the pandemic provided new opportunities to voice concerns and generate recommendations for improving wellness in an ever-changing educational environment (McMurtrie, 2020; Obradović-Ratković, 2023). Wellness and mental health became a national conversation, especially surrounding students. Faculty flocked to their Centers for Teaching and Learning (CTLs) seeking guidance in supporting students in crisis. But what also emerged for many CTLs was a wellness crisis for the faculty themselves. Levels of frustration, worry, and burnout were high, especially for faculty required to teach remotely for an extended period of time.

In response to faculty burnout and student mental health issues, UC Irvine (UCI) created a new CTL position, a Pedagogical Wellness Specialist (PWS). At our center, we define pedagogical wellness as "the practice of integrating evidence-based teaching and wellness strategies into the educational space to promote both student and instructor well-being and success in the classroom. Furthermore, pedagogical wellness fosters space for creating a culture of mutual care, compassion, and respect among instructors and students" (Duong, 2023). The purpose of the PWS position is to have a dedicated CTL member with expertise in pedagogy and wellness practices who can support faculty in the creation of healthy classroom environments for both students and instructors. The PWS also leverages campus partnerships to connect the teaching and learning space with well-being resources available on campus for both faculty and students.

In this article, we share details of the PWS and its role within a CTL. First, we discuss threats to the well-being of students and faculty in higher education and gaps in how institutions are responding. We then describe the development of the PWS as a CTL position and the work of pedagogical wellness. Finally, we offer advice for other CTLs looking to implement a similar role at their respective institutions and share an approach for adapting pedagogical wellness at another university, Montana State University, Billings (MSUB), without a dedicated PWS position, but rather with existing staff and structures.

Well-Being in Higher Education

Student Mental Health and Well-Being

In the past decade, mental health issues among undergraduate students have doubled over time (Duffy et al., 2019; Lipson et al., 2022). Recent findings from the Healthy Minds Study found that nearly 60% of college students in the U.S. report at least one probable mental health condition, with only 38% reporting flourishing on their college campus (Zhou & Eisenberg, 2022). This particular study shows an overall increase in the prevalence of mental health challenges in the undergraduate student population, which aligns with other studies including the 2023 National College Health Assessment (NCHA), which suggests approximately 77% of undergraduate students report moderate to severe psychological distress (American College Health Association, 2023a). Help-seeking among college students varies by ethnicity, with considerable gaps among American Indian/Alaskan Native

students experiencing the lowest percentage of flourishing and, relatedly, increases in mental health problems like depression, anxiety, and suicidal ideation (Lipson et al., 2022).

At the graduate level, it is well established that graduate students suffer from mental health problems due to needing to balance their roles as students, instructors, and researchers (Bekkouche et al., 2022; Charles et al., 2022; Evans et al., 2018; Gewin, 2021; Hyun et al., 2007; Yusufov et al., 2019). In fact, pre-pandemic, graduate students were six times more likely to suffer from anxiety and depression compared to the general population (Evans et al., 2018). The 2023 NCHA indicated that approximately 69% of graduate students in the U.S. suffer from moderate to serious psychological distress (American College Health Association, 2023b). Given the long hours expected of graduate students, it is unsurprising that they struggle with work-life balance (Evans et al., 2018), which is significant because achieving appropriate work-life balance contributes to increased wellness and quality of life (Gröpel & Kuhl, 2009; Haar et al., 2014). Furthermore, only about a third of graduate students suffering from anxiety and depression feel that they are receiving true mentorship and support from their advisors during their training (Evans et al., 2018). This finding is significant because having a supportive advisor can buffer the effects of negative mental health (Allen et al., 2022). During the COVID-19 pandemic, mental health among graduate students was also poor due to health, academic, social, and financial concerns (Kaur et al., 2022), along with institutional and departmental concerns (Bekkouche et al., 2022). In addition, as with pre-pandemic data (Evans et al., 2018; Hyun et al., 2007), graduate students belonging to minoritized populations are even more negatively affected (Kaur et al., 2022; Lin et al., 2023). These mental health findings also extend to postdoctoral scholars, an understudied population.

Efforts to address the needs of students on campuses have primarily focused on counseling centers extending access to mental health services (Lipson et al., 2022; Pierce et al., 2021). College campuses' health promotion centers have historically incorporated wellness programs related to specific health behaviors such as sexual health programs, alcohol and other drug prevention programs, nutrition, stress management, and more recently mental health programming as ways to address student well-being issues (Cheney et al., 2020; Chugani et al., 2023; Eifert et al., 2017; Hatfield et al., 2022). Well-being programs embedded in university courses have provided students with tools to cope with college stressors and build resilience (Chugani et al., 2023; Mulvogue et al., 2023; Young et al., 2022). Several programs exist for

graduate students and postdocs with a strong community component that contributes to their increased sense of belonging and decreased anxiety (Mahavongtrakul et al., 2021; Mann et al., 2021). Graduate students and postdocs also benefit from intentionally-designed professional development programs that build community and organize opportunities for social support (Kaur et al., 2022; Murguía Burton & Cao, 2022; Ryan et al., 2022).

While personal counseling and wellness programs address different levels of wellness, they do not necessarily reach faculty who often can create environments that either promote or hinder well-being among students in the classroom (Kalkbrenner et al., 2021). Despite the considerable efforts to increase student well-being on campuses, there is little research on faculty well-being, its effects on teaching and learning in the classroom, or supportive measures.

Faculty Mental Health and Well-Being

An often-neglected area of discussion is the post-pandemic mental health concerns of faculty. *The Chronicle of Higher Education* recently reported extreme stress, anxiety, and burnout among college and university faculty, with a higher-than-normal number of individuals considering retirement or career change (Hews et al., 2022; Roos & Borkoski, 2021; Schmidt-Crawford et al., 2021). Extensive research has suggested that women faculty in academia have been not only more impacted by service and workload demands, but also burdens at home, which disproportionately puts them at higher risk for depression and anxiety (Casad et al., 2019; Docka-Filipek & Stone, 2021; Malisch et al., 2020; Stuckey et al., 2019). Even in the classroom, faculty face new challenges including learning how to support students' mental health needs. A recent report from the Boston School of Public Health, Mary Christie Foundation, and the Healthy Minds Network (2021) found in their study on "The Role of Faculty in Student Mental Health" that 87% of faculty believe student mental health has worsened during the pandemic. Furthermore, approximately 20% reported that supporting students in their roles as faculty has increased their own emotional distress. Nearly 50% of faculty agreed that institutions need to invest more in supporting faculty mental health and well-being (Boston University School of Public Health, Mary Christie Foundation, and Healthy Minds Network, 2021). Faculty have dealt with many challenges throughout the pandemic, including shifting to online teaching, learning how to navigate challenges with working from home and childcare situations, high workloads, and addressing artificial intelligence in

the classroom. Conversations about burnout were beginning to emerge in the literature before the pandemic; however, the pandemic itself gave space for normalizing talking about burnout (Amaya et al., 2019; Pope-Ruark, 2022; Sgoutas-Emch, 2022).

While there have been clear programs to address student well-being, surprisingly, little has been documented in the literature as programming or efforts to support faculty well-being. During the pandemic, there were workload alleviations in the form of decreasing service requirements and teaching load in addition to delaying and altering merit and promotion requirements. However, post-pandemic, it is less clear what the efforts are to retain a burnt-out population of faculty members. Research suggests that institutions must invest in faculty-oriented wellness programs starting with leadership buy-in and advocacy. Some practical solutions include collaborative initiatives like peer mentoring programs (Fountain & Newcomer, 2016), long-term professional development workshops (Darling-Hammond et al., 2017; Desimone & Garet, 2015), and programs delving into topics beyond the typical pedagogical topics such as social/emotional literacy (Brackett et al., 2019) or even wellness (Brinthaupt et al., 2016). Furthermore, additional staff support in the teaching and learning space could alleviate stress, invite collaboration, and provide more social support for faculty. Overall, there is a gap in addressing well-being specifically in the classroom environment.

Creating the Pedagogical Wellness Specialist Role

At UCI, when the COVID-19 pandemic began, transitioning all the faculty to virtual instruction came down to our small CTL. Given this abrupt shift, it is not surprising that our CTL, the Division of Teaching Excellence and Innovation (DTEI), received many frantic consultation requests. There were varying ways in which online teaching was implemented, and these confusing changes and lack of consistency led to widespread student dissatisfaction. Indeed, when we started transitioning back to in-person instruction, there were clear knowledge gaps in courses where the prerequisites were taught during remote instruction. These gaps furthered faculty frustration as they tried to adapt their courses, and the DTEI observed high levels of faculty burnout. Faculty felt unsupported by the institution and increasingly isolated. Their feelings were concerning because wellness is not an isolated attribute for different academic positions; in fact, lack of faculty support and increased burnout can negatively impact student wellness and learning

(McMurtrie, 2020; Rajendran, 2022). These concerns about faculty and student well-being were echoed at other universities, so the DTEI designed a PWS position.

When creating this role, we discussed why the PWS should be housed in a CTL rather than a mental health-related resource on campus. The PWS is specifically meant to address stress and burnout in the classroom. Stress has a pronounced effect on abilities to teach and learn. Studies show that faculty experiencing stress or suffering from burnout "may withdraw from student-professor interactions, be less accessible to students and colleagues, and be less involved in the departmental functions and committee work" (Richards & Levesque-Bristol, 2016, p. 9). When teaching and learning are a cause of stress, we argue that a PWS within a CTL has the pedagogical expertise to improve the classroom environment.

When faculty and student stress is caused by outside classroom factors, partnerships with appropriate campus resources are critical (Brinthaupt et al., 2016; Hubbard & Atkins, 1995). The PWS can refer faculty to mental health resources on campus, which in turn increases the visibility of such services. Faculty can also better direct their students to the appropriate campus offices due to the guidance of the PWS. In order to establish partnerships with on-campus resources, we reached out to relevant centers (e.g., the Counseling Center, Faculty and Staff Support Services, and Student Wellness and Health Promotion) early on before the PWS began their role to make them aware of the position and the possibilities for collaboration. Prior to the PWS role, there was minimal collaboration with such centers across campus; however, with the introduction of the PWS, several of our partners on campus have shared that they also see the CTL as somewhere they can now refer faculty who are stressed specifically about their teaching.

Because faculty developers have a bird's eye view of the various tenure and promotion requirements across departments, CTLs can also advise faculty on their teaching and related stressors concerning department culture and expectations around pedagogy. They can tailor advice and support "in a non-threatening environment that is removed from the immediacy of the departments in which faculty work" (Richards & Levesque-Bristol, 2016. p. 9). This freedom from judgment (and possible recourse) means CTLs are already a space faculty often trust and find support. More specifically, the CTL becomes a place of refuge, perceived as not a "policing" of teaching space, but instead a supportive place for ideas and concerns.

This trust in the CTL also leads faculty to seek out more general support from educational developers. Many CTL staff have teaching experience;

thus, faculty see them as allies who can relate to the joy and frustration of teaching. Faculty look to the CTL to not only answer their pedagogical questions, but also to share their challenges, drama, successes, and ideas (Sgoutas-Emch, 2022). A PWS helps define a role that many educational developers already have. It builds on that culture of trust and makes the support for both teaching and well-being more explicit. Creating this position within a CTL legitimizes and elevates wellness in teaching and learning.

Pedagogical wellness may also help combat burnout within CTLs. The pandemic pushed CTLs to their limit as they scrambled to support transitions to remote learning. Educational developers felt enormous pressure to solve pedagogical problems and serve as a major source of support for stressed-out faculty. Many educational developers pride themselves on helping faculty and making a difference in teaching and learning. Therefore, having a PWS on staff can help CTLs feel more energized and effective when faculty feel better about themselves and their teaching.

Pedagogical Wellness in Action

So, what does a Pedagogical Wellness Specialist do? In this section, UCI's PWS shares her reflection on how the position began and the projects that have emerged in the first year.

Reflections

I have a doctorate degree in Public Health with an emphasis on disease prevention and have been trained in advanced pedagogical methods through training programs such as the Pedagogical Fellows Program (now referred to as the Pedagogical Scholars Program) at the DTEI. In my doctoral program, I was trained in health communications intervention design, implementation, and evaluation of health programs. During that time, I was heavily involved with DTEI programs and even facilitated a learning community on trauma-informed teaching during the pandemic. These trainings and attributes made me a strong candidate for the position.

When the position began in September 2022, I was very excited at the prospect of building up my path for this position. I knew that the first thing I needed to do was outreach to faculty about the position and build relationships with campus partners. I held workshops and meeting consultations, met new campus partners, and began building relationships with faculty through existing programs.

Over time, the plans for the position have evolved. After many iterative conversations with supervisors, we decided the job would be approximately 70% programming and 30% forming a research agenda on the topic of pedagogical wellness. In the past year, I developed several workshops to introduce faculty and graduate students to pedagogical wellness. Workshops are often requested by departments or subgroups; however, I have also held general workshops marketed to the entire campus. The Appendix shows a list of pedagogical workshops hosted this past year in addition to collaborations with other campus resources across our campus.

Furthermore, I have finally begun my research agenda through the programs I became a part of during the "building relationships" phase. There are two ways in which pedagogical wellness research is being brought to fruition: pedagogical wellness interviews and the Faculty Academy of Teaching Excellence.

Pedagogical Wellness Interviews

I am currently conducting pedagogical wellness narrative interviews with faculty to:

- Better understand their definitions of pedagogical wellness,
- Learn how they have implemented pedagogical wellness strategies in their classes,
- Identify resources needed from the university, department, and the DTEI to further support pedagogical wellness in the classroom.

Preliminary findings suggest that faculty define pedagogical wellness in different ways–often in the wellness practices that they incorporate into their classrooms like mental health breaks, mindfulness practices, assignments that exhibit low psychological stress, space for authentic expression, and classroom environments that are consistent with the instructors' values. Faculty pedagogical wellness narratives included approaching teaching based on their values as an instructor and setting clear boundaries with students. Student pedagogical wellness narratives included stories of structured flexibility in course design and communicating care to their students.

An interesting narrative that emerged from the research was the need to focus on faculty-student relationships in the classroom to build trust and respect between parties but also caution that this takes time out of their course material. The interviews reminded us that faculty are very intentional in

their course design and mindful of student well-being, but oftentimes students do not understand the boundaries, which can lead to dissatisfied students and disrespect toward the instructor. The idea of mutual care and compassion emerged from the conversations, which was then integrated into our new definition of pedagogical wellness. Since there are a variety of ways in which pedagogical wellness can be defined, addressing gaps and resource needs can be more difficult. Some instructors identified the need for more community discussions on the topic while others acknowledged the need for practical templates of syllabi with specific wording around well-being. As the research progresses, we hope to continue refining the definition of pedagogical wellness and address gaps that are within the capacity of this position. Another angle to view pedagogical wellness is from a campus-level perspective as described in the next section.

Faculty Academy of Teaching Excellence (FATE)

During my second quarter in the position, the Vice Provost for Teaching and Learning developed a new program called the Faculty Academy of Teaching Excellence (FATE), in which I was asked to participate. FATE faculty were awarded an honor, assigned an actionable task to work on a list of recommendations for direct influence with the Vice Provost for Teaching and Learning, and given a lifelong community to support their teaching efforts.

One topic that FATE addresses is "Helping Faculty Construct Courses that Promote Inclusion and Well-Being." As a consultant for this group, I have the opportunity to engage with an intimate group of ten faculty who are already committed and practicing this work in their classrooms. The goals of this group were to:

- Compile a list of previously established recommendations into a website,
- Compile a list of new recommendations based on research findings, and
- Create policy recommendations to promote inclusion and well-being.

This group is currently conducting surveys among faculty and students to understand pedagogical wellness and inclusion practices. The faculty survey specifically asks about wellness and inclusion strategies already being

implemented in the classroom, how and whether faculty have time to engage in self-care, and the greatest barriers/challenges to implementing wellness/inclusion strategies. Furthermore, the student survey asks participants to convey whether they have witnessed well-being and inclusion strategies in the classroom, the steps they take to prioritize their own well-being, their definitions of pedagogical wellness, and an optional question asking them to describe whether they feel comfortable reaching out to a professor with personal or mental health concerns. They are also invited to explain what the professor(s) do to facilitate that comfort. The findings from this study will inform university-wide messaging and policy recommendations.

In the next section, I share advice for CTLs interested in adopting this type of position and the experience of being in the position.

Advice for CTLs Adopting the PWS Position

Advice #1: Explore other areas of well-being beyond your expertise.

My doctoral training is in public health with an emphasis on disease prevention. Therefore, I viewed well-being as largely influenced by the lens of disease prevention and avoiding negative health outcomes, such as preventing physical illness and mental illness in the population. In my role, I have come to learn that the well-being literature extends beyond public health into the fields of positive psychology, educational psychology, social work, and even spirituality and religious studies. There are many ways in which scholars have defined wellness, and it is important to delve into many of these disciplines to be able to translate the topics into workshops and trainings that resonate with faculty and graduate student instructors.

The research on well-being in recent years has begun to merge with different fields. For example, trauma-informed care in social work has begun to merge some feminist theories that heavily rely on discourse and policy changes (Carello & Butler, 2015; Harper & Neubauer, 2021; Thompson & Carello, 2022). Moreover, in thinking about the socioecological model of disease prevention and social determinants of health, we often talk about how health and wellness can change only if there are structural level shifts (Wold & Mittelmark, 2018). In the education literature, Bronfenbrenner's Ecological Model of Development (Bronfenbrenner, 1974) is similar to the socioecological model, which acknowledges that the student's successes are attributed

to systemic factors. Thus, it is critical to explore multiple disciplines because wellness holds different meanings in different contexts. For example, in the introductory workshop titled "Instructor and Student Well-Being in the Classroom," I present pedagogy *options* that may align with instructors' own definitions and/or needs including the PERMA theory of well-being (Seligman, 2012), trauma-informed pedagogy (Carello & Butler, 2015; Thompson & Carello, 2022), contemplative pedagogy (Grace, 2011; Noland et al., 2017), and healthy pedagogy (Johnson et al., 2019).

Along with the evolving literature, it is helpful to keep up with current trends and discussions happening nationwide. In the past few months, there have been discussions around creating policies that allow students to take mental health breaks or mental health days (Roberts-Grmela, 2023). As mental health challenges become more prevalent and at the forefront of the changing landscape of higher education, having open-ended discussions about these challenges at the university level may help to facilitate progress, solutions, and change. In addition, the conversations on humanizing teaching (Ita Olszewska et al., 2021; Mehta & Aguilera, 2020) and trauma-informed pedagogy (Carello & Butler, 2015; Harper & Neubauer, 2021; Thompson & Carello, 2022) are buzzwords in this field of wellness and pedagogy. More universities have begun to adopt these frameworks into their teaching and leadership practices.

Advice #2:
Take time to build relationships with campus partners, faculty, and administrators. Know that you do not have to do this work alone.

While pedagogical wellness marks a new space for teaching and learning, wellness work is community work. With the help of the new role, our CTL has created unique partnerships with Human Resources Wellness (HR Wellness), the Center for Student Wellness and Health Promotion (CSWHP), the Campus Assault Resources and Education Center (CARE), the Counseling Center, the UCI Samueli Office of Well-Being, and with faculty who teach wellness courses. Through various collaborations, meetings, lunches, and workshops, I have built relationships with representatives from each of these centers. I have learned that although the siloed nature of our campus has persisted throughout the years, this position can bring together wellness partners to one table.

Much of the relationship-building processes with campus collaborators have occurred through committee work. Being a part of committees is one

way to build and maintain partnerships but is also an avenue for having a voice in higher-level decision-making. For example, I currently serve on the Academic Planning Group (APG) on Student Mental Health and Socialization, chaired by the Vice Provost of Academic Planning and Institutional Research. The APG workgroup was formed from a university charge set by the provost for the school year and involves campus leaders, campus resources, and faculty to engage in a cross-collaborative effort to improve the mental health and socialization of students. Through these conversations, I have had the chance to voice concerns and the connection between faculty well-being and student well-being. As part of the goals, the group will set forth recommendations to the provost for solutions. Thus far, the group has created a resource toolkit for faculty that includes a) how to create a classroom that promotes well-being, b) campus resources available for support, c) conflict resolution resources, and d) how to support students in distress.

In addition to involvement in committees, I also have partnered with other various wellness offices for workshops and presentations. For example, in early spring 2023, I worked with the Samueli Wellness Officer for UCI College of Health Sciences to adapt pedagogical wellness classroom principles to teaching in the hospital wards for their Well-Being Grand Rounds training series. Additionally, I have forged collaborations with the CARE Center to develop trauma-informed pedagogy training for departments and graduate student groups. I also have created a strong partnership with our Faculty and Staff Mental Health Services Coordinator to bring more mental health awareness and training to faculty in departmental presentations by request. These cross-center collaborations have led to additional relationships with Academic Personnel, the office responsible for faculty tenure and policies. Finally, interdisciplinary collaborations between staff and faculty interested in well-being work have also begun to emerge particularly in the research space. The projects described represent only a sample of collaborations and opportunities that have come from this position. They give insight into the popularity of the position, the demands for services, and ultimately, the growth of work in this area.

Importantly, the growth and sustainability of this position are attributed to institutional support for pedagogical wellness. We realize that support can be easier to gain on some campuses than others. For CTLs interested in wellness work, we recommend seeking partnerships with counseling offices, wellness centers, student health services, and other related programs to start building institutional support. For example, MSUB's CTL is undertaking this work in a multi-year pedagogical wellness initiative. Their CTL will partner

with student health services and the counseling center to offer workshops on trauma-informed teaching, faculty discussions on burnout and impostor syndrome, and pedagogical approaches to self-care. This way, pedagogical wellness becomes a campus effort with the CTL taking a lead role.

Advice #3: Understand that university structures can both support and challenge pedagogical wellness.

Structural Support

As has been alluded to throughout this reflection, institutional structures can make this position a success or a challenge. In 2021, UC Irvine became part of the inaugural cohort of U.S. universities to adopt the Okanagan Charter, a document that demonstrates a campus commitment to integrating health and well-being into the campus environment. As part of Pillar 4 (Culture of Well-Being), the pedagogical wellness position seeks to create a culture of well-being among our faculty and students in the teaching and learning environment. This charter has encouraged and fostered partnerships between and among departments engaging in creating a university culture of well-being.

Moreover, the most important structure that sustains this position is permanent funding provided by the UC Office of the President. This type of institutional funding assumes administrative-level support for the idea of pedagogical wellness at the university. With all the structural support, presenting this position to faculty makes buy-in less challenging in our workshops and interactions with faculty. It is imperative that institutional offices outside of the CTL understand and support the work of pedagogical wellness to help ensure the success of the new position.

Structural Challenges

While there is institutional and structural support for this position, many nuances and dynamics at the university still present challenges to pedagogical wellness. The PWS (as defined by the teaching center) is limited to training faculty to incorporate well-being into their classrooms to increase well-being among faculty and students. At the start of the position, faculty began emailing us about gaps in the university structure to support them, especially post-pandemic. Many expressed a concern that, while leadership continually messaged its thanks to faculty for pivoting and doing more, pressure

and workload are still not considered or alleviated. The message of "faculty heal thyself" has been disseminated more than the message of the university engaging and partnering with the campus community in healing. There was no acknowledgment of the past events in order to move forward into the future. Rather, the message of being "creative in our teaching approaches" and "doing more with fewer resources" further exacerbates faculty's traumatic experiences from the pandemic.

Faculty are often stressed because they have both visible and invisible work associated with the job that often maxes out their capacity. This stress was evident during the pandemic and even after, when UC Irvine faced the largest teaching assistant strike in the history of the system and faculty were asked to shift their teaching and grading responsibilities once again in light of a lack of classroom support. The types of changes that faculty seek because of the contextual shifts are workload reductions, course releases, sick day policies, better accommodations for faculty with (in)visible disabilities, and time to use their sabbatical. These concerns have created questions such as: How does this pedagogical wellness job tie in with policy and decision-making at the university if at all? Can this position be a bridge for prioritizing pedagogical well-being if there is no clear link to policy change? Administrators are often the key to policy change and higher-level action; however, wellness has often been the primary responsibility of staff. For wellness strategies to be effective, this work should be supported by the upper administration (Amaya et al., 2019). Administrators should be engaging in trauma-informed leadership models (Harper & Neubauer, 2021; Prabhu & Carello, 2022) to effectively serve and facilitate healing in the campus community. In this case, the CTL and/or PWS should engage directly with teaching center leadership and administration to prioritize conversations about well-being for the teaching and learning community.

In summary, for CTLs engaging in pedagogical wellness work, it is important to realize that similar efforts and structures may contribute to the success of this work on campus. Taking time to listen, learn, and form relationships with stakeholders will strengthen the CTL relationships with campus centers as well. In a similar vein, direct conversations with leadership may help to influence cultural/policy shifts that impact pedagogical wellness. Know that this field of work is a slow-moving process and that your wellness as teaching center staff is also a crucial aspect of this work. Practice what you preach to faculty: Take time to engage in your personal wellness practices, take regular breaks, participate in mental health check-ins, use

your sick/vacation days, and set boundaries with your work. Staff health and well-being matter in this line of work too.

What's Next for Pedagogical Wellness?

The need for pedagogical wellness in the current context has created new opportunities for wellness work to expand. Following the implementation of pedagogical wellness at UCI, similar efforts are now underway at MSUB. MSUB's Center for Teaching and Learning is new and considerably smaller. MSUB's CTL does not currently have a designated PWS position; therefore, pedagogical wellness work currently falls under their executive director's expertise. Taking lessons learned from UCI, MSUB's CTL reached out to student wellness offices as partners and presented pedagogical wellness work to campus leadership early in the process. Conversations were already underway based on national data on student mental health needs, which created an opening for the CTL to propose pedagogical wellness programming to address the needs of both students and faculty in the classroom. The CTL stressed that considering faculty well-being creates healthier environments for teaching and learning, contributes to student well-being, and may bolster faculty retention. Therefore, the CTL's plans for the 2023-2024 academic year include workshops, reading groups, and discussions on faculty well-being and student well-being. After gaining the provost's support, the CTL visited various meetings with deans, chairs, and the academic senate to share plans and solicit feedback while also creating visibility and buy-in at the institutional level. MSUB's CTL is also researching current faculty stressors and barriers to well-being through faculty focus groups. Once themes from the focus groups have been identified, these themes will inform a survey for all faculty about threats to their well-being. Results from the survey will shape future CTL offerings and start important conversations with campus leadership about changes to policies and practices that negatively affect MSUB faculty. In this adaptation phase, it is important to note that all institutions are embedded in different contexts that may shift perceptions around how a PWS may be utilized.

Pedagogical wellness has made it possible to normalize conversations about trauma, burnout, and mental health challenges in the classroom context. Moreover, our faculty, students, and staff have begun to engage in discourse about healing, care, balance, belonging, and community. Our work

not only has created another avenue toward changing the "traditional" academic narrative at our institution but also has created more conceptual questions about the position. To date, most of the programming and discussions have been around faculty and student well-being; however, the needs of graduate students, postdoctoral scholars, and staff are important to consider as well. For example, where do graduate students fall under pedagogical wellness in their roles both as instructors and students? How should we integrate pedagogical wellness and professional development for postdoctoral scholars? What does pedagogical wellness mean for CTL support staff? Beyond that, there has also been an additional opportunity for growth in educational research questions. For instance, what are the "most effective" wellness practices to consider adding to a course that will reduce instructors' *and* students' psychological stress while maintaining pedagogical integrity? How do faculty satisfaction and wellness impact students' success? These questions point to our goal of making stronger connections between instructor well-being, pedagogical wellness, and academic outcomes. By continually acknowledging the problems, collaborating, and conducting research in this area, we hope to make our institutions a better place to teach and learn.

References

Allen, H. K., Lilly, F., Green, K. M., Zanjani, F., Vincent, K. B., & Arria, A. M. (2022). Graduate student burnout: Substance use, mental health, and the moderating role of advisor satisfaction. *International Journal of Mental Health and Addiction*, *20*(2), 1130–1146. https://doi.org/10.1007/s11469-020-00431-9

Amaya, M., Donegan, T., Conner, D., Edwards, J., & Gipson, C. (2019). Creating a culture of wellness: A call to action for higher education, igniting change in academic institutions. *Building Healthy Academic Communities Journal*, *3*(2), 27. https://doi.org/10.18061/bhac.v3i2.7117

American College Health Association. (2023a). *American College Health Association-National College Health Assessment III: Undergraduate Student Reference Group Executive Summary Spring 2023* (pp. 1–23). American College Health Association. https://www.acha.org/documents/ncha NCHA-III_SPRING_2023_UNDERGRAD_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf

American College Health Association. (2023b). *American College Health Association-National College Health Assessment III: Graduate Student Refer-*

ence Group Executive Summary Spring 2023 (pp. 1–23). American College Health Association. https://www.acha.org/documents/ncha/NCHA-III_SPRING_2023_GRADUATE_AND_PROFESIONAL_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf

Bekkouche, N. S., Schmid, R. F., & Carliner, S. (2022). "Simmering pressure": How systemic stress impacts graduate student mental health. *Performance Improvement Quarterly*, *34*(4), 547–572. https://doi.org/10.1002/piq.21365

Boston University School of Public Health, Mary Christie Foundation, and Healthy Minds Network. (2021). "The role of faculty in student mental health." https://marychristieinstitute.org/wp-content/uploads/2021/04/The-Role-of-Faculty-in-Student-Mental-Health.pdf

Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, *54*(3), 144–161. https://doi.org/10.1080/00461520.2019.1614447

Brinthaupt, T. M., Neal, A., & Otto, S. (2016). A faculty wellness workshop series: Leveraging on-campus expertise. *To Improve the Academy*, *35*(2), 377–394. https://doi.org/10.1002/tia2.20045

Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child Development 45*(1), 1–5. https://doi.org/10.2307/1127743

Carello, J., & Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. *Journal of Teaching in Social Work*, *35*(3), 262–278. https://doi.org/10.1080/08841233.2015.1030059

Casad, B. J., Petzel, Z. W., & Ingalls, E. A. (2019). A model of threatening academic environments predicts women stem majors' self-esteem and engagement in STEM. *Sex Roles*, *80*(7–8), 469–488. https://doi.org/10.1007/s11199-018-0942-4

Charles, S. T., Karnaze, M. M., & Leslie, F. M. (2022). Positive factors related to graduate student mental health. *Journal of American College Health*, *70*(6), 1858–1866. https://doi.org/10.1080/07448481.2020.1841207

Cheney, A. M., Chobdee, J., McCulloh, K., Vázquez, E., Jara, E., & Deas, D. (2020). Engaging stakeholders in the healthy campus movement. *Progress in Community Health Partnerships: Research, Education, and Action*, *14*(3), 299–306. https://doi.org/10.1353/cpr.2020.0035

Chugani, C. D., Mazza, J. J., Fuhrman, B. J., Talis, J., Murphy, C., Miller, E., & Coulter, R. W. S. (2023). Pilot study of an undergraduate college course to support student mental health: Wellness and resilience for

college and beyond. *Journal of Behavioral and Cognitive Therapy*, *33*(1), 1–9. https://doi.org/10.1016/j.jbct.2022.09.001

Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. https://doi.org/10.54300/122.311

Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society, & Education*, *7*(3), 252-263. https://doi.org/10.25115/psye.v7i3.515

Docka-Filipek, D., & Stone, L. B. (2021). Twice a "housewife": On academic precarity, "hysterical" women, faculty mental health, and service as gendered care work for the "university family" in pandemic times. *Gender, Work & Organization*, *28*(6), 2158–2179. https://doi.org/10.1111/gwao.12723

Duffy, M. E., Twenge, J. M., & Joiner, T. E. (2019). Trends in mood and anxiety symptoms and suicide-related outcomes among U. S. undergraduates, 2007–2018: Evidence from two national surveys. *Journal of Adolescent Health*, *65*(5), 590–598. https://doi.org/10.1016/j.Jadohealth.2019.04.033

Duong, H.T. (2023). *Pedagogical Wellness*. UCI Division of Teaching Excellence and Innovation. https://dtei.uci.edu/initiatives/pedagogical-wellness/

Eifert, E. K., Hall, M. E., Gropper, S. S., & Kondor, M. (2017). Health promotion and institutions of higher education: One university's experience. *American Journal of Health Education*, *48*(4), 219–221. https://doi.org/10.1080/19325037.2017.1316691

Evans, T., Bira, L., Gastelum, J. B., Weiss, T., & Vanderford, N. (2018). Evidence for a mental health crisis in graduate education. *Nature Biotechnology 36*(3), 282–284. DOI: 10.1038/nbt.4089

Fountain, J., & Newcomer, K. E. (2016). Developing and sustaining effective faculty mentoring programs. *Journal of Public Affairs Education*, *22*(4), 483–506. https://doi.org/10.1080/15236803.2016.12002262

Gewin, V. (2021). Pandemic burnout is rampant in academia. *Nature*, *591*(7850), 489–491. https://doi.org/10.1038/d41586-021-00663-2

Grace, F. (2011). Learning as a path, not a goal: Contemplative pedagogy--its principles and practices: Learning as a path. *Teaching Theology & Religion*, *14*(2), 99–124. https://doi.org/10.1111/j.1467-9647.2011.00689.x

Harper, G. W., & Neubauer, L. C. (2021). Teaching during a pandemic: A model for trauma-informed education and administration. *Pedagogy*

in Health Promotion, *7*(1), 14–24. https://doi.org/10.1177/2373379920965596

Hatfield, D. P., Sharma, S., Bailey, C. P., Bakun, P., Hennessy, E., Simon, C., & Economos, C. D. (2022). Implementation of nutrition and physical activity-related policies and practices on college campuses participating in the Healthier Campus initiative. *Journal of American College Health*, 1–8. https://doi.org/10.1080/07448481.2022.2071617

Hews, R., McNamara, J., & Nay, Z. (2022). Prioritising lifeload over learning load: Understanding post-pandemic student engagement. *Journal of University Teaching and Learning Practice*, *19*(2), 128–146. https://doi.org/10.53761/1.19.2.9

Hubbard, G. T., & Atkins, S. S. (1995). The professor as a person: The role of faculty well-being in faculty development. *Innovative Higher Education 20*(2), 117-128 https://link.springer.com/content/pdf/10.1007/BF01189643.pdf

Hyun, J., Quinn, B., Madon, T., & Lustig, S. (2007). Mental health need, awareness, and use of counseling services among international graduate students. *Journal of American College Health*, *56*(2), 109–118. https://doi.org/10.3200/JACH.56.2.109-118

Ita Olszewska, A., Bondy, E., Hagler, N., & Jinna Kim, H. (2021). A humanizing pedagogy of engagement: Beliefs and practices of award-winning instructors at a U.S. university. *Teaching in Higher Education*, *28*(7), 1–17. https://doi.org/10.1080/13562517.2021.1920575

Johnson, J., Bauman, C., & Pociask, S. (2019). Teaching the whole student: Integrating wellness education into the academic classroom. *Student Success*, *10*(3), 92–103. https://doi.org/10.5204/ssj.v10i3.1418

Kalkbrenner, M. T., Jolley, A. L., & Hays, D. G. (2021). Faculty views on college student mental health: Implications for retention and student success. *Journal of College Student Retention: Research, Theory & Practice*, *23*(3), 636–658. https://doi.org/10.1177/1521025119867639

Kaur, J., Chow, E., Ravenhurst, J., Snyder, T., Pennell, S., Lover, A. A., & Goff, S. L. (2022). Considerations for meeting students' mental health needs at a U.S. university during the COVID-19 pandemic: A qualitative study. *Frontiers in Public Health, 10*, 815031. https://doi.org/10.3389/fpubh.2022.815031

Lin, S.-Y., Schleider, J. L., Nelson, B. D., Richmond, L. L., & Eaton, N. R. (2023). Gender and racial/ethnic disparities in undergraduate and graduate students' mental health and treatment use amid the covid-19 pandemic. *Administration and Policy in Mental Health and Mental*

Health Services Research, *50*(4), 552–562. https://doi.org/10.1007/s10488-023-01256-z

Lipson, S. K., Zhou, S., Abelson, S., Heinze, J., Jirsa, M., Morigney, J., Patterson, A., Singh, M., & Eisenberg, D. (2022). Trends in college student mental health and help-seeking by race/ethnicity: Findings from the national healthy minds study, 2013–2021. *Journal of Affective Disorders*, *306*, 138–147. https://doi.org/10.1016/j.jad.2022.03.038

Mahavongtrakul, M., Hooper, A., Mann, D., & Sato, B. (2021). Beyond instructional development: An exploration of using formal pedagogy training to benefit perceived quality of life and sense of community in graduate students. *To Improve the Academy, 40*(2). https://doi.org/10.3998/tia.406

Malisch, J. L., Harris, B. N., Sherrer, S. M., Lewis, K. A., Shepherd, S. L., McCarthy, P. C., Spott, J. L., Karam, E. P., Moustaid-Moussa, N., Calarco, J. M., Ramalingam, L., Talley, A. E., Cañas-Carrell, J. E., Ardon-Dryer, K., Weiser, D. A., Bernal, X. E., & Deitloff, J. (2020). In the wake of COVID-19, academia needs new solutions to ensure gender equity. *Proceedings of the National Academy of Sciences*, *117*(27), 15378–15381. https://doi.org/10.1073/pnas.2010636117

Mann, D., Mahavongtrakul, M., & Hooper, A. (2021). An efficient and coherent pipeline for graduate student and postdoctoral scholar educational development. *To Improve the Academy, 40*(2). https://doi.org/10.3998/tia.237

McMurtrie, B. (2020, November 5). The pandemic is dragging on. Professors are burning out. *The Chronicle of Higher Education*. https://www.chronicle.com/article/the-pandemic-is-dragging-on-professors-are-burning-out

Mehta, R., & Aguilera, E. (2020). A critical approach to humanizing pedagogies in online teaching and learning. *The International Journal of Information and Learning Technology*, *37*(3), 109–120. https://doi.org/10.1108/IJILT-10-2019-0099

Mulvogue, J., Ryan, C., Hunt, S., Cross, M., & Cleary, M. (2023). Promoting positive outcomes in higher education: Supporting undergraduate student mental health and well-being. *Issues in Mental Health Nursing*, *44*(7), 673–677. https://doi.org/10.1080/01612840.2022.2116136

Murguía Burton, Z. F., & Cao, X. E. (2022). Navigating mental health challenges in graduate school. *Nature Reviews Materials*, *7*(6), 421–423. https://doi.org/10.1038/s41578-022-00444-x

Noland, C. M., Talgar, C., Speed-Wiley, J., & Depue, J. (2017). Practicing contemplative gratitude in university classrooms: Student learning and happiness outcomes. *Journal of Contemplative Inquiry 4*(1), 87-105.

Obradović-Ratković, S. (Ed.). (2023). *Supporting student and faculty wellbeing in graduate education: Teaching, learning, policy, and praxis*. Routledge, Taylor & Francis Group.

Pierce, B. S., Perrin, P. B., Tyler, C. M., McKee, G. B., & Watson, J. D. (2021). The COVID-19 telepsychology revolution: A national study of pandemic-based changes in U.S. mental health care delivery. *American Psychologist*, *76*(1), 14–25. https://doi.org/10.1037/amp0000722

Pope-Ruark, R. (2022). *Unraveling faculty burnout: Pathways to reckoning and renewal*. Johns Hopkins University Press.

Prabhu, S., & Carello, J. (2022). Utilizing an ecological, trauma-informed, and equity lens to build an understanding of context and experience of self-care in higher education. In P. Thompson & J. Carello (Eds.), *Trauma-informed pedagogies* (pp. 187–201). Springer International Publishing. https://doi.org/10.1007/978-3-030-92705-9_16

Rajendran, P. (2022). *Sustainable Health in Pedagogical Contexts in Distance E-Learning: Learning from COVID-19* [Preprint]. https://doi.org/10.25159/UnisaRxiv/000037.v1

Richards, K. A. R., & Levesque-Bristol, C. (2016). Assisting in the Management of Faculty Role Stress: Recommendations for Faculty Developers. *Journal of Faculty Development*, *30*(1), 7–14.

Roberts-Grmela, J. (2023, February 2). Students say mental-health breaks from class help them succeed. Here's how colleges are responding. *The Chronicle of Higher Education.* https://www.chronicle.com/article/students-say-mental-health-breaks-from-class-help-them-succeed-heres-how-colleges-are-responding?sra=true&cid=gen_sign_in

Roos, B. H., & Borkoski, C. C. (2021). Attending to the teacher in the teaching: Prioritizing faculty well-being. *Perspectives of the ASHA Special Interest Groups*, *6*(4), 831–840. https://doi.org/10.1044/2021_PERSP-21-00006

Ryan, T., Baik, C., & Larcombe, W. (2022). How can universities better support the mental wellbeing of higher degree research students? A study of students' suggestions. *Higher Education Research & Development*, *41*(3), 867–881. https://doi.org/10.1080/07294360.2021.1874886

Schmidt-Crawford, D. A., Thompson, A. D., & Lindstrom, D. L. (2021). Condolences and congratulations: COVID-19 pressures on higher

education faculty. *Journal of Digital Learning in Teacher Education*, *37*(2), 84–85. https://doi.org/10.1080/21532974.2021.1911556

Seligman, M. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Atria Paperback.

Sgoutas-Emch, S. (2022). Burning the candle at both ends: Supporting the multiplicity of faculty roles. In R. Pope-Ruark (Ed.), *Unraveling faculty burnout: Pathways to reckoning and renewal* (pp. 197–200). Johns Hopkins University Press.

Stuckey, S. M., Collins, B. T., Patrick, S., Grove, K. S., & Ward, E. (2019). Thriving vs surviving: Benefits of formal mentoring program on faculty well-being. *International Journal of Mentoring and Coaching in Education*, *8*(4), 378–396. https://doi.org/10.1108/IJMCE-02-2019-0024

Thompson, P., & Carello, J. (Eds.). (2022). *Trauma-informed pedagogies: A guide for responding to crisis and inequality in higher education*. Springer International Publishing. https://doi.org/10.1007/978-3-030-92705-9

Wold, B., & Mittelmark, M. B. (2018). Health-promotion research over three decades: The social-ecological model and challenges in implementation of interventions. *Scandinavian Journal of Public Health*, *46*(20_suppl), 20–26. https://doi.org/10.1177/1403494817743893

Young, T., Macinnes, S., Jarden, A., & Colla, R. (2022). The impact of a well-being program imbedded in university classes: The importance of valuing happiness, baseline wellbeing and practice frequency. *Studies in Higher Education*, *47*(4), 751–770. https://doi.org/10.1080/03075079.2020.1793932

Yusufov, M., Nicoloro-SantaBarbara, J., Grey, N. E., Moyer, A., & Lobel, M. (2019). Meta-analytic evaluation of stress reduction interventions for undergraduate and graduate students. *International Journal of Stress Management*, *26*(2), 132–145. https://doi.org/10.1037/str0000099

Zhou, S., & Eisenberg, D. (2022). College student mental health: Current trends and implications for higher education. In M. Eliot (Ed.), *Research handbook on society and mental health* (pp. 325–347). Edward Elgar Publishing.

Huong T. Duong is the Pedagogical Wellness Specialist at the Division of Teaching Excellence and Innovation at the University of California, Irvine. Her role is to provide university instructors with evidence-based training on pedagogical methods that fosters well-being for both instructors and students. Furthermore, she leads efforts to build up a research agenda around creating and evaluating pedagogical wellness programs. **Andrea Aebersold** is the Executive Director of the Center for Teaching and Learning at Montana State University Billings. Her work focuses on active learning, inclusive teaching practices, and pedagogical wellness in higher education. **Matthew Mahavongtrakul** is the Program Director of Educational Development of the Division of Teaching Excellence and Innovation at the University of California, Irvine. His work focuses on effective design and implementation of evidence-based teaching practices in higher education.

Appendix
Pedagogical Wellness Programming (2022-2023 Academic Year)

Title of Program or Workshop	Description	Audiences
Introduction to Pedagogical Wellness	"Introduction to Pedagogical Wellness" is a brief workshop designed for introducing the topic of pedagogical wellness to various groups on campus. This workshop includes audience participation in defining pedagogical wellness and addressing the types of services in which the PWS can assist (e.g., consultations, workshop/programming, research).	• Department meetings • Academic Personnel Council on Equity and Inclusion • Academic Personnel Chair's Meeting • Postdoctoral Scholars Programs • Graduate Student Professional Development Programs • Undergraduate student wellness initiatives/programs
Learning Assistant Mental Health	The "Learning Assistant Mental Health" workshop was designed for undergraduate learning assistants and peer mentors to learn about burnout prevention and the prevalence of mental health challenges on campus, create a self-care plan, and address peers/ other students in distress.	• Undergraduate student learning assistants • Undergraduate peer mentors in grant-funded programs
Faculty Well-Being (Partnership with UCI Faculty and Staff Support Services)	The "Faculty Well-Being" workshop was in collaboration with our Faculty and Staff Support Services Coordinator, who is also a Licensed Clinical Psychologist. The purpose of this workshop was to address personal well-being and pedagogical well-being as avenues for burnout prevention among faculty.	• Academic Department(s) for faculty meetings or retreats

Instructor and Student Well-Being in the Classroom	The "Instructor and Student Well-Being in the Classroom" workshop was catered to faculty and graduate students interested in integrating health and wellness into their course design and teaching style. At the end of this session, faculty/grad students walked away with a concrete action plan for implementing well-being into their courses.	• Faculty • Graduate students • Staff who teach courses
Supporting Well-Being: Teaching on the Wards Partnership with UCI Samuel Office of Wellbeing)	The "Supporting Well-Being: Teaching on the Wards" workshop was an adaptation of the "Instructor and Student Well-Being in the Classroom" workshop that included an intro to pedagogical wellness, defining pedagogy and wellness, and small group activities to discuss how to apply classroom techniques to the hospital setting.	• Medical Center faculty • Medical residents • Medical school students
Hands-On Collaborative Workshop	The "Hands-On Collaborative Workshop" was a collaborative workshop where participants were asked to come to the workshop with a syllabus of a course they have taught in the past or will teach. Peers were placed in breakout groups and gave each other feedback on where they could infuse well-being. Resources and example syllabi were provided for reference.	• Faculty • Graduate students • Postdoctoral scholars • Staff who teach
Trauma-Informed Pedagogy (Partnership with UCI CARE)	The "Trauma-Informed Pedagogy" workshop was catered to faculty and graduate students who are interested in learning about how to support students who have experienced significant trauma in their lives, while also taking care of themselves. In this workshop, participants learned the foundations of an Equity-Centered Trauma-Informed Pedagogical Framework and engaged in collaborative conversations about opportunities and challenges of applying these strategies to their own classroom practices.	• Faculty • Graduate students • Postdoctoral scholars • Staff who teach

Pedagogical Wellness Week as part of Inclusive Course Design Institute	This session was part of the Inclusive Course Design Institute (ICDI), which was a one-time grant-funded program. As part of this week, participants were asked to participate in a wellness assessment and at least one hour of personal wellness prior to the session. Participants engaged in a dialogue with faculty coaches on how to integrate well-being concepts into their learning environments and prevent burnout in the process.	• Faculty • Graduate students • Postdoctoral scholars • Staff who teach