Steps Recommended by the Health, Equanimity, and Wellness Committee

Transformational learning for students will be accomplished when students become the best version of themselves that the Lord created them to be. As staff members in the Division of Student Life, we are deliberate and intentional in the ways we interact with students and strive to be part of the transformational process. As a division we commit to implement the following divisional initiatives that will help us achieve this act of determination:

1. **Stewardship of Self—Students**
   Through student life programming and services, students should become conscious of and active in the process of developing one’s whole self by engaging the mind, body, and spirit. Utilizing strengths, students should learn to love themselves first.
   - **Resiliency Skills: Teaching Students to Thrive**
     - Teach students to find hope by reframing circumstances (growth vs. fixed mindset)
     - Help students understand how to cope with adversity and external pressure
     - Help students understand and take responsibility for their financial situation and future through programming such as workshops on financial security/debt
   - **Meaningful Spiritual Practices**
     - Cultivate reflection, silence/listening hearts, solitude, and life-enhancing disciplines
     - Help students define their purpose, life mission, and calling

2. **Stewardship of Self—Staff**
   Through University programming and services, staff members in Student Life should become conscious of and active in the process of developing their whole self by engaging the mind, body, and spirit.
   - **Life Work Balance** through the development of a flexible work policy that will support our staff as they balance their personal and professional commitments. This policy will enable our staff to model best practices in health and wellness as we mentor and guide our students towards health life style choices.
   - Emphasis will be provided to help staff reflect on additional stress created by commitments during the seasons of life [singleness, young married, new professional, married, with children (young, teens, empty nest), care giver for aging parents, student working and completing graduate or professional school]

2. **Care of Community**
   - **Teaching students how to establish boundaries**
     - Foster a sense of civility: greet others, encourage friendly, social interaction
     - Encourage students to engage directly in relationships (putting the phone away)
     - Establish a healthy relationship with technology
   - **Mentoring staff on multiple levels** (young professionals mentored by more seasoned professionals, students mentored by professionals). Start with a summer reading about the impact of mentoring then move to time investment and end with a mentoring model for the division.

   **Teaching, supporting, and modeling healthy lifestyle choices**
   - Encourage and promote healthy departmental practices
     - Walking meetings, standing work stations, mental health days (reading/prayer)
     - Highlight signature programs
   - Help students take responsibility for their own personal well-being
     - Continuation of Health Center, Fitness Center, and Counseling Center programs

Build on existing programs to help students develop individual plans for improvement.
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<th>What did you like?</th>
<th>What concerns you?</th>
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<td><strong>Health, Equanimity</strong></td>
<td><strong>Acts</strong></td>
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<td>What questions do you have?</td>
<td>What other ideas do you have?</td>
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