

NASPA Community and Self-Care in Turbulent Times Panel Notes

1. Each panel member introduced themselves and one self-care thing they have implemented (with their staff or personally)
 - a. Cindy--One person says that they set up their own home office (with natural light)
 - b. Raja--Another person states cooking regularly is important (add creativity)
 - c. Robin--Connecting with other people (videotaping messages to staff in student affairs)
 - d. Barry—He does a daily digest email with his staff at the beginning and the end of the day. Things he includes are poems about resilience/mindfulness/coloring book for children, plus other interesting articles related to self-care and mental health (so that he and his staff feel grounded at beginning and end of the day). Personally—he is a big fan of nature, still goes on long walks/hikes to clear head and focus.

Monica (leader of the panel) asked specific questions to the panelists on the following topics, as well as took questions from participants during the webinar:

2. Cindy Carey (Student Success Coordinator)—Top 5 Tips for feeling more in control
 - a. Acknowledge the challenges
 - i. Recognize there is a learning curve
 - ii. Work to name the emotions we are feeling
 - iii. Mourn for loss of normal life
 - b. Establish and stick to a schedule
 - i. Get dressed every morning (can be comfortable)
 - ii. Workout/listen to podcast
 - iii. Set up an office space
 - iv. Specific time you are there
 1. Take breaks at least once an hour
 2. Set start and stop time for work everyday
 3. Work expectations are clear with self and colleagues
 - v. Connect with other virtually (schedule times to do it)
 - vi. Schedule exercise
 - c. Set Manageable goals for productivity (to do list, to done list)
 - d. Limit social media/news intake
 - e. Use your resources (EAB, NASPA)
3. Barry (Director of Counseling Center)--Most critical things to know/remember of managing emotions during this time of pandemic
 - a. Hold frame of grief (acknowledging stages: loss, sadness, anger, bargaining, acceptance)
 - b. As feelings come up, remind yourself, these emotions really can fall under grief, natural reaction to things going on
4. Robin (VP of Student Affairs)—What can we do on the student affairs divisional level?
 - a. Build community
 - i. Departments—setting up intentional hangouts (i.e. Microsoft team meetings)
 - ii. University of Georgia divisional student affairs connection webpage:
https://studentaffairs.uga.edu/content_page/covid19-engagement
 - b. Leadership team to work creativity to find ways to formalize engagement within departments (plan for future activities, welcoming back students)

5. Raja (Higher Education Diversity Consultant)—What role does community play during this (building virtually)?
 - a. “Change begins with me”—what are you doing to take care of self and those around you? (his strategy—check in on 3 people everyday)
 - b. Giving gratitude (giving gratitude for things that are happening right now)
 - c. Meditation
6. Barry—Where do you get information for daily digest? (his listservs)
7. Raja—In student affairs the burden is placed on individuals to take care of themselves—how to address the systemic side of self-care?
 - a. Acknowledge productivity might look different
 - b. How to put people first
 - c. Just ask “how are you” (ask this in much more meaningful way)
 - d. Issues of privilege (can be sort of guilt—get empowered around privilege—share our privilege)
 - e. give each other space and grace (*asking twice –“How are you? No really, how are you?”)

Questions sent in by participants in webinar:

8. People still on campus/in residence halls—how can we help people understand the needs those groups have?
 - a. Everyone else knows what everyone else is doing ('expression of gratitude')
 - b. Providing support (similar to what was stated in the previous question—asking twice how are you, giving each other space and grace, checking our privilege)
9. How can we assist people/staff who are directly affect by COVID-19
 - a. Staying in contact
 - b. Ask what we can do for others
 - c. Gift cards to local restaurants (give to staff in need)
10. How do we help future Generation Z professionals to understand role/what happened with COVID-19?
 - a. Frame of trauma--Check out Hurricane Katrina research (communal trauma--how to engage others when trauma is shared)
 - b. Celebrate what we have (Tim Elmore—his article talks about 3 negatives of the COVID-19 crisis with Generation Z and 2-3 positives that can come from this. His whole main theme of this is article find the things we can celebrate. Particularly important as we think about how this crisis will affect Gen Z. See link for more insight on this topic.)
<https://growingleaders.com/blog/how-the-coronavirus-could-affect-generation-z/>
11. Lessons learn from what we are doing now?
 - a. “I’m not sure we can do that”—not true –people are more nimble/flexible than we imagined
 - b. How much that can be done online, how creative we can get to reach our students
 - c. Going back to basics (write a letter/note)
12. Impact of identity on self-care (identity strategies that we can help support marginalized identities)
 - a. Starting to conversation

- b. Making space for people to share their stories
 - c. Use our privileges and take stands on these things
13. Self and Community Care—What are some limitations, and how do we approach self and community care realistically?
- a. Be realistic about it (its hard on everyone)
 - b. Work within the limits of your role