The University of Cincinnati Graduate College Presents:

The Graduate Student Kindness Toolkit

WHY KINDNESS?
We believe that young people are uniquely positioned to create this kinder, braver world because they are filled with hope, compassion, and a commitment to community, and they are defined by diversity, inclusivity, and a distinct perseverance that make them powerful beyond even their own wildest imaginations. ~ Lady Gaga

HOW TO USE THIS TOOLKIT:
Every page has clickable links on text and pictures that will take you to more content and new resources about kindness of all types!

Use the Table of Contents Below to Navigate the Toolkit!

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What Does it Mean to be “Kind” in College?

Alex Silberzweig, 2017

Real talk from a student at Penn State. What does it mean to be kind in college when college can often make you feel less kind? You’re swamped with classes, homework, exams, work, family, systemic injustices, and all sorts of stressors that give you every reason to keep kindness low on the priority list. How do you deal with this? How do you redefine kindness?

“Human kindness has never weakened the stamina or softened the fiber of a free people.”
—Franklin D. Roosevelt
Kindness doesn’t mean saying yes to every opportunity so you don’t hurt someone’s feelings. Remember to be kind to YOURSELF!

There is reward for kindness to every living thing. – Prophet Muhammad

What exactly is kindness? Find out here!

Watch this TED Talk on the magic of kindness!

Get inspired with this commencement speech on kindness!

“A gift is pure when it is given from the heart to the right person at the right time and at the right place, and when we expect nothing in return” – The Bhagavad Gita
**30 Days of Kindness**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do a Self-Compassion Meditation ______</td>
<td>5. Go out of your way to recycle ______</td>
<td>3. Give Thanks Before a Meal ______</td>
<td>4. Complete a Gratitude Exercise ______</td>
<td>8. Spend Quality Time with a Friend ______</td>
<td>7. Call a Family Member to Say Hello ______</td>
<td>2. Donate Anonymously to a Cause ______</td>
</tr>
<tr>
<td>8. Donate Anonymously to a Cause ______</td>
<td>7. Call a Family Member to Say Hello ______</td>
<td>14. Donate to a local cause in Cincy or your hometown ______</td>
<td>2. Donate Anonymously to a Cause ______</td>
<td>9. Donate Anonymously to a Cause ______</td>
<td>11. Take an Online Workout Class at Campus Rec ______</td>
<td>25. Volunteer somewhere! ______</td>
</tr>
</tbody>
</table>

**Kindness is catching**

"To practice five things under all circumstances constitutes perfect virtue; these five are gravity, generosity of soul, sincerity, earnestness, and kindness."

—Confucius

"Be kind whenever possible. It is always possible."

—The 14th Dalai Lama.
The Helper’s High

“Wherever there is a human being, there is an opportunity for a kindness.”
— Lucius Annaeus Seneca

The Impact of Kindness

“My wish for you is that you continue. Continue to be who and how you are, to astonish a mean world with your acts of kindness. Continue to allow humor to lighten the burden of your tender heart.”
— Maya Angelou

A Range of Kindness Activities Boosts Happiness

Do Unto Others or Treat Yourself? The Effects of Prosocial and Self-Focused Behavior on Psychological Flourishing

Kindness Contagion

On Being Grateful and Kind: Results of Two Randomized Controlled Trials on Study-Related Emotions and Academic Engagement

Altruism, Happiness, and Health: It’s Good to Be Good

The Five Side Effects of Kindness

Click on the title to go to that resource!
Graduate Students Like Evidence: Here It Is!

Kindness in Science Does Matter

The Technology of Kindness
How Social Media Can Rebuild Our Empathy—And Why It Must

The Unexpected Power of Random Acts of Kindness

The Biology Behind the Milk of Human Kindness

Want To Feel Happier? Science Says Try Being More Generous.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” —Margaret Mead

“The Science of Kindness

“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.” —Desmond Tutu

Click on the title to go to that resource!
Kindness as Resistance to Injustice

We can be unkind without knowing or meaning it. Up your kindness game by learning new ways to avoid causing harm!

Learning about microaggressions is a great start.

“When you callously ignore the suffering of others, you lose the capacity to share their happiness, too.” — Albert Schweitzer

Microaggressions limit learning, create a toxic campus climate, affect people’s sense of belonging, and they lower retention of students, staff and faculty.

Microaggressions in Higher Education: Embracing Educative Spaces. Young & Anderson, 2018

READ:

This Book Will Make You Kinder: An Empathy Handbook

Henry James Garrett, 2020

NPR, 2020
Be Kind To Your Mind: MENTAL HEALTH CARE IS HEALTH CARE!

HERE ARE SOME RESOURCES

UC On-Campus Resources

- **CAPS (UC Counseling & Psychological Services), 513-556-0648**
  - 24 Hour Crisis Line or to schedule a free consultation
- **CAPS Events Page**
  - CampusLink page to sign up for workshops and trainings, including suicide prevention training
- **UC Student Wellness Center**
  - Resources on wellness and mental health
- **Student Wellness Center Events Page**
  - CampusLink page to sign up for free programs, trainings, and events
- **Bearcat Support Network (BSN)**
  - Student-led resource that empowers students to take care of their mental health with resources and support groups

Resources Wherever You Are

- **988**
  - Text or call 24/7 for help if you or someone you love is in crisis or experiencing thoughts of suicide
- **University Health Services, 513-556-2564**
  - 24 Access for UC students to the physician on call for a mental health issue
- **Calm App Premium Subscription**
  - Free to all UC students and staff; offers guided meditations (including instruction for beginners) and other mental health resources
- **College Guide**
  - Guide with resources for college students on all things mental health and well-being
- **Reach Out App (Google Play, Apple Store)**
  - UC CAPS mental health assistance app
- **TAO (Therapy Assistance Online)**
  - Download this free app for UC students using these sign up directions
- **Sky@UC**
  - Offers free weekly meditation and yoga workshops online to promote mindfulness techniques for healthy stress management
- **UC Advocates, 513-431-3807**
  - Get help for yourself or a friend who has experienced sexual assault or violence
- **Inclusive Therapists**
  - Find a culturally responsive, social-justice oriented therapist for yourself or a loved one
- **Psychology Today**
  - Connect with a licensed therapist for in-person or online therapy
“What we all have in common is an appreciation of kindness and compassion; all the religions have this. Love. We all lean towards love.”
—Richard Gere
Types of Self-Care

Physical
Sleep
Stretching
Yoga

Emotional
Forgiveness
Compassion
Gratitude

Social
Healthy Circle
Ask for help
Communicate

Personal
Boundaries
Hobbies
Self-Validation

Financial
Saving
Budgeting
Paying Bills

Work
Healthy Workplace
Learning
Planning
Self Care Bingo
Use These Reminders to Be Kind to Yourself

<table>
<thead>
<tr>
<th>Caught Up With Friends</th>
<th>Took A Shower</th>
<th>Had Fun</th>
<th>Meditated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got A Lot Of Rest</td>
<td>Practiced Self Compassion</td>
<td>Take A Social Media Break</td>
<td>Got 8 Hours Of Sleep</td>
</tr>
<tr>
<td>Spent Time With Nature</td>
<td>Talked About or Shared My Feelings</td>
<td>Dropped A Habit That Is Not For Me</td>
<td>Wrote Down A Thought or Idea I Had</td>
</tr>
<tr>
<td>Treated Myself</td>
<td>Hugged Someone I Care About</td>
<td>Listened To My Body</td>
<td>Drank Water</td>
</tr>
</tbody>
</table>

“Almost everything will work again if you unplug it for a few minutes, including you.” — Anne Lamott
“Relationships with faculty were stronger predictors of learning than student background characteristics for all groups, but strongest for students of color.”

Estrada, Eroy-Reveles, & Matsul, 2018

Clegg & Rowland, 2009

Cramp & Lamond, 2015

Brain Can Be Trained in Compassion, Study Shows

“Kindness at First Sight?: The Role of Syllabi in Impression Format”
Nusbaum, Swindell, & Plemons, 2019

“The Influence of Affirming Kindness and Community on Broadening Participation in STEM Career Pathways”
Estrada, Eroy-Reveles, & Matsul, 2018

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“Relationships with faculty were stronger predictors of learning than student background characteristics for all groups, but strongest for students of color.”

Quality and Frequency of Faculty-Student Interaction as Predictors of Learning: An Analysis by Student Race/Ethnicity
Lundberg & Schreiner, 2004
The Impact of Faculty and Staff on High-Risk College Student Persistence
Schreiner, Noel, Anderson, & Cantwell, 2011

FINDINGS
In synthesizing the patterns that emerged from the 62 student interviews and 54 interviews of influential faculty and staff, we identified seven themes related to the positive attitudes and behaviors of campus personnel that made a difference in the success and persistence of high-risk students. These themes included:
(a) a desire to connect with students,
(b) being unaware of their influence on students at critical junctures,
(c) wanting to make a difference in students’ lives,
(d) possessing a wide variety of personality styles and strengths but being perceived by students as genuine and authentic,
(e) being intentional about connecting personally with students,
(f) different approaches utilized by faculty compared to staff, and
(g) differences in the types of behaviors that community college students reported as fostering their success.

In articulating these themes and patterns, the interviews of the students and the faculty/staff members are woven together.

The Student Connection
Throughout the interviews, we heard the theme of connection. Most successful high-risk students had formed a connection with someone on the campus. The most frequent words used in the student and faculty interviews were those that described people in relationship with one another. For students, words and phrases such as “caring,” “compassionate,” “supportive,” “rapport,” “takes an interest in me,” “helps me,” “makes me feel important,” “respects me,” and “listens to me” permeated their interviews. In the campus personnel interviews, the most frequent theme expressed was student connections: liking students, wanting to spend time with students, enjoying students, supporting students, and, for faculty in particular, interacting with them outside of class. As Levine and Nidiffer (1996) concluded in their study of low-income first-generation students, “it was the human contact that made the difference” (p. 65).

Although the majority (70%) of the campus personnel mentioned by students was faculty, when students described staff members and what made them influential, their statements rarely mentioned the position the person held. The persons with whom these successful high-risk students connected had
We Hope This Toolkit Will Be Helpful...Not Just Today, But Every Day!

**World Kindness Day**

13 November 2022

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