SEL in Higher Education: Practical Recommendations for Professors to Support Mental Health Concerns

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Abstract: The United States is currently experiencing a drastic increase in mental health concerns among college students, impacting professors, higher education institutions, and society (Flannery, 2023). The social and emotional well-being of students is essential for them to thrive in the college setting. Professors across the nation are noting decreased attendance, limited class participation, and missing assignments (Basken, 2023). Poor performance in academic classes due to mental health concerns is one of the leading factors for college students considering dropping out (McPhillips, 2023). This has a direct impact on society as it creates fewer qualified candidates for various career areas that are experiencing a shortage of qualified workers (Ferguson, 2024). Professors are one piece of the puzzle to help combat this crisis. They may not be trained mental health professionals, but can alter their teaching strategies, assessment procedures, or feedback to help college students grow academically, socially, and emotionally. One practice for professors to consider is embedding Social and Emotional Learning (SEL) within their course design and delivery to support students with mental health concerns. This article will provide practical recommendations for how that task can be accomplished in various content and delivery methods.

Keywords: Social and Emotional Learning (SEL), Higher Education, Teaching Pedagogy, Mental Health

Mental health concerns are prevalent among students in higher education. Utilizing results from a World Health Organization (WHO) survey, Auerbach et al. (2018) determined that 35% of full-time undergraduate students met the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) diagnostic criteria for one lifetime disorder, and 31% met the diagnostic for at least one disorder lasting 12 months. The survey did not assess every potential DSM-IV diagnosis, so these percentages are likely higher. Mental health concerns and emotional distress are significant contributing factors to young adults deciding not to enroll in higher education, as well as choosing to withdraw from higher education (PR Newswire, 2023). A study conducted by the Gallup and Lumina Foundation found that 77% of college-aged individuals attribute emotional distress as a significant contributing factor to declining higher education, and 73% identified mental health as greatly impacting their decision not to continue education (PR Newswire, 2023). For college-aged individuals to complete their degrees, improvements need to be made in mental health support on college campuses.

University Resources for Students

Colleges and universities need to address the mental health concerns among college students. Many students rely on institutional support services such as counseling and therapy offices, with those who take advantage of these services reporting improved social and emotional well-being as well as increased college retention (Francis & Horn, 2016). The Association for University and College Counseling Center Directors (AUCCCD) has identified offering counseling services as a high-impact practice, with approximately 70% of students indicating increased academic performance and 60% reporting that the services helped them remain in school (2020). However, not all college students who need support services access these counseling or therapy centers. More than half of adults with a mental health disorder do not receive treatment (National Council for Mental Wellbeing, 2026), including college students. College students may not access these services because they are unaware of them, the stigma associated with mental health, access to transportation, and availability of services (National Council for Behavioral Health, 2020). The current demand for mental health support greatly outweighs the available supply, causing centers to have waitlists (Houdyshell et al., 2021). Because of this, many students who want to get help cannot, or they may not have access until it is too late.

Professor's Role

It is important to consider the impact professors may have on the mental health of college students. Alexander Astin (as cited in Felton & Lambert, 2020) discovered decades ago that student-faculty interaction has a stronger relationship to student satisfaction than any other institutional variable. A professor can serve as the first line of detection to notice when a student may exhibit the signs of a mental health challenge in their classroom, such as attendance concerns, failure to submit assignments, or disheveled appearance (Abrams, 2022). Professors see and work with students the most during each semester and can help reduce the stigma around mental health by providing opportunities to discuss or reflect on it and reminding students of available resources (Smith & Applegate, 2018).

However, professors may not feel equipped to discuss or support mental health concerns and should not provide treatment or medical recommendations (unless you are certified to do so). Professors need to focus on what they can do within their professional responsibilities, such as creating assignments and using teaching strategies that promote social and emotional development alongside academic progress, being a listening ear, and helping connect students with college-wide resources equipped to provide more in-depth mental health support. Being proactive with these approaches can help determine the students who only need slight support from the professor, and those who need more specialized support from campus or community resources.

This article will provide teaching recommendations on how professors can integrate activities that promote academic, social, and emotional growth. However, college students may seek additional social and emotional support outside of class time. As noted, professors can be a college student's go-to person whom they feel most comfortable talking to since they interact with them frequently during the semester. However, professors need to maintain healthy boundaries because excessive support outside of the classroom can cause burnout in professors (Field, 2023). Professors need to engage in self-care to maintain healthy well-being and to show up and provide support for students; if this begins to diminish, there are now two problems versus one. This potential concern reinforces the importance of knowing your limits as a professor and connecting students with campus resources outside of your scope. However, this can also include modeling or sharing appropriate coping skills with students for proper self-care that allows them to receive support but does not require direct contact. This can include embedding resources within

Learning Management Systems (LMS) for students exhibiting academic or social and emotional difficulties to access links to campus support, online resources, and strategies such as breathing techniques or viewing funny animal videos.

Social and Emotional Learning's Impact on Mental Health and Success

Social and Emotional Learning (SEL) is an evidence-based teaching practice developed in 1994 that provides students with the opportunity to engage in self-awareness, self-regulation, social awareness, relationships, and responsible decision-making skills (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2025). SEL is a framework in education, but it derives from emotional intelligence in the field of psychology. Emotional intelligence was also introduced in the 90s by psychologists as the "ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups" (p. 330), and establishing a high level of emotional intelligence could help increase the productivity and success of an individual (Serrat, 2017).

Teachers typically utilize SEL in a K-12 setting. However, it has potential benefits in improving students' well-being and success in higher education. Stocker and Gallagher (2019) found that after being in a course using SEL techniques, undergraduate students experienced decreased anxiety, were more likely to view stressors as challenges to overcome and were able to identify more resources for help. With the current mental health issues in higher education, the impact SEL made on these individuals may be crucial in creating future methods of retention. In utilizing various SEL techniques relating to self-compassion and gratitude, Biber (2020) found that students reported positive outcomes relating to learning, emotional awareness, engagement, and application outside of class. Additionally, Elmi (2020) implemented SEL activities throughout the semester in an introduction science course noting the time-consuming process but highlighting the benefits of students' improved self-confidence, social awareness, motivation, and academic achievement. SEL may help to bridge the gap between education and mental health to assist professors in supporting students.

Recommended SEL Practices in Higher Education

Woolf (2023) identified several ways that colleges and universities can implement SEL, one of which is a campus-wide initiative to equip faculty members to implement SEL properly. This article will provide examples of educational practices connected to SEL that professors can incorporate in face-to-face, hybrid, and online

courses in any discipline. These recommendations are based on the researcher's own engagement in the Scholarship of Teaching and Learning (SoTL), reflecting on the feasibility, engagement, and perceived benefits received from formal and informal student feedback. Additionally, these strategies are supported by other researchers who have implemented them in different contexts to help increase their generalizability. The following section will briefly explain the five components of SEL and provide strategies that professors can implement into their teaching practices.

Self-Awareness

Self-awareness is the ability of an individual to identify and understand their emotions, thoughts, feelings, and values. These skills allow individuals to communicate their strengths, needs, wants, and desires (CASEL, 2025). There are various ways professors can help college students engage in self-awareness.

Syllabus Quiz

A syllabus quiz is a common assessment in various class formats. It is typically conducted during the first week of classes, allowing professors to ensure students have reviewed the course requirements and expectations (Keast, 2019). Izienicki (2024) found that syllabus quizzes can be an early predicator of how a student will perform in the class, including their final grade. Beyond academic performance, a syllabus quiz can also help a professor obtain social and emotional information about their students as the perfect way for students to privately reflect on themselves as learners. Professors can create open-ended questions for students to share key information about themselves. This information could include questions such as: What is important for me to know about you as a learner? Is there anything that might inhibit your success in this course? The responses to these questions allow students to reflect on what helps them learn and what may create challenges for them during the semester. It also provides professors with relevant information related to students' background knowledge, learning styles, schedules, commitments outside of class, etc. (Verschelden & Pasquerella, 2017).

Another question to consider including in a syllabus quiz is to simply ask students how they feel about taking the course. This question allows students to reflect on their emotions but also can help a professor identify the students who may require a high-touch level of support (Pacansky-Brock, 2020). If students respond "nervous" or "anxious," it may help alert the professor to reach out to those students to understand what might be causing those feelings and how they can

help alleviate them for their particular course. This question is especially helpful for a course that might have a large enrollment of students. It may not be realistic for a professor to provide frequent check-ins for all students, but this self-awareness question can help a professor identify specific students who may benefit from additional support.

Offer Assignment Options

Students can meet the competencies or standards of the course by demonstrating their knowledge in more than one format (Denial, 2022). Providing students with the option to select how they would like to apply their understanding of the course material encourages students to reflect on their strengths and preferences. It provides the opportunity for personalized learning, which has been shown to increase college students' engagement, intrinsic motivation, and psychological needs (Alamri et al., 2020). Student choice also promotes Universal Design for Learning (UDL), by professors providing multiple means of action and expression to help support diverse student learners (Center for Applied Special Technology [CAST], 2025). In return, the completed assessments will likely be more enjoyable for a professor to grade, assuming the students select an option that matches their abilities. A professor can provide a restricted number of options or ways for students to complete an assignment if they are concerned about grading requirements. Students can demonstrate their learning by completing a test, writing an essay, presenting a slideshow, creating an infographic or brochure, creating a TV commercial, a podcast episode, or additional products.

Social and Emotional Check-Ins

The ideal professor-student relationship is a balance between serious and enjoyable (Cavanagh, 2023). One way for this type of relationship to occur is by professors simply asking students questions about how they are feeling or what their preferences are. A social and emotional check-in is a question that requires students to respond either verbally, written, using a gesture, or physical action. Students respond to a specific question regarding how they are feeling that day or share information about themselves, such as what they like to do for fun. Students can respond individually, or professors can use Active Student Responding (ASR), which has all students respond at the same time (further discussed under self-management). Severino (2025) conducted an experimental research design implementing consistent SEL check-in to an intervention class section, to find significantly more student initiated out-of-class communication attempts (n=57)

versus the control section (n=33). A professor can gauge how the class may be feeling as a whole and make adjustments for the class session. Additionally, a professor can use the information learned to ask follow-up questions before and after class sessions to continue to build relationships.

Self-Management

Self-management is the ability of an individual to manage their emotions and behaviors appropriately to achieve personal and collective goals (CASEL, 2025). There are various ways professors can help college students engage in self-management.

Assignment Reflection Questions

Specific reflection questions allow college students to think about their progress and performance toward personal academic goals. It is important for the questions to connect the content required for the assignment to the student's emotions and experiences (Friend, 2019). Specific questions could include "Did this assignment help you learn more than others?", "What do you feel you did really well on this assignment?", "What was the most challenging part of this assignment?", or "How can this assignment help connect to your future career goals?" These questions can be associated with an assignment for point value or be general class participation. Students can provide written responses or verbal discussions in small groups or with classmates.

Mid-Semester Self-Evaluation

Beyond individual assignment reflections, professors can provide the opportunity for students to reflect on their progress at the halfway point of a course. This reflection can be accomplished through self-evaluation. Researchers (Donlan & Byrne, 2020; Hurney et al., 2014) have found mid-semester self-evaluations to be powerful in helping students make necessary changes before the semester ends and for professors to also pivot and make possible changes to benefit particular students or the whole class. In this evaluation, students can identify what in the course has gone well for them during the semester so far and what changes they may need to make before the conclusion of the semester. Questions can involve students reflecting on their attendance, class participation, assignment completion, or other aspects of the course to help promote self-management skills. These questions can be delivered in person or electronically utilizing open-ended or response option type formats and could count as class participation points to help promote completion

and critical reflection. Professors can also ask students to identify any potential changes to the course design or additional support options from the professor to check the pulse of the class (Center for Teaching and Learning, 2024). This strategy allows professors to adjust based on the unique needs of their students for that semester.

Active Student Responding (ASR)

Class participation can be difficult for both students and professors. Some students may experience anxiety related to speaking out loud in front of their peers and of potentially sharing an incorrect response. Additionally, professors may pose a question and notice the same couple of students always responding to share their input, which limits the ability of the professor to hear different perspectives. The clarity of the questions or the amount of wait time can impact the number of responses. However, professors can ensure that all students have the opportunity to respond and share their thoughts, answers, or questions through Active Student Responding (ASR). Scholars have found providing students with frequent opportunities to respond, in face-to-face (Tincani & Twyman, 2016) and online learning environments (Hollins & Peterson, 2024), has an increase in student engagement and academic performance. For this teaching strategy, all students respond to a question for a professor to quickly assess the feedback. This helps encourage self-regulation of emotions and behaviors for students who may be reluctant to participate. Students can respond by writing on dry-erase boards, display cards with pre-written responses (e.g., true or false, agree or disagree), or use gestural or physical responses (e.g., thumbs up or down). In the online environment, this can look like students unmuting themselves, putting a written response in the chat, displaying a reaction, or using an emoji (Gribble & Wardrop, 2021).

Responsible Decision-Making

Responsible decision-making is the ability of an individual to make caring and constructive choices by considering the impact of those choices on themselves and others when faced with problems in various settings (CASEL, 2025). Below are ways professors can help college students engage in responsible decision-making.

Real-Life Scenarios

One of the best ways to ensure college students are engaged in active learning is to provide real-life scenarios or case studies of what they can expect once they are

working in their selected career field (The Derek Bok Teaching and Learning Center, 2024). Students often wonder about the importance of what they are learning and how they will use it in the future. Providing students with real or hypothetical scenarios helps to remove any barriers that students may face when they are required to do the same tasks independently in the field. Potential problems will no longer seem unexpected, and students will be able to pull from the support received in class to navigate the situation utilizing responsible decision-making. Every career requires soft skills to be successful; this includes communication and problem-solving with colleagues, supervisors, customers, etc. These skills are not always reviewed in course content or curriculum but are essential skills to the role and to life. Discussing real-life scenarios in the class setting can be a great way to start the class session, a brain break to transition between activities, or as a final activity before the conclusion of the class session. Students can discuss with a partner, small-group, or whole class as an opportunity to share ideas on the best way to handle each particular situation.

Work Plan Exit Ticket

Proficient study skills are required for college students to be successful with their coursework. Study skills can include a wide variety of tasks such as organization, note-taking, group projects, or preparing for upcoming assignments/assessments. It is important that professors not only review assignment details during class sessions to help alleviate any confusion but also provide the opportunity to model responsible decision-making in how to create a plan to complete the required assignment within the designated timeframe and with the available resources. One way to accomplish this is by having students complete a work plan exit ticket. An exit ticket is a brief formative assessment tool (a couple of questions) for active engagement that is conducted at the end of a class session to determine a student's knowledge of the content discussed (Paz-Albo & Escobar, 2016). Students can complete this task verbally or submit proof of their plan. This exit ticket can include specific questions such as the following: What materials will you use? What resources do you have, and what resources do you need? When do you plan to work on this assignment? If the assignment involves peer collaboration, additional questions could include: Have you exchanged contact information with your group members? Have all members been given a role? What platform will you use to collaborate? These questions help ensure that college students know how to get started on their essential assignments by providing the time and space to think through responsible decision-making during class time. Engaging college students

in this process can also help improve metacognition skills, the ability to think about their own thinking and cognitive processes, which is linked to increased academic success (Ward & Butler, 2019).

Frequent Reminders on How to Access Support

Professors typically review the best way to reach them and when their office hours occur at the start of each semester, more specifically, during the first class session when reviewing the course syllabus. However, it is important that this information is consistently reviewed throughout the semester to help students remember the information and feel comfortable accessing the support. David Scobey, Director of Bringing Theory to Practice at Elon University, describes this as a relentless welcome to increase interactions between students and professors and help them acknowledge the systems in place for support (as cited in Felton & Lambert, 2020). Additionally, it is important that professors clearly explain the purpose and format of office hours. When discussing the location of the professor's office, students should have the opportunity to physically visit the space or see it virtually through picture or video to show students where they can find them when needed (Pacansky-Brock et al., 2020). This friendly and frequent reminder on how to access support from the professor can occur naturally at the conclusion of each class session or embedded within any course emails or announcements.

Social Awareness

Social awareness is the ability of an individual to understand that everyone has a different perspective based on their lived experiences and culture and to show empathy and open-mindedness (CASEL, 2025). There are various ways professors can help college students engage in social awareness.

Collaborative Learning

When college students get to discuss and work together during class sessions, it not only helps promote engagement, but also allows them to practice social awareness skills. Most college students identify lecture-based instruction from professors as their least preferred teaching method (Stearns, 2017). It is highly encouraged for professors to consider using engagement strategies that can help students work collaboratively on exploring course content. Johnson et al. (2014) conducted a meta-analysis of 168 studies to find collaborative learning had the greatest impact on students' academic achievement compared to competitive learning (effect size = 0.49) or individualistic learning (effect size = 0.53), as well as increased levels of

interpersonal skills. Barkley et al. (2014) provide step-by-step directions for how a variety of collaborative learning strategies can be implemented in face-to-face or online courses to help promote speaking, listening, and problem-solving skills. Below are examples of some of those strategies that can help promote social awareness among college students:

- **Turn and Talk**: The professor poses a question or set of questions. Students can briefly think about and reflect on their responses. Students are then prompted to turn and look at a peer sitting near them to discuss their responses. The class can then return for a whole-class discussion.

- **Jigsaw:** Course material is broken into sections for students to review and complete in small groups. This can include chunking a text, a set of problems, or discussion questions. Students are responsible for reviewing the section assigned to their small group. Each small group can then share their findings with the whole class. Another option is for students to get into new small groups that are composed of one member from each of the previously assigned. Each member takes turns discussing what they learned from their assigned section so that by the end of the discussion, all members have reviewed the entire course material.

- **Four Corners:** The professor identifies a statement or question related to course content for the class to individually reflect on. Students are given a moment to think about or write their response. The four corners of the classroom are then labeled with response options. These options can vary depending on the statement or question but include opinions such as strongly agree, agree, disagree, or strongly disagree. Students are prompted to move to the corner that aligns with their response or opinion. Students discuss with others who share common ideas. The class then comes together to discuss varying viewpoints on the topic.

- **Gallery Walk:** Students work individually or in small groups to create a product that can be displayed around the classroom. This product could look like a poster, a writing sample, a completed problem, etc. Each group displays their product at a different location in the classroom, such as on the walls. Groups then rotate around the classroom to review each other's products. It is encouraged for each group to provide feedback or have guided questions to respond to. These responses could be made with Post-it notes that students are

able to leave behind as they rotate. Each group then has an opportunity to review the responses left on their product and engage in whole class discussion.

- **Inside-Outside Circle:** The class moves chairs to form two circles. A small circle and around that a larger circle. The chairs face each other. All students are prompted to take a seat. The professor poses a statement or question for the students to discuss. The students face each other in pairs to discuss the topic (inside and outside circle pairs). After a few minutes, students in the outside circle are prompted to rotate and discuss the same or a different topic with a new partner.

These collaborative learning strategies are typically implemented in a face-to-face class setting, but most strategies can be transferred to the digital classroom environment with slight adaptations. Moore's Interaction Framework for online courses suggests that professors should intentionally schedule a form of interaction (with content, professors, or classmates) to occur every two to five minutes to help promote active learning (Gribble & Wardrop, 2021). One way to accomplish this is by using virtual breakout rooms. Breakout rooms are a common feature on various video conferencing platforms such as Zoom, Microsoft Teams, or Google Meets in which students can be manually or automatically assigned to breakout rooms to engage in the turn and talk, four corners, or jigsaw activities. The professor can also select an option for participants to choose their own rooms, allowing flexibility for students to move in and out of multiple breakout rooms to participate in a gallery walk activity. Students can also work collaboratively on various additional learning platforms with a shared link, such as Padlet, Figma, Google Slides, and more.

Peer Review and Feedback

Students can learn from each other by providing feedback on specific assignments before they are submitted for grading. This process requires college students to think about how to deliver feedback that is constructive, meaningful, and professional. Active listening and a tactful approach to feedback are skills college students will use in any profession and require a sense of social awareness (Simonsmeier et al., 2020). However, college students need guidance to learn the importance of providing meaningful feedback to peers in contrast to glancing over an assignment and saying nothing. It can be helpful for college professors to provide a checklist for students to complete to help guide their feedback or a set of

specific discussion questions that help them review areas of strength or potential areas for improvement within the assignment.

Relationship Skills

Relationship skills are the ability of an individual to establish and maintain appropriate and healthy relationships with diverse people and in various settings (CASEL, 2025). There are various ways professors can help college students engage in relationship skills.

Class Community Agreement

It is important for the college classroom environment, both physically and virtually, to be a setting where all members can communicate their ideas and have shared responsibility. Guidelines need to be established by all parties involved to achieve these goals. One way to accomplish this is by creating a class community agreement. During the first week of classes, the professor can engage the class in an activity to discuss the following questions: What do students expect from the professor? What does the professor expect from the students? What do students expect from each other? The class can record the responses to these questions and have them readily available on the course's online learning platform or displayed within the classroom environment. The professor can review these expectations throughout the semester so that when concerns may arise specific to one party not abiding by their agreed-upon responsibilities, professors can address them without calling out specific students. This activity helps build strong relationship skills between the professor and students as well as the students with each other (Denial, 2022).

Professor Considerations: In-Person Environment

Relationship skills are important not only for college students to build and maintain among their peers, but with their professors as well. Professors must create mutual respect for this relationship to grow by getting to know their students' preferred names (with proper pronunciation) early in the semester (Verschelden & Pasquerella, 2017). This simple gesture helps students know that you care about them as a person versus a student ID number or a grade in your course. There are various ways for professors to learn and remember student names. One tip is to provide students with the opportunity to share additional information about themselves during the first week of classes and throughout the semester. This can be specific to course content, or it can provide space for students to share about

themselves personally. This not only helps build relationships in general but can also help professors remember names by connecting these details to them. During these discussions or activities, it is best practice for the professor to also respond and share their own experience, opinions, or preferences. Having the opportunity to share this information could occur during the social and emotional check-ins discussed under self-awareness or a part of reflection questions discussed under self-management.

Professors can help establish a supportive relationship with students by identifying when they make mistakes. Professors are knowledgeable and may specialize in certain areas, but they still make mistakes, and no one has the answer to everything. Acknowledging this with students can help normalize fixing errors and continuing educational growth and reflection in higher education (Pacanskey-Brock et al., 2020). Lastly, standing up by the podium or projector during class sessions may be a professor's choice based on lecture style, class size, desk arrangement, technical requirements, or physical limitations. However, whenever possible, professors should circulate the classroom when students are working independently or collaboratively. This provides professors with the opportunity to check in with students to discuss the assignment content and helps further build a supportive relationship.

Professor Considerations: Online Environment

It can be more difficult in an online environment for professors to build a strong rapport with their students as synchronous sessions lack the opportunity to see body language or facial expressions that may be displayed during in-class sessions, and asynchronous class sessions may remove the video aspect altogether (Gribble & Wardrop, 2021). There are several ways for professors teaching online courses to help establish a reciprocal relationship with students during the semester. First, it is encouraged for professors to record a relatively brief introduction video. This is the students' first contact or impression of the course. The video can review course guidelines, direct them where to find information, and provide the professor an opportunity to share a little bit about themselves. Additionally, during the first week of classes, students should engage in a getting-to-know-you activity. This activity should allow them to share information about themselves and get to know their professor and classmates. This can be accomplished through virtual discussions, a written discussion board, or utilizing online learning tools.

Throughout the semester, professors can have brief videos for students to review. This will allow students to learn more about their professors and see that they are also human beings behind the computer screen (Pacansky-Brock et al., 2020). This can include recording videos that review course content or providing a check-in from various locations that you feel comfortable sharing, such as in your office, at home, at your favorite coffee shop, outback with your dog, etc. Lastly, professors can provide feedback on student assignments and assessments in a variety of formats. Written feedback is the most popular, however, almost all online learning platforms now offer professors the option to provide video or audio feedback. Students being able to hear their professor's voice or see them when reviewing feedback helps to build that relationship and help clarify what is being said since it allows students to detect tone of voice or facial expressions. Students are constantly looking for cues of safety (e.g., facial expressions, tone of voice, body posture) in their interactions with professors that can get overlooked in the online environment (Pacansky-Brock et al., 2020).

Conclusion

The mental health concerns among college students are alarming as they continue to rise and prevent young adults from achieving their post-secondary goals (McPhillips, 2023). Professors can help support college students' academics, alongside their well-being, by incorporating Social and Emotional Learning (SEL) into their teaching pedagogy. As part of campus-wide initiatives, college and university teaching and learning centers or counseling centers can provide professional development opportunities for professors, especially those whose area of expertise is outside the fields of teaching or psychology, looking to revamp their teaching methods to benefit students' academic, social, and emotional growth. SEL helps guide professors but still allows professors to maintain teaching autonomy, as the strategies are flexible. For instance, professors do not need to embed all teaching strategies discussed in this article but trying one at a time can help professors find what works for them and their students. SEL is one way that professors can directly impact students' well-being, without taking away from content instruction.

Conflicts of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this article.

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