

**Vortragsankündigung im Psychologischen Forschungskolloquium im SoSe 2021**

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**How are achievement goals and well-being of university faculty related? Investigating the roles of stress appraisal and coping**

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**Abstract:** A wealth of research indicates that university faculty struggle with compromised subjective well-being (SWB) tied to the challenging nature of their work. From a motivational perspective, recent evidence suggests that faculty achievement goals, which are posited to underlie cognitive, affective, and behavioral processes in achievement contexts, may constitute protective or risk factors for their SWB. Despite promising first insights, very little is known in general about how such goal-SWB processes function in university faculty. To gain a better understanding, longitudinal studies are needed that simultaneously investigate theoretically relevant mechanisms therein, such as how faculty appraise and cope with stressful work situations. To address these research gaps, we conducted a longitudinal study in which 808 university faculty members across Germany and the Netherlands completed online surveys at the beginning, middle, and end of the winter semester of 2020. Each survey assessed their achievement goals, stress appraisals, coping strategies, and multifaceted SWB (positive emotions, negative emotions, job satisfaction, life satisfaction). Structural equation modelling revealed that faculty members' achievement goals were differentially associated with their SWB, and that their stress appraisals and coping strategies functioned as meaningful mediators that contributed to explaining additional variance therein. We discuss implications for future research as well as for supporting faculty members' SWB during a critical time within the profession.

**Herzlich eingeladen sind alle Kolleg(inn)en, Promovend(inn)en und interessierten Studierenden.**