

Resources:

- The Common App - <https://www.commonapp.org/>
- West Chester University Resource Navigator - <https://wcupa.concerncenter.com/>
- UNC College Thriving Course - <https://ideasinaction.unc.edu/first-year-foundations/thrive/>
- Mentor Collective - <https://www.mentorcollective.org/>

Presentation Overview:

- How can we allow students to thrive at our university?
 - Students may not actually be thriving, but rather “surviving”
 - Retention rate issue: this does not show us if they are “thriving”, as they can just be “surviving” by being able to
- If they answer
- Deficit to Growth Models:
 - Resilience (or grit): admits you are already in distress, and how you overcome adversity
 - Thriving: proactive and can occur at any time
 - Well-being: you will be uncomfortable at times, can you see it as a sign and pathway to growth instead
- Connections:
 - Strategic plans at universities are using thriving language
 - Equity and inclusion: everyone has a right to thrive here, and if not, are there certain groups or populations who do not feel they belong?
 - How can we empower groups to build communities to help them thrive
 - Residential Experience: look at spaces, physical places, and extract what learning can happen in that space
 - Liberal Arts Schools: Liberal – being a free citizen of the world, and Arts – the knowledge, skills, mindsets, and behaviors do you need to be that free citizen
 - What does it mean to be a free citizen today?
 - Maybe it’s like these thrive learning objectives: can you manage your own mental health, perform deep relational connections, utilize the resources and connections around you, be able to thrive
- Culture of Learning
 - Thrive Learning Objectives build on our core competency of educating our students
 - We all contribute to the life and mission of the University

Discussion:

- Sabia Abidi Rice University - to what degree do faculty need to be thriving to allow students to be thriving?
 - Joe’s response – we need to be good role models, thrive should be expanded to faculty, staff, others on campus to be able to accomplish this
 - Particularly staff and the advisors
 - Work-life balance – students see what time we operate, and can see how we don’t have work life balance
 - Sometimes we don’t feel like we’re thriving until after the fact
 - Thriving is not happiness, it’s closer to feeling like having agency over own ability to grow and feeling empowered at the moment, doesn’t not mean you are always happy
- Alexis Ortiz-Rosario, Ohio State – what are the next steps, how do we take this and implement it?

- Joe's response - in our classroom, we typically focus on the intellectual goals. Can you question to use the framework to look for opportunities. Even in technical classes, can the word problem you craft be about belonging, food and nutrition, sleep cycles, finding resources around you? This may allow them to learn about the techniques and tools as well as think about some area of the thrive framework
- Nicole Ramo, West Chester University – have you gotten any pushback that these should be addressed in the freshman seminar, or by advisors, instead of in each classroom?
 - You are going to end up getting these students as research students, so you should pay attention to it
 - It's also a framework to help you be more inclusive in your classroom
 - The handful of faculty who say "not in my backyard" or it's too hard, end up trying it, and find out it's not that hard
 - Whenever you are passing a student in a hallway, you attempt to make eye contact, if they make eye contact back, acknowledge them, say hello or smile
- Alexis Ortiz-Rosario, West Chester University – do you have any resources and how do you keep these straight and integrated into a framework?
 - Joe – some campuses have a chat bot, students don't get information through email, it's now through their phone, but do we need to push the information or have them pull the information?
 - When a student has a question at 2am, is there way for them to get in touch with someone? The common app has a "common app app" that gives them information about deadlines, ask questions, and it gives them tips and hints about how to successfully navigate the end of high school, how to pack, and how to transition into college
 - Many students keep the app and continues to follow them in college through their first year and gives them hints and suggestions
 - Richard Goldberg, UNC – starting a new class at UNC called College Thriving, is 15 students per section, has 300 sections, meets once a week for an hour, and many faculty and staff are teaching it
 - It doesn't scale well, but you can do it just at the Engineering School since some of their needs are a little different
 - Joe - Lehigh has a playbook they fill out before arriving to campus, and many institutions do a freshman orientation on it, but students forget about it afterwards when they do need it. It's nice to have it all in one place, but how do they get the resources just in time when they actually need them?
- Sabia Abidi, Rice University – they have upper classmen that live/work with the lower classmen, but faculty are out of touch, we need the metrics and language at our disposal to help give them tools and things to look out for so they are aware that there are this thriving concept – you may be unhappy and miserable, but are you able to thrive/have agency
- Joe – this is a complicated system, we need to be nuanced and looked at carefully, we're not asking them to "suck it up" and rather be there for students, but not do it for them. Will we get pushback from faculty? Oftentimes they say it's great but they don't feel qualified, they should be given tools but at the very least know where to send them too, and this will further help them understand how to find and utilize the resources around them
- Conrad Zapanta – have you worked with students who are thriving and talking to other students?
 - Joe – we have pieces of the residential model that Rice University has, but we have near peer guides, students who meet once a week with first year students to check in with and talk to. The arts/sciences college is larger, so they use Mentor Collective software to pair senior students with more junior students along some dimension, and they meet up through text message instead of in person
 - Conrad – sometimes students thriving means students leaving our college, if they are floundering in the major, we should think about where they should go to thrive, since sometimes they need to leave to be able to thrive, which is a hard talk to have
 - Joe – I asked that at my interview, would you rather a student stay here for 4 years and complains about their miserable experiences at Bucknell, or have them go off elsewhere and not do that?