Considering well-being, and its connection to learning and civic engagement, as central to the mission of higher education.
“Reflection has great importance during times of increased learning and growth, which usually occur during the years of university life. The development of my identity as an adult and a proactive member of society benefits from the ability to reflect on the process of involving myself in civic work and social change, noticing mistakes and challenges—then adapting based on past experiences.” - 4th year student

“In the learning community, you have a lot of opportunities to interact with your professor outside of the classroom. And so, you learn how to build that type of relationship with a professor, which...is really key.” - 1st year student

“Ultimately, I have realized that sacrifice is a necessary risk to create a meaningful and lasting impact on communities...as long as you remain aware and in control of your sacrifices, you can manage and justify the risk of losing balance.” - 4th year student

“If you feel like you’ve contributed something during that class period, I think you feel good.” - 2nd year student

“It was great to have a professor bring up issues of wellness in class and demonstrate how we can use statistics to assess mental and physical health. I felt cared for—like the professor was genuinely interested in our well-being rather than us just churning out good grades.” - student, year unknown
The Well-Being and Flourishing of Students

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Introduction

For over a decade BTtoP has championed the reclaiming of the core purpose and mission of colleges and universities: to develop and sustain a campus culture that supports the whole student learner while deepening and provoking higher learning that is necessarily connected to student flourishing (which might also be termed the psychosocial, or eudemonic, well-being of students) and student civic engagement and development. As a project, we remain committed to strengthening the discussion, and then the curricular, pedagogical, and institutional structures, that will intentionally heighten fluency in these matters, and thereby the effectiveness of initiatives and actions taken by campuses.

As part of a developing initiative that gives special attention to the psychosocial development and well-being of students, BTtoP is now poised to support a range of colleges and universities whose leaders (senior administrators, faculty, and staff) are committed to asking, and then responding to in their policies and practices, versions of such core questions as:

- How does learning, as a defining element of our campus culture, support the psychosocial development of our students? (How does the epistemic connect to the eudemonic?)
- How and why does an intentional commitment to the psychosocial development of all of our students positively affect their learning and civic engagement?

Supporting documents that follow

The Arc of Change (page 6) identifies distinct stages of creating a campus culture for learning—a campus culture supportive of transformative student experience. Whether as a conceptual construct, or simply as a graphic characterization of the complex progression of change, the Arc displays a series of positions that those within an institution (individuals, groups, departments, etc.) may occupy. The metaphor of “taking steps” on the Arc suggests progressing to new positions—reflecting the dynamic quality of change in higher education—which is particularly relevant to transformational change in which established paradigms, complete with their own inertia, must be confronted, reconsidered, altered, and/or replaced by new practices, policies, and priorities. The curve of the Arc can represent direction, steepness, and the recognition that new paradigms will themselves eventually be repositioned on the Arc of Change, to be challenged, reconsidered, etc.
Tripartite mission of higher education

Dimensions of higher education to reinforce and achieve the tripartite mission

Learning
- transformative character of 'higher'
- learning and discovery

Higher education

Civic engagement
- civic values, civic learning, civic action

Well-being
- purposefulness, flourishing, self-realization

Pedagogical
- on + off classroom
- engagement
- discovery + practice
- singular + collective

Curricular
- disciplinary
- interdisciplinary
- info content with emphasis on methods
- analytic + synthetic
- skills of mindfulness that broaden + deepen understanding

Structural
- developing context for choice/engagement/expectations
- opportunities for failure as well as responsible action loosen boundaries such as: who teaches/who learns;
- where practices occur
- mentoring means taking student choice seriously
The history of BTtoP’s developing the meaning and presentation of “well-being” in higher education

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<td>Well-being; whole person; Flourishing (2012-present)</td>
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Where is your campus on the Arc of Change?

**Sustainability/Priorities**: Institutions address how they will sustain changes and how they will have the campus culture reflect, in practices, policies, priorities, rewards, and finances, the transformation they’ve achieved.

**Assessment/Evaluation of effectiveness and costs**: Institutions are in the midst of thorough evaluation and assessment of initiatives.

**Implementation/Investment in means, processes and models**: Institutions implement major new initiatives.

**Understanding/Considering strategies and clarity of objectives**: Suggests institutional exploration of the rigorous clarification of objectives and the strategic steps they should take to affect change and/or address current paradigms.

**Awareness/Confrontation with current paradigm**: The initial position on the Arc is complex and context dependent. Campuses may call attention to current barriers, failures, inadequacies, marginalization of purpose, or evidence of student disengagement. Institutions may initiate or extend campus “conversations” regarding what it would mean to alter the campus culture in a way that makes the educational experience truly transformational in its implications for student learning, well-being, and civic development.
A category mistake

BTtoP has found it helpful to consider what we mean by student well-being in order to avoid misunderstandings that result from a prevalent category mistake (E.g., “She arrived in a taxi and a flood of tears... ‘You mean she came by two modes of transportation?’”). The mistake is the conflating of the grammar of (A) mental illness with that of (B) mental health. We emphasize how these are two different categories, not dimensions of the same category.

The concept or grammar of mental illness uses the language of suffering and diagnoses of illnesses for which there are appropriate treatments offered by highly trained medical professionals. Specific illnesses include psychoses, schizophrenia, and clinically diagnosed depression.

The concept or grammar of mental health is distinct from that of mental illness. Health is not the absence of illness or a threshold from which variation defines illness (although the frequent conflation of the categories explains why clinical language is often used when speaking of health). The grammar of mental health falls into the category of wellness as a positive attribute—of psychosocial, or eudemonic, well-being. It uses language of flourishing, thriving, harmony, persistence, identity, self-realization, mindfulness, purposefulness, and fulfillment. Not to be flourishing may be to be languishing, unsure of self, or lacking purpose—but this is not the same as being ill. (This concept is illustrated by Corey Keyes’ two continua model on the following page.)

Higher Education Institutional Responsibilities

Regarding mental illness, our responsibilities include being aware and capable of identifying apparent symptoms and providing assistance, support, reference, and counsel. We align policies and determine limited care by being supportive, not punitive. We establish professionals and procedures for recognizing the presence of illness in our populations, and determine and make clear the level of service we can provide. We maintain confidential record keeping, meet legal responsibilities, and, if needed, offer flexibility in easing student exiting and re-entry, assisting with his/her academic persistence.

Regarding mental health, our responsibility is to craft for all students the broad and deep learning opportunities that make possible engagement and conditions that support flourishing, self-realization, purposefulness, etc. As a priority of the institution, we design, implement, assess, expect, and insist on multiple and repeated opportunities for meaningful engagement (including challenging students, intentionally asking him/her to risk examining assumptions and perspectives that have shaped their identity) that lead to deeper learning and civic and psychosocial development.

The responsibility of crafting conditions for the flourishing of all of our students is distinct from the responsibility we have to those who are ill—and both responsibilities are profoundly important! It is the distinct and different category of the flourishing, the mental health or psychosocial well-being of all of our students, that is essential to the language, the concept, and the grammar of learning, and to our responsibility to make real the full mission of higher education.
A well-being continuum

While mental health and mental illness remain distinct categories, a population can be plotted on a graph with a vertical axis of mental health, from languishing to flourishing, and a horizontal axis of mental illness, from having severe mental illness symptoms to having no mental illness symptoms. The graph suggests that various positions are possible; a population represented in the top left quadrant would have mental illness symptoms yet be flourishing, while a population represented in the bottom right quadrant would be languishing but have no symptoms of illness.

C. Keyes’ two continua model of mental health and mental illness

We as college leaders hope that most of our students would be plotted in the upper right quadrant and would continue to move up on that axis—continuing to flourish in the future—in large part because of their experiences on our campuses.

It is revealing to ask campus constituencies where they assume their students currently fall—recognizing that much general knowledge influences each constituency—e.g., faculty are likely to have remarked about increased symptoms of depression within the students in their classes; staff may have general knowledge of the prevalence of mental illnesses among the population; and, students have general impressions of their own and their friends’ well-being.

Comparing those assumptions to forms of evidence-based models could follow. Comparing assumptions and evidence-based models could reveal much about the collective population, but not much about individuals. However, it is the collective we would want to address as institutional leaders.

By gaining information and sharing insights regarding the scope and challenge of what it would mean for all constituencies of the campus to attend to the well-being of all of our students, we can begin campus conversations that keep the categories of flourishing and illness distinct, offer insights into where there may be connection, and give priority to providing engaged learning opportunities and practices.
Some guiding questions for a well-being initiative

General

- Is this the right time to push this initiative, given the concerns re: higher education’s purpose, the cost, the access to, and the relevance of liberal education?
- What do you think would be the core strategic argument for making student well-being a priority now?
- What is your understanding of the current conditions (issues or crises) and needs with regard to psychosocial well-being and higher education? Are there policies and practices that could deepen the relation of learning in higher education to psychosocial well-being development—(by all of those involved—students, alumni, faculty and staff, families, and the public at large)?
- What was, is, and should be the well-being mission of colleges and universities in a democratic society? What is the status of the well-being mission today?
- What well-being competencies and nature of discourse will be required for social sustainability in the years ahead? What is the role of higher education in generating and strengthening those competencies and that discourse?
- How do colleges and universities deepen the examination of what conditions of liberty, choice, and individual responsibility are necessary for well-being development and how those conditions could be reinforced in educational contexts?
- Could a national study provide a framework for locating the development of well-being behavior, ideas, and traditions in a larger context of comparative and global exploration?
- At a level of action steps, what could US educational institutions both export and import from emerging well-being initiatives in different parts of the world?
- How can campuses accept the importance of preparation for the future work force without such an objective defining the full purposes and expectations of higher education and learning?

Campus specific

- Given your own campus context, what do you think would be the immediate thoughts/reactions from your several constituencies (students, faculty and trustees) were you to announce a priority of focusing on the well-being of all of your students as a part of the core mission of the institution?
- If you were to push for the priority of attention to the well-being of all students, how would you go about it? At your institution? In higher education more broadly?
- Who and how would you cultivate allies for the effort to make student well-being a higher education priority?
An exercise in preparation

Since we are at the beginning of understanding the role of student well-being in higher education, including how it relates to our concepts of learning and how to define it, we propose the below exercise. We hope it will help us to understand connections among elements of student well-being and dimensions of higher learning. The exercise asks you to consider what connections you would emphasize among these elements. We recognize that neither list below is exhaustive and don't mean for it to be prescriptive. We encourage you to add to either list or propose deletions.

The exercise is designed to be straightforward, able to be completed on a short plane ride or maybe stimulating long reflections and discussion. However you choose to do it, we hope it will be a helpful way of raising basic questions and gaining shared clarity about these processes and key objectives of your proposed project.

Thank you in advance for considering these important issues.

Bundled concept of higher learning

- Learning that...disciplinary and interdisciplinary; acquisition of basics (facts, information, perspectives, etc.) of a field and seeing connections
- Learning how...acquisition of complex skills and methods of critical thinking, writing and expression; analysis and synthesis; quantitative and qualitative
- Learning to...applying knowledge in practice
- Judgment...linking learning to principles and values
- Discovery...finding what is new or acquiring a level of expertise
- Learning about...especially in a disorienting context; revelatory learning; understanding and insight that follows doubt, challenge, and suspended judgment
- Learning for the satisfaction of doing so or for the value of learning independent of its utility
- Learning to be prepared for future work and life
- Contemplative reflection and learning
- Civic learning

Bundled concept of well-being

- Flourishing
- Eudemonic/hedonic experience
- Agency; capacity to discern possible consequences; freely choose and recognize responsibilities
- Identity formation and expression
- Recognition of boundaries of self-interest; valuing other
- Seeing community as required for self-identity and realization
- Mindfulness
- Positive dispositions such as resiliency and persistence
- Purposefulness; objective or goal oriented
- Disposed to be constructive; to move on from failure
- Capacity to experience happiness...discerning what counts in moment from later (perhaps with much different judgment) retrospectively
- Experiencing wholeness as having rational, emotive, and physical dimensions
- Exhibiting deep and broad understanding of civic values and actions
- Experiencing wholeness as having a spiritual (self-awareness through contemplation/meditation) dimension
Our campus contexts or cultures for learning provide opportunities for engagement in many if not all of these aspects of the bundled concept of learning. On our campuses we recognize the importance of having multiple opportunities for students to engage in and repeat and reinforce many of these aspects. Faculty are cognizant of how certain pedagogies line-up most effectively with particular dimensions of learning. Technology is relevant to some but not to others. In-class or on-campus contexts reinforce some (e.g. engaging lectures and seminars, thesis directing and mentoring) while others require the mix of off-campus and out-of-class experiences (e.g. service learning or international study.) Labs are essential to acquire confidence in empirical methods and determination of evidence—while conceptual clarification, inference from principle, or consistency/coherence are other patterns of engaged learning. For many of us, however, we are less clear about how these opportunities and various pedagogies we use affect student well-being. Much of the objective of each campus project will be to assist all of us to gain from your exploration and project.

**Suggested Steps in the Exercise**

1. As you review your potential list of aspects of the bundled concepts of higher education, is there a sub-set that you think should be, or is, given priority in your campus culture?
2. On first blush, what do you think are connections among aspects of learning and aspects of well-being? Consider the strength and potential causality of these relationships. (For example, we might say that undergraduates experiencing the power, challenges, and satisfactions of research is strongly correlated with several well-being dimensions.)
3. What can be inferred from any frequency or strength of relationships among specific elements (or their absence)? Is it clear what pedagogies can reinforce specific relationships?
4. What evidence do you have that certain relationships are strong? (Inferences from your own experience? Testimonials? Concept clarification? Data from proven assessment tools? Other?)
5. Do you have a sense of what evidence should look like, even if you do not have it?

When finishing the exercise, compare your results with those of your colleagues. Does the exercise help you focus on what your campus means by “well-being” and what aspects of learning are or can be connected to it? Will you perhaps be reinforcing a strong existing connection in a broader population? Or making a weak connection more robust? Or finding ways to make connections that you now perceive as missing? Or some combination of those objectives?

When returning to campus, it may be helpful to ask other colleagues to spend a few minutes with the exercise and then discuss with you how your planned project fits the “web” of connections they see. Our hunch is that many of your colleagues will find it most engaging to even entertain what and how attention to student well-being connects to their understanding of the learning and civic missions of higher education.
Small Groups

Group 1  Barry Checkoway, facilitator
Mount Vernon
Ellen Alcorn, Bates College
Dessa Bergen-Cico, Syracuse
Robert Bilder, UCLA
Justin Smith, Georgetown University
Matthew Countryman, Univ. of Michigan
Peter Felten, Elon University
Dexter Hu, Washington & Jefferson
Jeff Isaacson, Nebraska Wesleyan
Phyllis Lane, Evergreen State College
Ron Peck, Chattanooga State CC
Muriel Poston, Pitzer College
Laura Soulsby, Tidewater CC
Larbi Touaf, SUNY Cortland

Group 2  Felice Dublon, facilitator
Adams
Brandon Busteed, Gallup, Inc.
Kimberly Curry-Loureng, Tidewater CC
Helen Damon-Moore, Dartmouth College
Angela Dillard, Univ. of Michigan
Rebecca Fraser-Thill, Bates College
Patrick Hayden-Roy, Nebraska Wesleyan
Andrea Lachance, SUNY Cortland
Maurice Levesque, Elon University
Nancy Murray, Evergreen State College
Christine Parrish, Washington & Jefferson
Alisa Stanton, Simon Fraser University
Robert Watrous, Kutztown University (PA)

Group 3  Kathy Graff Low, facilitator
Adams
Pete Armstrong, Nebraska Wesleyan
Joyce Bylander, Dickinson College
Jay Davis, Dartmouth College
Debra DeMeis, Wellesley College
Rosie Dhaliwal, Simon Fraser University
David Gordon, SUNY Geneseo
Deandra Little, Elon University
William Loker, CSU-Chico
Linda Major, University of Nebraska-Lincoln
Jose Molina, Kutztown University (PA)
Mindy Nierenberg, Tufts University
Tad Roach, St. Andrew's School

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Marc Cordon, Emory University
Laura Doane, Tufts University
Elli Ertle, CSU-Chico
Rebecca Fraser-Thill, Bates College
Kathy Lynch, Kutztown University (PA)
Elizabeth McHugh, Evergreen State College
Nancy Mitchell, University of Nebraska-Lincoln
DeKimberlen Neely, Spelman College
John O'Keefe, Wellesley College
Michele Ribeiro, Oregon State University
Damon Yarnell, Dickinson College

Group 5  Jill Reich, facilitator
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Felicia Beardsley, University of La Verne
Mahlet Endale, Emory University
Kimberly Ferguson, Spelman College
Sarah Hyberger, Chattanooga State CC
Katherine (Trina) Jones, Wofford College
Melvinia King, Morehouse College
Gretchen Lopez, Syracuse University
Debbie Martin, Sch. of the Art Inst. of Chicago
Elsa Núñez, Eastern Connecticut State
Ruta Shah-Gordon, Wagner College
Alecia Sundsmo, Dickinson College
Amy Thomson, Oregon State

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Corey Keyes, Emory University
Eva Lewis, Chattanooga State CC
Jeffrey Pauline, Syracuse University
James Pawelski, U. Pennsylvania
Ron Robinson, Wofford College
Timothy Shaffer, Wagner College
John Suarez, SUNY Cortland
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Rebecca Fraser-Thill

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William Loker

Chattanooga State Community College
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Eva Lewis
Ron Peck

Dartmouth College
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Jay Davis

Dickinson College
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Alecia Sundsmo
Damon Yarnell

Elon University
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Laura Soulsby

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Campus Summaries

The following summaries are based on descriptions submitted by each institution.

**Bates College**
Bates College is committed to the flourishing and psychosocial well-being of all students, with the education of “the whole student” taking center-stage in our mission statement. To aid us in this commitment, we propose a pilot project called Project Thrive, which we envision as a peer mentoring program centered on “Crucial Conversations” held over dinner on a bi-weekly basis. The goal of this structure is twofold: to allow students to develop meaningful relationships with each other across class years, friendship groups, and interest areas; and to create ongoing opportunities for older students to provide mentoring to younger students. Our hypothesis is that participation in these peer mentoring groups will help students achieve important dimensions of flourishing, as defined by sociologist Corey Keyes, such as social acceptance and social integration.

The Crucial Conversations, facilitated by a diverse group of “Thrive Student Leaders,” will create welcoming spaces for students to explore “big questions and worthy dreams” (Sharon Parks). We anticipate engaging topics related to meaning in life and work, identity, eudemonic well-being, and other “big questions” with which college students often expect to engage and feel disappointed for the lack of such discussion. The conversations may also target skills development for healthy relationships and mature decision making. Finally, the conversations will aim to cultivate agency, resiliency, confidence, empathy, and a sense of direction. Self-reflection, openness, and respect for varying viewpoints will be emphasized during the Crucial Conversations. During some of these dinners, faculty and staff members will be invited to attend, serving as genuine participants rather than as experts or facilitators. In addition to helping to break down siloes among students, we hope that in some small way this project will also help break down barriers that exist between faculty and staff, as well as between individual offices and departments.

**California State University at Chico**
CSU, Chico is using a Communities of Practice (COP) and Personal Sense of Community (PSOC) framework to design a team-taught learning community we call "U-Course." We believe this is a scalable model that reaches all incoming freshman. U-Courses represent a critical structural change on our campus, a change that focuses on relationships, on responsibility, and on the roles we all need to play to make our communities healthy. These courses provide all participants with opportunities to achieve well-being through belonging, through participating in meaningful work, and through contributing to the well-being of others.

**Chattanooga State Community College**
Our plans are directly linked to the strategies and goals of Chattanooga State’s Quality Enhancement Plan (QEP), W.E. Succeed - Work Ethic First. The Work Ethic Learning Outcomes is defined by four key attributes: Teamwork, Integrity, Productivity, and Professionalism. Through purposeful implementation of ePortfolios for personal and professional development, the QEP seeks to encourage students’ ownership of educational success. Our BTtoP project builds upon existing support structures, introducing ePortfolio development early-on when students are participating in orientation and advising. During orientation, students will adopt the ePortfolio Roadmap template and complete the Self-Reflection Inventory, a W.E. Succeed instrument that focuses on work-ethic issues and personal concerns for college success. Individual results will be provided to the students for inclusion in their portfolios for discussion with campus advisors, counselors, and mentors.

**Dartmouth College**
The Dartmouth Mentoring With Purpose program brings together students, faculty, staff, and area community leaders for an annual Mentoring Summit (fall), with follow up year-long dialogic groups (winter and spring) to
foster a new campus mentoring culture that deepens student learning and flourishing. Mentoring allows students—and faculty and staff members—to explore their identities; to learn to know others across difference; to reflect on their values; and to work actively for social change and justice in a "cascade fashion" with people above them, beside them, and below them. "Mentoring With Purpose" will feature inter-personal skill-building, civic engagement perspectives, inter-generational discussion, and mentoring practice to create a new multi-constituent, civically-engaged Dartmouth community that acts on its values and works together for the common good.

Dickinson College
“Search for Happiness” will be building on the “flourishing” model (Keyes 2002), and expanding our efforts to draw in all sectors of the campus community to supporting an environment at Dickinson in which we are educating a whole student—and that means understanding the integration of the intellectual with the psycho-social and even physical well-being of the student. While the flourishing concept underlies our conceptualization, we propose to use happiness as an organizing concept, so as to define this effort in a way to which students would better relate. We also noted that we envision our efforts as needing to combine the resources across divisions (student development, academic, athletics, and admissions) and to fully utilize not only adult resources but also student mentors (Resident Advisers, Orientation Assistants, Diversity Assistants, and other student leaders).

The Dickinson Happiness Quest (tentative title) will be a sustained program in which students are stimulated to examine their assumptions and behaviors, and to develop their own understanding of well-being that integrates their psycho-social and physical well-being along with senses of place, connection in a broader community, and purpose in their lives. We plan some initial steps this Fall 2013 for the incoming class, to be expanded during Spring 2014 by laying the groundwork for a more fully developed FY program for the class of 2018 starting Fall 2014. Elements may include learning communities of thematically related First Year Seminars (preceded by an interdisciplinary faculty study group), film discussion groups within the broader First Year Neighborhoods, and opportunities for community service in the local area and wider world. Our longer term vision is to identify key moments of transition in upper class student experience and provide iterative opportunities for self-examination and re-focusing and "community" connections. We will build toward integrating this effort with academic advising, and explore the possibility of a student digital portfolio linked to the exploration of this theme.

Elon University
We plan to study student interpersonal well-being related to encounters with difference during Winter Term courses at Elon University. Last year 88% of Elon students took Winter Term courses, many of which have intercultural competence or learning about difference as a central goal, including Study Abroad, Study USA, and diversity-themed courses conducted on Elon’s campus. Recognizing that a range of factors heighten the intensity and potential stress of intercultural experiences, we propose to examine and, when possible, compare whether and how these course settings foster learning and student well-being during encounters with difference.

Our assessment process will include: 1) all students completing the Global Perspectives Inventory before and after the Winter Term course; 2) faculty from each of these courses developing and utilizing an assignment requiring students to critically reflect on an encounter with difference during Winter Term and to complete a simple self-efficacy scale while doing that assignment; 3) after Winter Term, a team of faculty, staff, and students scoring the de-identified student writing using the Intercultural Knowledge and Competence VALUE rubric; and, 4) the project committee analyzing results from each of these measures to explore the relationship between course type and both intercultural learning outcomes and student well-being.
Emory University
The Healthy Campus Initiative (HCI) has three key deliverables for 2013-2014. The first focus will be the development of a three-year strategic plan that operationalizes the “process” of engaging community partners and decision-making as described by Helliwell (2011). Second, the HCI will focus on two key initiatives that address Emory student flourishing and eudemonic well-being. These initiatives will be piloted and assessed in 2013-2014. Finally, HCI will focus on the maintenance of the HCI’s collaboration with the Emory Cares 4 U (EC4U) program. EC4U’s vision is to have a diverse, thriving caring community, whose culture is transformed to prioritize holistic health and well-being, de-stigmatize mental illness, and dramatically reduce suicidal behavior. While suicide is a preventable phenomenon (Schafer, 1996; Luoma et. al., 2002; & Kisch, Leino, and Silverman, 2005), there are few counseling centers that are implementing intentional suicide prevention programming.

Georgetown University
Our goal for the project would be to increase students’ resilience and well-being through a focused seminar, which might include peer mentoring, enhanced knowledge of student health issues and campus resources, and leadership development. We intend to use the BTtoP Well-Being Working Conference to develop our ideas into a proposal and to network with other universities to share ideas and brainstorm. Georgetown survey data indicates that our student population struggles with stress (the number one source of students’ negative academic impact) and anxiety and depression (NCHA data 2012). A national leadership survey indicates that our students have lower self-esteem and lower resiliency than the national average (MSL data). Efficacy, cognitive skills, and resiliency are key components of successful and socially responsible leadership. Our students have high participation in leadership activities.

Ideas suggested so far by a small planning group include a proposed new team-taught seminar course that meets weekly for up to six sessions in first year Residence Halls. Faculty teaching this course could include peers, ordinary faculty, and Student Affairs staff. Peers would act as mentors to the students enrolled in the course/program. The course modules could address stress, primary prevention through bystander behavior, and consideration of community problems like sexual assault, prevalence of mental health issues, and campus resources. Ways to improve personal well-being through stress management, empathy and self-esteem building, and enhanced resiliency could be foundational content.

Some synergies exist between several campus partners who are working currently on somewhat parallel proposals to address sexual assault and health and safety in general. Georgetown University’s student government is currently in communication with campus partners regarding a pilot project for four sessions, which would include more in-depth and expanded coverage of content about health and safety topics that have been introduced in the New Student Orientation Play and a new online alcohol course. Incentives for first year students to participate could include housing advantage for sophomore year, or having the course meet a leadership requirement for student groups. We would seek IRB approval for a study looking at the comparison between first year students who participated in the seminar and those who did not. Survey data from 1) ACHA-NCHA every two years (http://www.acha-ncha.org/overview.html) 2) Multi-institutional Study of Leadership every three years (http://leadershipstudy.net).

Kutztown University
“It Takes a Village - Kutztown University” will initiate a three part project that is intended to develop a sense of interconnectedness among programs, delivery systems, people, and processes that engage students as full participants in the University’s academic, co-curricular, and administrative system. Through the development of interconnectedness where coursework and academic experiences directly contribute to the students attaining knowledge of subject matter, this initiative will allow students greater engagement in all facets of the institution, both formally and informally, which is intended to expand the nature and frequency of student contact with peers and faculty and will contribute to the student’s sense of ownership in the enterprise and their psychosocial well-being.
We plan to: 1) involve students in both academic and non-academic systems as well as institutional governance, both formally through committees and task forces and informally through the creation of networking opportunities that bring students, faculty, and staff together where opportunities to develop interpersonal relationships abound; 2) develop an input system in which students can identify barriers to their collegiate experience, inclusive of academic, co-curricular engagement, and administrative process; 3) develop a cadre of “listeners” and cultural translators that transcend the academic and administrative landscape. These individuals would create interconnections that potentially will reduce the traditional campus silo effect. While not designed to be a “one-stop shop” of systems, these campus cultural translators would serve as clarifiers, stress reducers, or barrier removers that the institution may not even realize are barriers.

Morehouse College
This proposed project will focus on student participation in a very effective community service venture. Building upon the success of the last two years, the mission will be expanded to clearly articulate the importance of personal commitment to academic pursuits, healthy life style, and civic development. Students will explore the relationship between these three areas and how they relate to a lifelong commitment to community collaboration and service. This will be accomplished using a three-pronged approach: training, service delivery, and dissemination of outcomes. The concept originated in 2010 as a response to the catastrophic earthquake in Haiti. Beginning as a grassroots effort by two Morehouse students, one of whom was personally impacted by the disaster, the idea quickly grew. The students began mobilizing their peers around developing a response to the devastation experienced by the Haitian people. The reaction was overwhelming. In a very short period of time, the focus expanded from conducting a clothing drive to organizing a service trip for students and faculty to Haiti.

The underpinning for this project will utilize a synchronistic approach engaging students through seminars, hands-on experiences, and promotion of outcomes. They will be actively engaged in all aspects, including the identification of best practices for promoting the three key components of this project throughout the college community. Using the first trip to Haiti as the template, these tailored strategies will create a structure for the focus groups providing impetus for students to look beyond traditional ways of defining community involvement. It is anticipated that this will have a permanent impact instilling in each student a lifelong commitment to direct service.

Nebraska Wesleyan University
Faculty at Nebraska Wesleyan are engaged in course development for a new liberal arts curriculum to launch Fall 2014. Integrative and experiential learning are at its center, with student learning outcomes to be measured using the AAC&U VALUE Rubrics with the adoption of an e-portfolio system now being piloted. Complementing the faculty’s desire to help students become more courageous and more intentional in selecting learning experiences, there is consensus that “flourishing” for students involves good health and positive behaviors, a sense of purpose, and a willingness to engage individually and as part of a community.

We look forward to learning what colleagues are finding most effective for instilling healthy behaviors and encouraging engagement with persons different from oneself. Our student body has certainly been exposed to these topics, but may not necessarily put them regularly into practice. The new curriculum’s expansion of the required first-semester seminar to four credit hours introduces a structure for approaching such issues in more deliberate and integrated ways, and the new e-portfolio system will assist students in capturing and reflecting upon milestones in their personal development. The students’ examination of their own assumptions will not happen by accident, and neither will the faculty’s ability to be effective in their heightened roles as authentic messengers and resourceful teachers. As our team finalizes promising strategies to engage NWU students, we know that faculty development will be essential to success.
Oregon State University
In fall 2012 Oregon State University launched the Mental Health Initiative charged with designing a far-reaching, integrated set of actions to promote the mental well-being of our students. A collaborative effort of Student and Academic Affairs members, the Initiative determined that OSU should implement a mental health initiative focused on “flourishing” as defined by Corey Keyes and others. Professor Keyes came to campus for a two-day series of presentations and discussions, which helped to galvanize commitment among key leaders to advance flourishing as a central tenet of the OSU student experience. With these early commitments now in place, key leaders recognize that a formal, stated commitment to “flourishing” is needed. Many programs and services have been created to aid in student success and retention. For example, we have launched an integrated first-year experience initiative meant to shape all spheres of student experience around common approaches to success and engagement; and we will soon launch a campaign to promote effective, evidence-based learning practices among students.

However, work is needed to coordinate these efforts. Our campus currently lacks a clear, university-supported definition of what flourishing can look like on our campus, and we have not undertaken formal processes and structures to promote flourishing as a core feature of our living and learning environments. Our Bringing Theory to Practice project will begin this critical work of creating a flourishing-positive campus environment by instituting operational definitions and measurements, gaining widespread commitment from departments across campus to support students’ flourishing and identifying policies, systems or programs that can be coordinated to reach our goal.

Pitzer College
We hope to develop and implement a civic engagement program targeting half of the 2013 freshman class: the “global/local intensive mentorship project.” These students are being “fast-tracked” into civic engagement locally, and then abroad, through a deepened mentorship process by faculty, with an explicit focus on student psychosocial well-being. The first part of this project involves eight coordinated global/local First Year Seminars (FYSs) to be taught in fall 2013. After intensive mentorship and exposure to community engagement opportunities in the fall semester, these eight groups will be encouraged to form civically engaged faculty/student “action research teams” connected with community partners for the spring semester. Workshops on self-development and psychosocial well-being will be conducted to strengthen students’ skill sets and their sense of purpose regarding social responsibility. The third part of this program will entail students undertaking a study abroad program in Nepal, Italy, China, Costa Rica, Botswana, or Ecuador during their sophomore year (2014-15). These early “global” experiences will have a civic engagement focus and there will be a focus on connecting these experiences back to “local” civic engagement upon the students’ return. If successful, this pilot program to fast track students into (a) early and repeated civic engagement; (b) early, repeated, and civically-engaged study abroad; and (c) early declaration of majors, would be extended to all entering classes after 2015-16, and thus have a significant impact on the Pitzer curriculum.

School of the Art Institute of Chicago
As part of a recent strategic planning process, SAIC faculty, staff, and students developed a set of 5 core values, three of which are particularly relevant for a study linking civic engagement with psychosocial well-being: Meaning and Making are Inseparable; Chicago; and We Are Artists and Scholars. The latter emphasizes our institutional responsibility for student well-being, as follows:

As a result of early involvement in initiatives such as the National College Depression Partnership, Healthy Minds Study, and Bringing Theory to Practice, SAIC became an early adopter of empirically based methods of measuring student well-being. At SAIC ‘flourishing’ is defined as the emotional, social, and psychological well-being of students. We have been strongly influenced by the work of Emory sociologist Corey Keyes, and we understand ‘flourishing’ within his hypothesized model of mental health and illness.
Under the direction of Dr. Joe Behen, SAIC’s Executive Director of the Wellness Center, efforts to assess students’ levels of ‘flourishing’ at both the population and clinical service levels have provided the foundation for student support. The national Healthy Minds Study (HMS), an annual survey-based study examining mental health and related issues among college students, first conducted at SAIC in 2009, included Keyes’ fourteen item Mental Health Continuum – Short Form (MHC-SF), which assesses the dimensions of flourishing. SAIC has also been an active participant in the National College Depression Partnership (NCDP) and its subsequent iterations since 2008 and as part of the NCDP model has regularly assessed flourishing (using the MHC-SF) for all students presenting to Counseling Services for mental health issues. Counseling Services has also collected follow-up flourishing data for students who screen positive for depression. After 8-12 weeks of counseling/psychotherapy we have found average flourishing scores for depressed students to improve 29% (from 28.21 to 36.32) and 71% (from 17.34 to 29.58) for depressed students who initially scored in the languishing range. Taken together, the results from our participation in both the HMS and the NCDP highlight the benefits of focused, persistent efforts that assess and track student flourishing levels. We would again rely upon the MHC-SF to assess flourishing of those students participating in our proposed BTtoP project.

**Simon Fraser University**

We would like to explore the psychosocial well-being of students in relation to their experiences within academic units. This project will build off of the well-being in learning environments project that was initiated through Bringing Theory to Practice funding in 2012 and will move beyond the classroom to explore well-being within academic units and the actions that can be taken within faculties to further enhance the well-being of students and faculty members. This project will provide academic units with the opportunity to explore and implement practices and policies which support the development of the whole student and their positive well-being. This work is well timed as SFU is currently in the process of redesigning learning (and the measurement of learning) through both the course evaluation upgrade project and the Learning Outcomes/Educational Goals project. These two projects provide an institution-wide opportunity to think critically and intentionally about the experiences and value we provide students through their learning experiences. Through the Bringing Theory to Practice grant SFU has an opportunity to bring diverse campus stakeholders together to think strategically about how these projects can be framed in a unique way that supports the development of the whole student, and aligns with our institutional priorities and vision.

Proposed Project Components Learning Outcomes and Educational Goals: Through grant funding from Bringing Theory to Practice, SFU health promotion will work in partnership with the Teaching and Learning Centre to support academic units who are in the process of defining educational goals, to consider opportunities to support whole student development and well-being. By including an intentional focus on providing students with experiences that support them to be flourishing individuals who are better prepared to take on the challenges of the 21st century we are creating a new model for measuring the value of what we provide our students. We recognize that it is no longer sufficient to provide students with knowledge alone, but this knowledge must be balanced with the experiences which prepare them for success at life. This means fostering the development of the whole student, including their emotional, social, and mental well-being. Course Evaluation Upgrade: SFU is currently in the process of redesigning the course evaluations that will be used across campus. As part of the new evaluations there is an opportunity to encourage instructors to utilize evaluation questions that probe into the extent to which the course offers a learning environment that supports the development of the whole student including their social, emotional, and mental well-being. There is also an opportunity to create supports for instructors interested in improving their learning environments by directing them to the well-being in learning environments page and offering suggestions regarding things they can do to support well-being.
Spelman College

Spelman College has a longstanding tradition of educating African American women and is committed to empowering the total person. Spelman recognizes and values the correlation among its students’ physical, mental, and emotional well-being. Hence, in 2012 Dr. Beverly Daniel Tatum, the president of Spelman College, officially launched the Wellness Revolution to underscore the College’s unwavering commitment to developing habits of the mind and body that will support healthy lifestyles and choices that can be sustained throughout their lives. The new direction towards health-and-wellness education will forge a new psychosocial development path that will positively affect the learning and civic engagement of our students. Health and wellness education is critical to Spelman College’s student population because African American women have higher rates of illnesses that are often linked to obesity and sedentary lifestyles among other risk factors. Recent literature indicates that Black women are more likely to suffer from diabetes, high blood pressure, heart disease, breast cancer, strokes, or ailments and die from them early. According to a recent report from the Centers for Disease Control and Prevention (CDC), 44% of Black women over the age of 20 have high blood pressure. Type II diabetes has also become a public health epidemic, and African-American women are among the most vulnerable populations. There is also a growing body of literature that examines the relationship between cognitive functioning and physical activity (Voelcker-Rehage and Niemann, 2012). For example, physical activity releases endorphins, which are chemicals that reduce stress and decrease feelings of anxiety and depression. Black Women’s Health reports that “the depression rate among African American women is estimated to be almost 50% higher than that of Caucasian women” (Blackwomenshealth.com). Spelman’s Wellness Revolution aims to educate our students and provide programming that will help them live healthy lifestyles. Some elements of the Wellness Revolution include developing weekly physical regiments and assessing students’ eating habits to help them create nutritional diets. It would also include programming for mental health educational seminars within the residence halls as well as campus-wide to promote wellness literacy. Spelman’s Wellness Revolution is one model that will address the physical, nutritional, and psychosocial needs of our student body, and it can be used to address the health issues faced by African American women nationally. As we expand our wellness initiatives, we endeavor to bridge the gap between practice and theory to develop healthy leaders.

State University of New York at Geneseo

We propose a study comparing the effects of three different first-year experiences on the well-being of students. This will help further our understanding of which characteristics of high impact experiences contribute the most to student well-being and will provide insights that will enable the college to improve the functioning of several of its existing programs. Specifically, we will compare changes in student well-being among students who participate in 1) newly-created Living-Learning Communities (LLCs), 2) those who are enrolled in the required first-year Writing Seminar course (INTD 105) who are not part of an LLC, and 3) those who are enrolled in a section of INTD 105 that is part of an LLC. This will be a collaborative project between Academic Affairs and Student and Campus Life, involving personnel from both divisions. The LLC’s are being organized by Student and Campus Life and involve faculty and staff. INTD 105 is a required course taught by faculty members.

State University of New York College at Cortland

Our core question is, in what ways does an intentional commitment to the psychosocial well-being of our Childhood/Early Childhood Education majors improve their essential teaching dispositions of resilience, persistence, learning, and commitment to civic engagement? To answer it, the Dean of the School of Education proposes piloting mandatory service-learning learning-communities for freshmen Education majors, who would tutor at the Cortland School District. We base our approach on BTtoP scholarship conducted at SUNY Cortland that demonstrates the importance of high-impact learning strategies in students’ psychosocial
development. Ideally, teacher candidates will use these methodologies in their classrooms, strengthening their students’ psychosocial well-being. We expect the pilot to help us strengthen sustainability and to build institutional capacity.

**Syracuse University**

In Corey Keyes’s 2012 essay, “The Eudemonic and the Civic,” published in BTtoP’s *Civic Provocations* monograph, he describes the role of civic engagement in promoting flourishing, or socio-emotional well-being, for students. In this proposal, we aim to develop a mixed-methods approach to more fully capture the impact of civic engagement on student flourishing. Syracuse University promotes students’ engaged learning, and public scholarship and responsibility, in multiple ways. Yet, to-date there has been no comprehensive study of the impact of our institutional mission for multi-dimensional student learning and well-being. We hypothesize that an institutional commitment to civic engagement and engaged learning has a positive effect on students’ overall well-being.

With support from Bringing Theory to Practice, we plan to measure the facets of socio-emotional well-being for students enrolled in three courses that illustrate SU’s commitment to educating the whole student, and draw students from across disciplines. The courses include: Intergroup Dialogue (SOC/WGS/CFE 230, sections focused on race and ethnicity, sexuality, gender, class, and faith); Personal and Social Responsibility (SPM 101); and Cognitive Behavioral Approaches to Stress Reduction (HTW 405/HTW 605). Faculty who lead these courses share a commitment to experiential learning that addresses self-inquiry and critical thinking, empathy, and perspective-taking, personal and social identities, agency and civic engagement. The courses will be the basis for the development and testing of a mixed methods approach to understanding the impact of engaged learning on psychosocial well-being. Building from earlier faculty research (e.g., Bergen-Cico & Cheon, 2013; Lopez & Zúñiga, 2010), quantitative assessments will include the Flourishing Scale and pre/post surveys developed for the Multi-University Intergroup Dialogue Research Project. Additionally, faculty will collaboratively develop and employ new qualitative approaches, such as authentic assessment drawing on student voices from journals, focus groups, and visual media. The long-range goal of the project is to develop an integrated assessment that can be used across SU and then disseminated to other colleges and universities.

**The Evergreen State College**

Evergreen has a strong tradition of preparing students for civic engagement and public work. A close look at our student population reveals that not all students will experience well-being, transformation, and engagement in their educational experience. At Evergreen we experience vast discrepancies in the skill sets necessary to experience the reflection and examination essential for engaged and transformative learning. Over the years we have become good at responding to the students with the greatest need. In this process we have suffered an opportunity cost in provision of support to the larger student body that may not be pushing or crossing the boundaries of mental health but need attention to achieve a greater sense of personal wellness and well-being. We believe that students, despite their differential in skill levels and expectations, must share a set of common and essential tools and skills to experience and understand the role which personal and group well-being plays in their accessing education fully and attaining life goals.

It is with this in mind that we are setting about creating a new narrative (direction) for Evergreen. Influencing and guiding our thinking for the proposal are two ideas. The first is the value of existing social networks on campus. We believe that to effectively increase well-being within our student body, we need to be attentive to the value of “social capital” we have within the institution. Our proposal will use these various social networks (formal or informal, students, faculty, staff, departments and programs) to begin building the bridges which improve communication, provide valuable communal and network expertise, and resources to create opportunities for students to develop their “individual practice of well being”. We are also interested in
exploring and developing ways to incorporate strategies related to passion and perseverance. We think that understanding work of the researchers in Grit theory (Duckworth) will give direction to practice and program changes which can be incorporated work of the social networks. Fostering this sense of resilience or “grittiness” will contribute to the development of wellness and well-being that is necessary for students to both flourish and achieve their long term goals of social justice, common good, and personal satisfaction.

**Tidewater Community College**

Tidewater Community College (TCC) proposes to enhance the Social and Cultural Understanding of its Allied Health and Nursing students by assisting and supporting their faculty in the development of classroom strategies and assignments that will promote this competency. TCC plans to achieve this by: (a) infusing ethnic and cultural backgrounds and perspectives, as well as concerns about socioeconomic and citizenship statuses, into existing Allied Health and Nursing courses; (b) providing a context which is supported in- and out-of-the-classroom, for enhancing and demonstrating students’ Cultural and Social Understanding; (c) developing classroom strategies and assignments that provide Allied Health and Nursing graduates with appropriate cultural and social understandings; (d) engaging the campus community in an intercultural discussion on ethnic and cultural diversity, socioeconomic and citizenship statuses, and individuals' varying interactions with the health care system; and, (e) fostering collaboration between local and distance learning institutions’ Allied Health and Nursing programs faculty.

**Tufts University**

This past academic year, Tufts University underwent an intensive strategic planning process and in Spring 2013, the Prelude to the Strategic Plan was distributed to the campus community. It included the statement “the goal is to be intentional about a strategy for deepening students’ understanding of critical issues and core Tufts values (e.g., diversity and inclusion, wellness, impact [on society and] innovation.)” We propose to address this goal through building connections between these critical issues, developing first year experience programming that integrates a) diversity and inclusion, b) civic engagement, and c) well-being, rather than the silos each of these areas have traditionally remained. Sylvia Hurtado writes that “it appears that the diversity and the civic engagement ‘movements’ have proceeded on parallel tracks, emerging not only from distinct histories but also differing on how much broad based acceptance they receive on campus (186). She also states that “findings on undergraduate outcomes support the concept that campus diversity initiatives are central to the teaching/learning and public service missions of institutions. When all students learn about diversity, we are producing citizens who can negotiate difference, act, and make ethical decisions in an increasingly complex and diverse world (192).

There is significant polarization as a result of a wide range of social identities—race, socioeconomic, culture, religion—with inadequate opportunities for increasing identity self-realization, understanding ways in which this affects flourishing of oneself and others, significant in-depth dialogue, building skills to negotiate difficult conversations, and training of peer leaders to facilitate such work. Also needed is a greater bridge between faculty teaching, conducting research and/or concerned about these issues; staff who work in these areas; and student leaders seeking to have greater skills, knowledge, and empowerment. The wellbeing of students has been shown in numerous studies to be positively and negatively impacted by both programs and education on diversity/social justice and civic engagement as separate areas of inquiry, but little has been done to explore that impact when these areas are intentionally connected. In Spring 2012, AAC&U published Linking Diversity and Civic-Minded Practices with Student Outcomes: New Evidence from National Surveys. “A hostile climate, characterized by negative cross-racial interactions and perceptions of racial tension, tends to contribute to students’ low self-assessment of their competencies to manage living in a diverse world...The nature of the climate, opportunities for learning about diversity, and civic-minded practices among faculty and staff are key features of inclusive learning environments that result in developing informed and engaged citizens.”(7)

University of La Verne

The University of La Verne wants to develop a singular experience for its sophomore students as part of their overall La Verne Experience. The working concept is a seminar style format facilitated by a full-time faculty member who is assisted by a peer student drawn from the junior or senior class. In keeping with the ideals of the La Verne Experience, SoLVE (Sophomore La Verne Experience) would scaffold onto the Freshman La Verne Experience (FLEX) by integrating opportunities for personal and social responsibility with relationship building between students, peers, faculty, and the community at large.

The goals of SoLVE (Sophomore La Verne Experience) would be to 1) integrate curricular with co-curricular experiences to draw connections between academe and the world beyond the classroom, expand the sense of community, and encourage mindfulness, self-reflection, active engagement and identification of personal values, 2) identify a range of co-curricular events both on- and off-campus (art, music, theatre, lecture series on social justice and humanitarian issues, athletics, etc.) that students, faculty and peers could attend together, 3) expose students to a diversity of viewpoints and experiences, while cultivating reflection and deep connections to their personal lives -facilitate opportunities for open discussion about the ideas and issues presented as well as personal connections and responses to events, and shepherd the process of internalizing and personalizing content, 4) provide a transformative experience through personal engagement within a community of peers, shared interests and learning beyond the classroom, 5) reconstitute the Culture of higher education where students are central to the university mission, and reinforce holistic, integrated and contextual learning opportunities as the foundation for informed choices, purposefulness, happiness, peaceful moments, and self-realization, 5) provide opportunities to become invested in the broader community, while encouraging a sense of responsibility to others and nurturing an appreciation for the opinions, beliefs, values and viewpoints of others, 6) create community connections through small learning communities that emphasize psychosocial attributes of fulfillment, harmony and empowerment, while fostering an environment in which students can flourish and thrive, 7) have students successfully matriculate into a major of choice, establish a path toward timely graduation, recognize the importance of service to the community, and inculcate a desire to serve as a peer mentor

The La Verne Experience is a university-wide initiative grounded in the theory of psychosocial wellbeing and informed by the core philosophy of its Brethren heritage, i.e., dedication to the goodness of humanity, achieving wholeness and independence of thought, and commitment to community through service.

As envisioned, the La Verne Experience is a holistic approach that incorporates our traditions and values, integrates curricular, co-curricular, and community and civic engagement, emphasizes collaboration and connection, and promotes best practices in higher education. It is a complex initiative that codifies and intentionalizes our promise to educate the whole person, preparing each student for a way of life rather than a specific career. This, we believe, is one of the most distinctive and valuable aspects of higher education that we can offer. Our students are the future, and it is our social responsibility to prepare them for that future.
University of Michigan
The University of Michigan seeks funding from Bridging Theory to Practice to support the Engaged Pedagogy Initiative (EPI), a collaboration of the university’s Arts of Citizenship Program (AofC), Office of Graduate Student Success (GSS), Residential College (RC), the university’s oldest and largest living-learning program, and the newly-formed Center for Academic Engagement (CAE). The EPI seeks to build on the university’s offerings in engaged learning through the development of a) training programs in the practice of engaged pedagogy for Graduate Student Instructors (GSIs), b) best practices resources for engaged-learning classes across the UofM undergraduate curriculum, and c) career and professional development workshops and resources for both undergraduates and graduate students active in engaged learning programs.

The Engaged Pedagogical Initiative will have three components: 1) Training for Graduate Students in Engaged Pedagogy. The initiative will train Graduate Student Instructors in the specific skills associated with the design and implementation of engaged courses, including the development and maintenance of community-campus partnerships, principles of mutual benefit for students and community partners, design and evaluation of group projects, preparation of students for community work, and the creation of opportunities for student reflection both in the classroom and in written assignments. 2) The Development of Best Practices Resources for Engaged-Learning Classes. A broad array of pedagogical practices can be found in engaged-learning classes throughout the university. This initiative will identify innovative approaches to project design, student preparation, community placement, and student reflection and will compile them into accessible resources for faculty and GSIs interested in utilizing engaged-learning techniques. 3) Professional and Career Development for Engaged Pedagogues and Engaged Students. At both the undergraduate and graduate student levels, issues of professional development and career preparation have become increasingly salient in recent years. Changes in the academic job market have led greater numbers of doctoral students to explore alternative career paths both within and outside the academy, while undergraduates are increasingly seeking out assistance in linking their course of study to the development of employable skills. The initiative will develop professional development workshops and resources both for graduate students interested in pursuing careers either in engaged pedagogy or in applied fields outside the academy and for undergraduates eager to continue working on the kinds of issues and in the kinds of communities that they encountered in their engaged courses.

University of Nebraska at Lincoln
Designed to foster an environment that helps all students flourish and maximize student learning and civic engagement, this project combines analysis of a research project with an action plan to investigate, promote and institutionalize wider adoption of high-impact practices (HIPs) at the University of Nebraska-Lincoln. We seek to investigate significant contributors to student psychosocial well-being including the HIPs identified by Kuh and other powerful activities that emerge from our research. In a large institution, we question our capacity to have every student participate in multiple HIPs, which have been shown to produce a positive impact on retention and graduation rates. We would like to identify those practices on the fringe that may result in the same outcome increasing access for more students. Some of those practices include, but are not limited to, academic and personal skill-building workshops, one-on-one coaching, mentoring, tutoring, and other experiences out of the classroom such as community-based engagement and co-curricular activities.

We envision this as a two-part project. The first is a mixed methods research study designed to identify factors influencing a student’s ability to flourish at a large four-year research intensive public institution. Methods include administering a quantitative survey followed by a qualitative analysis of student testimonials, using NPR’s StoryCorps as a model for capturing the rich understanding of the student experience. The second part of the project uses this data-driven analysis to guide institutional decisions better marshaling existing resources to ensure that all undergraduate students participate in one or more of the HIPs identified through the study. In addition to finding out if there are activities beyond HIPs that influence student success, we are curious to
learn if there is a relationship between HIPs and flourishing, if bundling practices results in greater benefit to students and if some are more impactful with sub-populations of students than others. Our intention is to institutionalize the findings of this project by connecting it with UNL’s online student success network (MyPlan) implemented on our campus a year ago. The network allows students to access resources across the campus including academic advisors, student affairs staff and faculty. We propose that this network could help students map their undergraduate career to include a fuller spectrum of experiences beyond academic courses. Another aspect of this action plan is to use students in a capstone course to develop and implement a communication plan convincing their peers to participate in one or more of the practices identified in the study that enhance student psychosocial well-being.

Wagner College

The Millennial generation faces numerous challenges in both personal and public realms, extending well beyond their identities as college students (Levine & Dean, 2012). One of these identities is their deep connection with technology in ways that are dramatically different from previous generations. The “constantly connected” reality enabled by technology—namely, computers, tablets, and smart phones—has transformed the ways that young adults interact with others—peers and professors in higher education and with parents and others outside of their higher education experience. A recent campus report by the CIO at Wagner College indicated that each student residing on campus has more than four devices that connect to the Internet through WiFi and that there is an expectation on their part that they will always be able to be “online.” As we think about the ways to design and implement a campus-based project that will help to strengthen the psychosocial well-being of students, we have identified technology and its potentially positive as well as adverse impacts on students as an important factor influencing student well-being and student learning. Through this focus, we seek to better understand the ways that students cope with and maintain resilience in response to multiple pressures to adjust to higher education, to persist through the completion of their degrees, and to succeed in reaching their goals following graduation.

We propose multiple approaches to data collection, including surveys of students and parents (assessing general demographic information, attitudes toward academic and co-curricular experiences, for example); physiological and psychological measures of stress and health; and experimental manipulation to test the effects of refraining from the use of smart phones for short durations on measures of academic success and student learning; students’ relationships with parents peers, and faculty; flourishing; stress; anxiety; and physical and mental health – particularly resilience. To obtain a representative sample of the student body, we will recruit participants from Learning Communities within the Wagner Plan for the Practical Liberal Arts, Wagner College’s liberal arts core curriculum. These Learning Communities span the four years of the Wagner curriculum. Longitudinal surveys will be combined with physiological measures to examine flourishing, stressors, anxiety, and indicators of physical and mental health at set intervals (DeCaro & Worthman, 2011; DeCaro, DeCaro & Ashley, 2012). In the experimental component, we will randomly assign a sample of students instructed to refrain from using smart phones for short durations to an experimental group. Their outcomes will be compared to students randomly assigned to a control group. In addition to research with students, we will survey parents to understand better how the student-parent relationship shapes student flourishing and resiliency. We will also examine the connection between the important role of autonomy for students based, in part, on their use of technology with their creation and cultivation of vibrant relationships among peers and faculty—both of which are critical for students to move successfully through an academic curriculum (Kuh, Kinzie, Schuh et al., 2005).

Washington & Jefferson College

There are two major transitions in college – entering and leaving. It is imperative that we attend to both, but in different ways. We have programs in place to support freshman, including our First Year Summer Outdoor
Experience, Leadership and Service Institute, and First Year Seminar. However, we need a more cohesive first-year experience that benefits every student. Furthermore, the transition out of college is fraught with different anxieties, life pressures, and expectations; there is much that can be structured to ensure a successful transition to life after college. We can do this not simply through teaching basic life skills, providing career services, or helping with job placement (which, of course, are all extremely important), but also through building those skills that cultivate resilience efficiently enough to navigate the transition from college life to adulthood. Too often, students need to participate in the Honors program or have a mentor to learn these skills. While this is desirable, it is essential for us to have a program that is institutionally cohesive: one that does not benefit only a small population of students, but rather is a W&J experience open to the entire student population.

Therefore, W&J aims to create “bookend” programs: the First-Year Program and the Senior Experience Program. Through these, our entire student body will receive an inspiring and motivating start to their college experience, as well as instruction on life skills, becoming purposeful contributors to the workplace and society, developing a sense of direction, learning how to define success for themselves and seeing that it may be fluid, and learning how to self-assess. Through its First Year Program, W&J will develop a more strategic, consistent approach to prepare incoming freshmen and their families for the beginning of the students’ college careers, including planning and implementing changes to its LAUNCH program; enhancing and broadening its freshman Orientation program; and planning a mandatory Intersession (January-term) experience specifically focused on first-year students’ well-being and psychosocial development. Through our Senior Experience, W&J will prepare students not only academically but also as engaged, productive, and prepared citizens in life beyond our College’s doors. This will include providing a series of workshops on life/transition skills starting in spring of junior year and running through spring of senior year, led by W&J faculty and staff, alumni, and local/regional employers; creating a mentoring program between upper- and underclassmen (possibly including a monthly event to bring mentors and mentees together); creating more opportunities for experiential learning that takes students out of the classroom and allows them to test what they are learning in real world conditions; and preparing seniors to define their evolving role beyond graduation from our institution, including workshops on philanthropy and our Alumni Mentoring Program.

Wellesley College

Wellesley College is requesting funding to support implementation and evaluation of a shadow grading policy that will begin in Fall 2014. Shadow grading means that letter grades received by first-semester students will not be recorded on their transcripts and will not ever be released outside the College. We hope that this change will encourage students to use the first semester to explore new subjects and to learn more about how they can grow as learners in college. The new policy is in part the result of research funded by a current Bringing Theory to Practice grant that examined the relationship among wellbeing, civic engagement and academic engagement. In both projects, we base our concepts of student wellbeing and academic engagement on Schreiner’s (2010) definition of thriving. In the proposed project, we will focus on the impact of shadow grading on three dimensions of thriving: a positive perspective of self and one’s future, engagement in the learning process, and success in self-regulating learning behavior. The grant will assist with implementation of the new policy, including training first year faculty advisors and faculty who teach courses with high first year enrollments, training peer mentors and advisors, and sponsoring a common reading and other activities at first year orientation in the fall of 2014.

In addition, the grant will support evaluation of the impact of the new policy on students’ sense of thriving, faculty advising for first year students, and teaching methods and the classroom experience in courses for first year students. Specific questions to be addressed include: 1) Will the new policy refocus attention from grades to intellectual inspiration and engagement in marking the transition from high school to college? 2) Will the
new policy allow students to develop time management skills and study habits necessary for success
Wellesley? Will the development of better coping skills reduce the culture of stress that exists today? 3) Will
the new policy encourage greater curricular exploration during the first semester? 4) Will the new policy lead
to different advising and teaching methods? The proposed project will include involvement by faculty, staff,
students, and parents. Our goal is to ensure that incoming students and their parents understand the rationale
for shadow grading, and that peer mentors, faculty, and staff are well prepared to help students obtain the
maximum benefits of shadow grading. We will gather data from all constituencies to measure whether we are
successful. Although the grant will fund training and assessment for the first year of implementation, these
activities will continue in subsequent years.

Wofford College
Our proposal will focus on continuing and expanding work that a team at Wofford College been doing over the
past several years related to religious pluralism and whole student development. Our project begins with two
assumptions: (1) that liberal learning is, in large part, predicated on the goal of facilitating civically-engaged
learning, and (2) that civic engagement, in turn, is predicated largely on helping students learn how to engage
meaningfully and productively with difference. Sensing that learning, in the fullest sense of the word, needs to
include an intentional and thoughtful focus on issues related to religion (broadly construed), Wofford has been
working with Elon University, the Interfaith Youth Core (IFYC) and AAC&U over the last few years on a Teagle
Foundation-funded project related to assessment data and institutional mission.

This project will allow us to continue our work on student learning, student flourishing, and religious pluralism,
and to focus on its long-term sustainability. A few ideas include: the development of a course about religious
pluralism to be team-taught in the fall of 2014; explore administering the Campus Religious and Spiritual
Climate Survey (CRSCS) for a second time on our campus that measures student perception of campus climate
with regard to religious pluralism; continue staff, faculty, and student training on issues related to interfaith
cooperation and literacy (facilitated by IFYC) so as to create a sustainable institutional framework for making
religious pluralism a part of the institutional DNA of our campus; begin exploring how the feelings of
marginality experienced by religious minorities on campus intersect with the feelings of marginality
experienced (and reported by) other groups on campus (e.g., agnostics; atheists; “nones”; members of the
LGBTQ community and their allies; students not affiliated with Greek organizations).
Suggested Reading
Below is a listing of some relevant reading material, both from BTtoP and from other sources, on well-being. Some of the most interesting and broad coverage on well-being does not focus on students or education, specifically, so these materials are simply meant to provide a context within which we can begin to explore our ideas about well-being and how it connects to appreciation of the whole student, to learning, and to civic engagement. All of these materials can be accessed via the Well-Being Working Conference event page (http://www.aacu.org/bringing_theory/Well-beingWorkingConference2013.cfm).

From BTtoP
Harward, Donald W. "Making Student Well-being a Core Concern in Higher Education." BTtoP Newsletter, Spring 2013: 5-6.

Related resources
Well-being Working Conference Program
September 26-27, 2013 | Washington, DC | Madison Hotel

Welcome,

Thank you for joining colleagues who are equally committed to broader and deeper understanding and initiatives that may help (your own institution and, through you, others) realize connections among learning, engagement, and student well-being.

The primary objective of our gathering here in Washington is to, together, share in an exploration of the many dimensions of well-being and their connection to our core mission—and to use those insights to strengthen campus plans and actions.

Subsequently, we will want to ask how each of us (and collectively as institutions of many types) may focus on plans and efforts that could influence the future strengths of higher education.

We extend appreciation and much respect for your work and commitment,

The BTtoP Project

Thursday, September 26, 2013

3:00 pm Welcome and Introductions
Sally Engelhard Pingree & Don Harward

3:30 pm Well-being, Flourishing and the Mission of Higher Education
Corey Keyes, Emory University
Presentation and response

4:30pm What are some key topics/issues we want to raise at this working conference?
Open discussion

5:30 pm Informal reception

6:00 pm The Complexity of Well-being
Dessa Bergen-Cico, Syracuse University
Elsa Núñez, Eastern Connecticut University
James Pawelski, University of Pennsylvania
Post-dinner conversation with discussants and audience
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8:00 am</td>
<td>Breakfast and logistics for the day</td>
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<tr>
<td>9:00 am</td>
<td>Session I</td>
<td>Don Harward</td>
<td>What Can Be Meant by Well-Being as a Dimension of the Mission of Higher Education…and What are the Implications? Framing comments, questions and small group discussion</td>
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<td>10:15 am</td>
<td>Break</td>
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<tr>
<td>10:30 am</td>
<td>Session II</td>
<td>Brandon Busteed, Gallup, Inc. Joyce Bylander, Dickinson College</td>
<td>Well-being for whom? Framing comments, questions and small group discussion</td>
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<td>11:45 am</td>
<td>Lunch (check-out)</td>
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<td>1:00 pm</td>
<td>Session III</td>
<td>Peter Felten, Elon University Phyllis Lane, Evergreen State College</td>
<td>How Can Attention to Well-Being Be Part of the Curriculum, Pedagogies, and Institutional Structure? Framing issues, questions and small group discussion</td>
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<td>2:15 pm</td>
<td>Break</td>
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<tr>
<td>2:30 pm</td>
<td>Session IV</td>
<td>Ashley Finley, BTtoP and AAC&amp;U</td>
<td>An Arc of Change: Implementing, Sustaining and Assessing Student Well-Being as a Core Aspect of the Mission of Higher Education Framing issues, questions and small group discussion</td>
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<td>3:45 pm</td>
<td>Large group discussion and next steps</td>
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<td>4:00 pm</td>
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Mount Vernon hallway: check-in
Mount Vernon A & B: general session
Dolly Madison Ballroom: Thursday reception, dinner
Adams A & B: small group break-out space
Montpelier Salon 1 & 2: small group break-out space
The Bringing Theory to Practice Project (BTtoP) is an independent national effort. It is funded by the Charles Engelhard Foundation of New York and the S. Engelhard Center, and functions in partnership with the Association of American Colleges and Universities (AAC&U) in Washington, DC.

The S. Engelhard Center is a nonprofit public charitable foundation. Its mission is to support projects and initiatives that affect greater and sustained commitments by educational institutions at all levels to provide effective means of addressing the intellectual, emotional, and civic development of today’s students in preparation for claiming their positive future. The Center is supported by the generosity of the Charles Engelhard Foundation and the Christian A. Johnson Endeavor Foundation.