DESS PRE-CONFERENCE WORKSHOP

Student Well-Being & the Equity Imperative

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Workshop Agenda

AN OVERVIEW

SETTING INTENTIONS & GROUP MEANING-MAKING
Review responses to the survey and think together about what the intersection between well-being & equity looks and feels like

PRESENTATION OF FRAMEWORKS AND EXEMPLARS
Review different approaches to understanding well-being through the lens of equity and explore initiatives that model how to foster well-being in different campus spaces

WORKSHOPPING & APPLICATION
Use information to work in groups on designing an action plan to foster equitable student well-being in different campus contexts
Goals for the Workshop

1. **LEARN**
   Develop nuanced understandings of the terms "well-being" and "equity" and how they intersect

2. **REFLECT**
   Reflect on personal roles and how we can be agents for equitable, intersectional well-being on campus

3. **EXPLORE**
   Explore tools, frameworks, strategies, and exemplary initiatives of well-being & equity work

4. **CONNECT**
   Develop new and strengthen existing relationships with others in higher education interested in this work
WHAT DOES THE INTERSECTION OF WELL-BEING & EQUITY LOOK LIKE ON YOUR CAMPUS?
**STRENGTHS UNDERSERVED STUDENTS BRING TO CAMPUS**

- Resilience, tenacity, and grit
- Cultural wealth
- Empathy
- Desire to give back, sense of social justice
- Storytelling, unique perspectives
- Passion, vibrancy

**BARRIERS TO EQUITABLE WELL-BEING**

- Cost of education & other financial barriers
- Among faculty who want to help, lack of training; most faculty unaware of need to begin with
- Lack of institutional support and resources
- Lack of campus wide intercultural competence and supportive culture
- Wellness industry is capitalistic
TABLE DISCUSSION

What does it look like for students navigating the intersections between well-being and equity on your campus?

How have you personally experienced tension to your well-being? How does this connect to an equitable campus?
FRAMWORKS: INCLUSIVE PEDAGOGY

Educational/faculty development that is:

- Grounded in science of learning
- Small choices = big cumulative impacts
- Inclusive pedagogy as guiding frame
Inclusive learning and teaching in higher education refers to the ways in which pedagogy, content, assessment, climate, and power are designed to engage students in learning that is meaningful, relevant, and accessible to all.

FRAMEWORKS: INCLUSIVE PEDAGOGY

Learner-centered, equity-focused approach

Content  Pedagogy  Assessment

Climate  Power
What is needed is a definition of student success that is holistic in nature and encompasses academic, interpersonal, and psychological dimensions of a student’s experience and also focuses on what is malleable, so that carefully crafted interventions can enable a greater percentage of students to reach their full potential and make the most of their college experiences.

- Laurie Schreiner, "Thriving: Expanding the Goal of Higher Education," Well-Being & Higher Education
Thriving: "being fully engaged intellectually, socially, and emotionally in the college experience."

How to measure? The Thriving Quotient Instrument

Optimal functioning in 5 domains: Engaged Learning, Academic Determination, Social Connectedness, Diverse Citizenship, and Positive Perspective

4 pathways that determine variation in levels of functioning: campus involvement, including peer interaction; quality and frequency of student-faculty interaction; spirituality, including a sense of meaning and purpose; and psychological sense of community on campus
Thriving and EQUITY: not all pathways have the same level of success for different student population.

Positive effect of campus involvement depends on context; if students of color are the minority, this is less effective and potentially even harmful. Still, this is the strongest contributor for sense of belonging for LatinX students.

Student-faculty interaction: frequency of contact only helpful for white students, whereas quality of contact and sense of belonging impactful for students of all backgrounds.

Spirituality: twice the positive effect for Asian and African American students.

Takeaway: know the levers and apply them to your unique campus environment.
Full Participation

Vision

Theory of Action

Methodology

Project
What is full participation?

An affirmative value or goal

Focused on creating settings and institutions

That enables people, whatever their identity, background, or institutional position,

to thrive, realize their capabilities, engage meaningfully in institutional and public life,

and contribute to the flourishing of others (Sturm 2006, 2010).
FRAMEWORKS: FULL PARTICIPATION

Placing Diversity and Engagement within a Broader Frame

Revitalizing democracy

Advancing full participation

Linking diversity and engagement

Inclusion

Minimizing bias and exclusion

imaginingamerica.org  changecenter.org
FRAMEWORKS: FULL PARTICIPATION

Full Participation as a Multi-Level Practice

- Ecosystem
  - Hard-wired systemic inequalities
  - Culture of individualism
  - Budget cuts

- Inter-Institutional
  - Disparities at key transitions
  - Disciplinary divides

- Institutional
  - Siloed decision-making
  - Unequal community partnerships

- Unit / Program
  - Unexamined routines
  - Leadership discontinuities

- Relational
  - Lack of effective mentors
  - Non-communication

- Individual Level
  - Limiting success narratives/disengagement
  - Disconnection from social and cultural capital
Organizational Catalysts:

- Role operating at convergence of systems
- Positioned to use knowledge where it can influence action
- Legitimacy and commitment
- Speak the language
- Situated in a larger change project

Sturm, Center for Institutional and Social Change 2012
FRAMEWORKS: FULL PARTICIPATION

Leverage points

Sturm, Center for Institutional and Social Change 2012

imaginingamerica.org  changecenter.org
EXEMPLARS:

Honors Living-Learning Community

A NEW LOOK AT HONORS
RU-N HLLC, an innovative initiative

OUR CORE INITIATIVES HLLC is an innovative RU-N initiative that considers anew the
Admissions

Phase 1: Large Group Interview

Phase 2: Personal Interview

- Measure individual attributes that foster success throughout college and student potential.
- Allow evaluators to gain insight into the unique stories of each applicant, and the strengths and assets that each applicant will bring to the HLLC.

**FALL 2018 ENROLLMENT**
Total Number of Scholars: 220

**Hometown:**
City of Newark & Greater Newark: 126 (57%)
Other: 94 (43%)

**Other Demographics:**
Female: 129 (58.6%)
Male: 91 (41.4%)
First Generation: 90 (40.9%)
Pell Eligible: 168 (76.4%)

**Grade Point Average and Retention**
Overall GPA: 3.2
Enrollment Retention Rate: 98%
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EXEMPLARS:

Honors Living-Learning Community

Hahne & Co on Halsey St:
- Express Newark
- Barnes & Noble
- Access to Kite&Key

IN NEWARK, OF NEWARK
Engelhard Courses

- infusion of well-being topic into course
- campus resource partner
- written reflection
Sample Engelhard Courses and Topics

- *Introduction to Cultural Anthropology* (Anthropology)—cross-cultural conceptions, attitudes, and healing modalities of mental health
- *Justice and Technology* (Justice and Peace Studies)—awareness and self-reflection; well-being and technology use
- *Introduction to Math Modeling* (Mathematics)—substance abuse; understanding the build-up of chemicals in the body; weight management and healthy eating
- *Gender and Feminism* (Philosophy)—sexual ethics and respectful sexuality; gender identity and expression
- *The Physics of Climate Change* (Physics)—depression and anxiety; mental health support
- *Intensive Second-Level Russian* (Russian)—stress and time management; dating and personal relationships; family
Engelhard Courses

• How does it work?
• Who is involved?
• What's happening?
In 2013, Mason’s Board of Visitors approved a new 10-year strategic plan with 12 goals. Well-being earned one of these coveted spots. Goal #7 reads: “Become a model well-being university that allows all of its members to thrive.” Inclusion of well-being in this strategic plan indicates widespread institutional support for this effort. It also indicates the multi-disciplinary nature of this work, as all disciplines and fields will contribute to a deeper understanding of the science and application of well-being.
GMU is the largest public research university in Virginia, with 34,000 students, 40% of whom are first-generation
The first "Well-Being University"
Six domains of well-being: physical, career, psychological, financial, social, and community
Integrated across centers, offices, and curriculum
Well-being minor and new optional core pathway
Mindful living learning community
Goal to advance well-being is explicit in mission and tied to diversity
BTtoP Collaboratory

- BTtoP is a small independent project partnered with AAC&U
- Theory of change: communities of support that work across campuses for collaborative, iterative, co-creative, sustained progress
- Collaboratory: "projects pursued by a group of institutions, working collectively to brainstorm, develop, test, and disseminate practices that advance the educational purposes to which BTtoP is committed"
- Stakeholders include scholars, faculty, student affairs, network leaders, and students
Lightning Round Idea Generation

WHERE DO YOU WANT TO FOCUS THIS WORK?

Focus Area Ideas from Pre-Workshop Survey

- faculty development
- first generation students
- honors student population
- institutional commitment to well-being
- bridging silos between faculty & student affairs & other campus collaboration
- collaboration across different campuses
WORKSHOP ACTIVITY

Self select a group to collaborate with to create an action plan for enacting an intersectional and equitable well-being initiative.

QUESTIONS TO CONSIDER

What is your context? How does student well-being intersect with equity here?

What stakeholders need to be involved? What resources? How can you gain buy in and support?

What can you do today? What can you do in three months? A year?

How do you ensure sustainability?

How might you scale this initiative beyond your context or across silos?
Thank you!

WE HOPE YOU'LL STAY IN TOUCH AND CONTINUE TO SHARE RESOURCES

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collaborative doc: http://bit.do/BTtP_WellnessEquity