THRIVING CAMPUSES

A Campus Guide for Well-Being, Equity
and Thriving Together

December 2021

PART OF AN EVOLVING BODY OF WORK

Thriving Campuses is part of an evolving body of work for *Thriving Together*. It builds upon the *Thriving Together: A Springboard (2020)* and *Campus Well Being Guide (2020)*.

[Thriving Together: A Springboard for Equitable Recovery and Resilience in Communities Across America](#) is a project of the Well Being Trust, coordinated with Community Initiatives and ReThink Health. This project, conducted between May and June, 2020 is an evolving work. Support for this project was provided by the CDC Foundations. The Springboard includes the views and opinions of more than 100 contributors.

[Campus Well Being Guide: A Guide for Campus Stakeholders to Engage in Dialogue and Take Action](#) was created by Community Initiatives with support from American Cancer Society. The American Cancer Society, in coordination with Partnership for a Healthier America and The Jed Foundation, convened an Advisory Council of diverse campus leaders to better understand the challenges and opportunities for advancing and sustaining campus-wide well-being. The Campus Well Being Guide was created through the work of that council and published in early 2020.

CONTRIBUTORS

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GRAPHIC DESIGN FOR THRIVING TOGETHER

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THRIVING CAMPUSES

A Campus Guide for Well-Being and Equity

INTRODUCTION

Students at colleges and universities across the United States increasingly face formidable strains on their mental, physical, and social health, often compounded by food, housing, and financial insecurity. Two- and four-year colleges and universities are seeking solutions to these complex, interrelated challenges, and many of these same institutions are confronting uncertain financial futures, along with dwindling public support and questions about the primary purpose and value of post-secondary education. All of this was in motion well before 2020, when a global pandemic, a major economic decline, and widespread demand for addressing racial injustice upended the status quo. Against this backdrop, campus administrators, students, faculty, and staff are actively searching for new and better approaches to advance collective and equitable well-being. This guide offers campus stakeholders a way to reimagine campus systems, life, and culture—and discover opportunities for shared stewardship.

THRIVING IS OUR NORTH STAR

Well-being is widely understood as a state of human flourishing or thriving—inclusive of physical, mental, and emotional health, social connection, spiritual life, financial security, and sense of purpose. Individual well-being is inextricably tied to our community or collective well-being—and the properties of places and institutions that we all need to be well.

The concept of equitable well-being recognizes that just and fair inclusion into society is necessary for all to participate, prosper, and reach full potential. Equitable well-being provides a unifying frame for higher education and campus life: to advance individual well-being and life opportunities of students, faculty, and staff by expanding campus vital conditions for collective or community well-being.

Thriving students, faculty and staff, on thriving campuses—no exceptions—is our North Star.

THRIVING TOGETHER AND CAMPUS WELL-BEING

Thriving Campuses builds upon *Thriving Together: A Springboard for Equitable Recovery and Resilience*. More than 100 leaders from non-governmental organizations (including higher education) and communities across the country collaborated to produce *Thriving Together* as a resource to help American communities and institutions emerge from a tumultuous 2020 with greater resilience, equity, humanity, and direction. *Thriving Together* points to what it will take to transform our inequitable systems, underscoring the importance of Vital Conditions, Legacies, and Shared Stewardship. *Thriving Campuses* adapts these universal concepts to college campuses, building upon the foundational work of the *Campus Well-Being Guide*.

▶ **Vital Campus Conditions**: Vital Campus Conditions shape our opportunities for individual and collective thriving. These interdependent and mutually reinforcing vital conditions support 1) Basic Needs Security; 2) Physical Vitality; 3) Mental and Emotional Well-Being; 4) Transformational Learning; and 5) Culture of Caring and Belonging. Together, the dimensions provide a comprehensive lens through which to understand well-being and envision possibilities to lead together to improve it.
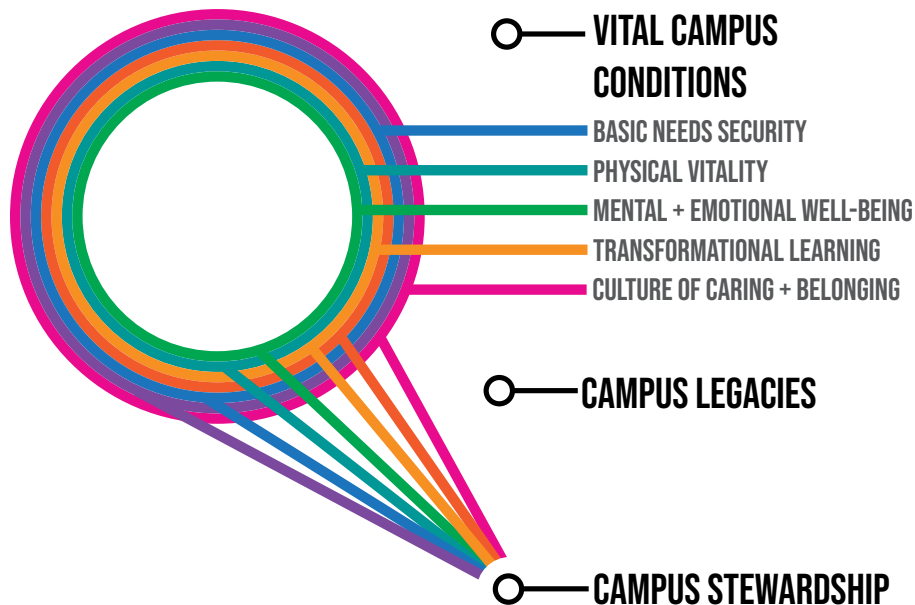
▶ **Campus Legacies**: Past decisions, practices, and investments of our predecessors strongly influence today's patterns of thriving, suffering, and struggling. As Thriving Together highlights: We have inherited legacies that confer dignity and foster resilience, and we have legacies that dehumanize, exclude and inflict trauma (particularly on people of color); the decisions we make today will shape the legacies inherited by future generations.

Higher education has its share of legacies that have inflicted generational harm. For example: systematically excluding communities of color, and using land taken from indigenous peoples to fund Land Grant Universities. Higher education institutions have also led the way for women's and civil rights, as well as for many of the social and technological innovations we enjoy today. This historic moment offers today's campus leaders an extraordinary opportunity to create new legacies for inclusion, well-being, and justice—starting on their own campus.

▶ **Campus Stewardship**: Stewards of well-being and justice are people in organizations and communities who share responsibility for working across differences to expand the vital conditions all people and places need to thrive. Students, administrators, faculty, and staff can all play a stewardship role from their respective positions of influence. Stewardship often applies a wider aperture lens of leadership. Stewards help elevate the purpose and aspirations for their respective system or organization, and they consider the well-being of both current and future stakeholders. Stewardship is a shared endeavor with intentional practices, such as building trusted relationships through dialogue; surfacing and shaping new narratives; using catalytic measures; and identifying multi-solving strategies.

Campus stewards can work together to advance vital campus conditions for well-being and co-create new legacies of dignity and inclusion.

VITAL CAMPUS CONDITIONS

BASIC NEEDS SECURITY
PHYSICAL VITALITY
MENTAL + EMOTIONAL WELL-BEING
TRANSFORMATIONAL LEARNING
CULTURE OF CARING + BELONGING

CAMPUS LEGACIES

CAMPUS STEWARDSHIP

"The COVID-19 pandemic hit American higher education swiftly in March 2020. The most visible impacts occurred as campuses closed residence halls and rapidly shifted courses online. Many students were told to simply "go home," with little attention paid to their financial ability to do so. Those without homes were ignored. Faculty were told to "pivot" their courses to online learning without the professional development required to ensure that their online courses would be high-quality and equitably impactful. Students were required to attend those online classes with little attention paid to those without adequate computer or internet resources.

"Institutional resources were rapidly shifted into emergency response—for example, staff had to be deployed to move students off-campus, shut cafeterias, close support services, and push courses online. Emergency aid funds were rapidly depleted and then efforts began (sometimes for the first time) to grow them, with insufficient attention paid to processes for equitable and impactful distribution processes.

"While urban institutions and Predominately-White Institutions, and especially elite universities with wealthy alumni networks, benefited from philanthropic support and community resources, Minority-Serving Institutions and rural colleges were left struggling. A focus on residential campuses and their students also directed both government and philanthropic focus to four-year colleges and universities rather than the nation's community colleges, which educate the vast majority of low-income, minority, and first-generation students."

READ SARA GOLDRICK-RAB'S <u>DEEP DIVE FOR THE THRIVING TOGETHER SPRINGBOARD</u>
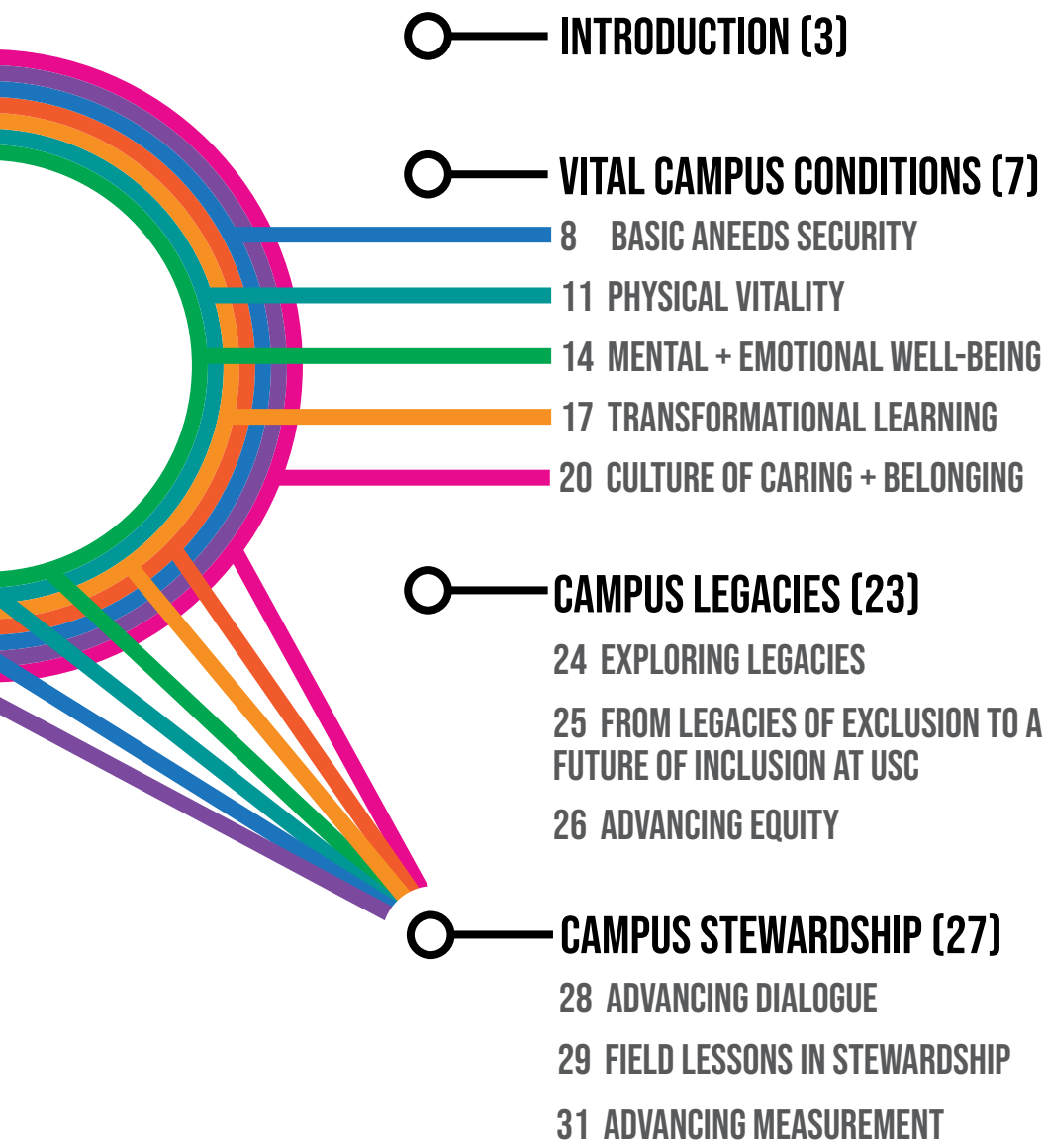
HOW TO USE THIS GUIDE

Thriving Campuses helps stakeholders advance a vision for thriving on their campuses and see their role as stewards of a set of vital campus conditions.

Thriving Campuses offers a starting point for campus stakeholders looking to advance equitable well-being by connecting users with a host of resources and tools for learning and stewarding a culture of caring and belonging. It is our hope that *Thriving Campuses* inspires fresh thinking, bold ideas, and collective action by learning and working together as stewards.

Thriving Campuses is organized into three sections that contextualize the *Thriving Together* model for campuses.

- Vital Campus Conditions (page 7)
- Campus Legacies (page 23)
- Campus Stewardship (page 27)

Thriving Campuses also lifts up three cross-cutting themes.

1. **COVID-19 Response and Renewal:** This guide offers information about the impact of COVID-19 on campus vital conditions, and offers resources in support of campuses navigating the COVID-19 landscape.

2. **Shared Stewardship**: In support of shared stewardship, this guide highlights several key resources, best practices from the field, and tools for advancing shared stewardship across vital campus conditions.

3. **Advancing Equity**: Equity considerations are integrated throughout the guide, including across all vital campus conditions. Crucially, the guide unpacks campus legacies of discrimination and exclusion, and centers equity in shared stewardship.

Resources highlighted in this guide and many others for campus stewards can be found in our **library on Community Commons**.

VITAL CAMPUS CONDITIONS

This section describes the following five vital campus conditions and ways to advance equity, and provide access to additional resources.

- Basic Needs Security (**8**)
- Physical Vitality (**11**)
- Mental + Emotional Well-Being (**14**)
- Transformational Learning (**17**)
- Culture of Caring + Belonging (**21**)

Vital campus conditions are properties of places and institutions that we all need all the time to reach our full potential. They function as an interconnected whole and together, provide a comprehensive lens through which to understand well-being and envision possibilities to lead together to improve it. When campus stakeholders work together to expand vital campus conditions, we create a culture of well-being and equity where students, faculty, and staff can thrive.

BASIC NEEDS SECURITY

A culture of well-being where basic needs are met means that students, faculty, and staff have:

- Safe, humane places to sleep every night
- Nutritious meals every day
- Access to primary, urgent, and emergency healthcare
- Enough money to pay for tuition and necessities, without life-compromising debt
- Easy access to emergency aid
- Childcare and support services for parenting students

BASIC NEEDS SECURITY
ENSURE ESSENTIALS FOR LIVING ARE MET

nearly 3 in 5 students experience basic needs insecurity

39% students at two-year institutions experience food insecurity; 29% at four-year institutions

almost half of students are affected by housing insecurity

14% of students are affected by homelessness

the black/white basic needs security gap is

14 percentage points

BASIC NEEDS SECURITY IS ABOUT THE MOST PRACTICAL REQUIREMENTS FOR SURVIVAL. Food, housing, financial security, and access to healthcare are necessary for life and learning. Students across the country increasingly struggle to meet their basic needs. The COVID-19 pandemic has exacerbated basic needs insecurity—straining personal finances, creating challenging housing situations, and creating new healthcare needs for campus community members.

Some of the highest rates of housing and food insecurity are at tribal colleges and universities, and among hispanic or latinx students, black and indigenous students, non-binary and transgender students, students with children, former foster youth, students who previously served in the military, and returning citizen students. Students who experience basic needs insecurity often work more hours, report lower grades, and are less likely to graduate, all of which furthers equity gaps. Disparities also exist in borrowing money for tuition that result in higher levels of student debt and more frequent delinquencies, especially among black and hispanic students, reinforcing the racial wealth gap.

An equity-driven approach will reduce housing, food, and financial insecurity among students, while also improving educational outcomes and student debt burden. At many institutions, supports for students exist, yet most students who experience basic needs insecurity do not access them. Improving access, outreach, and eligibility to resources that address basic needs insecurity is critical. Specific opportunities include:

- Assessing the landscape of supports, barriers to access, and gaps in eligibility;
- Centralizing, simplifying, and destigmatizing student access to SNAP, housing vouchers, and other public benefits;
- Supporting efforts to expand SNAP access for students; and
- Addressing root causes of student debt.

REFERENCE:
#REALCOLLEGE 2021

LEARN MORE

GUIDE TO ASSESSING BASIC NEEDS INSECURITY IN HIGHER EDUCATION Learn how to perform surveys to assess basic needs security and evaluate the effectiveness of programs meant to address basic needs security

MAPPING STUDENT DEBT Identify how student loan debt affects communities across the U.S. and populations that shoulder disproportionate impacts

WITH THEIR WHOLE LIVES AHEAD OF THEM: MYTHS AND REALITIES ABOUT WHY SO MANY STUDENTS FAIL TO FINISH COLLEGE Learn about the factors that influence students to drop out of college and identify solutions that young people say would help most

PARENTING WHILE IN COLLEGE: BASIC NEEDS INSECURITY AMONG STUDENTS WITH CHILDREN Learn about how students who are parenting a child experience basic needs insecurity, childcare, depression and anxiety, and campus and social supports

HUNGER AND HOMELESSNESS IN COLLEGE Listen to Dr. Sara Goldrick-Rab discuss housing security, food security, and homelessness among college students

IT'S HARD TO STUDY IF YOU'RE HUNGRY Examine issues of food insecurity for college students and what can be done to address it

RESPONDING TO COVID-19

#REALCOLLEGE DURING THE PANDEMIC Learn about the impact on the security of students' basic needs, employment, academic engagement, and mental health

SUPPORTING STUDENTS DURING COVID-19: THE #REALCOLLEGE GUIDE Get tips to support your work keeping students, faculty, and staff healthy, safe, and educated during the COVID-19 pandemic

COVID-19 RESPONSE FOR STUDENTS WHO ARE HOMELESS OR WITH EXPERIENCE IN FOSTER CARE Get tips and resources in order to support students who are homeless or with experience in foster care during the COVID-19 crisis

SHARED STEWARDSHIP

BEYOND THE PANTRY: GETTING STARTED ADDRESSING BASIC NEEDS SECURITY ON CAMPUS Make the case and get started on addressing basic needs insecurity

MAXIMIZING THE IMPACT OF HIGHER EDUCATION EMERGENCY RELIEF FUNDS (HEERF I & II) FOR STUDENTS Learn how institutions of higher education can think about distributing this new round of aid to students

MEETING STUDENT HOUSING NEEDS AND ADDRESSING STUDENT HOMELESSNESS Learn how colleges and universities have responded to the affordable housing crisis

PHYSICAL VITALITY

A culture of well-being where basic needs are met means that students, faculty, and staff have:

- Safe, humane places to sleep every night
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PHYSICAL VITALITY
REMAKE SYSTEMS FOR HEALTH + SAFETY

87% of students describe their health as good or better

▶ **about half** are a healthy weight

▶ **two-thirds** get adequate aerobic activity each week

only 16% of women and 18% of transgender students feel very safe on their campus at night

64% of students used alcohol in past 3 months

▶ **one-third** binge drank at least once in past two weeks

PROTECTING THE PHYSICAL HEALTH OF STUDENTS, FACULTY AND STAFF HAS BEEN OF UTMOST CONCERN SINCE THE ONSET OF COVID-19, especially those with compromised immune systems and with regard to residential campus communities. As institutions resume campus operations, they are instituting a set of practices and policies to keep their communities safe and healthy. These include social distancing, COVID-19 testing, vaccination centers, contact tracing, and quarantine policies and practices.

Campuses play a significant role, broadly, in promoting physical health, safety, and vitality by providing opportunities for physical activity, supplying healthy foods across campus dining, extending access to preventive health services, and ensuring safety. For many, college is an important time in life when good health behaviors are learned. For college students, some of the most pressing health priorities include promoting sexual health, preventing alcohol, tobacco, and substance use, preventing physical and sexual violence, and promoting adequate sleep. Good physical health is linked to academic success and is an essential component of overall well-being.

Disparities in alcohol and substance use, sexual health, and experiences of safety and violence exist by gender, sex, race, and disability.
- Female students are more likely to experience sexual assault, violence, and abuse, and are less likely to feel safe on campus.
- LGBTQ+ students experience higher rates of being verbally threatened, disproportionate rates of intimate partner violence, higher rates of smoking, and lower rates of physical activity and condom use.
- Students with disabilities are more likely to engage in substance use and sexual risk behaviors.
- Black males attending predominantly white institutions report higher levels of alcohol consumption and mental health problems.
- Students with military experience report disparities in consequence of alcohol use.
- Tobacco use prevention is especially critical for students from low income communities and communities of color, which are disproportionately targeted by tobacco advertising.

An equity-driven approach to improve physical vitality will help prevent alcohol and substance misuse, increase safety, prevent violence, and reduce sexual risk behaviors, especially in groups experiencing disparities. Specific opportunities include:
- Working with campus centers and student organizations that engage LGBTQ+ students, women, students with disabilities, students of color, and students with military experience to address leading health equity issues
- Tailoring health promotion programming and services to communities for whom equity gaps exist
- Implementing a comprehensive, campus-based sexual violence prevention strategy that is tailored to institution-type and different communities within it
- Providing welcoming facilities and programs for physical activity for all genders and abilities

RESOURCES

LEARN MORE

COLLEGE HEALTH TOPICS Find information and resources on a wide range of college health topics

COLLEGE HEALTH AND SAFETY FOR WOMEN Get recommendations for creating safe and healthy environments for women on campus

CLUB AND INTRAMURAL SPORTS PARTICIPATION AND COLLEGE STUDENT ACADEMIC SUCCESS Learn about the relationship between sports participation and indicators of academic success

U.S. COLLEGE CAMPUS TOBACCO POLICIES DATABASE Find smoke-free and tobacco-free colleges and universities

COLLEGE STUDENTS: GETTING ENOUGH SLEEP IS VITAL TO ACADEMIC SUCCESS Learn about the benefits of sleep and tips for students

RESPONDING TO COVID-19

EFFECT OF THE COVID-19 PANDEMIC ON COLLEGE STUDENTS WITH DISABILITIES Get information and support for keeping students, faculty, and staff healthy, safe, and educated during the COVID-19 pandemic

ESSENTIAL OR EXPENDABLE DURING THE COVID-19 PANDEMIC? A STUDENT-LIVED EXPERIENCE ON GRIEVING THE UNJUST AND EARLY DEATHS OF VULNERABLE POPULATIONS Listen to how COVID-19 has affected this student's family and her reflections on how food system workers are labeled as "essential" but are often treated as expendable

GUIDANCE FOR INSTITUTIONS OF HIGHER EDUCATION (IHES) Find information and resources for COVID-19 testing, social distancing, communications, and vaccination in higher education settings

SHARED STEWARDSHIP

MODEL POLICY FOR A SMOKEFREE AND TOBACCO-FREE COLLEGE/UNIVERSITY Download a model policy for a smoke-free and tobacco-free campus

EXERCISE IS MEDICINE ON CAMPUS ACTION GUIDE Implement physical activity programming on campus

MY PLATE ON CAMPUS TOOLKIT Implement a healthy eating initiative on campus

BEST PRACTICES FOR CAMPUS FOOD SYSTEMS Promote good food procurement practices on campus

MENTAL + EMOTIONAL WELL-BEING

A culture of well-being where basic needs are met means that students, faculty, and staff have:

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MENTAL + EMOTIONAL WELL-BEING
REDUCE STIGMA AND BUILD RESILIENCE

4 in 5 students experience moderate or high stress

about 30% of students experience anxiety

and 37% of students experience depression

30% of students have received psychological or mental health services within last year

▶ **40%** received services on campus

60% of students say the pandemic has made access to mental health care is more difficult

REFERENCES:
ACHA-NCHA SPRING 2021; HEALTHY MINDS STUDY 2020; HEALTHY MINDS-NCHA IMPACT OF COVID-19 ON COLLEGE WELL-BEING 2020

SINCE THE ONSET OF COVID-19, COLLEGE STUDENTS ACROSS THE U.S. HAVE GRAPPLED WITH MASSIVE DISRUPTIONS to their education and, as a result, a nationwide decline in student mental health. The pandemic and its impacts have led to many students feeling that planning their future is impossible. The majority of Gen Z adults in college reported that their education (87%) and uncertainty about how the school year would be (82%) were significant sources of stress. Students and instructors alike faced barriers such as quiet spaces to work, childcare, and reliable access to the internet and technological devices. Other top concerns include anxiety about the lack of productivity, finances, and future job offers.

In addition to educational stressors, many students have struggled with loneliness and isolation. They experience declining mental well-being, with increased stress, anxiety, depression, and loneliness related to the threat of COVID-19 and changes in daily life. Impacts have been most severe for BIPOC and LGBTQ+ students.

While ensuring accessible, evidence-based treatment is essential to supporting students, faculty, and staff in crisis, investments in prevention and resiliency will reduce the need for urgent services. Creating an institutional culture that prioritizes conditions for well-being, such as work/life balance, sense of purpose, safety, and social support and inclusion will lead to thriving.

An equity-driven approach addresses stigma and root causes of stress and mental health problems, such as campus and social climate. It also improves access to mental health services at

all levels of intensity, and reduces access to means of suicide, with tailored strategies that respond to the varied needs of groups experiencing inequities. Specific opportunities include:
- Initiating stress intervention programs that respond to different stressors experienced by students, including race and school racial composition
- Addressing real and perceived barriers to mental health services, especially for students of color
- Providing mental health services and prevention programs designed to meet the needs of groups for whom equity gaps exist
- Promoting conditions for a campus culture of diversity, inclusion, and thriving for all

It will also center students for whom equity gaps exist. Female, LGBTQ+, students of color, and students with military experience have a disproportionate burden of mental health outcomes.
- Females report higher rates of stress, depression, anxiety, and PTSD.
- LGBTQ+ students have elevated risk of self-injurious and suicidal behaviors.
- Transgender and gender minority students have a higher prevalence of symptoms across multiple mental health measures, including depression, anxiety, eating disorders, self-injury, and suicidality.
- Students with military experience report high rates of self-harm.
- Among students of color, racism, cultural conflict, and lack academic and social support, may increase their vulnerability to mental health disorders.

LEARN MORE

THE RISE OF MENTAL HEALTH ON COLLEGE CAMPUSES: PROTECTING THE EMOTIONAL HEALTH OF OUR NATION'S COLLEGE STUDENTS Identify action steps to create a culture of caring

RETURN ON INVESTMENT CALCULATOR (R.O.I.) FOR COLLEGE MENTAL HEALTH SERVICES AND PROGRAMS Calculate the returns of mental health services and supports

WE CAN'T IGNORE THE MENTAL HEALTH OF COLLEGE STUDENTS OF COLOR Learn how to best support the emotional and mental health needs of students of color, especially those transitioning into college life

ULIFELINE SELF EVALUATOR Screen for thirteen of the most common mental health conditions that college students face.

We've seen declining mental well-being among college students, with increased stress, anxiety, depression and loneliness related to the threat of COVID-19 and changes in daily life. Impacts have been most severe for BIPOC and LGBTQ+ students.

READ COLLEGE STUDENT MENTAL HEALTH EQUITY DURING THE COVID-19 PANDEMIC

RESPONDING TO COVID-19

IMPACT OF COVID-19 ON THE MENTAL HEALTH OF COLLEGE STUDENTS Learn about the physical, emotional, and social impacts of COVID-19 on college students

THE IMPACT OF COVID-19 ON STUDENT MENTAL HEALTH Get data on the impact of COVID-19 on the mental health of high school and college students

MENTAL HEALTH, HIGHER EDUCATION, AND COVID-19: STRATEGIES FOR LEADERS TO SUPPORT CAMPUS WELL-BEING Identify strategies for college and university leaders to support student mental health during COVID-19 and beyond

SHARED STEWARDSHIP

INVESTING IN MENTAL HEALTH: OPPORTUNITIES AND BENEFITS FOR COLLEGE LEADERSHIP Learn about the benefits of strong mental health supports and outlines action

A GUIDE TO CAMPUS MENTAL HEALTH ACTION PLANNING Create an action plan for campus mental health

NASPA POLICY AND PRACTICE SERIES: STRATEGIES FOR ADDRESSING MENTAL HEALTH SUPPORT ON CAMPUS Identify strategies for addressing mental health support

A GUIDE TO CAMPUS MENTAL HEALTH ACTION PLANNING Create an action plan for campus mental

EQUITY IN MENTAL HEALTH FRAMEWORK Implement strategies to improve mental health support and programs for students of color

TRANSFOR- MATIONAL LEARNING

A culture of well-being where basic needs are met means that students, faculty, and staff have:

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TRANSFORMATIONAL LEARNING
CULTIVATE CIVIC MINDEDNESS + SENSE OF PURPOSE

HIGH-IMPACT EDUCATION PRACTICES

[High-Impact Education Practices](#) increase rates of student retention and student engagement through relationship building and meaning-making. These educational experiences offer rich, intensive opportunities for students to engage with peers and faculty.

EDUCATIONAL EXPERIENCES CAN BE TRANSFORMATIVE FOR WELL-BEING by nurturing intellectual growth, cultivating a sense of purpose, and growing belonging, efficacy, and resilience. Meaningful educational experiences occur inside and outside of the classroom (or virtual classroom as it may be), with faculty mentors, and through peer-to-peer learning. Inclusive pedagogy—a student-centered approach to teaching that creates a supportive and welcoming learning environment for students of all backgrounds and invites a diversity of perspectives—is core to how educational experiences foster well-being. Through engaging, inclusive, meaningful educational experiences, institutions of higher learning can engender individual well-being and shape the next generation of civically-engaged leaders.

Education is a powerful lever of societal change, an engine of economic mobility, and a force for growth and development of the whole person. Yet, the potential for these benefits is unrealized. Implicit bias in the classroom, lack of multiculturalism and diversity across curricula, and the erosion of liberal education deprive students of transformative educational experiences that foster belonging, efficacy, and resilience, and inspire them to lead change in an inequitable society.

An equity-driven approach recognizes and leverages the power of education to challenge and expose students to a diversity of perspectives, connect students to pressing societal issues, catalyze moral imagination, and promote engaged citizenship, cultural empathy, pluralism, and civic democracy. Specific opportunities include:

- Identifying implicit bias in the classroom and unlearning implicit associations
- Empowering educators to facilitate more effective learning experiences and conversations about race and cultivate racial literacy
- Decolonizing curricula and revising courses and programs to introduce multicultural thought, be intellectually inclusive, and integrate diverse and inclusive subject matter
- Redressing funding metrics, course scheduling, and underlying barriers to holistic curricula and inclusive pedagogy

RESOURCES

LEARN MORE

HIGHER EDUCATION'S ROLE IN ENACTING A THRIVING DEMOCRACY Read perspectives on higher education's role in building democratic contexts and cultures necessary for advancing a thriving democracy

BRINGING THEORY TO PRACTICE CASE STUDIES: SEVEN STORIES OF CAMPUS THEORY AND PRACTICE ON STUDENT LEARNING, CIVIC ENGAGEMENT AND WELL-BEING Read case studies on successes and challenges in the work of studying student learning, civic engagement, and well-being

HIGH-IMPACT EDUCATIONAL PRACTICES Learn about high-impact practices that increase rates of student retention and student engagement

DIVERSITY AND DEMOCRACY: INTERSECTIONALITY AND WELL-BEING Learn how higher education institutions can take an intersectional approach to fostering individual, community, and institutional well-being

RESPONDING TO COVID-19

WILL THE CORONAVIRUS FOREVER ALTER THE COLLEGE EXPERIENCE? Learn how the COVID-19 has disrupted higher education and how it may shape the future

COLLEGE AND COVID: STUDENTS TALK ABOUT THEIR EXPERIENCES IN THE PANDEMIC Hear from students how the COVID-19 pandemic has affected their college experience

SHARED STEWARDSHIP

THE CRAFT OF COMMUNITY-ENGAGED TEACHING AND LEARNING A GUIDE FOR FACULTY DEVELOPMENT Learn how to craft a community-engaged course

CREATING SPACE FOR DEMOCRACY: A PRIMER ON DIALOGUE AND DELIBERATION IN HIGHER EDUCATION Learn how to create space for democracy on campus through deliberation and dialogue

PLAN DEVELOPMENT RESOURCES Develop support and resources for developing a Campus Civic Action Plan

CULTURE OF CARING + BELONGING

A culture of well-being where basic needs are met means that students, faculty, and staff have:

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CULTURE OF CARING + BELONGING
FOSTER INCLUSION AND BELONGING

2 in 3 students feel they belong at their college or university

only half of students say that their campus is a place where people look out for each other

60% of students reported witnessing race-based discrimination as a result of the pandemic

69% of students said campus administration was supportive, and **78%** perceived their professors to be supportive during the pandemic

REFERENCES:
ACHA-NCHA SPRING 2021; HEALTHY MINDS-NCHA IMPACT OF COVID-19 ON COLLEGE WELL-BEING 2020

A CAMPUS CULTURE OF CARING AND BELONGING IS ROOTED IN PRINCIPLES OF SOCIAL INCLUSION AND SUPPORT AND RACIAL HEALING. A culture of caring and belonging seeks for all students, staff, and faculty to experience inclusive and welcoming environments. Belonging is both necessary for community members to achieve a sense of well-being and foundational for advancing campus vital conditions. The more stakeholders feel like they belong and have a sense of shared identity, the more they engage in shaping the conditions of their campuses.

Cultivating welcoming and inclusive campus climates for students of all backgrounds is critical to addressing equity gaps. Personal and structural forms of racism, homophobia and other forms of discrimination are at the heart of campus climate issues. In recent years, incidents related to race on campuses have centered on issues of diversity, inclusion, and freedom of expression, creating urgency to address underlying issues.

An equity-driven approach acknowledges the existence and impacts of discrimination, bigotry, and racism on campus, and seeks to unmake institutional systems that give rise and perpetuate oppression and inequity. Specific opportunities include:
- Condemning racism and discrimination at the highest levels of the administration, and making transparent efforts to redesign systems for equity
- Promoting a diverse student composition: institutions with higher proportions of students of color and minority-serving institutions report fewer incidents of stereotyping and discrimination, less tokenism, and higher levels of inclusion, friendship, and love
- Increasing recruitment, retention, and advancement of faculty from underrepresented groups
- Designing inclusive, student-centered pedagogies
- Advancing advocacy and dialogue by student organizations that fight against a "culture of silence" where those who are oppressed become powerless to speak to their oppression

RESOURCES

LEARN MORE

COLLEGE STUDENTS' SENSE OF BELONGING Learn how sense of belonging develops for students and identify opportunities for improving educational environments and policies

COLLEGE STUDENTS' SENSE OF BELONGING: A NATIONAL PERSPECTIVE Understand measures of students' sense of belonging and how belonging varies by key institutional and student characteristics

SENSE OF BELONGING IN THE COLLEGE CLASSROOM Get tips for supporting students' sense of belonging in the classroom

HARVARD EDCAST: COLLEGES AS COURAGEOUS SPACES Hear how diversity and inclusion work can foster more courageous spaces on college campuses

RESPONDING TO COVID-19

FOSTERING COLLEGE STUDENTS' SENSE OF BELONGING AMIDST COVID-19 Get tips on maintaining and improving students' sense of belonging during the COVID-19 pandemic and beyond

HOW TO HELP STUDENTS FEEL A SENSE OF BELONGING DURING THE PANDEMIC Identify research-based practices to cultivate a strong sense of belonging in the classroom

SEVEN PRACTICES FOR BUILDING COMMUNITY AND STUDENT BELONGING VIRTUALLY Identify recommended practices for institutions to build community and student belonging virtually

SHARED STEWARDSHIP

ENCOURAGING A SENSE OF BELONGING Hear how encouraging a sense of belonging can help improve student achievement

SUPPORTING STUDENTS' COLLEGE SUCCESS: THE ROLE OF ASSESSMENT OF INTRAPERSONAL AND INTERPERSONAL COMPETENCIES Identify key intrapersonal competencies related to undergraduate student success

ADVANCING DIVERSITY AND INCLUSION IN HIGHER EDUCATION Learn about opportunity gaps in postsecondary education and practices to improve access and inclusion for all

This section explores campus legacies and how campuses to rise to the occasion in this legacy moment to transform for equity.

- Exploring Legacies ()
- From Legacies of Exclusion to a Future of Inclusion at USC ()
- Advancing Equity ()

CAMPUS LEGACIES

Higher education is in a "Legacy Moment" wherein we can reject legacies that dehumanize, exclude and inflict trauma and co-create new legacies that confer dignity and inclusion by acting together. *Thriving Campuses* supports users in doing so by: highlighting issues of equity across the campus vital conditions; exploring campus legacies of discrimination and exclusions; centering equity through dialogue and measurement work; and helping them to see themselves as stewards of thriving, diverse, just campuses.

EXPLORING LEGACIES
LOOKING BACK AND FORWARD

Look back and reckon with legacies that inflict harm; look ahead to sustain past achievements while solidifying new legacies that expand opportunities for well-being and justice.

READ LEGACY MOMENT 2020 THRIVING TOGETHER SPRINGBOARD

WE HAVE INHERITED LEGACIES THAT CONFER DIGNITY AND FOSTER RESILIENCE, AND WE HAVE LEGACIES THAT DEHUMANIZE, EXCLUDE AND INFLICT TRAUMA (particularly on people of color). Higher education has its share of legacies that have inflicted generational harm, like systematic racism on educational achievement and economic mobility, and legacies worth celebrating, like student activism in the civil rights movement.

To change course toward the goal of thriving people and places, we must first step back and see the system that shapes our ability to move in a new direction. It is a system designed long ago, with ever-present effects that can support or diminish thriving. We call these "legacies." Some must be celebrated and sustained, while others are rooted in unjust, unwise, unsustainable, or racist ideas that are manifestly harmful. Those legacies, which greatly hinder our ability to thrive, can't be erased. But they can be reckoned with and replaced. Not in some distant future but now.

HIGHER EDUCATION IS GRAPPLING WITH MIXED LEGACIES

SYSTEMATIC RACISM

SYSTEMIC RACISM IN HIGHER EDUCATION HAS had deep and lasting impacts on educational achievement, diversity and representation, and academic scholarship. Read ▶ ▶

STUDENT ACTIVISM

STUDENT ACTIVISM HELPED POWER MANY social movements, including civil rights in the 1960s. Today, rising costs of college, racial injustice, and COVID-19 are mobilizing issues for students. Read ▶ ▶

GI BILL

WHILE THE GI BILL CREATED EDUCATIONAL pathways for veterans, it was structured in a way that denied black vetertans the bill's full educational promise and reinforced the racial wealth gap. Read ▶ ▶

LAND GRAB UNIVERSITIES

MANY LAND GRANT UNIVERSITIES WOULD not exist as land-grant institutions today without the forced removal of Ameircan Indians from their land. Read ▶ ▶

HISTORY OF SLAVERY

MANY UNIVERSITIES BENEFITED FROM slavery. Institutions are exploring their ties to slavery, disclosing them, and exploring how to make reparations and improve equity. Read ▶ ▶

The Varsity Blues scandal in 2019 revealed that wealthy families lied about identity to get their children into the University of Southern California and other highly-selective institutions. The scandal exposed systems of privilege in place across American institutions. In admissions, preference is often given to athletes, "legacies", children of donors, and children of faculty. This system holds inequity in place across generations.

USC is reckoning with other troubling legacies too. In July of 2020, it removed the name of its fifth President, Rufus B. Von KleinSmid, a eugenics leader, from the tallest building on campus. This follows in the footsteps of universities and schools across the country who are examining and purging problematic names and symbols on campus to address the wrongs of the past.

USC has also grappled with the legacy of Dean Cromwell, the track and field coach who led USC to 12 NCAA championships and was an assistant coach at the 1936 Olympic Games. He frequently expressed anti-Black views and eliminated Jewish runners Sam Stoller and Marty Glickman from the relay team. His legacy remains influential in campus culture; the USC track complex, which draws thousands of visitors each year, is named in his honor.

Students at USC are now calling for a re-examination of Joseph Widney, who established the USC College of Medicine. Widney's 1907 book, "Race Life of the Aryan Peoples," analyzed white superiority in the United States; he wrote that Black and white people "cannot live together as equals."

ADAPTED FROM LEGACIES OF EXCLUSION TO A FUTURE OF INCLUSION AT USC BY COLLEEN CORRIGAN

ADVANCING EQUITY
CO-CREATING NEW LEGACIES

EQUITABLE WELL-BEING PROVIDES A UNIFYING FRAME FOR HIGHER EDUCATION AND CAMPUS LIFE: to advance individual well-being and life opportunities of students, faculty, and staff by expanding campus vital conditions for collective well-being.

POPULATIONS OF FOCUS

Thriving students, faculty and staff, on thriving campuses—no exceptions—is our North Star. This means focusing on populations for whom equity gaps exist. These groups include: first generation college students, students of color, transgender students, parenting students, students with disabilities, student service members, veterans and returning citizens. Disparities among these groups and other equity considerations are described for each vital campus condition.

EQUITABLE CONDITIONS, OUTCOMES AND PROCESSES

Advancing equity on campus involves creating equitable conditions, advancing equitable outcomes, and co-designing equitable processes. These three aims can help institutions of higher education strategize for equity.

- **Create equitable conditions** with investments, policies and programs that expand access to higher education, ensure equitable and fair admissions processes, and increase affordability and representation.
- **Advance equitable outcomes** through measures and actions that create conditions for all to thrive, and eliminate disparities in educational and well-being outcomes across the vital conditions.
- **Co-design equitable processes** with students, faculty, and staff that increase dialogue, listening, engagement, inclusion, and shared decision-making.

EQUITY DRIVEN APPROACHES FOR EXPANDING VITAL CAMPUS CONDITIONS

- Foster diversity and inclusion
- Address racism and all forms of discrimination
- Eliminate disparities in educational achievement and attainment outcomes
- Provide and tailor services to support the needs of groups for whom equity gaps exist, including first generation college students, students of color, transgender students, parenting students, students with disabilities, student service members, veterans and returning citizens
- Leverage assets and resources to advance well-being on campus and beyond

This section promotes essential skills and lessons for campus stewards.

CAMPUS STEWARDSHIP

Stewards of campus well-being are students, faculty, staff and other stakeholders who share responsibility for working across differences co-create new legacies of dignity and inclusion and expand vital campus conditions for all to thrive. Stewardship is a shared endeavor with intentional practices, such as building trusted relationships through dialogue; surfacing and shaping new narratives; using catalytic measures; and identifying multi-solving strategies. It calls upon us to foster authentic engagement across campus stakeholders, and realize the potential for different departments and disciplines to work together to improve equitable well-being.

Thriving Campuses seeks to help users: see themselves as stewards of thriving, diverse, just campuses; find resources to aid campus stewards in their work; and learn tips and skills for stewards.
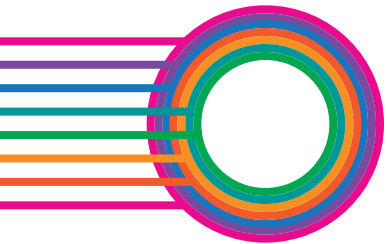
ADVANCING DIALOGUE
GROWING BELONGING + CONNECTION

DIALOGUE STRENGTHENS OUR SENSE OF BELONGING AND CONNECTION BY BUILDING RELATIONSHIPS. When we listen, share, and discover, we are able to create meaning together—and are better positioned to take action on our campus.

No matter the topic, dialogue partners need to enter the conversation with intention by:
- Listening for what's true for others
- Sharing what's true for you
- Discovering what we share in common

Dialogues can be in groups of two to eight, with friends, colleagues, acquaintances, or strangers. In campus settings, it is particularly helpful to bring together students, staff, and faculty to share perspectives on well-being and the vital conditions for a healthy, equitable campus community

GUIDES AND OTHER DIALOGUE RESOURCES

Dialogue as a Process for Community Change
Before true and meaningful community change can occur, before we can ever get to plans that outline problems and root causes, and present real, tangible solutions and outcomes, dialogue has to underpin the entire process.

Living Room Conversations
A conversational model developed by dialogue experts in order to facilitate connection between people despite their differences, and even identify areas of common ground and shared understanding

Dialogue Guide: Life in the Time of Coronavirus
This guide offers a starting point for reflecting on the personal and community impact of the coronavirus pandemic

Through dialogue we can imagine a future together where all people are thriving, and we all play a role in building a community that is genuinely welcoming and comfortable.

READ USING DIALOGUE TO GROW CAMPUS WELL-BEING

FIELD LESSONS IN SHARED STEWARDSHIP

Use story and data to drive action: Data and story work together to deepen understanding, and point to priorities and potential solutions. Gathering stories can lift up under-represented voices, and pairing stories with data that speak to senior leaders helps make the case for change. Use story and data with dialogue to strengthen connection and advance action.

Launch high visibility efforts: High visibility efforts—like events, demonstration projects, new initiatives, and campaigns—signal to campus stakeholders that well-being is a priority. Use high visibility efforts to create opportunities that build community, norm a well-being narrative, and bring new stakeholders to the table.

Co-create the agenda with students: Students are the fabric of campus life. They know the issues and are close to the solutions. Co-create a wellbeing agenda with students, and engage them in deep, meaningful work and authentic leadership roles.

Find allies and expand networks: There are natural allies in well-being work across campus stakeholders—embedded in student government, student affairs, faculty groups, operations, and libraries. Find these allies and tap into their existing networks to build support and strengthen leadership structures.

Cultivate caring leadership: An important part of the culture shift for wellbeing is building a culture of caring. It signals to students and other campus stakeholders that they matter. Cultivate caring leadership to build a continuum of supports and services that expand campus vital conditions.

Create leadership structures to sustain work: Collective, distributed leadership can combat common challenges to sustaining health and well-being work in the long term, including: turnover among staff and student leaders, shifting interests and priorities, low capacity and lack of time, and shrinking budgets and inconsistent funding. Create leadership structures to sustain work by building a distributed team and encouraging leaders to incorporate wellbeing work into their portfolios and create change in their spheres of influence.

Find champions: Champions play an important role in lifting up issues, initiating action, mobilizing for action, and relentlessly pursuing action. Champions come in many forms-faculty, students, administrators, major donors. Find champions and leverage their leadership; help them make magic.

Lead for culture shift: The higher up in administration well-being allies and champions sit, the easier shifting campus culture becomes. Lead for culture shift by building connections and cultivating leadership at all levels-from the ground up and from the top down.

FIELD LESSONS IN SHARED STEWARDSHIP
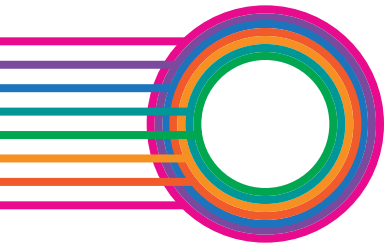
ADVANCING MEASUREMENT
ASSESSING CAMPUS WELL-BEING

CAMPUS STEWARDS CAN LEARN "WHO'S THRIVING AND ISN'T" BY USING MEASURES OF WELL-BEING THAT CAPTURE AND VALUE HOW STUDENTS, FACULTY, AND STAFF THINK AND FEEL ABOUT THEIR OWN LIVES IN A HOLISTIC, EQUITABLE WAY. The *Thriving Together: Springboard* recommends using Cantril's Self-Anchoring Scale, a two-item measure of evaluative well-being that assesses current life evaluation, future life optimism, and overall life evaluation, categorized into thriving, struggling, and suffering. This measure is well-validated and is used to measure and track population well-being around the world, at the national level and at state and local levels in the U.S. It has also been used at institutions of higher learning such as Yale University. Disaggregating by race, ethnicity, and gender, as well as other factors like first-generation, international, and parenting student status shows us disparities across key groups and where to focus our efforts.

Campus stewards should also measure other important dimensions of well-being, including perceived overall health, financial security, social connectedness, and sense of meaning and purpose. Many campuses participate in surveying efforts like the American College Health Assessment, Healthy Minds Study, Hope Center, and Well Being Index which can help us better understand our campus vital conditions. Other administrative, facility, and even de-identified student data can also be leveraged.

Adapted from Saha, Eckart, Cavanagh, Martinez, Riley, Roy & Tanner's
Deep Dive for the Thriving Together Springboard

SURVEY RESOURCES

ACHA-National College Health Assessment
Examines students' health habits, behaviors, and perceptions

The Healthy Minds Study
Examines mental health, service utilization, and related issues among students

#RealCollege™ Survey
Assesses students' basic needs, including financial, housing and food security

Rather than solely tracking individual health outcomes, a holistic approach that measures well-being provides a north star—one which diverse groups can rally around together.

READ THE SCIENCE OF THRIVING TOGETHER

Discover more at Thriving.Us

Explore our resource library on Community Commons