DLRGROUP

Evolution of Campus

Where I Belong: Spaces to Foster Wellbeing

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Today's Agenda

01 The Why: Perspectives from Student Affairs

02 The What: Evolution of Campus Research Findings

03 The How: Implementable Strategies for Design & Construction Teams

04 Q&A

SG

Introductions

Dr. Jamye Willé

Associate Director for Leadership, Outreach, and Training in Student Care Coordination

Vanderbilt, University

Shawn Gaither

Higher Education Leader & Architect

DLR Group- Tennessee

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Higher Education Leader & Planner

DLR Group

Identity <> Belonging

Dictionary

Definitions from Oxford Languages · Learn more

i·den·ti·ty

/īˈden(t)ədē/

noun

1. the fact of being who or what a person or thing is.
   "he knows the identity of the bombers"

2. a close similarity or affinity.
   "the initiative created an identity between the city and the suburbs"

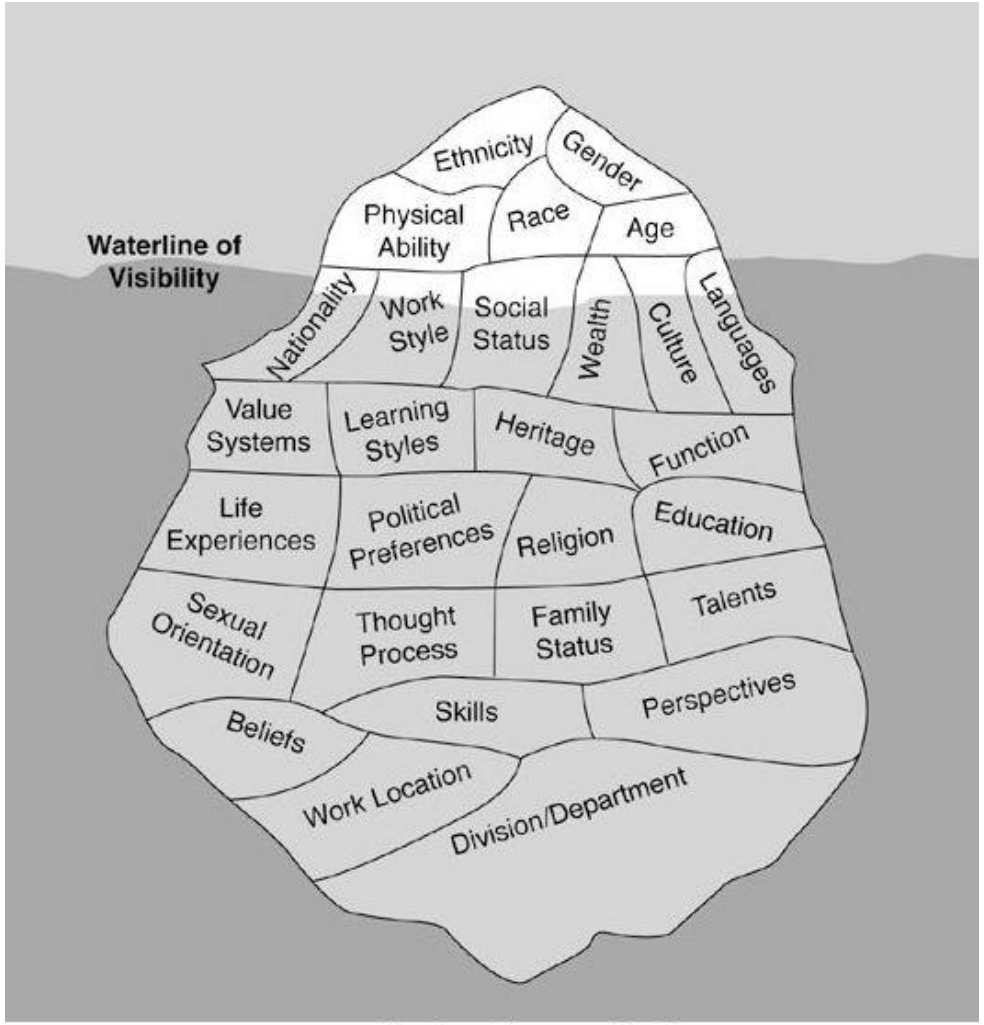


Figure 9.3. The foundations of culture

Introductions

What is one aspect of your identity, where you can **easily find affinity** on campus?

Conversely, what is one aspect of your identity where it is **harder to find affinity** on campus?

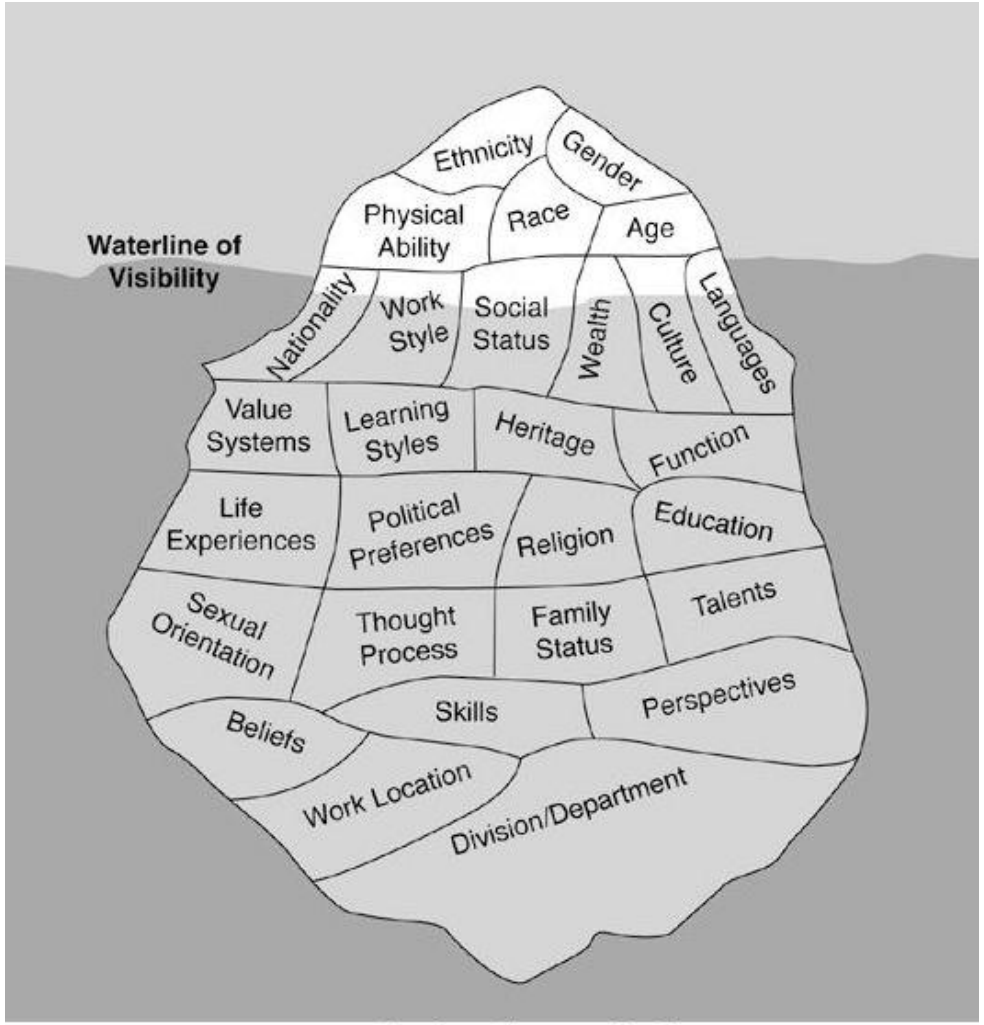


Figure 9.3. The foundations of culture

WHERE I BELONG

The Why: The Perspectives from Student Affairs

If this is true...

The purpose of college is to gain connections, skills, and experiences to elevate one's potential for desired success that they otherwise would not have had

This must also be true!

Colleges facilitate an environment where students are safe and capable to engage in all that it has to offer

Why Wellbeing?

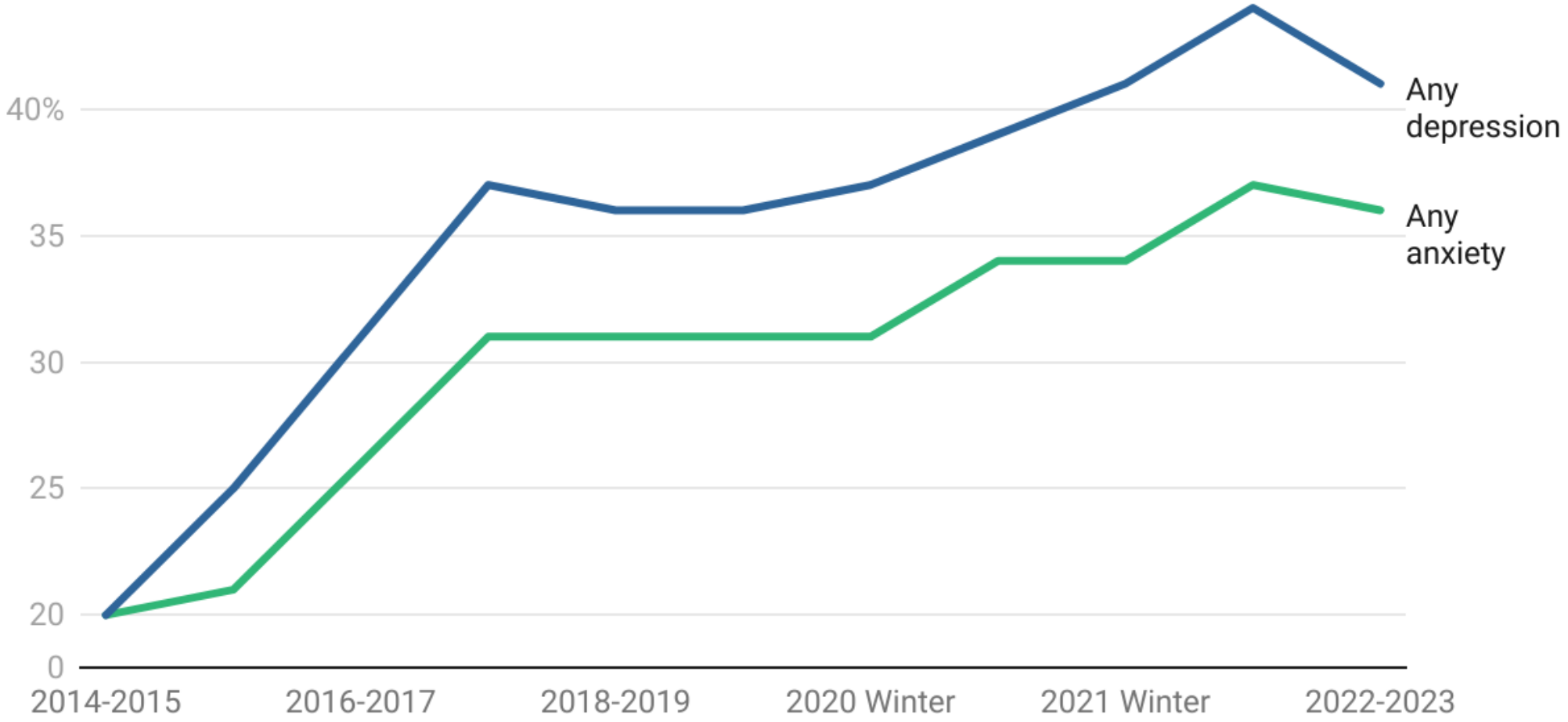
- Wellbeing is a priority for students, educators, and campus leaders across the US; **students are leading the way** by demanding support inclusive of all their needs.

- **Aspects of wellbeing are interconnected**; academic achievement and performance are outcomes of student wellbeing.

- Behavioral patterns established in the teens and early 20s often **persist throughout life**; setting the tone for holistic wellbeing in college puts students on an upward trajectory.

University of Miami: Multi-cultural Student Village

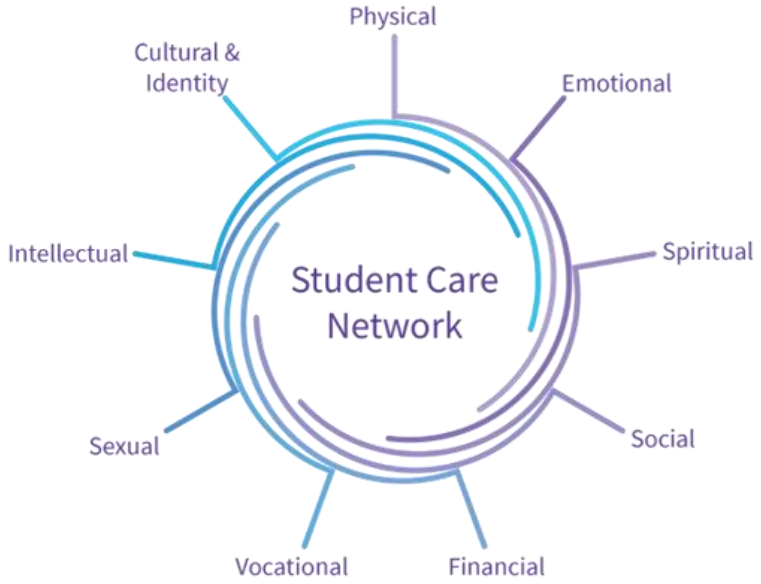
Why Wellbeing?



For the 2019-2020 and 2020-2021 academic years, annual reports were divided into fall and winter reports.

Chart: Healthy Minds Policy Initiative • Source: Healthy Minds Network • Created with Datawrapper

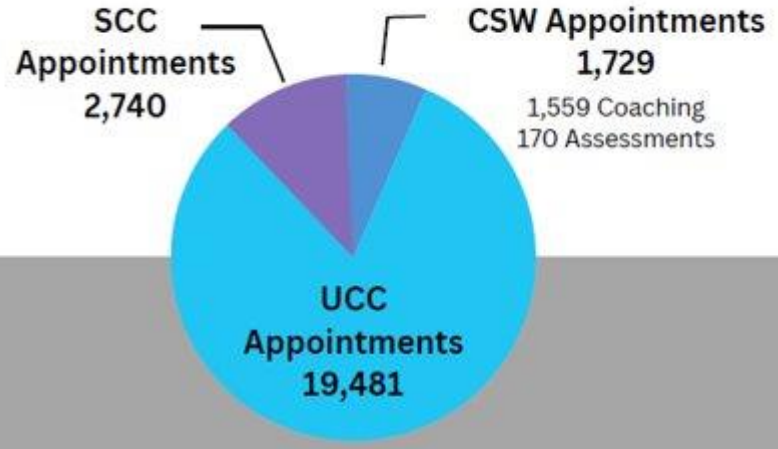
Insights from Vanderbilt



Total number of Student Care Network (SCN)* appointments: **23,780**

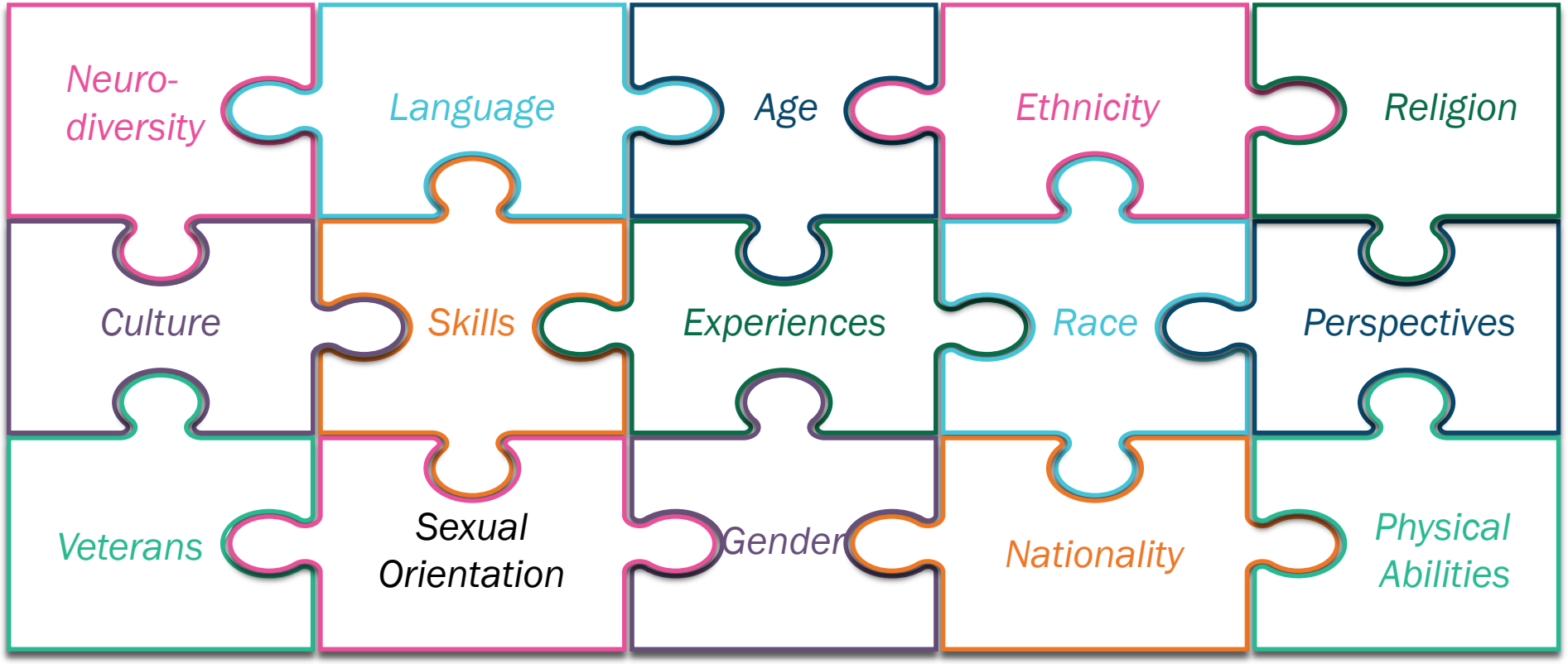
*This includes Student Care Coordination (SCC), Center for Student Wellbeing (CSW), and University Counseling Center (UCC)

23.7% of the student body utilized SCN services in 2022-23



Average of 7.7 UCC appts per student

Campus Needs are Expanding



Traditional College Age Students

Age

Born Mid '90s – Early 2010s

Approx . ages 11 - 26

Digital Natives

The first generation to grow up with the internet as a part of daily life.

Political Landscape

The first President that they likely remember is President Barak Obama, followed by Donald Trump

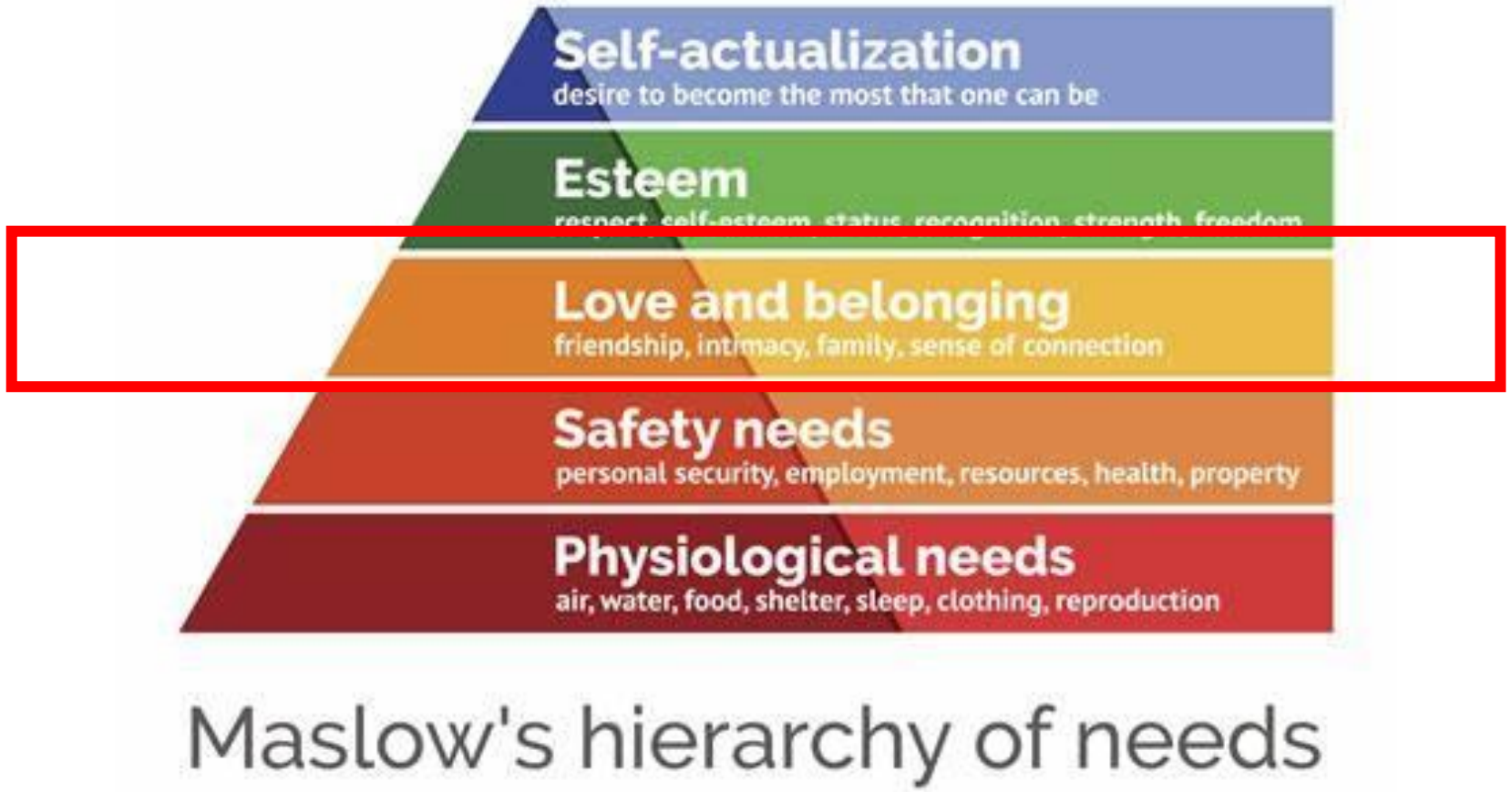
Authenticity

Strong sense of personal identity and strive to be connected with an inclusive, supportive community

Life experiences of today's college age student

Digital Revolution	Global Recession
Social Movements	COVID-19 Pandemic
School Shootings	Mental Health

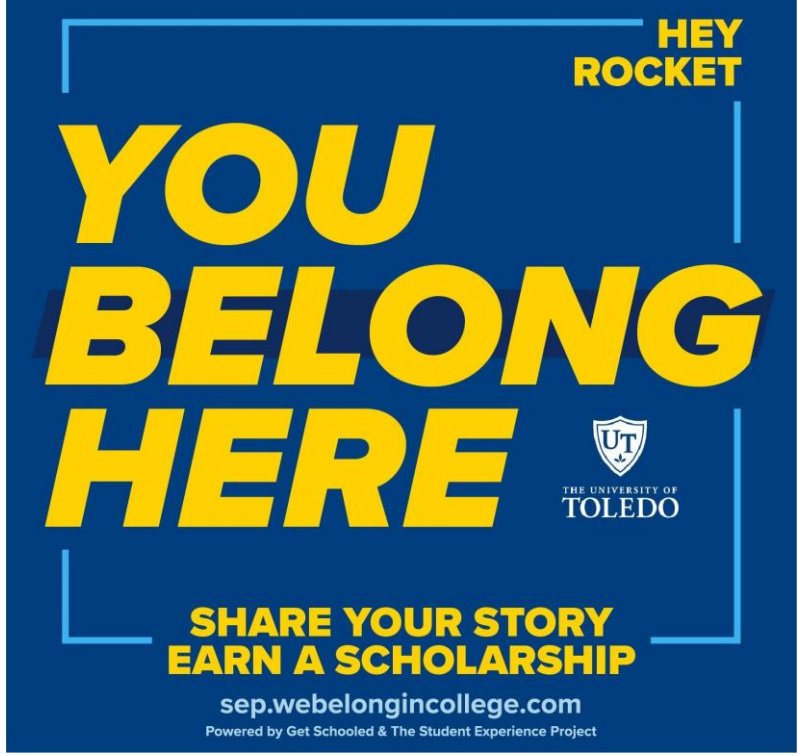
Why Wellbeing?



WHERE I BELONG

The What: Research Findings in Wellbeing & Belonging

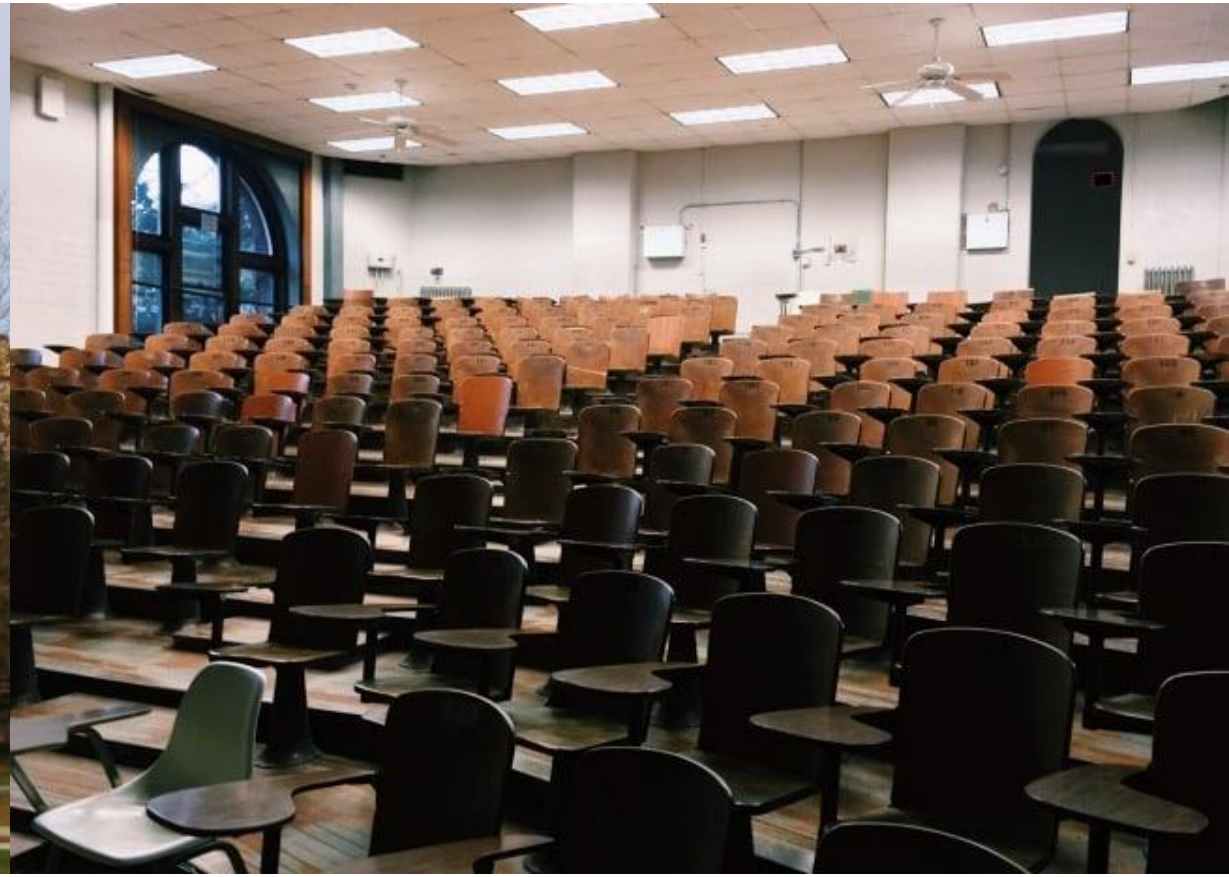
WG


HEY ROCKET
YOU BELONG HERE
THE UNIVERSITY OF TOLEDO
SHARE YOUR STORY
EARN A SCHOLARSHIP
sep.webelongincollege.com
Powered by Get Schooled & The Student Experience Project

YOU MATTER HERE.
#BYUCFAC

YOU
BELONG
HERE

… or Do I?



WHERE I BELONG

Evolution of Campus

Direct interviews with college and university leaders to understand the challenges and opportunities they face and how to plan effectively for the future.

Topics:

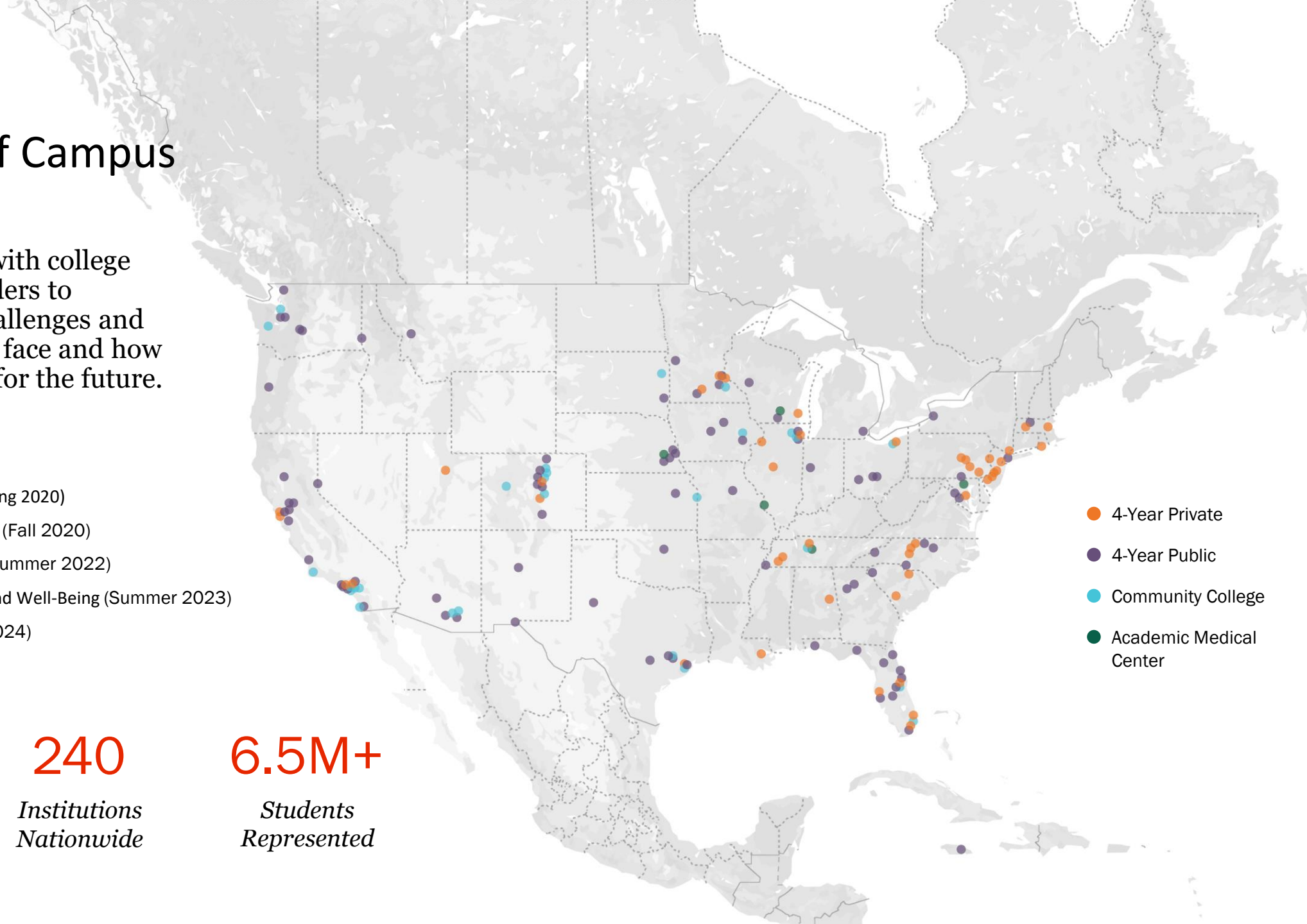
1.0: Pandemic Impacts (Spring 2020)

2.0: Looking Into the Future (Fall 2020)

3.0: Research on Campus (Summer 2022)

4.0: Student Engagement and Well-Being (Summer 2023)

5.0: AI Impacts (Summer 2024)



400+
One-on-one Interviews

240
Institutions Nationwide

6.5M+
Students Represented

Dimensions of Wellbeing

- Wellness wheel was developed by Dr. Bill Hettler in 1976.
- **Aspects of wellbeing are interconnected;** academic achievement and performance are outcomes of student wellbeing.
- Not just about giving students “amenities”, but helping them meet real needs.

The Role of Facilities

Student needs are changing, the campus environment must adapt to them.

Key Themes across 50+ Interviews

Barriers

- Outdated space standards
- Increasing deferred maintenance backlog
- Lack of connectivity between facilities and student affairs

Opportunities

- “Guerilla” style or low-cost implementation ideas
- Increased tools to align space to operational objectives
- Integration of curriculum into the built environment

Social - Project Connect (George Mason University)

Aims COMMUNITY COLLEGE

CARE Report

To report an emergency, DO NOT use this form. Call Campus Security at 970-539-2171 or dial 911. If you are having a mental health crisis or mental health emergency, please either call 911 or proceed to your nearest crisis center North Range Behavioral Health at 928 12th Street, Greeley, Colorado or call 970-347-2120. You may also call Colorado Crisis Services at 1-844-493-8255.

Please provide detailed information regarding your referral below. Once this referral is received, the college will review the information and take appropriate action, as necessary.

Background Information

Role of Reporting Party: To inform the campus community of a concern or incident. Once reported, a case manager will determine next steps, this may include contacting you.

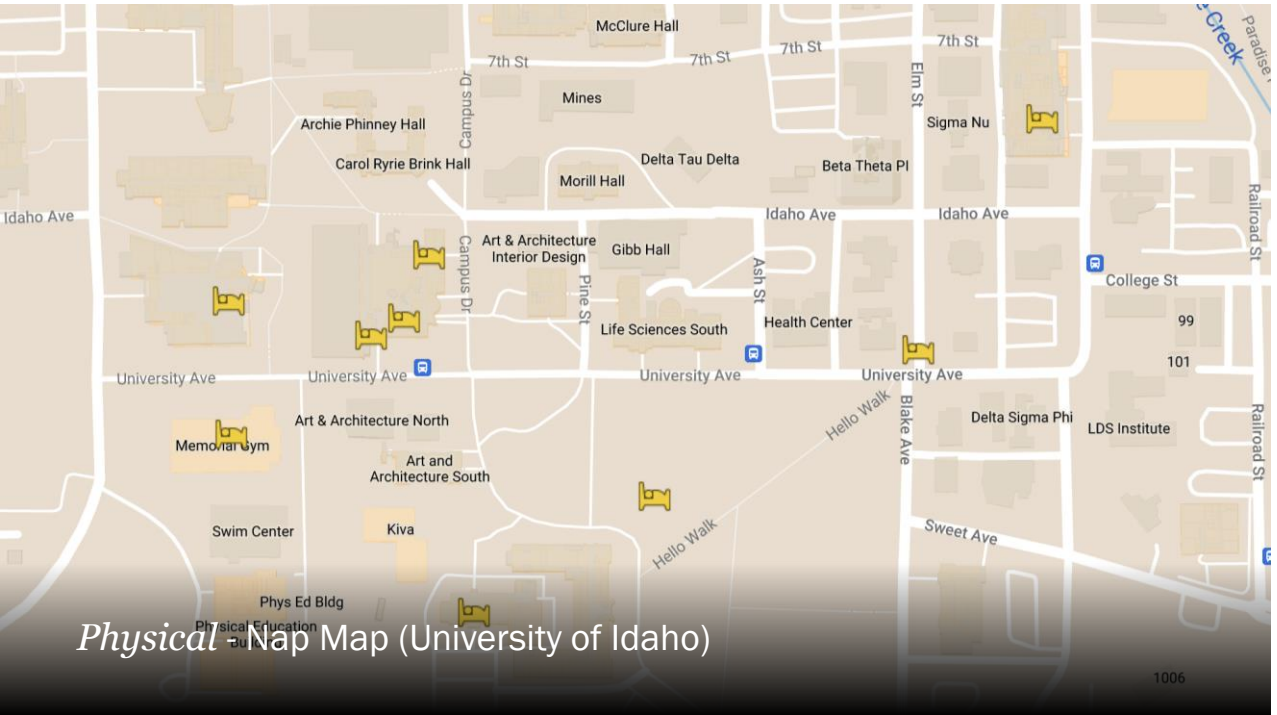
Enable additional features by logging in.

Your full name:

Your position/title:

Your phone number:

Emotional - Student Care Report (Aims Community College)



Physical - Nap Map (University of Idaho)

Environmental - Pop-up Tents (Bucknell University)

WG

Spiritual - Spiritual/Mental Counseling (Talladega College)

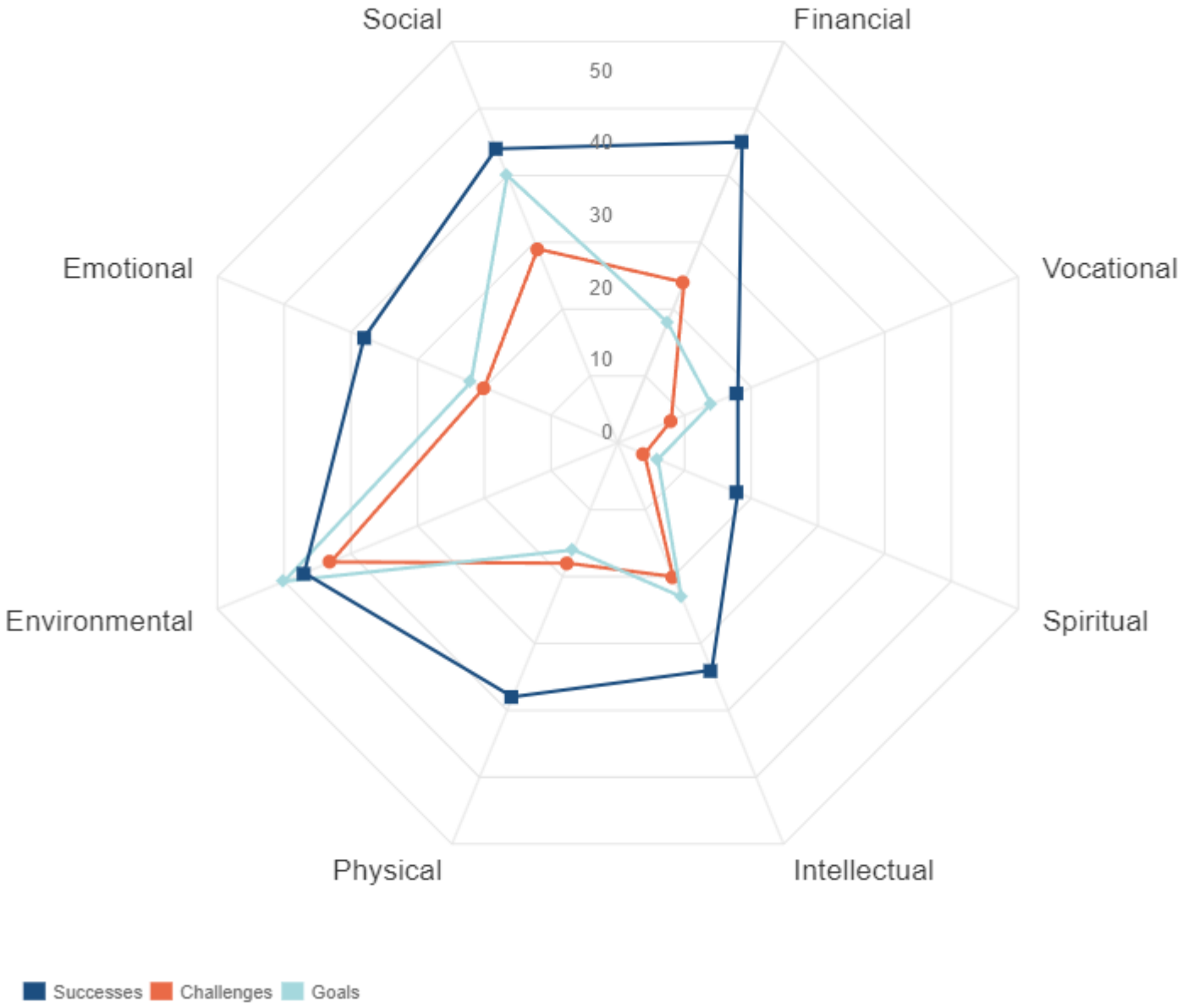
Intellectual - Technology and TAs for Hybrid Classes (San Diego Community College District)

Vocational - Student Employment Scholarship Fund (Cal Poly Pomona)

Financial - Budgeting 101 Class (University of Washington)

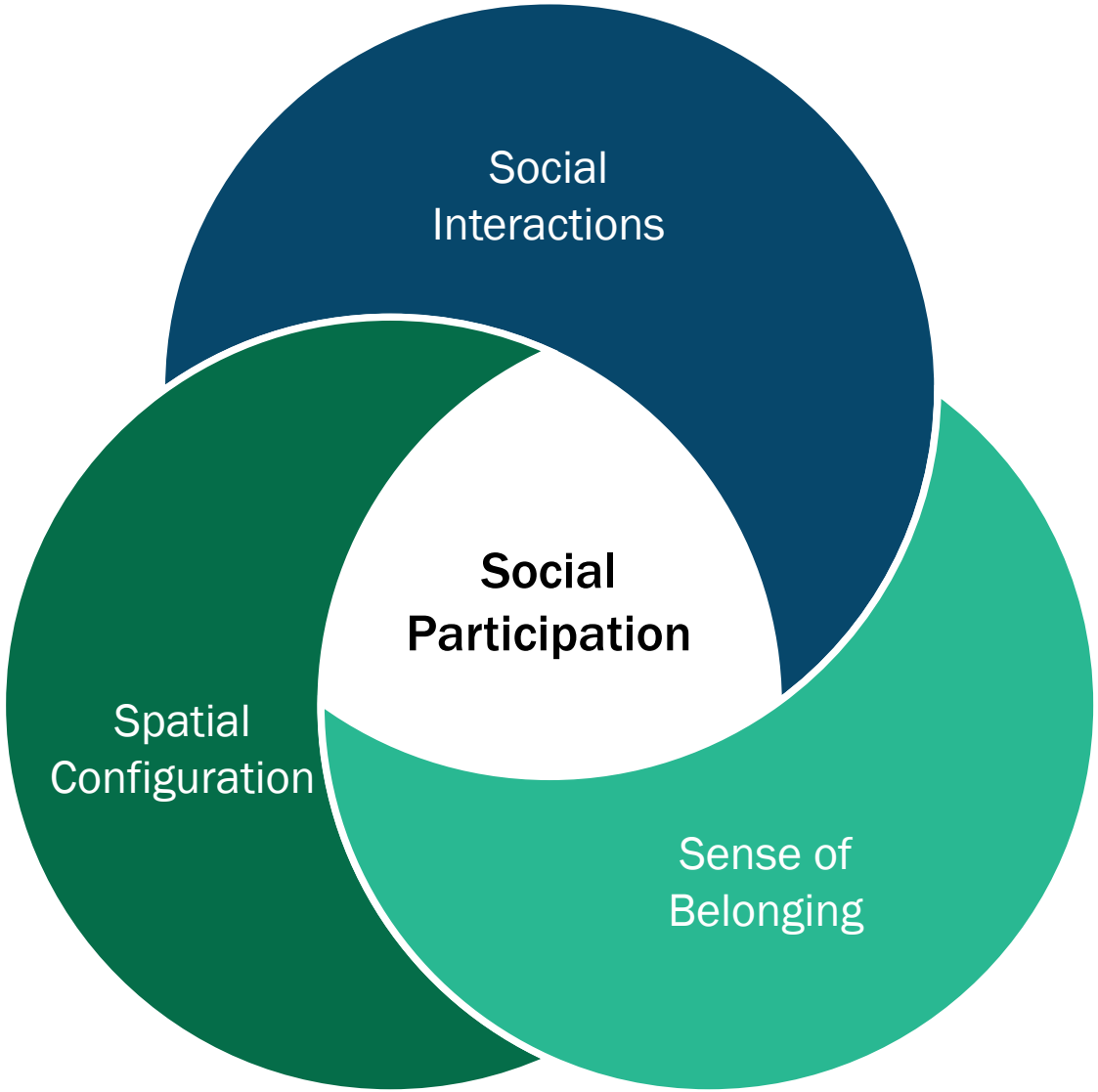
Dashboard: Findings

Scan the QR Code
to request access



The How: Implementable Strategies

“I can see myself here”



Objective & Cognitive

Subjective & Emotional

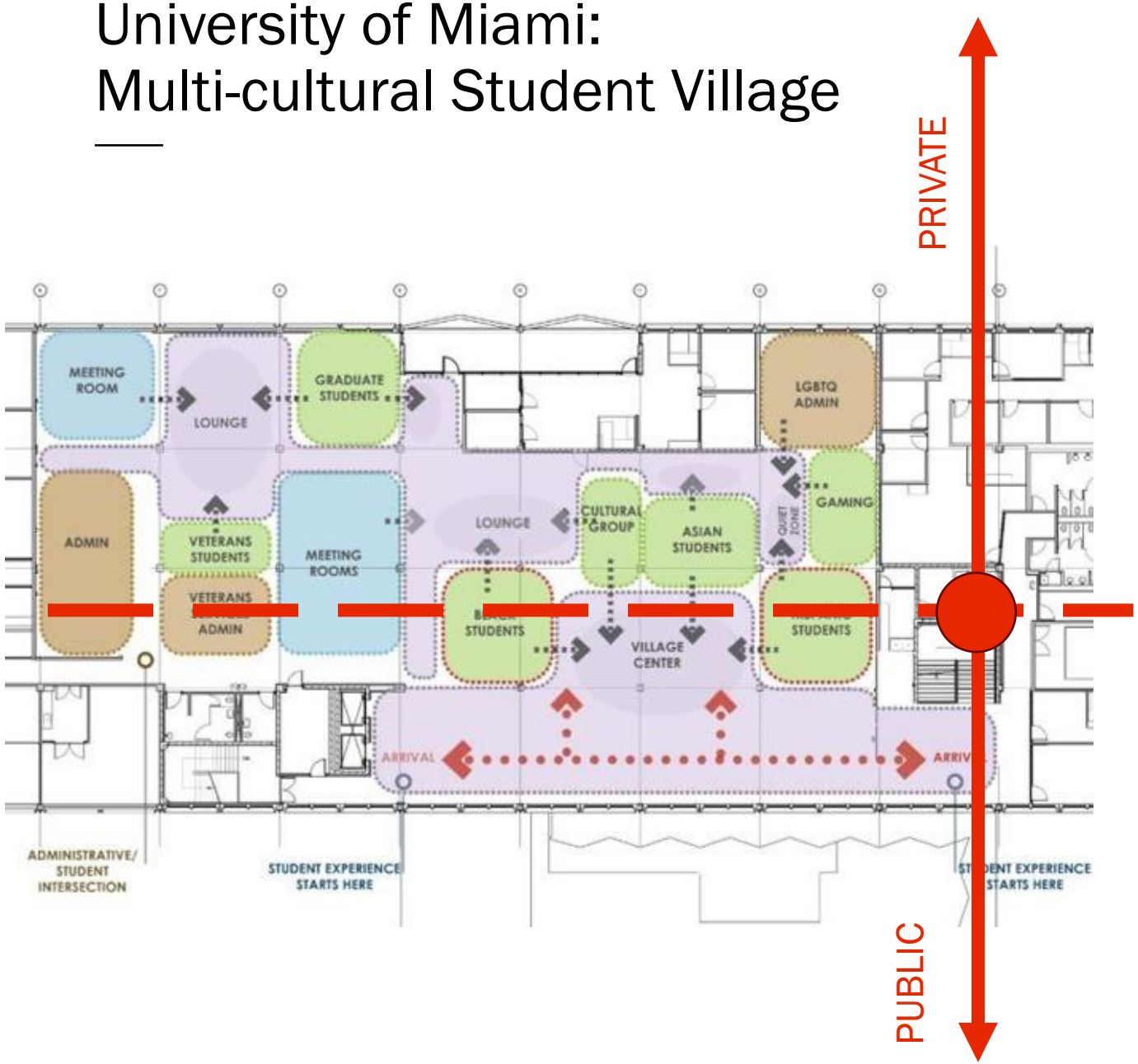
University of Miami: Multi-cultural Student Village

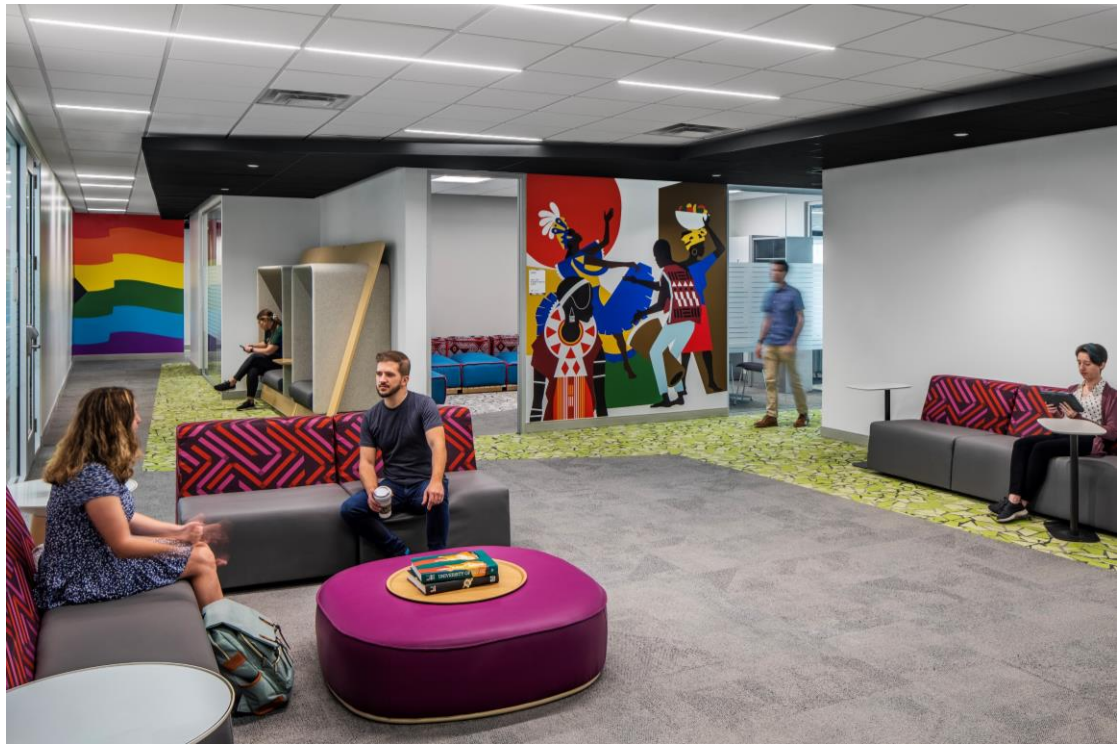
- United Black Students
- Alliance of Latin American Students
- Asian American Students
- Planet Kreyol – Haitian Student Org
- LGBTQ Student Center
- Graduate Student Center
- Veteran Students Organization
- Video Games Club

"My hope is that students use the space to foster a sense of community and belonging that celebrates the diversity of the university community."

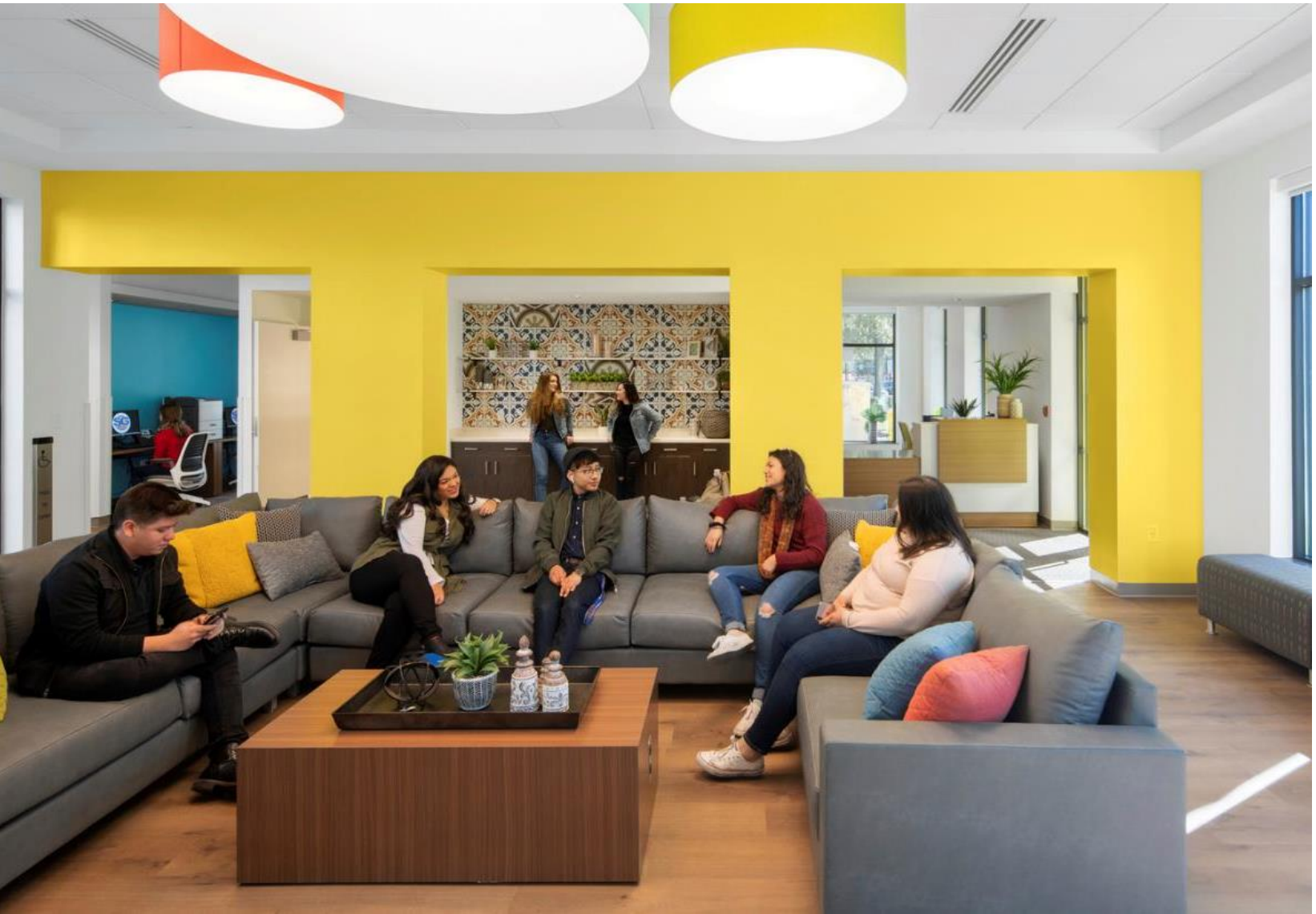
- Dr. Renee Callan
AVP of Student Life
University of Miami

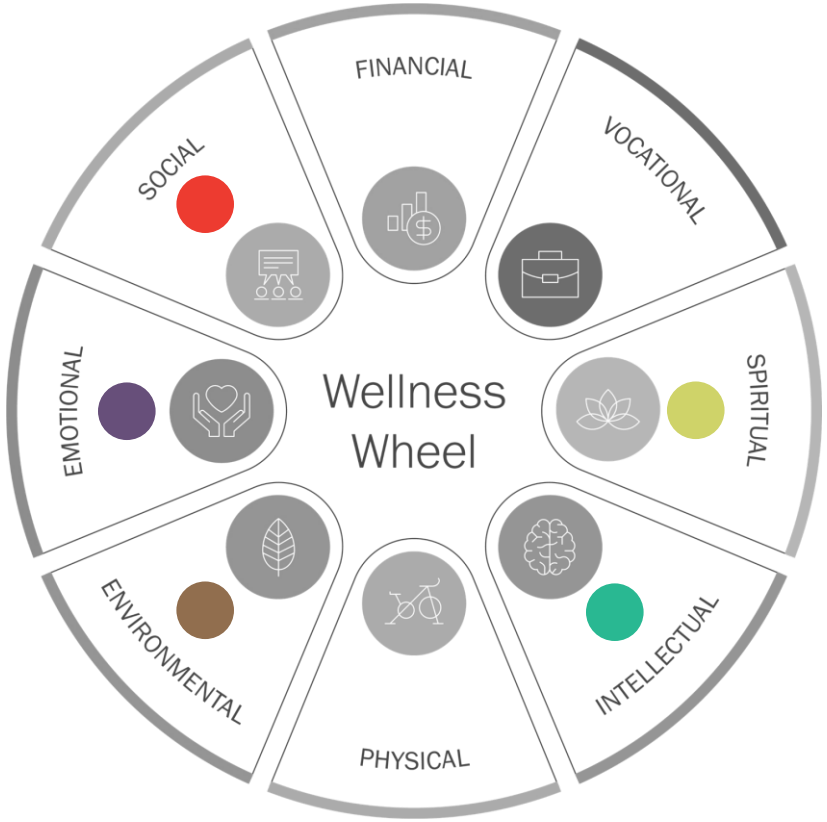
University of Miami:
Multi-cultural Student Village





University of Florida: Institute of Black Culture & Institute of Hispanic-Latinx Cultures



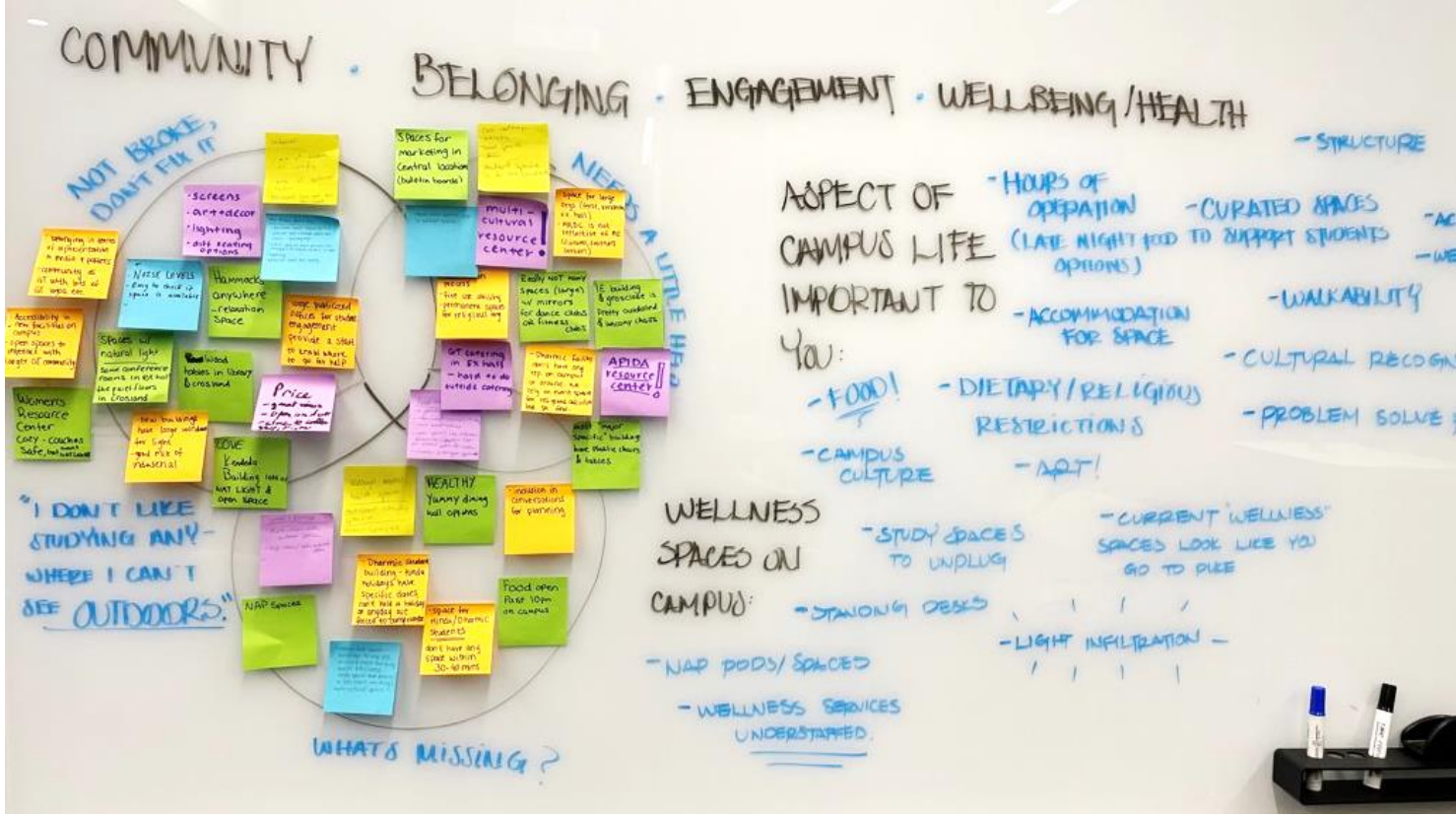


"The building is a reflection of us."

- Bianca Z. Quinones
Program Director,
Hispanic-Latinx Affairs
University of Florida

Background

- Need for spaces for non-traditional students – racial groups, veterans, student-parents, first-gen students, working students.



The nontraditional spaces

Using Virtual Reality in Higher Education

- Virtual reality is being used outside of higher education for a variety of purposes beyond gaming
- As an option, it requires
  - Financial resources
  - Staff oversight
  - Student interest
  - Physical space

Swarthmore College – BE WELL initiative

Setting Up: Space and Security

- Collaborate with student activities or offices of student engagement
- Space is dependent on number of VR sets
  - Prioritize aesthetic
  - Ambient noise
  - VR usage requires floor boundary
- Consider a peer resource
- “OneCard” Integration
  - Security
  - Scheduling
  - Contact Tracing if needed

Swarthmore College – BE WELL initiative

Belonging is:

Ongoing

Takes effort

Shared

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Discussion

What was the most valuable takeaway for you?
What do you wish you knew more about now that you know this?
What did you hear that you want more information on?