

ARCconnections

A newsletter of the Academic Resilience Consortium

Volume 3: Issue 2
Summer 2023

In this issue:

Message from
the Chair

Program
Spotlight

Resilience
Informed Skills
Education (RISE)

ARC
Conference
Save the Date

Research Sneak
Peek

Steering
Committee
Opportunities

TO DO:

[Join ARC](#)



Greetings from the Steering Committee Chair, Kathy Stitts, Ph.D!

I hope you are enjoying your summer and are taking care of yourselves. Most of us are about a month or so away from the beginning of another academic year—a year that is sure to be filled with new challenges, new opportunities, and new reasons to be grateful for this engaged and enlightened community of scholars in the Academic Resilience Consortium. On behalf of the Steering Committee, it has been our honor to serve you and we are looking forward to an exciting 2023-24.

The Steering Committee has been listening and learning. As we have engaged with you through virtual webinars and email communication this year, we are encouraged by your participation. We also have been working diligently to be more responsive to your emails, update our website, and we are committed to increasing our social media presence so that we can find new and creative ways to connect and create solutions around resilience. To assist in these efforts, we are pleased to welcome a new member to the Steering Committee, Ms. Rebeca Greenfield, who is serving as the Communications Assistant. Rebeca brings a wealth of experience and fresh ideas, so expect to see and hear more from us in the coming months.

Finally, please save the date—April 3-5, 2024, for our in-person ARC Conference held on the campus of Winston-Salem State University in Winston-Salem, NC. More specifics are forthcoming. We need you!! Please consider chairing or serving on a committee (e.g., Conference, Program, Logistics, Marketing, etc.). Your voice and perspective will make the conference successful.

Thank you for who you are and for what you do for ARC and for the students, faculty, and staff we serve. As you continue to develop your life's story, may your resiliency allow you to create chapters that are as amazing as you!! I look forward to what's to

come.

In service,

Kathy

Kathy Stitts, Ph.D.
Chair
Academic Resilience Consortium
chair@academicresilience.org
336-750-2345

Program Spotlight on Resilience Informed Skills Education (RISE) Pepperdine University

Pepperdine's Resilience Informed Skills Education (RISE) provides resiliency education and skill building opportunities for students. The goal is to promote mental health in a preventive and educational way, as a supplement to more traditional treatment or crisis services.

Curriculum:

All students interact with RISE programming during their first year and the research around six dimensions of resilience (physical, social, cognitive, spiritual, service, and life skills) informs programming throughout academics, residence life, and beyond throughout their time as a student at Pepperdine.



Learn more:
<https://www.pepperdine.edu/rise/>

SAVE THE DATE

The 2024 Academic Resilience Consortium Conference will be back in person and hosted at Winston-Salem State University. Mark your calendars for April 3rd - 5th, 2024 in the great state of North Carolina. The Steering Committee is excited to welcome everyone to Winston-Salem, NC for three days of education, networking and collaboration. Be on the lookout for an official announcement to your email soon!

Research Sneak Peek

This section provides a sneak peek into new and upcoming research, evaluations, and insights that emphasize college student well-being. Abstracts, summaries and notes are below:

What Constitutes Student Well-Being: A Scoping Review Of Students' Perspectives

Student well-being has recently emerged as a critical educational agenda due to its wide-reaching benefits for students in performing better at school and later as adults. With the emergence of student well-being as a priority area in educational policy and practice, efforts to measure and monitor student well-being have increased, and so has the number of student well-being domains proposed. Presently, a lack of consensus exists about what domains are appropriate to investigate and understand student well-being, resulting in a fragmented body of work. This paper aims to clarify the construct of student well-being by summarising and mapping different conceptualisations, approaches used to measure, and domains that entail well-being. The search of multiple databases identified 33 studies published in academic journals between 1989 and 2020. There were four approaches to conceptualising student well-being found in the reviewed studies. They were: Hedonic, eudaimonic, integrative (i.e., combining both hedonic and eudaimonic), and others. Results identified eight overarching domains of student well-being: Positive emotion, (lack of) Negative emotion, Relationships, Engagement, Accomplishment, Purpose at school, Intrapersonal/Internal factors, and Contextual/External factors. Recommendations for further research are offered, including the need for more qualitative research on student well-being as perceived and experienced by students and for research to be conducted in a non-western context.



Reference:

Hossain, S., O'Neill, S. & Strnadová, I. What Constitutes Student Well-Being: A Scoping Review Of Students' Perspectives. *Child Ind Res* 16, 447–483 (2023). <https://doi.org/10.1007/s12187-022-09990-w>



The use of emoji to establish student wellbeing: does the image reflect the reality?

The impact of COVID-19 social restrictions on mental wellbeing of health professional students during placement is largely unknown. Conventional survey methods do not capture emotional fluctuations. Increasing use of smartphones suggests short message service (SMS) functionality could provide easy, rapid data. This project tested the feasibility and validity of gathering data on Therapeutic Radiography student mental wellbeing during clinical placement via emoji and SMS.

Reference: Callender, J., Bridge, P., Al-Samarraie, F., & Blair, D. (2023). The use of emoji to establish student wellbeing: Does the image reflect the reality? *Journal of*



Program Evaluation as an essential component of Academic Resilience Building Projects

The process of tracking, measuring, and assessing resilience programs is crucial for the development and continuation of academic resilience programs. Program evaluation allows organizations to determine the effectiveness of their interventions and identify areas for improvement. By collecting data on learning outcomes and student success metrics, academic institutions can evaluate whether their programs are

achieving the desired results and making a positive impact on their community's level of resilience.

[Read the entire excerpt here!](#)

Reference:

Ainbinder, D. L. & Pauletti, R., (2023). *Program Evaluation as an essential component of Academic Resilience Building Projects*. Unpublished Manuscript.

Students are:



Join the ARC Steering Committee

Do you value the advancement of academic resilience and building a strong community of educators, researchers, and institutions? The Academic Resilience Consortium is seeking dynamic and dedicated individuals to join our team as the Membership Chair, and Conference Chair.

Membership Chair

As the Membership Chair of the Academic Resilience Consortium, you will play a crucial role in managing and expanding our membership base. You will be responsible for developing and implementing strategies to attract new members, as well as fostering strong relationships with existing members. Your main goal will be to ensure the growth and sustainability of our organization by actively engaging with academic institutions, educators, researchers, and other stakeholders in the field of resilience. This is a volunteer position who will become a member of the Academic Resilience Consortium Steering

Committee.

Conference Chair

As the Conference Chair you will be responsible for overseeing the planning, organization, and execution of the annual conference hosted by the Academic Resilience Consortium. This includes coordinating with various stakeholders, managing logistics, and ensuring a seamless and successful conference experience for all attendees. The Conference Chair will also be responsible for developing and maintaining relationships with speakers, sponsors, and vendors, as well as managing the conference budget and ensuring compliance with all relevant regulations and guidelines. This position will work closely with the Program Chair (Vice Chair of the ARC Steering Committee) and the committee chairs for the conference.

All Steering Committee members must be a member of the ARC. If interested contact the Vice-Chair of the Steering Committee, Dr. Debra L. Ainbinder, vice-chair@academicresilience.org

Join ARC as an Institutional Member

Everyone at the institution becomes a member

Click Here to Purchase an Institutional
Membership

Doria K. "Kathy" Stitts, Chair
Winston-Salem State University

Debra Ainbinder, Vice-Chair
Lynn University

Mindy Barna, Treasurer
College of Saint Mary

Christine Ritzkowski, Secretary
Boston University

Melissa Dore, Education Chair
Nova Southeastern University

Rebeca Greenfield,
Communications Assistant
ZBT National

Sam Conway,
Communications Chair
Northwestern University

ARC Contact Details



(850) 645-0024



Hello@AcademicResilience.org



AcademicResilience.org



Join ARC on LinkedIn



Academic Resilience Consortium | 1000 Broadway, Suite 480, 1000 Broadway, Suite 480,
Oakland, CA 94607

[Unsubscribe hello@academicresilience.org](#)

[Update Profile](#) | [Constant Contact Data Notice](#)

Sent by hello@academicresilience.org powered by



Try email marketing for free today!