

Reach for Resilience Presentations

Wednesday (4/3)

Session 1

Fostering Academic Resilience: Lessons from 'Defense Against the Dark Hearts'

Presenters:

- Connie S. Briscoe, PhD-- cbriscoe@rollins.edu, Executive Director of Campus Health and Wellbeing/Rollins College/Winter Park, FL
- Penelope Strater, EdD--- pstrater@rollins.edu, Associate Dean of Students, Rollins College, Winter Park, FL

Unlock the secrets to academic resilience through the "Fostering Academic Resilience: Lessons from 'Defense Against the Dark Hearts'" session, led by Dr. Connie Briscoe and Dr. Penelope Strater of Rollins College. Discover how this transformative course, part of the Rollins Career Conference (RCC), equips students with essential skills, practical insights, and the ability to overcome challenges. Join us to learn how these strategies can be implemented in your institution, fostering a culture of academic resilience and empowering student success.

Session 1:

Launching A Digital Navigator Program at an HBCU Library

Presenters:

- Katie Kehoe - kjkehoe@ncat.edu, Grants and Communications Librarian, North Carolina A&T State University, Greensboro NC
- Tiffany Russell, tbrussel@ncat.edu,
- Octavious Spruill, odspruil@ncat.edu
- Erin Huggins, eshuggin@ncsu.edu, Associate Director of Program Evaluation and Educational Research, North Carolina State University, Raleigh, NC
- Charrel Speaks, clspeaks@aggies.ncat.edu
- Rebekah Davis, rsdavis2@ncsu.edu

F.D. Bluford Library won an LSTA grant in 2023 to create a digital navigator pilot program in partnership with the university's TRIO Programs (federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds). As part of this pilot, the library hired and trained students from TRIO to serve as digital navigators to students who utilize the library's current laptop loan program. The digital navigators help students access low-cost internet options such as the Affordable Connectivity Plan, digital skills training, and assist with laptop loans. This program also expanded the current laptop loan program.

Session 1:

Learning to Build Resilience Through an Academic Recovery Course

Presenter:

- Holly Hunt, hhunt@fsu.edu, Director, Academic Center for Excellence/Florida State University

Approximately 2/3 of students on academic probation who take SLS1122: Strategies for Academic Success return to good academic standing. Those who succeed are willing to develop new study skills and adopt effective time management strategies. In this session, you will learn about a probation recovery course at Florida State University. Participants will be provided

historical information, data trends, communication/outreach examples, syllabi and course activities, and common collaborations with key campus partners.

Thursday (4/4)

Session 2

Learning to Bounce: Addressing the emotional demands of academics

Presenters

- Tara Embrey, lfb@uoguelph.ca, Occupational Therapist, MSc. (OT), OT Reg. (Ont.), Co-creator Learning to Bounce Program, University of Guelph
- Melissa Beacom, lfb@uoguelph.ca, Occupational Therapist, MSc. (OT), OT Reg. (Ont.), Co-creator Learning to Bounce Program, University of Guelph

Learning to Bounce guides students to build academic resilience through normalizing emotional demands of academia and strengthening emotional tools to cope. Post-program, students reported a profound shift: improved mental health, sense of belonging, and ability to attend lectures, write tests, and complete assignments. This workshop shares research outcomes, students' stories of transformation, and the tools used. Together, we will explore the root causes of perfectionism, procrastination, and burnout and how to help students get unstuck.

Session 2:

Access & Opportunity Revolution: Global Learning, Intercultural Fluency, Career Readiness

Presenters:

- Antoinette Boyd, aboyd2@maryville.edu Assistant Professor/Maryville University/St. Louis
- Brian Gant, bgant@maryville.edu, Assistant Professor of Cybersecurity/Maryville University/St. Louis

Global learning, intercultural fluency, and career readiness are vital to the success of our graduates. The current climate, within our academic institutions and the larger society as a whole, has caused us as educators to view our work differently and re-evaluate our practice to ensure our students are adequately prepared for the diverse, ever-changing, workforce. Along with building industry-specific knowledge and skills, it is important that students learn to be good stewards, advocates, and change agents who are self-aware, mission-driven, and willing to help positively influence and contribute to individual and collective global and societal issues. So, how do we prepare students for the workforce and ensure the workforce is prepared for them? Through active learning, professional projects, industry partnerships, and real-world case studies, we've implemented strategies that foster the attainment of requisite skills and competencies needed to maximize student success.

Session 2:

Exploring Examples of Academic Recovery Curriculum

Presenter:

- Dr. Samantha Tackett, stackett@fsu.edu, Faculty & PRE Program Director, Florida State University, Tallahassee, Florida

This presentation is a brief review of a few best practices with curriculum focused on college students' academic recovery from probation/dismissal reinstatement. The practices are identified from research results of large-scale university studies. Using examples from her pilot course, Dr.

Tackett will discuss approaches to students' emotional states, prioritization of curriculum, and activities that support students' skill development. Attendees are invited to share experiences and ideas related to their current or preferred academic recovery curriculum.

Session 3:

Supporting Neurodivergence to Build Resilience

Presenter:

- Merina Cameron, mcameron@fsu.edu, Training Specialist, FSU Institute for Family Violence Studies, Tallahassee FL

The session, "Supporting Neurodivergence to Build Resilience," explores neurodiversity in higher education. Geared towards educators and administrators, it discusses strategies for supporting neurodivergent students, covering various conditions like autism and ADHD. The session promotes understanding and challenges traditional views on disability. It amplifies the voices of neurodivergent students, fostering empathy and awareness. Accentuating resilience, the presentation offers insights into practical interventions and explores the Universal Design for Learning, advocating for a more inclusive educational environment.

Session 3:

Music, Resilience, and Life Skills: A Preliminary Report

Presenter:

- JW Turner, wellesz31@gmail.com, Associate Professor of Music, High Point University, High Point NC

The goal of my first-year seminar course, "Music, Resilience, and Life Skills" is to address student wellbeing as early as possible in their college experience, ideally strengthening student resilience, enhancing academic potential and improving retention. I am currently running an assessment to determine its effectiveness, using both the Connor-Davidson Resilience Scale and the "Transformation Rubric for Engaged Learning." This preliminary report will discuss the results for the data from the Fall of 2023.

Session 3:

WSSU RESILIENCE: Enhancing Students' Mental Health and Grit

Presenters:

- Dr. Georgette Crawford-Crooks, crawfordcrooksgr@wssu.edu, Assistant Dean of Student Intervention, Engagement and Retention/Winston-Salem State University
- Dr. Jon Kapell, kapelljd@wssu.edu, Assistant Dean of Students, Winston-Salem State University

Join us to discuss the WSSU RESILIENCE Grant, which was provided through the UNC System Office and the North Carolina Governor's Emergency Education Relief (GEER) fund. We will discuss the goals and purpose of WSSU RESILIENCE; the application process; an overview of the programs and initiatives; a discussion on our target populations; and metrics and outcomes. We welcome questions and comments to enhance our conversation.

Session 4:

Utilizing BRIGHT to Support Academic Advisors Promotion of Student Resilience

Presenters:

- Stephanie Fahey, sfahey@odu.edu, Coordinator, STEM Completion Initiatives, Old Dominion University, Norfolk, VA
- Nettie Freshour, PhD, nettie.freshour@mail.wvu.edu, Director of the Dietetic Internship Program, West Virginia University

Academic advisors are uniquely situated in higher education to support academic resilience in students and promote their overall development. However, academic advising can be a high stress and high turnover position. The presenters introduce BRIGHT as a tool for academic advisors and advising training to help support advisors in their important work. BRIGHT is an easy to remember acronym that encases research-backed personal action items shown to help alleviate stress and mitigate the risk of burnout.

Session 4:

Finding Your OASES: Strategies for Developing a Resilient Identity

Presenters:

- Patrick Cooper, pcooper@lynn.edu, Associate Professor of Psychology, Lynn University, Boca Raton, FL
- Debra Ainbinder, dainbinder@lynn.edu, Ph.D., LPC, NCC, ACS, Associate Dean, College of Arts and Sciences, Lynn University, Boca Raton, FL
- Melissa Lehman, mlehman@lynn.edu, Associate Professor of Psychology, Lynn University, Boca Raton, FL

Lynn University's initiative, The Resilience Toolkit, addresses the unique challenges first-year college students face during their transition. Aimed at reducing stress and enhancing academic performance, the program integrates a one-week mini-course into a required general education class. The course focuses on building a resilient identity through the OASES model of resilience, encompassing Optimism, Adaptability, Self-Efficacy, Emotional Regulation, and Self-Leadership. Preliminary results indicate a significant increase in students' resilience, emphasizing the program's positive impact on their well-being and academic success.

Session 4:

Exploring Faculty Resilience: Development and Support

Presenter:

- Dr. Andi Clemons, aclemons@fgcu.edu, Director, Academic Affairs, Doctor of Education (Ed.D.) Student, College of Education, Florida Gulf Coast University

The Southwestern Florida (SWFL) region experienced the fifth most powerful hurricane in U.S. history, Hurricane Ian, and a global pandemic, COVID-19, between 2020 and 2022, yet faculty at a public four-year institution persevered through both events. Understanding faculty resilience and the relationship between the development of resilience and traumatic events is critical to better prepare for supporting faculty through times of adversity.

Session 5:

Rising Together: Highlighting the Resources of a Campus-Wide Resilience Program

Presenters:

- Connie Horton, connie.horton@pepperdine.edu, Vice-President of Student Affairs, Pepperdine University
- La Shonda Coleman-- lashonda.coleman@pepperdine.edu, Associate Vice President of Student Affairs, Pepperdine University

Resilience skills are critical for students, staff and faculty. In an interactive format with opportunities for discussion, movement, and goal setting, participants will learn research-based resilience program tenants and strategies used in Pepperdine's RISE (Resilience-Informed Skills Education) program that could be adapted to any college or university setting. Participants will be equipped to mentor individual students, develop and garner support for resilience programs on their campus, and apply these resilience skills to their own lives.

Session 5:

We are all Navigationalist: You belong in Education

Presenter:

- Dr. Jimmy Cheffen, jcheffenjr@madisoncollege.edu, Climate and Culture Coordinator, Madison College.

Replicating the podcast Navigationalist Live, where I and podcast guests discuss questions by our audience about navigating spaces in education, I will present questions to the attendees and facilitate a discussion to share our experiences, discoveries, observations, and other navigational strategies. Even though most colleges and universities strive to correct the climate, a system of policies, practices, and norms still perpetuates group inequities. Acknowledging the climate of PWs, it is essential to discuss these challenges and solutions with our diverse faculty and staff as a solution.

Session 5:

Cultivating Student Success at Duke

Presenters:

- Kimberly Bethea, Ph.D., Assistant Vice Provost for Undergraduate Education, Student Success, Kimberly.bethea@duke.edu
- Chase Black, Ph.D., Director, Academic Guides Program, chase.black@duke.edu
- Reed Colver, M.A., Associate Director, Academic Resource Center, reed.colver@duke.edu
- Cynthia Duarte, M. Div., Testing Center Manager, cynthia.duarte@duke.edu
- Mathavi Strasburger, Ed.D., Director, Academic Advising Center, mj28@duke.edu
- Molly Weeks, Ph.D., OUE Research Director, molly.weeks@duke.edu

This session provides an overview of our division and describes the ways we support students holistically in achieving their goals while building resilience. We also share research, assessment, and evaluation of our efforts and how we leverage evidence to inform decision-making around program planning and service delivery.

Friday (4/5)

Session 6:

A Precursor to Learning: Student Perceptions of Safe Classrooms

Presenter:

- Ashley Herr-Perrin, herrperrin@lasalle.edu, Assistant Social Work Professor, La Salle University

The effects of trauma for college students may pose barriers to academic success and resilience. Emotional and psychological safety are of particular importance to learning, but little is known about student perceptions of safe classrooms. This program will review the results of a mixed methods study that was designed to ascertain student perceptions of safe classrooms. Participants will complete a self-assessment and compare results. Discussion, self-reflection, and interaction are strongly encouraged.

Session 6:

Building, Testing, and Evaluating a Student Resilience Project

Presenter:

- Lyndi Bradley, lbradley2@fsu.edu, Director of Professional Development/Florida State University/Tallahassee, FL

This session provides a detailed look at the development and evaluation of the FSU Student Resilience Project, a website that provides mental health information and positive mental health narratives to normalize the challenges inherent in the transition to college. Multiple studies associated with the project indicate that students feel more connected to the campus and more comfortable with help-seeking when they need it. Findings from a study during the COVID-19 pandemic will also be discussed.

Session 6:

Parenting Grit: Guiding the Journey from Setbacks to Success

Presenters:

- Penelope Strater, pstrater@rollins.edu, Associate Dean of Students/Rollins College/Winter Park, Florida
- Connie Briscoe, cbriscoe@rollins.edu, Executive Director of Campus Health and Wellbeing/Rollins College/Winter Park, FL

In an ever-changing academic landscape, fostering academic resilience has become paramount for student success. This session, co-led by Dr. Connie Briscoe, Executive Director for Campus Health and Wellness, and Dr. Penelope Strater, Associate Dean of Students at Rollins College, draws inspiration from the course "Defense Against the Dark Hearts," which is an integral part of the Rollins Career Conference (RCC).