Winter Symposium 2016 - What Does It Mean to be Educated in the 21st Century?
Wednesday, January 20
8:30 a.m. to 3:30 p.m.
Ballroom, Smith Memorial Student Union

Table Discussion Notes - Balancing Wellness with Productivity

- Are there spaces for wellness on campus (or other resources - making students aware of them)
- How do I know I'm giving right information or insight?
- We liked the moment of silence!
- Motion, standing, moving...in the classroom
- What about online education?! (value of facetime)
- Balancing expense/resources
- “This was not what my peers imagined about their college experience” - a powerful statement
- Student satisfaction - what does that look like? Links back to question of quality
- Impact of how/when financial aid has positive impact.
- Back to hierarchy of needs!
- Offering students experiences they might not otherwise have.
- Faculty aware of resources and available to students.
- Have students write about teacher who influenced them the most and incorporate into teaching/way of approaching curriculum/meetings.
- No electronics in class.
- Stretch break in class (silent).
- Concern about female faculty taking a disproportionate amount of informal counseling of students whether because students trust them more or more likely/willing to have open door policy.
- Concern about faculty overreaching and making student’s situation worse.
- Satellite wellness communities w/i programs.
- On-campus student jobs; we are much lower than other Oregon universities.
- Better food choices in Smith.
- Paid senior mentors (students) for students new to a major.
- Emotions should not be excluded from academics.
- Do we feel our lives are balanced? Some people ignore stress, some cannot.
Creating spaces of awareness for our students.
We don’t get much of the reflection silence we need in an academic environment.
Juggling too many things (so-called “productivity)
We live in a culture where productivity is understood as being “busy” all the time. We create more “busy” spaces (extra-meetups, etc.).
“One-size-fits-all scholar” leading to wellbeing issues. Scholars need to be engaging in research/teaching/service according to their needs at a given moment in their careers.
Individualizing needs
Individuals should be more important than numbers. We need to go back to the university as an education institution, not a corporation following a business model.
Need to consider this for both students and faculty.
We have to care about our students (we are better at that than some schools).
We have a fund for students with emergency money needs. Faculty need to be educated about these.
Students need to be educated about resources.
There is no balance for faculty.
Remember that we are not EMTs.
Until we find balance for ourselves, we can’t help our students.
Labor issues - job insecurity for NTTF and adjuncts.
Build fitness into work day. Way to institutionalize?
Give us all (students and faculty) free member to the rec center?
If we take care of ourselves, we can model for our students.
Healthy boundaries
Has to be a mirror with policy.
Child-friendly classrooms
Question our roles and projected identity. How can faculty open up so students can? Will they?
Recognizing food insecurity - we can’t solve it, but we can recognize that life (in and out of class) is complicated.
Creating multiple approaches to work (group collaborative).
Promote more actively the services we currently offer, and support them.
Develop wellness curricula that would be useful across multiple disciplines.
Life skills - elective class
  - Nutrition, cooking!
  - Financial management
  - Dealing with addiction(s)
  - Helping others
Retention and completion is dependent on wellness. This is fostered by strong personal connections with faculty/advisors and forming community.
● Build a “transfer center” for the majority of students who are newly involved to get connected (= wellness).
● Advertise and grow resource centers.
● Wellness - create climate of caring in classrooms.
● First name
● Open to extensions in crisis.
● Put wellness in strategic plan
● Spread word of services - CARE committee, academic advising, study skills/tutoring center
● Interveners to catch falling students.
● Problem: Not knowing about resources available.
● Wellness is a comprehensive concept - physical, mental, financial, temporal (enough time), etc.
● Identification and guidance - the need for a tighter-knit community - mentors (faculty and peers).
● Departments taking ownership of “their” majors.
● (Self) realization of need discipline.
● “Put your own mask on before helping others.” (reminder that faculty/staff need this too).
● Cognition is not in our heads. It is an embodied process.
● Relationship between wellness and online courses?
● Silence…
● Bringing treadmill desks, balls to library.
● Rec Center = great resource - what percentage of students, faculty, and staff use this? Are grad students aware of this resource?
● What if we could say yes to those activities that feed us? (this might lead to greater productivity)
● Seed classes/workshops across disciplines and units that support wellness.
● What about our campus food environment?
● Some of the highest enrolled courses focus on health and wellness. What does this tell us?
● To be an educated person is to realize your whole self (not just intellectual). Student affairs dedicated to this.
● Naps? Nap spaces??
● Building wellness into campus design. Expanding our definition of wellness.
● Wellness and care must include adjunct faculty and fixed term.
● Title = problematic (you increase productivity through wellness)
● How do we help students maintain balance and wellness even if this negatively impacts their grade (for example, creative attendance requirements for patients, Native students attending ceremony, etc.)?
● PSU:
  ○ Are we responsible for promotion well-being of students and faculty?
○ Tied to retention and completion.
○ Life skills classes
○ Safe spaces
○ Happiness survey

● Student support:
  ○ Funds for emergencies
  ○ Promote available resources
  ○ Basic needs: place to nap, take a shower, laundry

● Faculty:
  ○ Self care
  ○ Understand CARE team
  ○ Notice student challenges

● How can faculty contribute to the food pantry through payroll deduction? Through foundation!
● How do we prepare faculty to address “feelings” and have those conversations?
● How aware are faculty/staff of the CARE team?
● Students sleep in their cars. Create a safe space for naps during the day. Laundry services?
● Affordable housing for students.
● Small funds for those who don’t have resources to pay rent, buy food, etc. Department specific.
● We believe we are doing a good job addressing mental health on campus.
● Do a better job promoting available resources on campus. Benefit, not a handout.
● What are the tools that help students manage their time?
● Think about wellness for OUR students. Burning a candle at both ends.
● Educate faculty/staff on resources available to students. Recognize those in need. Refer as needed.
● Does the PSU environment foster wellness/productivity among faculty/staff?
  ○ Prevent chronic problems and interdepartmental conflicts
  ○ Self-reflection
  ○ Happiness survey
  ○ Ask people how they are doing
  ○ Know human needs

● Collaboration among departments. Project happiness at Campus Rec.
  ○ Measurement
  ○ Implement faculty/staff happiness project!

● Improving relationships between faculty and administration = increased productivity