

UF Quest Day

November 15, 2023

100 Smathers Library East



UF QUEST

UF Quest Day Events

November 15, 2023
100 Smathers Library East

9:00-9:30 AM	Kickoff
9:30-11:00 AM	Keynote Presentation: Dr. Richard K. Miller via Zoom
11:30 AM-1:00 PM	Faculty Lightning Talks
1:30-3:00 PM	Student Panel and Symposium
3:30-4:30 PM	Envisioning the Future: Panel and Interactive Discussion



UF QUEST

UF Quest Day

Welcome
UF Quest's Journey to Date
Recognitions

Dr. Angela Stephenson Lindner

Associate Provost for Undergraduate Affairs

Associate Professor of Environmental Engineering Sciences and Engineering Education



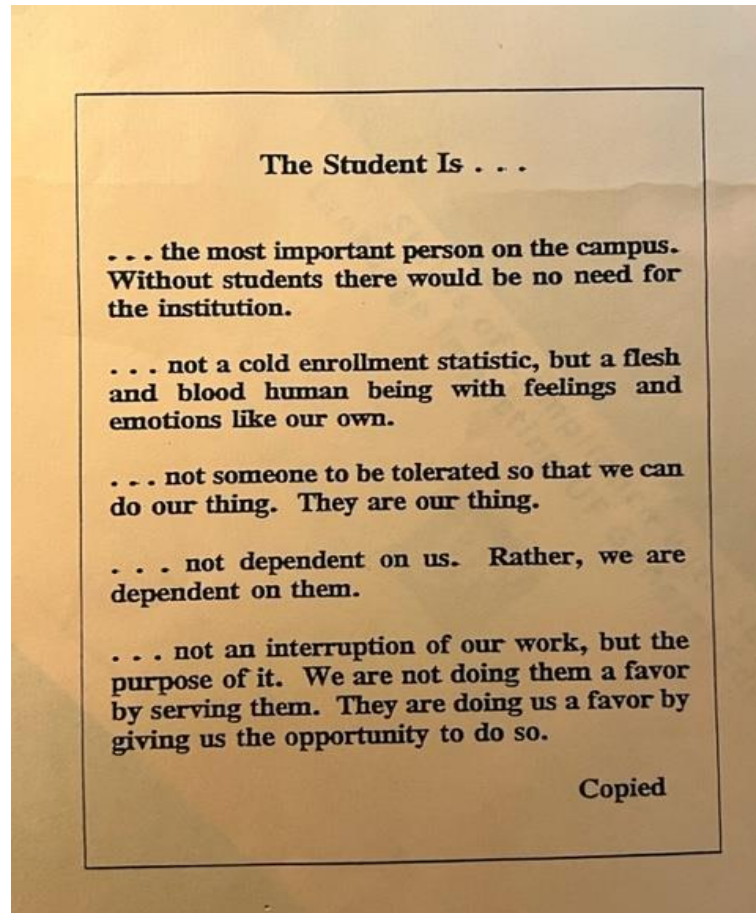
| UF QUEST |



*How in the world did
UF pull this off???*



UF QUEST



Circa 1997

Environmental Engineering Sciences

THE STUDENT IS
THE
MOST IMPORTANT PERSON
 **ON CAMPUS.**
WITHOUT STUDENTS,
 THERE WOULD BE NO NEED FOR THE INSTITUTION.

Not a cold enrollment statistic, but
A FLESH & BLOOD HUMAN BEING WITH
FEELINGS & EMOTIONS
 ★ ★ ★ ★ ★ like our own. ★ ★ ★ ★ ★

NOT SOMEONE TO BE TOLERATED SO WE CAN DO OUR THING.
They are our thing.

NOT DEPENDENT ON US.
 RATHER,

• WE ARE DEPENDENT ON THEM •

.
 NOT AN INTERRUPTION OF OUR WORK,
BUT THE PURPOSE OF IT.

WE ARE NOT
DOING THEM A FAVOR BY SERVING THEM.

THEY ARE DOING **US** A FAVOR BY
 GIVING **US** THE OPPORTUNITY TO DO SO.

-Anonymous

UF UNIVERSITY OF FLORIDA

*A state-supported school...
can provide education at a
low cost...without sacrificing
the quality of instruction.*

**Superior
faculty...outstanding
nationally and
internationally...**

*...a stimulating correlation between
classroom and industry by taking part
in research...*

*...broad
education...several
thousand individual
courses...*

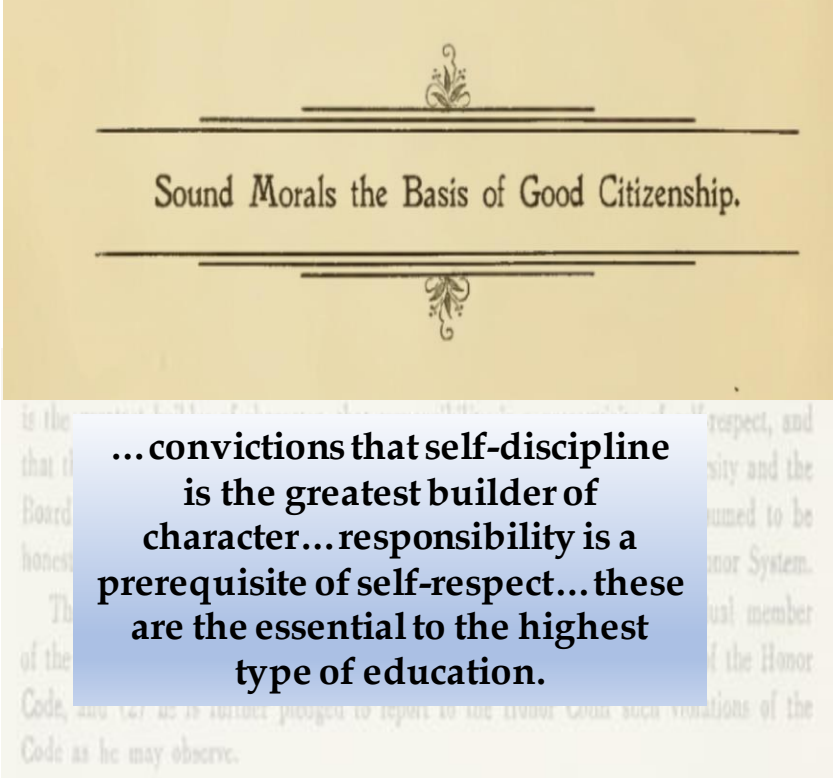
**...BIG university...
BIG opportunities...**

**Associating...with
students from
other cities,
states...countries
...races and
religious
creeds...the
student is better
fitted for life in the
world today.**

**...convictions that self-discipline
is the greatest builder of
character...responsibility is a
prerequisite of self-respect...these
are the essential to the highest
type of education.**

**...this education will bring a fuller and
richer life...the...graduate has attained a
broadened appreciation of life...has
learned to live with and for other
people.**

**...the choice of professional work is postponed until the student knows
better his capacity and disposition to undertake work that will be
profitable to himself and society...avoiding the handicap of narrow
specialization.**



The Lower Division
The University College

The Upper Division
The College of Agriculture
The College of Architecture and Allied Arts
The College of Arts and Sciences
The College of Business Administration
The College of Education
The College of Engineering
The School of Forestry
The School of Inter-American Studies
The School of Journalism and Communications
The College of Law
The College of Medicine
The College of Nursing
The College of Pharmacy
The College of Physical Education and Health
The Graduate School

The Division of Music, the Division of Military Science and Tactics, the Division of Air Science and Tactics, and the Department of Required Physical Education are special instructional units which serve all colleges and schools.

**...broad basic training is
needed by all students...**




1. To offer an opportunity for general education and to provide the guidance needed until the student is ready to undertake advanced study in the colleges and professional schools of the Upper Division, thereby avoiding the handicap of narrow specialization.



***Tradition is not the worship of ashes,
but the preservation of fire.***

-Gustav Mahler



Florida Statute 1001.7065 (2013, 2016, 2018)

*“In order to provide a jointly shared educational experience, a **university that is designated a preeminent state research university may require its incoming first-time-in-college students to take a 9-to-12-credit set of unique courses** specifically determined by the university and published on the university’s website.”*

The UF Core Course Landscape in 2015

Is UF's "Good Life" Really a Good Time?



lytimg.com



By Alyssa Eatherly

Jul 26, 2016



39

SPONSORED

IDS 1161: WHAT IS THE GOOD LIFE

Through a close examination of relevant works of art, music, literature, history, religion, and philosophy, students in this class will consider the basic question, "What is the Good Life?" The course will serve as an invitation to the Humanities and to a lifetime of reflection on the human condition through the unique opportunities available to the students at the University of Florida.

The Humanities, a cluster of disciplines that inquire into the very nature and experience of being human, provide many approaches to the question 'What is a good life,' as well as a multiform treasury of responses that comprises the cultural and intellectual legacy of world humanity.

The question is especially relevant for a detailed examination as you become more and more involved in making the decisions that will shape your future and the future of others. In order to make reasonable, ethical, well-informed life choices, it is useful to reflect upon how one might aspire to live both as an individual, and a member of local and global communities.

<https://www.collegemagazine.com/ufs-good-life-really-good-time/>

The UF Core Program Plan in 2015

- All FTIC students take all 3 courses
- Total of 9 credit hours
- In addition to other UF and statewide general education requirements
- All courses completed within the first two years



Know Them by Name: Relationships Are Central to Learning

Have you had a class in which a professor knew your name?

Very often: 24%
Often: 20%
Somewhat often: 17%
Never, Rarely, Occasionally: 39%

(6138 students)

Worked with a faculty member on an activity other than coursework

3 or more times: 15%
2 times: 11%
1 time: 22%
Never: 52%

(6133 undergraduate students)

0.87

Number of professors I know well enough to ask for a letter of recommendation

(1268 freshmen and sophomores)

Assisting faculty in their research

Essential/very important: 48%
(1491 students)

EXPECTATIONS MATTER

Set Them High Early and Often

How often were your academic efforts increased because of high standards of a faculty member?

Very often: 9%
Often: 23%
Somewhat often: 27%
Never, Rarely, Occasionally: 41%

(6117 students)

Hours a week spent studying

26 or more: 12%
16-25: 26%
11-15: 21%
6-10: 26%
0-5: 15%

(6134 students)

Hours a week spent on e-devices for non-academic purposes

26 or more: 6%
16-25: 14%
11-15: 17%
6-10: 32%
0-5: 30%

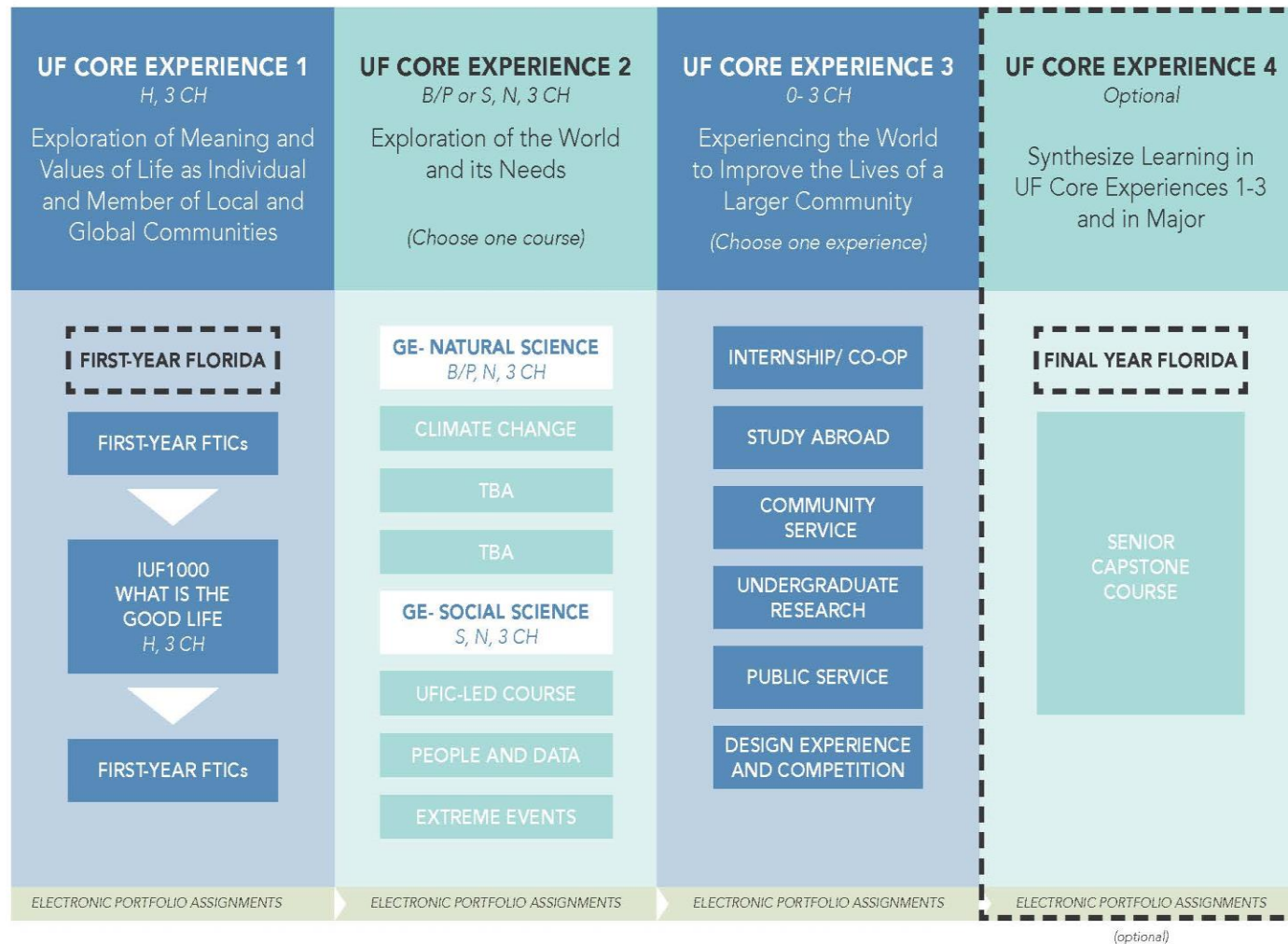
(6129 students)

Academic cheating is a problem

Agree/strongly agree: 14%
Somewhat agree: 17%
Somewhat disagree: 25%

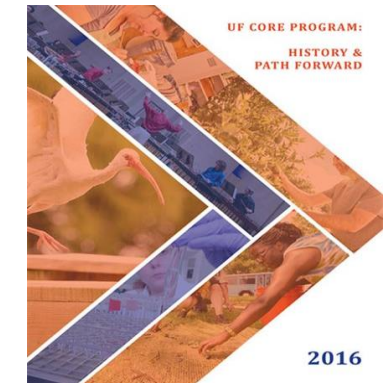
(1497 students)

Data Source: SERU Survey (ir.ufl.edu)



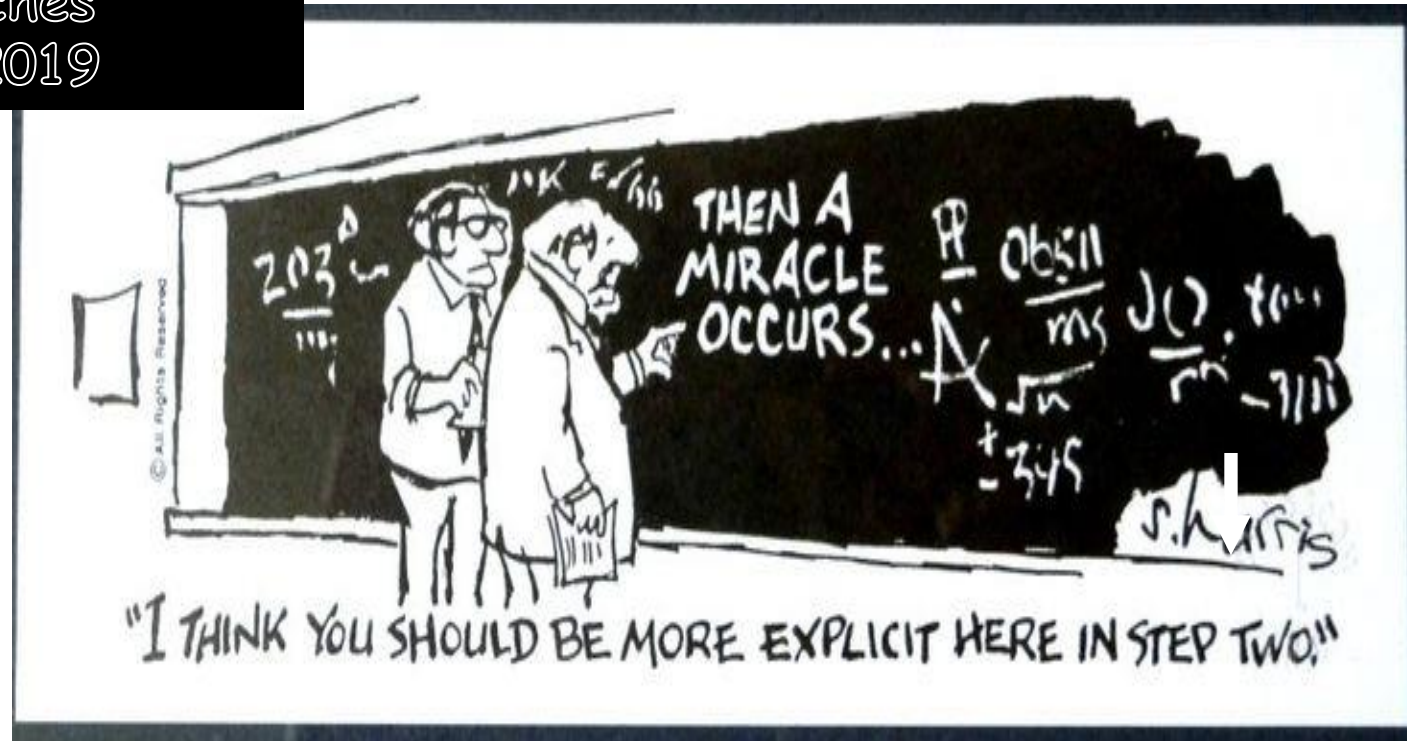
Task Force 1 Chair: Dr. Andy Wolpert, CLAS	Task Force 2 Chair: Dr. David Miller, COE	Task Force 3 Chair: Dr. Chris Hass, HHP	Task Force 4 Chair: Dr. Elayne Colón, COE
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Starting Point: Spring 2016



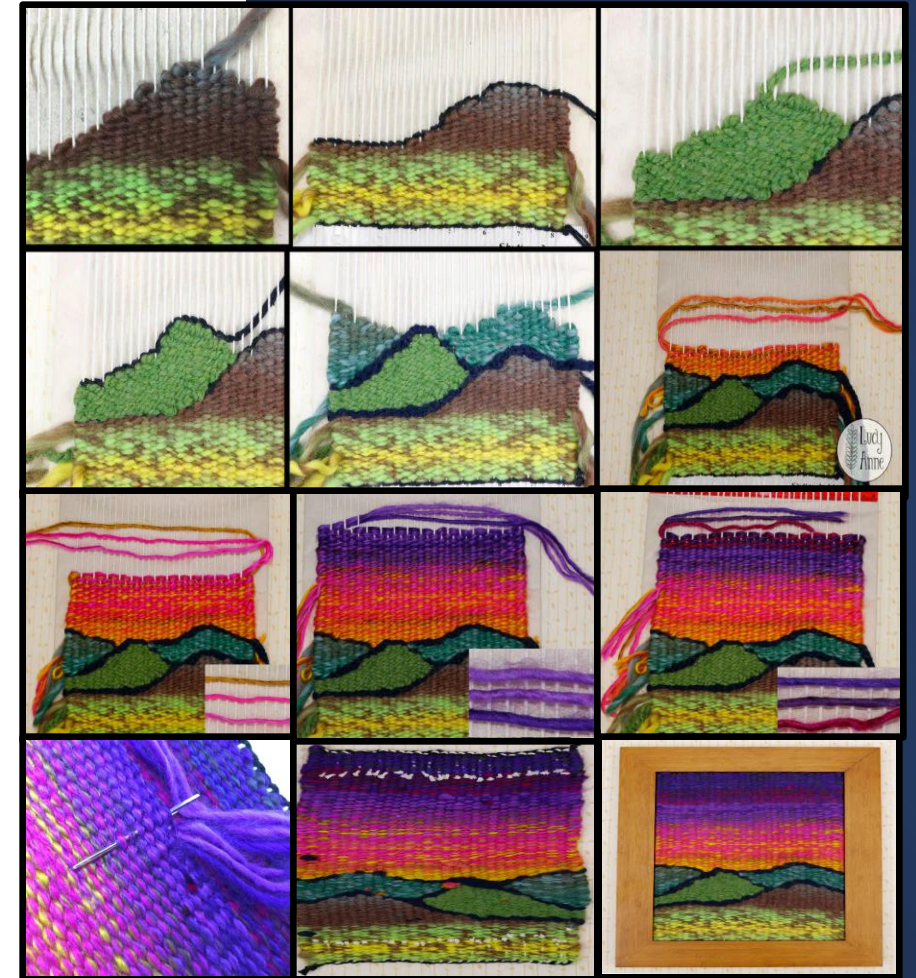
Necessary and Productive Tension: 2016-2020

UF Quest Pilot
Launches
Fall 2019



2016-2020: Weaving the Miraculous Tapestry of UF Quest

- **Four Task Forces, 32 Faculty** (Spring 2016-2017)
- **CLAS Working Groups** (Fall 2016)
- **COTA Faculty Retreat** (September 2016)
- **UF Quest Conference, 38 Faculty** (November 2016)
- **CLAS Faculty Council** (November 2016)
- **University Curriculum Committee, General Education Committee**
ACUA discussions
- **Combined Working Groups, 41 Faculty** (Spring 2017)
- **Student Town Hall** (March 2017)
- **Faculty Retreat, 31 Faculty** (April 2017)
- **Deans' Breakfast** (April 2017)
- **Academic Policy Council and Full Senate Presentations** (February, May 2017)
- **Survey of Faculty** (May 2017)
- **UF Quest Curriculum Committee** (February 2018)
- **First Call for Proposals** (April 2018)
- **First Pilot of UF Quest Courses** (Spring 2019)
- **Faculty Senate Presentation** (May 2019)
- **Faculty Senate Resolution** (October 2019)
- **UF Quest Assessment Task Force** (September 2019)
- **UF Quest 1 Requirement** (Summer B 2020)



2016-2020: Internal and External Threats

FREEDOM FROM RELIGION *foundation*

P.O. BOX 750 • MADISON, WI 53701 • (608) 256-8900 • WWW.FFRF.ORG

June 6, 2017

SENT VIA EMAIL AND U.S. MAIL:
ksouza78@ufl.edu

Amy M. Hass, c/o Kristina Souza
Deputy General Counsel
University of Florida – Gainesville
P.O. Box 113125
Gainesville, FL 32611

Re: UF Quest program

Dear Ms. Hass:

I am writing on behalf of the Freedom From Religion Foundation. As you know, FFRF is a national nonprofit dedicated to upholding the separation between state and church. We appreciate your assistance in resolving the religious quotes on Heavener Hall in 2015. We write again to alert you to another constitutional concern that has recently come to our attention.

A concerned UF community member contacted us to report that the University is planning on implementing a program called “UF Quest,” which will be mandatory for all undergraduate students and has stated goals of “meaning-making” and “purpose-exploration.” There are several aspects of the program that appear to advance or prefer religion.

Lindner Response to FFRF Complaint, June 2017

CONCLUSION

While the percentage of students who doubt or do not believe in God or who believe in God but do not affiliate with a religious tradition (the “nones”) may be increasing, we do understand that the majority of our UF students still identify with a religious tradition. We also are aware that the students who do believe in God are highly tolerant of students who do not believe in God, with a majority believing that people who do not believe in God are just as moral and can grow spiritually without being religious (Astin and Astin, “The Spiritual Life of College Students”, Higher Education Research Institute, 2010, http://spirituality.ucla.edu/docs/reports/Spiritual_Life_College_Students_Full_Report.pdf). Perhaps our students provide a better model of toleration than we adults have provided in the past, and perhaps they have led the way for UF to be ranked 6th in the nation by the Heterodox Academy ranking (<https://heterodoxacademy.org/resources/guide-to-colleges/>).

I would like to thank Mr. Jayne and the FFRF for expressing these concerns and for allowing UF the opportunity to further clarify the transformational educational goal of UF Quest. As a result, through this clarification process, I believe we are even better equipped to fulfill the responsibility that all who work in higher education and of all of us who are affiliated with UF Quest share: *to reach every student in their current circumstance and to offer them an educational experience that gives them not only the opportunity to reflect critically on the norms of our society, politics, and culture but also a place of guided questioning of their own agency, their relationships to other humans, and, ultimately, their relationship to the larger world.*

Peacemakers: 2016-2020

Lucinda Lavelli

Onye Ozuzu

Gene Witmer

Phillip Wegner

Tim Brophy

Nina Caputo

Trysh Travis

Bonnie Moradi

Michael Martinez

Derek Farnsworth

Jennifer Setlow

Abdol Chini

Joel Brendemuhl

Steve Pritz

Victoria Pagán Wolpert

Jaime Ahlberg

Joel Black

Jennifer Coenen

Chrysostomos Kostopoulos

John Maze

Brenda Smith

Andy Wolpert

Ata Sarajedini

Barbara Mennel

Sophia Accord

David Richardson

Reitz Scholars Class of 2016

Elayne Colón

Chris Hass

David Miller

Rick Stepp

Elizabeth Fiore

238 Tigert Team

Selman Hershfield

Joe Spillane

Alison Reynold

Elizabeth Ross

Patricia Sohn

Nancy Hunt

Kostas Kapparis

John Krigbaum



UF QUEST 1 <i>H, 3 CREDIT HOURS</i>	UF QUEST 2 <i>B/P OR S, 3 CREDIT HOURS</i>	UF QUEST 3 <i>E, 0-3 CREDIT HOURS</i>	UF QUEST 4 <i>OPTIONAL</i>
EXPLORATION OF ESSENTIAL QUESTIONS			
Engagement with Grand Challenges in the Humanities <i>(Choose one course.)</i>	Engagement with Grand Challenges in the Natural and Social Sciences <i>(Choose one course.)</i>	Engagement in the World <i>(Choose one experience.)</i>	Synthesis of UF Quest Experiences within Discipline
THE EXAMINED LIFE	BIOLOGICAL AND PHYSICAL SCIENCES <i>B/P, 3 CH</i>	<div>INTERNSHIP OR CO-OP</div> <div>STUDY ABROAD</div> <div>COMMUNITY SERVICE</div> <div>RESEARCH</div> <div>PUBLIC SERVICE</div> <div>DESIGN AND COMPETITION</div>	SENIOR CAPSTONE COURSE
IDENTITIES	CLIMATE CHANGE TBA TBA		
JUSTICE AND POWER	TBA TBA TBA		
NATURE AND CULTURE		
WAR AND PEACE	SOCIAL AND BEHAVIORAL SCIENCES <i>S, 3 CH</i>		
UF QUEST 1 WILDCARD	PEOPLE AND DATA TBA TBA		
▼	TBA TBA TBA		
FIRST-YEAR FLORIDA <i>(Optional)</i>		
ELECTRONIC PORTFOLIO			
		FINAL-YEAR FLORIDA <i>(Optional)</i>	

Revised Model: 2017



UF QUEST

UNIVERSITY OF FLORIDA

Many Roads, One Journey



UF QUEST

“Every undergraduate deserves an invitation to be personally engaged by an expert teacher in a serious conversation about how to answer the question of “what does it all mean?” —however that question is posed in any given field.”**

“Curricular reform should be driven by faculty expertise and student choice.” **

“Quest 1 courses take a specific theme as a special focus and use it as a way to see how the humanities disciplines help in addressing essential questions that arise when people pause to consider how they should see their place in the world and what they should do about it.”*

“Quest 2 Courses should describe and explain the cross-disciplinary aspects of a pressing societal problem or challenge and demonstrate the kinds of questions that are asked and answered by natural and/or social scientists.”*

* Working Group Reports

** Remarks at CLAS Assembly, Nov. 2016

Approved Model: 2019

A **sequence of interdisciplinary courses** taken by all UF FTIC students as part of their general education curriculum, accompanying them during their growth in college.

UF Quest courses examine **pressing and essential questions** that are difficult to answer and hard to ignore.

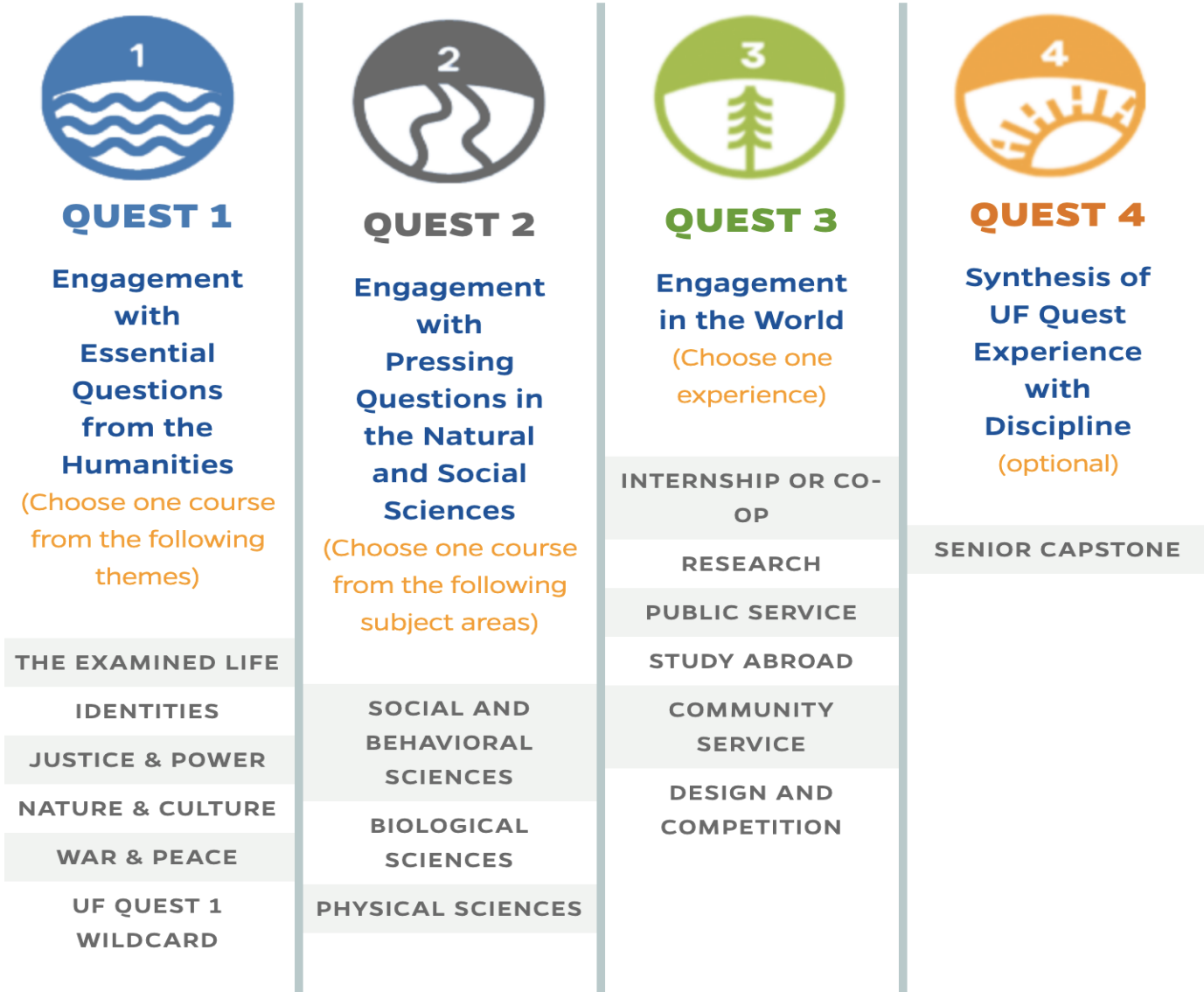
UF Quest courses are **a model for all general education courses**.

UF Quest **prepares students for the rigor of college** and provides them with skills **needed for post-graduate success and well-being**.

All UF Quest experiences are considered **as a pump and not a filter** and always sparking intellectual curiosity.

UF QUEST

Full Implementation: 2027



OPTIONAL HORIZONS ACADEMIC EXPERIENCES



| UF QUEST |

“...[humans], if they were ever to lose the appetite for meaning we call thinking and cease to ask unanswerable questions, would lose not only the ability to produce those thought-things...but also the capacity to ask all answerable questions upon which every civilization is founded....”

-Hannah Arendt

October 17, 2019: Faculty Senate Passes Resolution in Support of the UF Quest Program



Faculty Senate Meeting Agenda
October 17, 2019 - 3:00 - 5:00 p.m.
Reitz Union Chamber

Call to order & Approval of [September 26, 2019 Minutes](#) Ray G. Thomas, Chair

Reports

- **Chair's Report**
- **President's Report**
- **Provost's Report**

Ray G. Thomas, Chair
Kent Fuchs, President
Joe Glover, Provost

Action Items:

[UF Quest Resolution](#)

Andrew Zimmerman, Associate Professor
of Geological Sciences, CLAS Senator

WHEREAS, the 2010 report of the University of Florida Undergraduate Education Task Force called for the re-examination of the purpose of the general education curriculum, the creation of a UF signature experience with themed courses, and the incorporation of an electronic portfolio;

WHEREAS, the 2018 report of the combined working groups, after receiving extensive feedback from faculty and students, proposed a new framework, called "UF Quest," to spark the development of innovative general education courses, driven by faculty expertise and student choice, and create a shared learning experience;

WHEREAS, UF Quest is a thematic, sequential general education curriculum, which seeks to promote experiential and applied learning, advance interdisciplinary study and outstanding pedagogy, achieve a high level of faculty engagement in undergraduate education, and invite students to take creative and intellectual risks; and

WHEREAS, UF undergraduates may choose one three-credit course that examines an essential question in the humanities for UF Quest 1; one three-credit course on a pressing question in the biological, physical or social sciences for UF Quest 2; an applied learning experience of zero to three credits for UF Quest 3; and an optional experience offered by a college or program in conjunction with a final-year capstone course for UF Quest 4;

THEREFORE, BE IT RESOLVED that the Faculty Senate of the University of Florida supports UF Quest in its effort to enhance the undergraduate experience as it completes the trial stage of UF Quest 1, begins the pilot stage of UF Quest 2, and prepares for the full implementation of UF Quest 1 in Fall 2020, UF Quest 2 in Fall 2021, and UF Quest 3 and 4 thereafter.

UF Quest Today

Development

130 Quest 1 Humanities courses

98 Quest 2 Biological/Physical Sciences or Social Science courses

Faculty and Program Participation

Over **200** faculty, **60** departments and schools, **7** colleges,
2 centers

Student Enrollment

Distinct students: **17,849** UF Quest 1 and **8,801** UF Quest 2

Over **12,000** students in 22-23 academic year

Sample Data Outcomes

UF Quest 1: **33%** of courses rated >4.25 in
the “overall” course evaluation question

UF Quest 2: **49%** of courses rated >4.25



"Non-Negotiables" of UF Quest



UF QUEST

Who teaches: best faculty educators


- In-load assignments
- Faculty 500 hiring

What we teach: essential/pressing questions

- Faculty expertise and student choice
- Multidisciplinary, interdisciplinary, or transdisciplinary
- Experiential learning
- Reflection

How we teach: student learning and relationships matter most

- Student-faculty engagement
- Class sizes small
- Every student is known

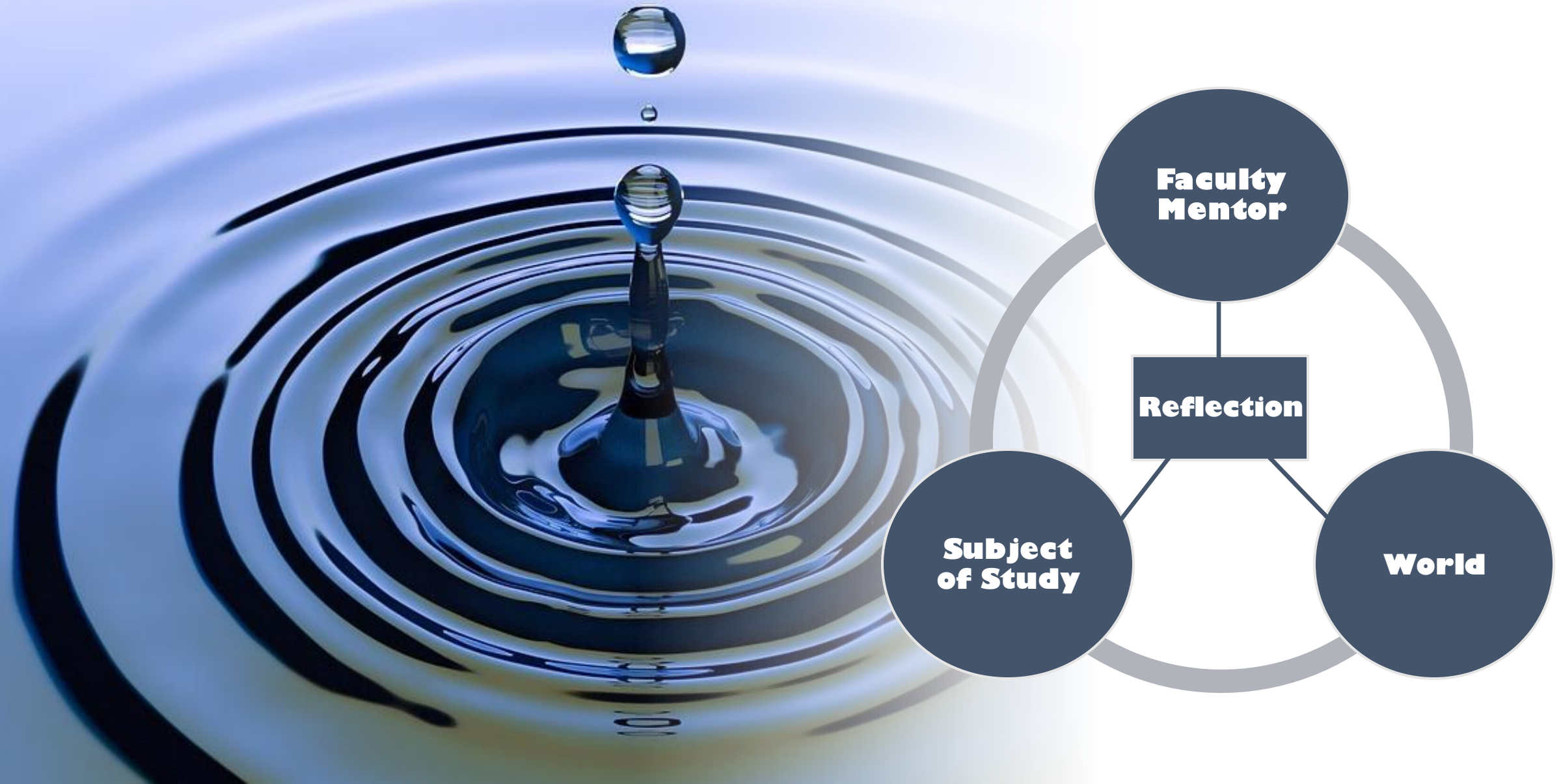


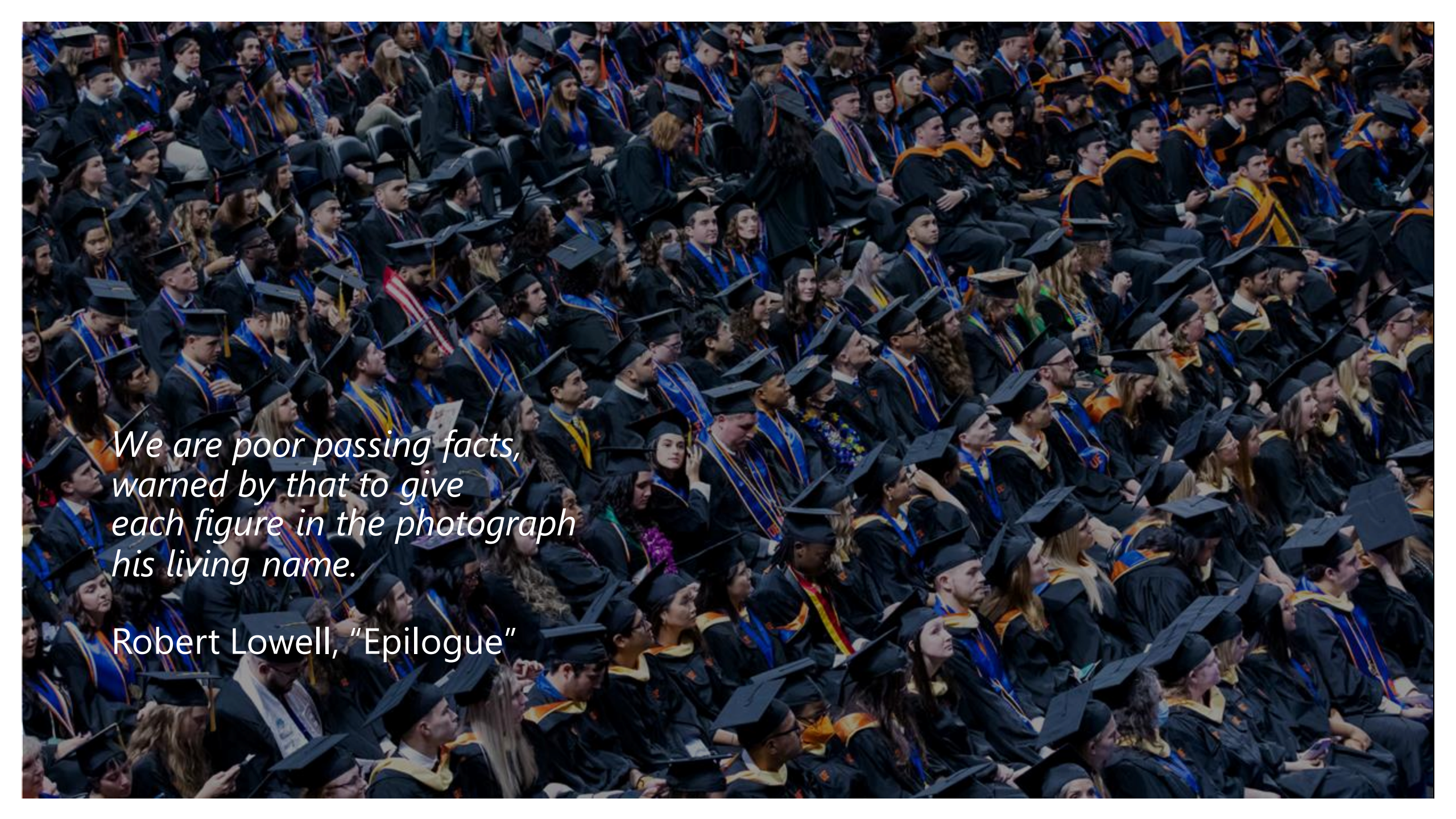
Aeon Magazine,
author: M.M. Owen,
[https://aeon.co/essays/all-
real-living-is-meeting-the-
sacred-love-of-martin-buber](https://aeon.co/essays/all-real-living-is-meeting-the-sacred-love-of-martin-buber)

I and Thou

When we encounter another individual truly as a person, not as an object for use, we become fully human: Martin Buber

UF Quest's Cycle of Transformational Life-long Learning



A large crowd of graduates in black gowns and caps, seated in bleachers, with text overlaid.

*We are poor passing facts,
warned by that to give
each figure in the photograph
his living name.*

Robert Lowell, "Epilogue"



UF QUEST

[Full History and Implementation
of the UF Quest Program](#)

UF Quest Day

Keynote Address

"Making Higher Education Work for Life: The Coalition for Transformational Education"



Dr. Richard K. Miller

Founding Director of the Coalition for Transformational Education
President Emeritus of Olin College



| **UF QUEST** |

What is the Mission of Higher Education?

1. “To Create Knowledge, Preserve Knowledge, and Disseminate Knowledge for the Benefit of the Nation and the World”
2. “To prepare students for their first job”
3. “To provide the foundation for upward mobility and a life of wellbeing”

*What is the highest calling of the faculty today:
Research or Teaching?*

*(Ideas or **People**?)*



Olin College
of Engineering

“What did you do to my child?”

More than knowledge and skill, they have a “mission”
or “purpose”

This has nothing to do with Engineering,
and everything to do with the culture of learning:

Intrinsic Motivation and Design Thinking

But There Is A Growing Crisis in Higher Education



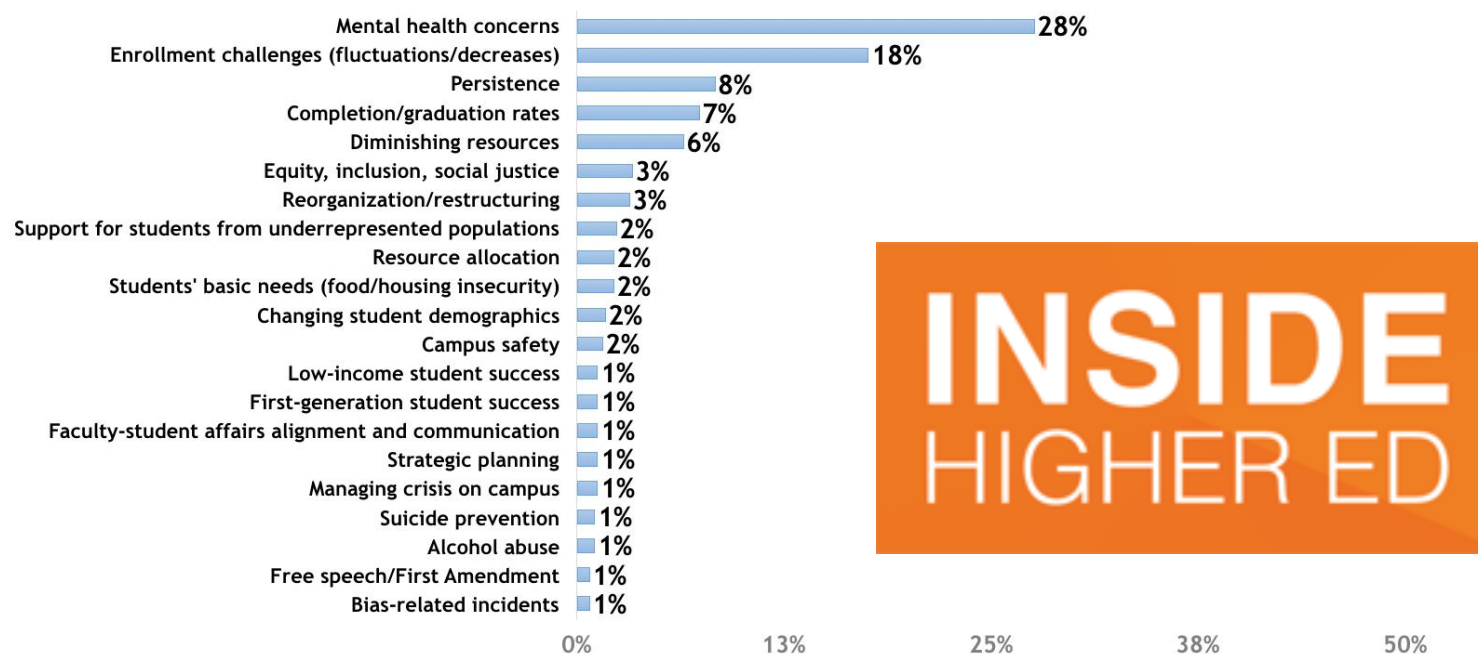
*Suicide is the second leading cause of death among
Americans between the ages of 10 and 34.*

A Growing Crisis in Higher Education

#1 ranked most pressing issue overall facing student affairs (Q40)

N=618

Note: Excluded issues with < 0.5%



A Growing Crisis in Higher Education

The New York Times

'It's Life or Death':

The Mental Health Crisis Among U.S. Teens

April 24, 2022

Depression, self-harm and suicide are rising among American adolescents. For M, a 13-year-old in Minnesota, the despair was almost too much to take.



CaliforniaHealthline

Colleges Struggle to Recruit Therapists for Students in Crisis

January 31, 2022

Across the country, college students are seeking mental health therapy on campus in droves, part of a 15-year upswing that has spiked during the pandemic. U.S. Surgeon General Vivek Murthy in December issued a rare public health advisory noting the increasing number of suicide attempts by young people.

A Growing Crisis in Higher Education



HARVARD

GRADUATE SCHOOL OF EDUCATION

November 4, 2021

Colleges and universities are facing a crisis in mental health today — with nearly 40% of college students experiencing depression, according to a 2020 study, 34% reporting anxiety, and 13% saying they had thought seriously about suicide in the last year.

Measuring Wellbeing: Factors Effecting Wellbeing Among College Alumni

GALLUP PURDUE SURVEY (2014) (Now the Gallup Alumni Survey)

- Largest alumni survey in history
- Correlation with long-term outcomes
- Based on Gallup definition of Wellbeing



KEY FINDINGS

- Emotional support
(**mentorship**)
+ deep experiential learning
(**PBL**, etc.)
DOUBLES wellbeing later in life

- But only 3% of alumni get this!!

“Someone cared about me as a person”

**“Applied what I was learning
while still a student”**

= 2 x Wellbeing!

THE REAL WORLD OF COLLEGE



WHAT
HIGHER EDUCATION
IS AND WHAT IT
CAN BE

WENDY FISCHMAN
AND
HOWARD GARDNER

Qualitative Research
2,000 interviews on
10 campuses over 7 years
Harvard Project Zero
MIT Press (2022)

Four Mindsets in College Students Today:

Inertial (9 → 0%)

Transactional (45%)

Exploratory (36%)

Transformational (10 → 22%)

*(But 78% of faculty members
consider the purpose of college
to be Transformational)*

***Belonging and Mental Health
are the greatest concerns
of college students today***

Higher Education's Grand Challenge

Restoring higher education's highest calling:
preparing all students for a lifetime of wellbeing

Some Initiatives in Response



MARY CHRISTIE
I N S T I T U T E

Dedicated to helping Young People Thrive:
Improving the emotional and behavioral health
of college students through convening, research,
journalism, advocacy.

<https://marychristieinstitute.org>



THE UNIVERSITY OF VERMONT
WELLNESS ENVIRONMENT

Neuroscience-Inspired Behavior Change Program:
Opt-in residence hall experience, no drugs, healthy
diet, gratitude journal, exercise, neuro-science course
Prof Jim Hudziak, Psychiatry, U Vermont Med School
<https://uvm.edu/we>



Yale's wildly popular online course on how to be happier, the
Science of Wellbeing by psychologist Laurie Santos, launched
free on Coursera.

**BUSINESS
INSIDER**

January 4, 2022

Education Should Do More Than Inform

Education should be the path to wellbeing and flourishing as well as “upward mobility”

What is Wellbeing?

Does education really have anything to do with wellbeing?

What is the evidence on this?

If so, what needs to change so that EVERY enrolled student can experience this, at scale?

What Is Wellbeing?

The Gallup logo, featuring the word "GALLUP" in a white, serif, all-caps font, with a registered trademark symbol (®) to the upper right. The logo is set against a dark gray rectangular background.

The Five Essential Elements of Wellbeing:

- ***Physical Wellbeing:*** Enough energy to get things done
- ***Financial Wellbeing:*** Enough to reduce stress, increase security
- ***Social Wellbeing:*** Relationships and love in your life
- ***Community Wellbeing:*** Civic Engagement where you live
- ***Intrinsic Wellbeing (Purpose):*** Liking who you are and what you do every day

Measuring Wellbeing: the Flourishing Index



The Human Flourishing Program

at Harvard's Institute for Quantitative Social Science

Tyler J. VanderWeele, Ph.D.

Empirical studies on the promotion of human flourishing

Such as,

- Overall, how satisfied are you with life as a whole these days?
- In general, how happy or unhappy do you usually feel?
- In general, how would you rate your physical health?
- How would you rate your overall mental health?
- Overall, to what extent do you feel the things you do in your life are worthwhile?
- I understand my purpose in life.

Life outcomes (like wellbeing) depend on factors beyond knowledge and skills!

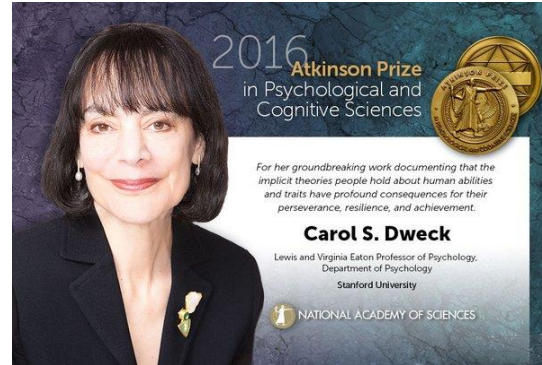
These include Attitudes, Behaviors, and Beliefs
-- or **MINDSET**



“Every time you walk into a classroom and pick up a piece of chalk, you’re not just teaching calculus. You’re also shaping a mindset...”

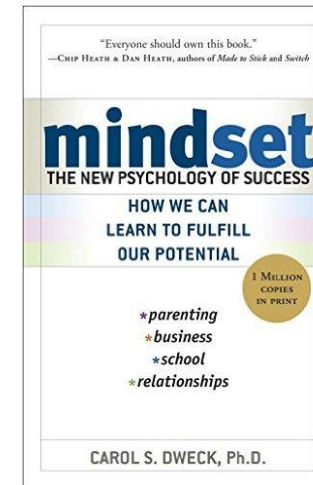
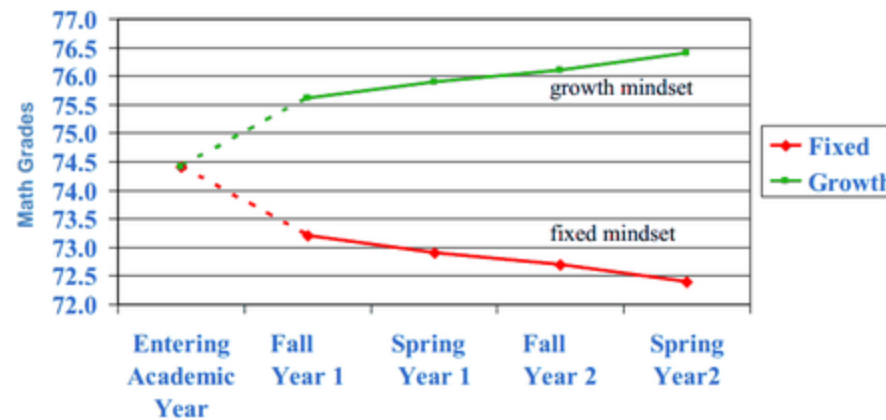
Prof. Mel Ramey – UC Davis

Growth Mindset of Students



(Inaugural Yidan Prize recipient)

One of Carol Dweck's primary findings is that student outcomes depend on their beliefs about themselves: **IDENTITY**



Faculty Mindsets also Influence Student Achievement and Wellbeing

INSIDE
HIGHER ED

The Impact of Faculty Attitudes About Intelligence

February 18, 2019

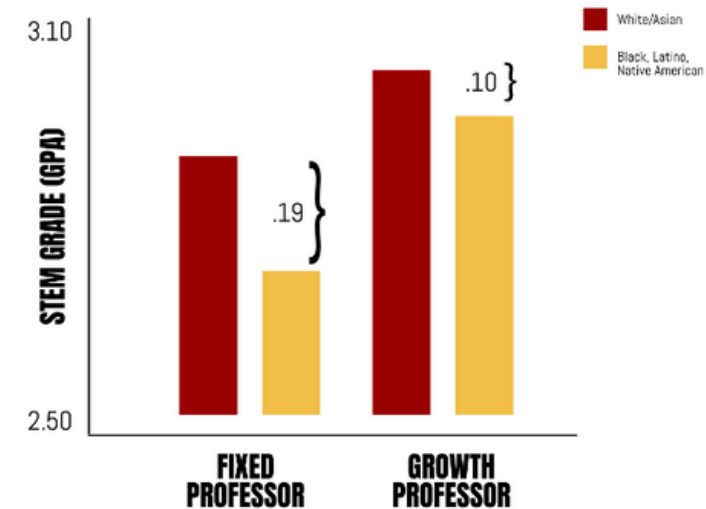
Students have better educational outcomes in courses taught by faculty who have "growth mind-sets" rather than those who believe intelligence is fixed. For underrepresented populations of students, achievement gaps are cut in half.



Professor Mary Murphy
Dept. of Psychological and Brain
Sciences, Indiana University

The findings:

While all students perform better when STEM professors endorse a growth mindset belief, the racial achievement gap is almost halved when professors endorse a growth-mindset belief.



Elements of Education Connected to Wellbeing

“Someone Cared About Me as a Person” (acceptance, belonging)	→	Identity
Applying learning in a real world context (PBL)	→	Agency
Finding career path that provides meaning (finding fulfillment and helping others)	→	Purpose

Identity = Who you are, **the way you think about yourself**, **the way you are viewed by the world** and the characteristics that define you.”

Agency = Feeling of **control over actions and their consequences**, **confidence** in what one is able to do with what they know, a “can do” attitude

Purpose = A sense of **pursuing something personally meaningful** and **productively engaging**, particularly related to the world beyond the self

But Can Higher Education Really Change Wellbeing?

Isn't it too late in life?

Are the influences we have too small to make a difference?

E
U



College
Engineering

Case Study – “Lilypad Scales”

<https://www.corada.com/products/lilypad-wheelchair-scale>

The Coalition for Transformational Education: *Making Higher Education Work for Life*

A **national movement** based in part on the lessons learned at Olin College, begun in June 2017.

Currently 17 universities with plans to grow to 50 in the next 2 years, particularly including **large public universities** (80% of students).

Based on observations from the **Gallup Alumni Index** on what really matters in Higher Education, centering on **Identity, Agency, and Purpose**, and **correlated with improved work engagement, health, and financial and social wellbeing years after college.**

Faculty at each institution are involved in pilot experiments to develop programs that:

- 1) **scale to ALL enrolled students**
 - 2) **MEASURABLY improve student wellbeing and**
 - 3) **focus on LIFE-LONG wellbeing years after**
- graduation.**

The Coalition for Transformational Education: *Making Higher Education Work for Life* <<https://TheCTE.org>>



The Coalition
for Transformational
Education

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*Mini-grants, National Conferences, LearningWell,
Gallup Assessment, Public Advisory Council*

Our Current CTE Community



116 Community Colleges in California



Flourishing

Mental Health

The Practical Wisdom of Elizabeth Cracco, PhD

UMass wellness chief talks about campus community needs.



Flourishing

Teaching & Learning

Bucknell on Purpose

Course asks critical questions about life after graduation



Flourishing

Teaching & Learning

Welcoming Wellbeing into the Classroom

Georgetown University's Engelhard Project for Connecting Life and...

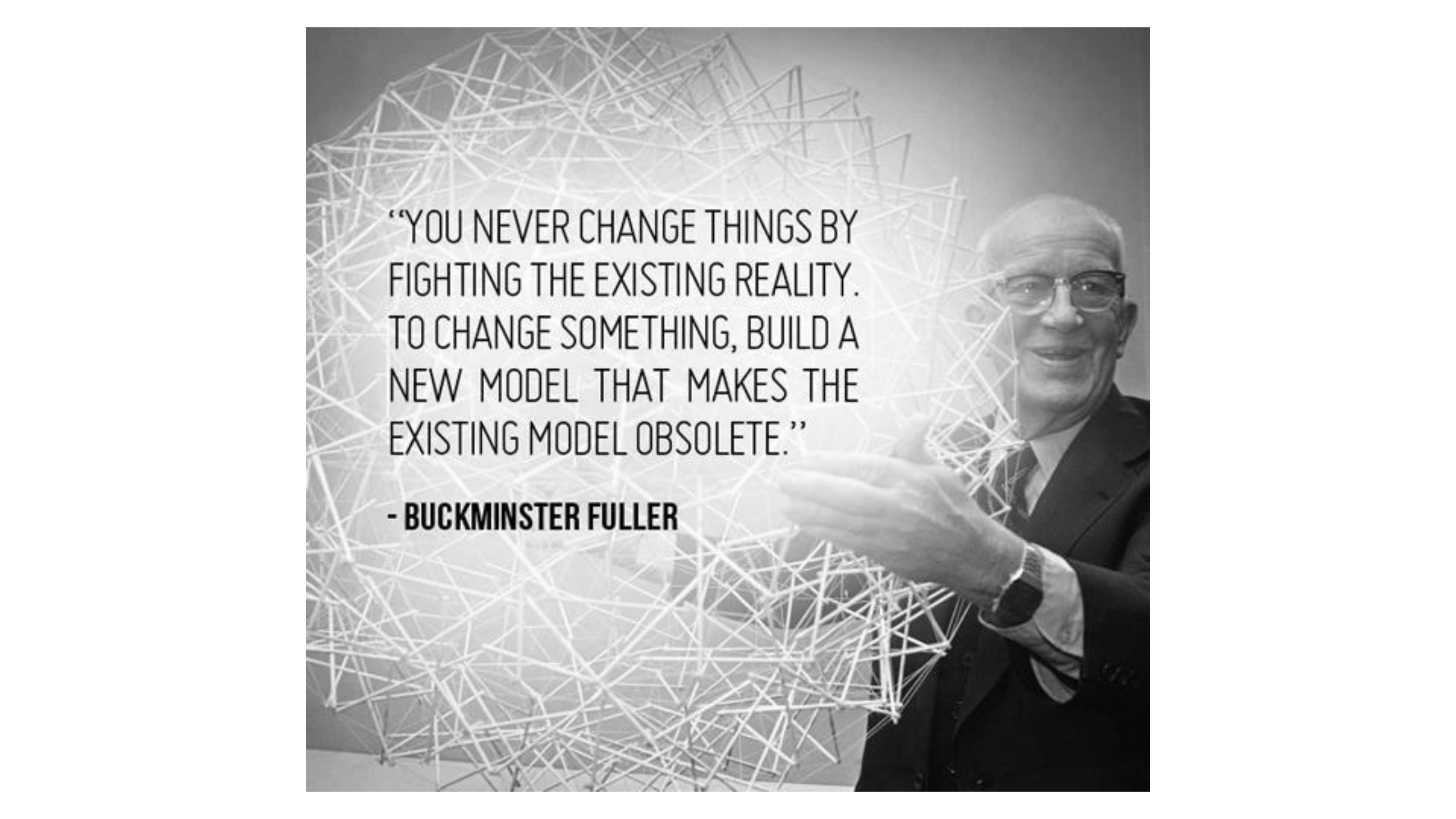


A robust forum of ideas and information on how education can help students of all backgrounds achieve flourishing lives. LearningWell includes features, profiles, research, and perspectives on a range of topics including:

Teaching and Learning
Equity and Access

Life-long Wellbeing
Mentorship



A black and white photograph of Buckminster Fuller. He is an older man with glasses, wearing a dark suit, white shirt, and patterned tie. He is smiling and gesturing with his right hand towards a large, complex geodesic dome structure made of thin rods. The dome is the central focus of the image, with its intricate network of lines creating a spherical shape. The background is a plain, light-colored wall.

“YOU NEVER CHANGE THINGS BY
FIGHTING THE EXISTING REALITY.
TO CHANGE SOMETHING, BUILD A
NEW MODEL THAT MAKES THE
EXISTING MODEL OBSOLETE.”

- BUCKMINSTER FULLER

Partners: American Association of Colleges & Universities



More than 1,300 colleges and universities globally

*“Your men and women who are teaching are **not** fundamentally teachers of subjects; they are fundamentally teachers of **persons**. And the great passion of the teacher should **not** be the passion of the language that he teaches, or the literature that he teaches, but the passion of the **life that he is shaping**, with the language and the literature...”*
(proceedings of the First Annual Meeting of the Association of American Colleges, January 1915.)



MARY CHRISTIE
I N S T I T U T E



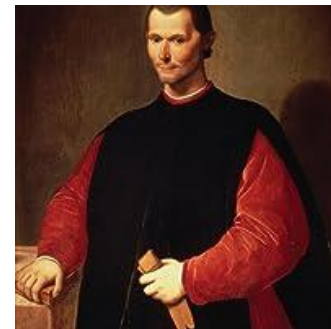
*“The Most Important Thing We Do in This Life
is Educate Our Children”*



UF Quest represents a breakthrough in higher education

“It ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things. Because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new. This coolness arises partly from fear of the opponents, who have the laws on their side, and partly from the incredulity of men, who do not readily believe in new things until they have had a long experience of them.”

— **NICCOLÒ MACHIAVELLI, THE PRINCE (1513)**



UF Quest Day

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UF Quest Student Scholar Panel and Symposium



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UF Quest Day

Imagining UF Quest into the Future:
UF Quest 3 and UF Quest 4
and the Building of a Program



UF QUEST

Thank you
for this
opportunity.

