

First Year Student Thriving

1.

Sophomore Student Thriving

1. Being Connected (Sense of Community and Interaction with Faculty)
 - a. Research Mentoring
 - b. Class project- asking them to do an interview with professionals or a research project
 - c. Praise them when they do well
 - d. Introduce them to potential mentors
 - e. Ask students to grade a first year course
 - f. Encourage students to join discipline specific clubs/societies
 - g. Use classroom strategies that require interaction with other students
 - h. Encourage students to come see you when they have questions or concerns
 - i. If you know students from previous classes, acknowledge that you know and remember them. Connect them with other students of similar interests through meaningful activities inside and outside the classroom
 - j. Encourage students to make friends
 - k. Suggest students to form study groups
2. Cognitive Connections
 - a. Integrate connections between sophomore courses and other courses in the program/major into activities
 - b. Connect course material with real life examples
 - c. Include applications in sophomore level courses
 - d. Have an event where past interns come back to

Senior Student Thriving

1. Curiosity
 - a. Exploration of career options
 - b. Highlight unanswered questions in your field that requires future work
 - c. Talk to students about their career goals and bring to their attention options they might

Transfer Student Thriving

1. Interaction with Faculty

- a. Make connections with students even before they transfer- email, visit sending institution
- b. Share list of transfer students with department faculty so they are aware of students in advanced course who are transfer students
- c. Have a brief "getting to know you" meeting with new transfers
- d. Encourage students to come to office hours
- e. Arrive early for class/stay after class to talk with students
- f. Be curious about the previous school
- g. Faculty member identified to mentor/support transfer students in each program/department
- h. Talk to students as an advisor but also less formally to get to know them

High Risk Student Thriving

1. Success Mindset
 - a. Help them define goals
 - b. Ask students how they define success and help them plan how to achieve their goals
 - c. Share success stories of students with a similar background to theirs and show them that they can do the same
 - d.

Graduate Student Thriving

1. Engaged in Learning and Practical Application of Learning
 - a. Pursue connections with relevant business and industry
 - b. Have examples of how the information being taught is relevant
 - c. Ensure actionable content/ techniques in courses
 - d. Thesis and internship supervision project based courses
 - e. Built-in self-reflection opportunities
 - f. Help them explore career option- where do they go from here?
 - g. Let them teach a lecture
 - h. Project based learning activities based on real life projects for the major
 - i. Consider scenarios that bridge theory to practice
2. Strong Sense of Community and Social Connections with Faculty and Peers
 - a. Have graduate student lounge/office
 - b. Don't assume they know everybody- actually have them introduce themselves to one another
 - c. On campus or online support groups
 - d. Hold a social for graduate students and faculty at the beginning of the semester
 - e. Talk during class breaks/meal times
 - f. If you have a lab, promote a healthy lab culture with extracurricular bonding activities
 - g.

Student of Color Thriving

1. Sense of belonging
 - a. Include them in more discussions and encourage them to share their opinions
 - b. Diverse examples of workers in the field
 - c. Make them aware of student organizations for students of color
 - d. Provide information about student organizations
 - e. Encourage participate in campus events
 - f. Help them find the organization to better fit in
 - g. Encourage their participation both in class and interactions across campus
 - h. Encourage class participation/ devise assignments that allow all students to share and value their contributions
2. Spirituality
 - a. Post information about faith-based organizations and activities on bulletin boards
 - b. Be open to student-initiated conversations on these topics
 - c. Direct them to options in the community
 - d. Let students know about the religion based student organizations on campus
 - e. Post poster acknowledging religious holidays
 - f. Social gatherings
 - g. Acknowledge religious holidays even if the institution does not officially celebrate
3. Faculty Interactions
 - a. Make an extra effort to learn names and say hello in and out of class
 - b. Give feedback
 - c. As with all students, try to make a personal connection
 - d. Be there for students
 - e. Relate class activities to experiences they might already have had
 - f. Interact with the student positively
 - g. Provide opportunities for office hours or study sessions