Hello Class of 2017!

Over the summer, you completed the First Assignment. Its purpose was to encourage you to start thinking about the legacy you would like to leave when you graduate from BU in 2017 and how you will achieve that legacy.

The First Assignment required you to complete surveys about your high school experiences and preparedness for college. We will talk about your responses during our discussions today.

You also watched two BU graduation videos—one from a BU alum and the CEO of Make-A-Wish Foundation (Mr. David Williams) and one from the Class of 2013’s Class President (Thomas Kelly).

Then, you wrote short essays about your legacies as a Student, Person, and Citizen of BU. Some of you may have been a little confused or frustrated by trying to figure out the difference among your roles. So, let’s start by clarifying each of these roles.

The role of student refers to your responsibilities related to coursework, grades, career preparation and/or graduate school planning.

The role of person refers to your responsibilities related to your physical health, mental health, relationships, and finances.

The role of citizen refers to your responsibilities related to understanding, respecting, protecting, and elevating others within your community.

Members of our academic community strive to do GoodWork™ in each of these roles AND they expect that you will pursue GoodWork™ in each of these roles as well. So, what is GoodWork™?

OWL: If you have any problems, please email jjohnson@bloomu.edu with your room location and we will get there as soon as we can to help 😊
What is GoodWork?

Simply put, GoodWork™ is work that is characterized by three Es. The three Es are excellence, ethics, and engagement.

Please show the incoming students that these definitions can be found on page 3 of the workbook.

OWL: Please read the definition of Excellence on the slide. Explain how sometimes people get “trying your best” confused with “excellence”.

Give an example of how excellence is more than trying your best. (e.g., Dr. Johnson said she can try really hard at soccer but still not be an excellent player.)

Can you give a personal example or can you ask the freshmen to give an example?

OWL: Please read the definition of Ethics on the slide.

Explain how sometimes people think that making “good personal choices” is “ethical”.

Give an example of how ethics is more than just good personal choices. (e.g., deciding to study for an exam instead of going out to a party is a good choice, but it’s not an ethical decision because it doesn’t impact others.)

- Often ethical behavior protects and elevates other people at one’s own expense. For example, if your best friend asks you to cheat on an exam and you say no, you have made an ethical decision because you are protecting all members of the university at the expense of possibly hurting your relationship with your friend.

- A good way to think about whether a behavior is ethical or not is to ask “If everyone in my community acted this way, what would become of our community? Would it thrive or die?”.

- If the answer is, the community would thrive, then it is likely an ethical behavior. If the answer is, the community would go down in flames, then the behavior is likely unethical.

OWL: Please read the definition of Engagement on the slide.

Can you give an example of something that gives you meaning or pleasure, in or out of the classroom?
Please realize that achieving these three Es is hard work. Most of us are unable to do so each day. There are ups and downs, highs and lows.

But what these three Es provide for everyone in the Bloomsburg University community is a way of thinking about our long-horizon goals.

The three Es mark the path to success at BU. In other words, the three Es show the way!

When you face challenges that may send you off the path, the three Es of GoodWork™ can guide you back.

**OWL:** Can you give an example of how the three Es inspire you?

Huskies pursue GoodWork in each of their roles as a Person, Student, and Citizen.

If you are only pursuing GoodWork™ in one or two of these roles, then you are not fulfilling your potential as a Husky.

**OWL:** (press for animation of Student)
For example, you may think that your only role here is to be a good student so that you can get a good job or get into a good graduate school.

**OWL:** (press for animation of Person)
But if you are pursuing GoodWork™ as a student but not as a **person** because you are physically, mentally, socially, financially unstable...

**OWL:** (press for animation of Citizen)
...or you are not pursuing GoodWork™ as a **citizen** because you don’t respect, protect, or elevate other members of the community, then you are not fulfilling your potential as a Husky.

Likewise, if you are pursuing GoodWork™ as a Person (animation) and Citizen (animation) but not as a Student (animation), you are not fulfilling your potential as a Husky.
Balancing the three roles of a BU student and pursuing GoodWork in each role.

That is our hope for you, so that is what we will talk about today.

Let’s first talk about pursuing GoodWork as a Student.

As a student, we strive for excellent work (be the best at something!), ethical work (protect and elevate the members of your community!), and engaged work (something that gives you meaning and pleasure).

To reach that pinnacle of academic GoodWork™, we must first build a strong foundation.

In other words, we must master some basic academic responsibilities.

Please turn to the next page in your workbook entitled “Basic Responsibilities as a Student”

In your workbook you will see a list of basic academic responsibilities that fall into four categories:
- academic skills,
- meeting with professors and meeting program requirements
- career/graduate school
- official BU policies.

As part of your First Assignment, you rated how prepared you feel that are to fulfill these basic responsibilities as a student. You rated them on a scale of 1 (low) to 5 (high).

We, the OWLs, completed the same survey. We rated how well we were ACTUALLY able to fulfill these basic academic responsibilities in our first year of college.

Compared to our ratings, your rating suggest a high level of confidence and optimism—both of which are good things.

However, we wanted to tell you about some challenges that we faced and some resources that supported us just in case you encounter similar challenges as you adjust to college life.
We’ll start with academic skills. These are the basic academic responsibilities listed in the first grouping in your workbook starting with “motivate yourself to pursue academic success”.

As OWLS, we found that the following skills were harder to master than expected.
1. Time management
2. Expectations of professors
3. Studying for courses
4. Academic motivation

Are any of these academic responsibilities especially concerning to you? Are there any other academic responsibilities listed in the guide that are of particular concern to you?

OWL: Please assure the incoming students that they are not alone in their concerns.

We will show you how/where to find relevant resources in a couple of minutes.

We also found that it could be challenging to speak with professors during their office hours.

What do you think? Are there are academic responsibilities within the second grouping that concern you?

OWLs: Please continue to assure incoming students that they are not alone. Many other members of the Class of 2017 shared their concerns.

Choosing a career path and knowing what jobs and grad school opportunities exist may also be harder than you think.

What do you think? Are their other academic responsibilities in the third grouping that are of concern to you?
We will look at some campus resources to address these concerns momentarily.
Your First Assignment essays showed that you are anticipating some challenges as a college student.

**OWL:** *use animation to go through them*

The important thing to realize is that you aren’t alone in facing these challenges. The campus community is ready and willing to support you in terms of guiding you to resources. All you have to do is ask.

Based on your First Assignment responses of what you think will help you reach your achievements, you have mentioned a lot of very good resources.

**OWL:** Is anything missing in your opinion?

**OWL:** *Press on the picture to go to the website.*

Listed on the GoodWork™ website are all of the basic responsibilities as a student with links to resources on campus.

**OWL:** *Click on some links that you think are helpful or wish you knew about when you were a first year student. Or ask the students which links they would like to check out.*

But now let’s move on to talking about what it means to do GoodWork™ as a student.

Do you remember the three Es of GoodWork?

**OWL:** See if they can answer WITHOUT looking at their workbook 😊

**OWL:** *Direct students to GoodWork as a Student pages.* Use the animations to present and read each E.

**OWL:** Remind students that Excellent means to be the best at something. As a Student this means choosing a major in which you can excel.

Remind students that Ethical means protecting and elevating the members of your community. As a student this means having academic integrity.

Remind students that Engaged means finding meaning and pleasure. As a student that means finding meaning and pleasure in your major.
We’ll first start with some activities to get you thinking about the Es of Excellent and Engaged.

**In your workbook, the first question is “In what school subjects do you find meaning and enjoyment?”**

Take a few minutes to think about it and write your response. Keep in mind that school subjects like physical education, music, and art are areas of academic study!

**OWL: Pass out the survey packets while students think and write.**

Now that you’ve thought about what brings you meaning and enjoyment, please turn to the survey packet I handed out. After you have filled out the first page, complete and score the Abilities Survey on the second page.

**Please do not complete other surveys in the workbook ahead. You’ll have time to complete them all – promise!**

**OWL: As students complete the Abilities Survey, encourage them to write in their top abilities in the spaces provided in the workbook. Please provide them with the following descriptions of each of the intelligences AFTER THEY TAKE THE TEST by saying something like:**

“Dr. Howard Gardner, a prominent educational psychologist, describes human intelligence as a collection of mental abilities. Intelligence comes in many forms. Some people demonstrate high levels of...”

**Linguistic Intelligence:** they are really good at speaking, writing, listening, and reading (e.g., authors, reading/writing part of SAT)

**Logical-Mathematical Intelligence:** they are really good at using logic and mathematical reasoning (e.g., scientists, math part of SAT)

**Spatial Intelligence:** they can visualize things with their mind’s eye (e.g., artists, airplane pilots)

**Bodily-Kinesthetic Intelligence:** they know how to move their bodies through space (e.g., athletes and actors)

**Musical Intelligence:** they use sounds and rhythms to make sense of their environment (e.g., musicians and singers)

**Interpersonal Intelligence:** they understand and interact well with others (e.g., Oprah Winfrey, people who work in retail)

**Intrapersonal Intelligence:** they have a deep knowledge of themselves

**Naturalistic Intelligence:** they understand their natural environment (e.g., outdoorsy, environmentalists)

Then, move to the question: “Can you find a major related to your abilities in which you can find meaning and enjoyment?”

At this point, either (1) share your own story about finding a major that matches your abilities from the survey and that matches what you find meaningful and enjoy or (2) share a story of someone you know who has found a major that fulfills those two things.
Complete the "What would you do?" survey
- Turn to the last page of the survey packet.
- Do not put your name anywhere on the survey.
- Take the next 2-3 minutes to complete the survey.
- Rip out the survey.
- Go to next slide AFTER all surveys have been collected.

**OWLS**: Collect the surveys and place them in the provided envelope. Seal the envelope.

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We’ve already talked about Excellence and Engagement. The final part of this first workshop focuses on Ethics.

**(Animation)** Do you know that BU has policies regarding academic integrity?

**(Animation)** Read each of the different topics covered in the academic integrity code

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You will learn more later about the codes of honor and their importance in maintaining the integrity of this university from Donald Young later today.

For now we’re going to our next activity.

Please leave your workbooks and surveys here.
Do you remember the three Es of GoodWork™?

**Excellent**

**Ethical**

**Engaged**

Do you remember how to achieve GoodWork™ as a Student?

**Excellent**

Build on your abilities to develop knowledge in a field of study!

**Ethical**

Know and uphold the academic integrity of the community!

**Engaged**

Find a field of study that brings you meaning and pleasure!

OWL: Quiz the students. Have them guess without looking!

OWL: Ask students to answer in their own words. Are they close in their understanding? Please address any misconceptions.

Remember, excellent work is more than just effort or trying your best. It’s also more than meeting the basic expectations of going to class, handing in assignments on time, and studying for exams. Excellence requires being the best at something!

Remember, ethics is more than just making good personal choices as a student (studying instead of partying). Your decisions need to elevate others. Among other things, as a student this means upholding the academic integrity of BU.

Remember, engaged work is more than just participating in class or being involved on campus. It involves finding true meaning and pleasure in what you do.

We’ve already talked about ways to pursue GoodWork™ as a Student. Now we will focus on pursuing GoodWork™ as a Person.
Pursuing GoodWork™ as a Person

Excellent, Ethical & Engaged is the goal!

First it is necessary to master some Basic Responsibilities

Remember the three Es is the goal but we first must master basic personal responsibilities. These basic personal skills are the foundation upon which we can strive for personal GoodWork™.

Please turn to the page “Basic Responsibilities as a Person” in your workbook.

You will notice there are three categories – physical health, mental health, and adjustment to college life.

These may look familiar to you because you rated them during your First Assignment.

We also rated how well we were ACTUALLY able to fulfill these personal responsibilities in our freshman year. Compared to our responses, your responses show a high level of optimism. Optimism is good. It will sustain you as you face challenges during your adjustment to college life.

We want to tell you about some of the challenges that we faced and some of the campus resources that supported us during our first year.

In terms of physical health, OWLs reported facing the challenges of managing their diets, sleep, and exercise.

Do you share any of these concerns? Do you have other concerns regarding your physical health? You are not alone if you do. We will explore some resources in a moment.

In terms of mental health, managing your stress and anxiety and managing occasional depression and loneliness can be challenging.

BU offers resources to address these issues, too.
Most of your ratings about adjusting to college life matched those of the OWLS!
For the most part, we all recognize that college is different from high school and there will be challenges along the way.

Your First Assignment essays showed that you are anticipating several challenges to your personal development. (Animations): read challenges

Can you think of other challenges that aren’t listed here?

Here are some of the resources that you thought might help you to achieve your goals as a Person.
For example, for the challenge of finding healthy relationships on campus, you might (animation) joining activities on campus, etc.

Are there other resources that are not listed here?

OWL: Click on picture of Carver Hall to return students to the GoodWork™ website. Go to the page on GoodWork™ as a Person and click on some of the basic personal responsibilities to show first year students some of the campus resources. MAYBE YOU CAN HAVE STUDENTS TAKE OUT THEIR PHONES TO CHECK OUT SOME OF THE RESOURCES ON THE WEBSITE. ASK THEM IF THEY THINK IT’S USEFUL.

Now, let’s move on to talking about what it means to do GoodWork™ as a person.

Do you remember the three Es of GoodWork?
(OWL: See if they can answer WITHOUT looking at their workbook)

OWL: Direct students to GoodWork as a Person pages. Use the animations to present and read each E.

Before we start answering some of these questions, let me explain what character strengths are.

Character Strengths are positive traits that vary across individuals but are fairly stable across time and situation.
When someone is using his or her character strengths, he or she typically reports feeling happy or satisfied/fulfilled.

Have you ever heard the expression: “Crisis reveals character?” When people face challenges, they often fall back on their character strengths because “Character inspires confidence.”

In the last session, we spoke a lot about external resources like tutoring services, writing centers, and academic coaches. In this session, we will give some attention to internal resources (resources that are within you!) like character strengths.

First, we will complete the Character Strengths survey to help identify some of your signature character strengths.

OWL: Read the directions for the Character Strengths survey. Also, ask students to identify their top three signature strengths.

After students have completed the character strengths survey, the next question is “How do you use your signature character strengths every day?”

OWL: Using one of your signature strengths, tell your own story of how you use this strength (or plan to use this strength) every day (or more days than not). Describe how you find meaning, pleasure, fulfillment, happiness, satisfaction in using this strength.

OWL: Have you begun to use your signature strength(s) in service of others or this institution? If so, please share your story. If not, can you imagine how you might?

OWL: Ask students, “Why is it important to begin asking these questions?” GO TO NEXT SLIDE

It is important to search for answers to these questions because personal challenges, like academic challenges, can sometimes take us off the path.

Your character strengths can buffer you against some of these challenges or help you find your way back onto the path.

Ask students to leave their workbooks and surveys in the room (either at their desks if you are not sharing a room, or in a pile if you are sharing a room)
We’ve already talked about ways to pursue GoodWork™ as a Student and Person. Our final workshop will focus on Citizenship.

Remember the three Es are the goal but we first must master basic civic responsibilities.

Please turn to the page “Basic Responsibilities as a Citizen” in your workbook.

You will notice there are two categories – knowledge about our community and opportunities within our community.

These may look familiar to you because you rated them during your First Assignment.

The OWLs also rated how well we were ACTUALLY able to fulfill these responsibilities in our freshman year.

Compared to our responses, your responses show a high level of optimism.

Again, we think that there is some value in talking about some of the challenges that you may face in your role as Citizen and some of the campus resources that can support you in meeting your basic civic responsibilities.
Knowledge about the community includes knowing the University’s mission, values, and traditions. It also includes knowing the rules and laws of the campus and town.

It seems that we could all learn more about our community as ratings for the Class of 2017 and the OWLs were pretty low!

The Class of 2017 underestimated the opportunities for volunteerism. There may be more opportunities than you imagined!

First Assignment essay responses.

First Assignment essay responses.

OWLS: Please click on the picture of Carver Hall to visit the GoodWork™ website again. Show the incoming students some of the resources related to helping them meet their basic responsibilities as citizens. AGAIN, SEE IF STUDENTS WANT TO CHECK OUT THINGS ON THEIR PHONES.
Let’s start our discussion about what it means to do GoodWork™ as a Citizen by talking about values.

Before you complete the Values Inventory in your survey packet, please note that values refer to the larger goals to which you aspire. Like a bumper sticker on your car, a motto on your Facebook page, or a tattoo on your arm, values tell the world who you are, what is important to you, and for what you stand.

All of the values listed on the Values Inventory are universal human values.

OWL: Please read the directions on the Values Inventory to your students.

For the Values Perspective activity, I am going to ask you to select one of your signature values. Next, “Picture yourself entering your first week of classes at BU.” “Given your signature value, what would you be thinking? How would you be feeling? What would be your behaviors?” Write your answers in the workbook. (OWL: Give them a couple of minutes.)

“Now, imagine that your roommate has different value priorities. Select one of the values that was not one of your signature values.” “Given this different value, how would your roommate be thinking, feeling, and behaving?” “Write your answers in the workbook.” (OWL: Give them a couple of minutes.)

Why is this exercise important? Go to the next slide.
As citizens of BU, we work hard to understand and respect the values of all the members of our community. As you learn to live with others in this community, you will likely face challenges. In those challenging times, remind yourself of your value priorities and remember the three Es of good citizenship.

**OWL:** Read this statement

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Before you leave,

- Complete the Student Feedback Survey
- Give your survey packet to the OWL
- Take your workbooks with you!

Pursue GoodWork™ today!

For more information about the BU GoodWork™ Initiative, visit goodwork.bloomu.edu

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**OWL** – please complete the OWL feedback survey.

**OWL** - please leave envelope with “What would you do?” survey in the room.

**OWL** – please also have students leave their survey packets in the room. Dr. Johnson and Dr. Duncan will come by to pick it up after you leave.

Let your students know that some of them will be using the GoodWork workbook in their freshmen seminars.