THE CARING+ MODEL · I MATTER

Being Seen Is Not Enough

A one-page checklist for building mattering in three layers: attention, importance, dependence. Most campuses stop at the first. Every item can start next term without new budget. ★ marks the highest-leverage items.

Inside the classroom

THE INSTRUCTOR OWNS THESE

- [ ] **Name and one thing more, used.** Know each student's name and one fact about their life, and bring it into conversation. Attention is the floor.
- [ ] **A real role for every student, rotated.** ★ Equipment lead, safety check, demo, review leader, the person to text. One whose absence the room would feel.
- [ ] **Ask for their perspective and act on it — attributed.** ★ "We are doing it this way because of what Marcus said last week." The change must be traceable to them.
- [ ] **Mark the absence as a loss to the room.** "Your group had to run the demo without you." Only available if you gave them a role.
- [ ] **Be visibly glad.** When a student passes, show it, tell the room, remember it a week later. Record a pass vs. be glad of it.
- [ ] **Build on what the student brings.** "Who has done something like this?" Let the student who ran a kitchen teach workflow.
- [ ] **Tell students when their work is used.** A project shown to the next cohort. A question that became part of the lecture. A suggestion now in the lab manual.
- [ ] **Project roles the deliverable cannot ship without.** Client contact, owns the edit, presents. Interchangeable members produce no dependence.
- [ ] **Follow up on the thing they mentioned.** Last week's shift, the kid's game, the car. Importance is remembering.

Outside the classroom

THE CAMPUS OWNS THESE

- [ ] **Close the feedback loop, in writing, every term.** ★ What we heard, what we changed, what we could not and why. One email. The most underused mattering practice there is.
- [ ] **Ask one real question at orientation; act on it in two weeks.** "You told us Wednesdays were hard; we moved the lab."
- [ ] **Replace "per policy".** ★ The rule, the reason, and what can be done within it for this situation. Train it; audit it in financial aid and at the front desk.
- [ ] **Admissions: a person, not a lead.** Ask about goals, constraints, worries, and let the answers shape the conversation.
- [ ] **Advisor who is invested.** Remembers last month, follows up unasked, visibly concerned and visibly glad. The file is not the student.
- [ ] **Front desk: recognized, not processed.** No ID at every window. Greet by name, ask about the exam, remember the answer.
- [ ] **Student roles the institution depends on.** ★ Ambassadors, peer tutors, orientation leaders, advisory committee seats, showcase presenters. Mattering machines without a club.
- [ ] **Career services names what this student brings.** Specifically. What they do that others do not, told back to them.
- [ ] **Ask the midterm question.** ★ "Has anything at this school changed because of something you said or did?" A campus of "no" has built attention and nothing else.
- [ ] **Add the behavioral question to interviews.** "Tell me about a time you changed something because of what a student or colleague told you. How did they know?"
- [ ] **Staff first.** ★ Ask staff what they think, act on it visibly, let students see it happened. People processed by their institution will process students.

Being noticed is not the same as being needed. Students should be needed, not just noticed — and staff cannot produce for students a condition they do not experience themselves.

GIRARD ADVISORY GROUP
girardadvisorygroup.com · The CARING+ Model of Campus Engagement