



EAB

Student Mental Health in Fall 2021

What Institutional Leaders Need to Know

Meet the Research Team



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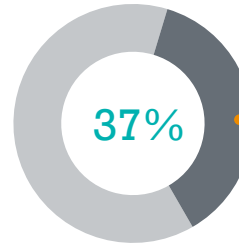
Student Mental Health Was a Concern Pre-Pandemic

Higher Education Grappled with Escalating Student Demand for Services



7x

Rate at which demand for counseling center appointments **outpaced enrollment growth**¹



Share of college students **with mental disorder diagnoses**, 2018

9.3 FTE

Number of staff counseling centers gained for every 1 lost in 2017-18, up from 3.9 in 2014-15

18 days

Average wait time for an initial counseling appointment on campuses that have a waitlist, up from 12 days in 2014-15

“

We saw a substantial rise prior to COVID in the number of students coming forward and asking for mental health help. Despite increased funding for more treatment, our counseling center is still feeling overrun and understaffed.”

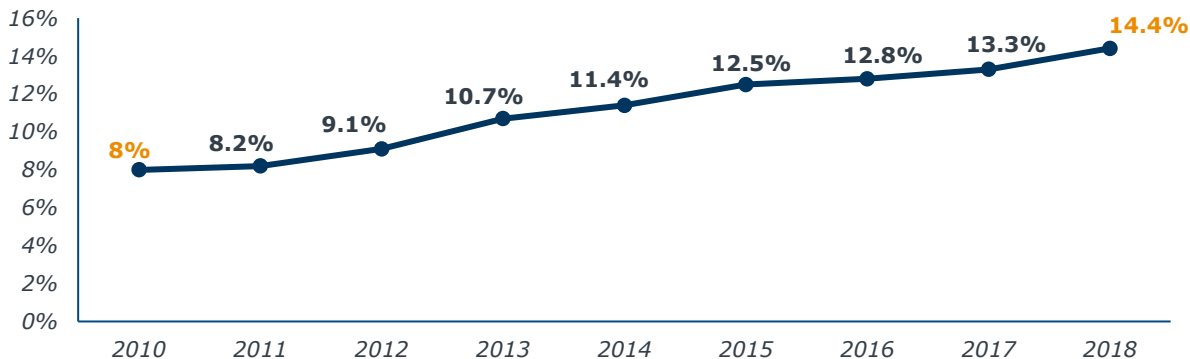
*Counseling Center Director
Canadian University*

1) Counseling center utilization increased 38.4% while enrollment increased by only 5.6% from 2009-2015.

Rising Generation Brings Increased Challenges



Percentage of US Adolescents Reporting a Major Depressive Episode¹ in the Past Year Adolescents aged 12-17, 2010-2018



17%

Increase in **diagnosis of anxiety disorders** in young people² in the last 10 years



32%

Of adolescents will meet criteria for an **anxiety disorder by the age of 18**

1) Characterized as suffering from depressed mood for two weeks or more, a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, worthlessness.

2) Aged 6 to 17.

Shining a Stark Spotlight on Mental Health

A Newly Urgent Priority for University Leaders Due to Pandemic Impact

Most Pressing Challenges Facing Presidents Due to COVID-19

ACE Survey of U.S. College & University Presidents, Feb. 2021

1 **Mental health of students**

2 **Mental health of faculty and staff**

3 Long-term financial viability

4 Enrollment numbers for spring semester 2021

5 Racial equity issues

Not Just Students: New Concerns About Faculty and Staff Mental Health

94% Of presidents are **concerned about the mental health of employees** as a result of COVID-19

53% Of faculty reported a **significant increase in emotional drain**

40% Of faculty **considered leaving** their positions as a result of COVID-19



A rising college HR priority

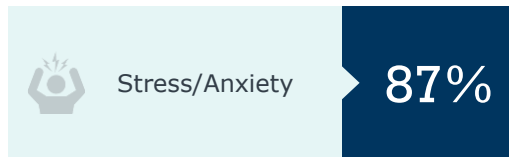
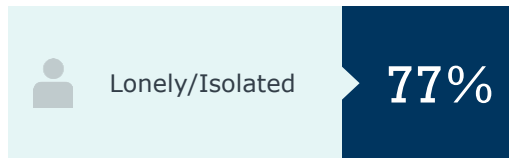
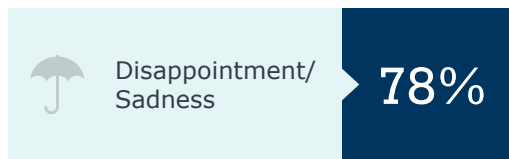
Faculty Well-Being: Creating a Stronger Workforce

COVID Effect Still Not Fully Understood

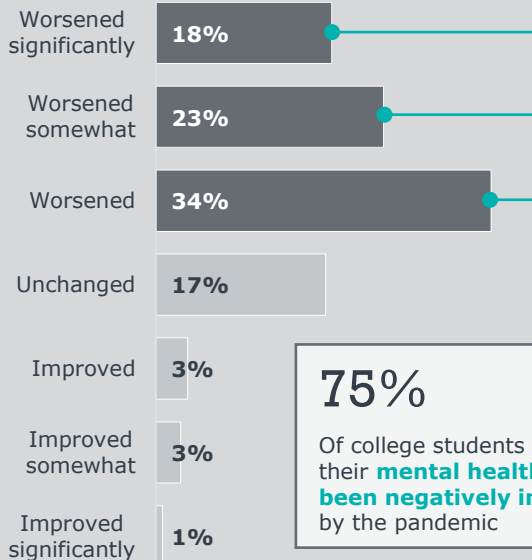
But Early Data Indicates Widespread Impact on Mental Health and Wellness

No One Immune to Emotional Impacts of COVID

Share of students surveyed who reported feeling...



Since the beginning of the pandemic, has your mental health...



Pandemic Has Forced Us to Look Inward

And Has Illuminated Gaps in Our Efforts

What the Pandemic Revealed about Campus Well-Being

1

We have too often overlooked staff and faculty well-being



For many campuses, the pandemic sparked new conversations about supporting faculty and staff well-being and engaging employees in well-being efforts

2

We have under-invested in preventative support, engagement, and education



We have heavily invested in one-on-one support and managing crises, but less on preventative support to help students, faculty, and staff manage challenges

3

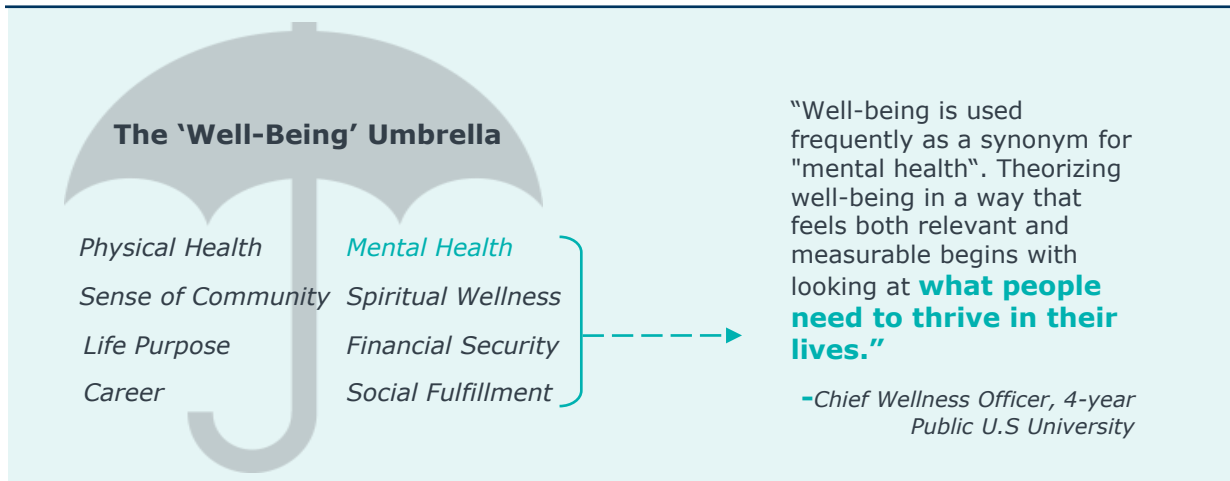
Our in-person models created barriers even before the pandemic



Due to stigma, inconvenience, or busy schedules, our in-person model was creating barriers to accessing care before the pandemic

Well-Being vs. Mental Health

Mental Health Often Included in 'Health' Among Other Key Factors to Thriving



Collegiate Well-Being Initiatives Often Focus on Overall 'Health':



Vision: Campus communities in which all members live long, **healthy** lives

OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES

Vision: Embed **health** into all aspects of campus culture

Student Mental Health in Fall 2021



1

Embed Well-Being Across Campus

2

Equip Faculty to Identify Distressed Students & Connect Them with Support

3

Scale Personalized Well-Being Support for Students

Student Mental Health in Fall 2021



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Scale Personalized Well-Being Support

Misconceptions Reinforce a Siloed Approach



Misconceptions About Campus Well-Being Work...

...Create Barriers to Achieving Well-Being Goals

“In higher ed, you say ‘wellness initiatives’ and people think ‘**goat yoga, guided meditation, eating lots of vegetables**’.”



Faculty and staff don’t understand what role they can play in campus-wide well-being work

“It’s been difficult to break the perception that **well-being is ‘owned’ by student affairs**.”



Student affairs doesn’t have the capacity to support campus-wide well-being on their own

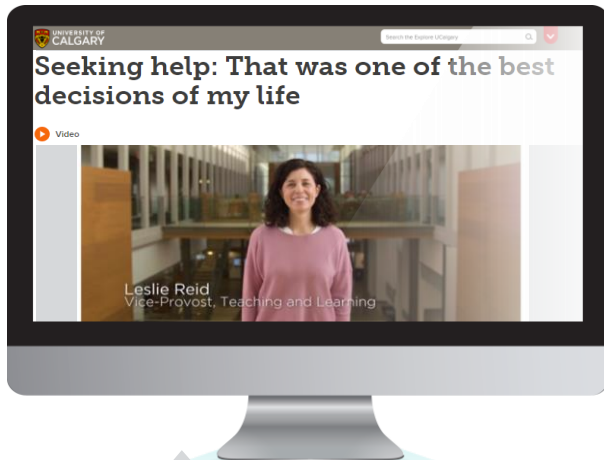
“We have many well-intentioned staff across campus **working on well-being in their area, so that must mean we are working across campus**.”



Lack of institution-wide approach creates inefficiencies due to inconsistency and overlapping efforts

Setting the Tone for Well-Being Promotion

Senior Leaders Play a Key Role in Stigma Reduction, Promoting Awareness



Key Points to Executive-Level Well-Being Promotion

- 1 Demonstrate vulnerability:** when leaders share their experience, it reduces stigma and normalizes well-being dialogue
- 2 Include faculty, staff, and students:** validate the importance of well-being for the whole campus community
- 3 Promote help-seeking:** serve as an example of how and when to access well-being support



I presented to the world confidence and 'I have it all together,' and yet I was under the grips of thoughts and beliefs that I couldn't control ... [I was] feeling profoundly sad and alone. I remember the moment I decided I wanted to talk to someone about it. I talked to [my GP]...and she empathized, she understood. That was the best decision of my life."

Helping Leaders Envision Their Role in Well-Being

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UBC's Workshop Assist Senior Leaders in Identifying Unit-Specific Goals

President's Leadership Forum

120 UBC Leaders

- President, executives, provosts; faculty, staff, and student leaders from all 3 campuses
- **Gather annually to consider ways to embed well-being** & other university priorities into their portfolios at a systems level

Sample Agenda:

- Come to a shared understanding of UBC's commitment to well-being
- Facilitated discussion to help plan specific actions and goals for your unit
- Identify opportunities for collaboration across units



Outcomes:

46 system-wide commitments across **6 well-being priority areas** were made

Keys Elements



President Keynote

Underscores that well-being is a top priority and that senior leaders are expected to play an active role



Dedicated Time to Plan

Creates space for discussion among senior leaders and a mechanism for identifying key unit goals and priorities



Follow Up

Ensures leaders are aware of supporting tools, resources, and best practices

Breaking Down Barriers to Collaboration

Student Affairs Liaisons Create Partnership to Support Holistic Well-Being

Carnegie Mellon University

How It Works:

- Each of CMU's 7 academic colleges has at least one liaison
- Student affairs leaders with ~10 yrs. of experience and/or well-established ties in CMU community serve as **student affairs liaisons**
- Collaborating with academic affairs colleagues is a **dedicated percent effort in the position description**

Why It Works:

- ✓ **Liaison program formalizes structured relationships** and facilitates collaboration by providing a trusted, go-to student affairs point of contact in each college
- ✓ With 10+ years experience, each representative is a **credible and influential partner** for faculty and academic leadership



Student Affairs



College
Liaison



Academic Affairs

Facilitator's Guide Enables Thoughtful Discussion

Ryerson University Helps Faculty Prep for Student Conversations

ThriveRU Provides Resources to Teach Resilience and Well-being Skills

Key Elements

Wide variety of resources for students, faculty, and staff:

- Workshops
- Flashcards
- Weekly workbook of resilience exercises

Facilitator's Guide

Accompanies the weekly workbook and equips faculty and staff to discuss common challenges with students

Excerpt: ThriveRU Weekly Workbook
Week 3 Exercise – Cultivating Optimism

Ryerson
University

Why Is This Important to Students Now:

By the third week of the term the workload is beginning to sink in and some of our **students may start to question their academic choices and ability to deliver** on the expectations their instructors have for them.

Leading the Exercise:

Ask yourself when something good happens:

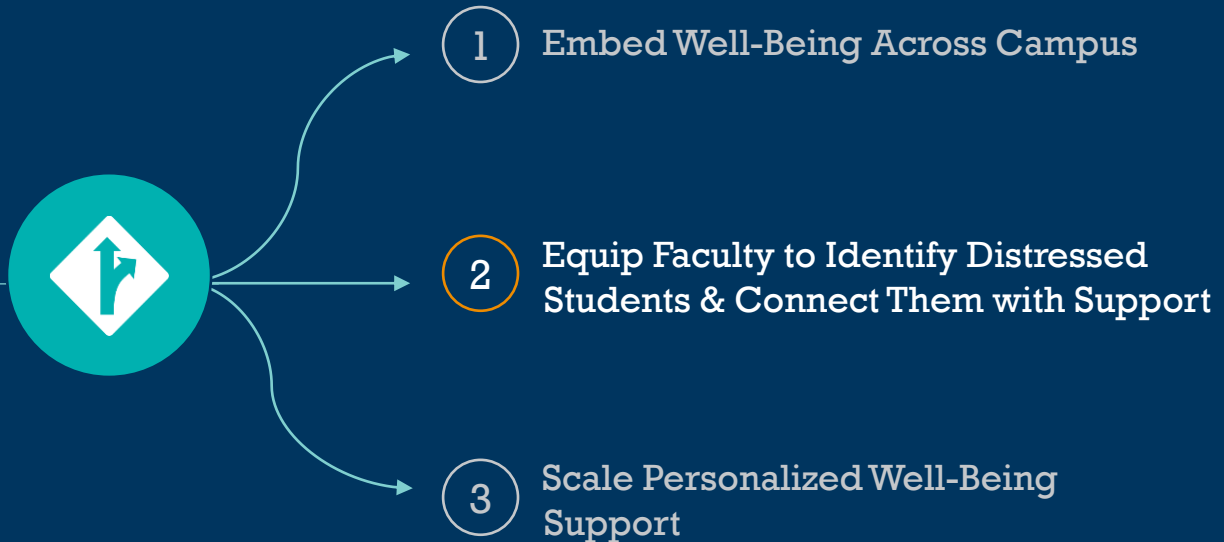
- (1) What role did I play in making this happen?
- (2) ...

Ask yourself when something bad happens:

- (1) How can I keep this temporary?
- (2) ...

Try asking these questions as part of project debriefs during student-staff meetings or during 1:1s. If they struggle to answer the questions, offer alternative views they may not have considered.

Student Mental Health in Fall 2021



Section Roadmap

Help Faculty Identify Distressed Students & Connect Them with Support

1



Equip Faculty to Promote Mental Health Resources to Students

2



Help Faculty Navigate Difficult Conversations

3



Embed Wellness Content into the Classroom

Students Don't Have Confidence that Faculty Care



18

But Faculty Can Play an Important Role in Student Mental Health

Many Students Don't Feel Faculty Value Mental Health

60% Of students feel their instructors **do not** take mental health seriously

70% Of students **aren't comfortable** telling their instructor if their mental health stops them from completing their work

Faculty Play a Role in Each of The Top 3 Areas of Student Stress Amid COVID-19

- 1 Uncertainty about the future of their education (72%)
- 2 Fear falling behind in their coursework (61%)
- 3 Struggles with remote learning (60%)

“

“It's about creating an environment of trust, so students know that they have an ally within you. **Being proactive about expressing the importance of mental health to our students, signals that they should value their mental health** and we are here if they need help.”

Adjunct Professor, Northeastern Public University

Source: "[College Student Mental Health and Well-Being: A Survey of Presidents](#)", *Higher Education Today*, 2019; "[COVID-19 and Mental Health](#)", *Chegg*, 2020; "[College Students Mental Health Continues To Suffer From...](#)", *Timely MD*, 2020; "[Faculty Pandemic Stress Is Now Chronic](#)", *Inside Higher Ed*, 2020; "[Mental Health on The Syllabus](#)", *Inside Higher Ed*, 201. Student Affairs Forum interviews and analyses.

Emphasizing Importance of Mental Wellness

Standardized Blurbs and Links Are Easy to Incorporate into Syllabi



NORTHWESTERN
UNIVERSITY

If you find yourself struggling with your mental or physical health this quarter, please feel free to approach me. I try to be flexible and accommodating. You may also contact the Evanston CAPS office which provides a variety of services for full-time/degree-seeking undergraduate and graduate students. Visit <https://www.northwestern.edu/counseling/> or call 847.491.2151



THE UNIVERSITY
of
WISCONSIN
MADISON

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services can help with these or other issues you may experience. Help is always available. You can learn about free, confidential mental health services available to you; call 608-265-6600 (option 2) or visit uhs.wisc.edu.



Ensure syllabus statements reflect current counseling center operations and available resources

Stanford Updates Faculty Red Folder Online

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The Virtual Red Folder Provides Up-to-Date Guidance for Faculty

RED FOLDER

GUIDANCE FOR FACULTY & STAFF SUPPORTING STUDENT WELL-BEING IN A VIRTUAL CAMPUS ENVIRONMENT

Current Student Challenges
Responding to a Student in Distress
Know Your Role



Quick and Easy Access Online

The folder transitioned online to ensure easy and quick access while working remotely during COVID-19



Updated to Reflect Recent Events

Sample questions specific to social injustice and COVID-19 help faculty engage in conversation with students on these topics



Guidance on Roles & Boundaries

Faculty feel better prepared to engage with distressed students when they understand what the university expects of them



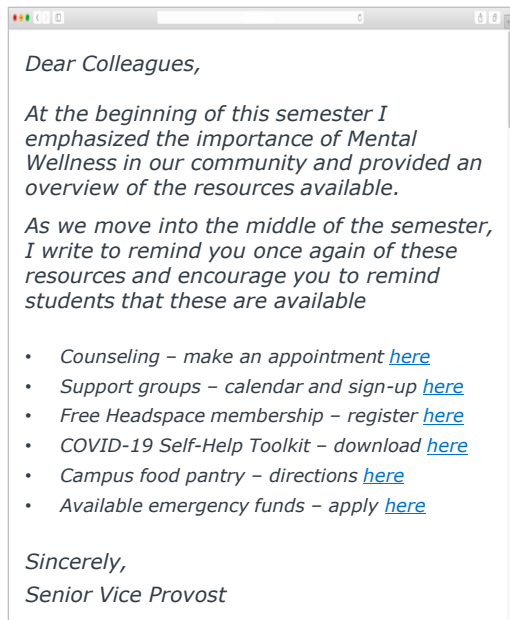
“We heard from faculty and staff that sometimes **they are just not sure what to say or what is appropriate or inappropriate** because no one wants to further traumatize someone in distress, so we came up with a process to help them.”

-John Austin, Special Assistant for Health and Wellbeing, Stanford University

Keep Mental Health Resources Top-of-Mind

Send Just-in-Time Emails to Campus Partners with Plug-and-Play Resources

Send a Mid-Semester Email Highlighting Key Resources



Make It Work on Your Campus

An Effective Email Reminder Campaign



Distribute widely to faculty and staff in **student-facing** roles (international student office, financial aid, advising)



Make it easy for faculty to share by forwarding to students or copying links into a discussion board post



Send from **senior campus leader** to emphasize issue's importance



Circulate at key times to keep referring top of mind when students may be most at risk

MSU Promotes Graduate Student Mental Health

Wellness Champions Get the Word Out about Available Resources



Graduate Student Wellness Initiative



Physical & Mental Well-Being



Basic Needs



Community & Mentoring



Career Fulfillment

Wellness Champion Responsibilities...



Host and facilitate health promotion and education activities within their department



Help newly admitted students have a smooth transition by sharing department expectations and resources available



Inform peers about updates to student health and wellness services and resources throughout the year

Contribute to Greater Awareness of Mental Health Resources among Grad Students

Prepare Graduate TAs to Support Mental Health

23

SFU Teaching Assistants Reinforce Mental Wellness in the Classroom

Graduate TA Well-Being Project Keeps Mental Health Top-of-Mind



Well-Being Project Promotes Wellness for Graduate TAs and Their Students



Health promotion staff present at graduate student orientations to recruit graduate TAs for the program

TAs Attend a Mental Health Resource Workshop



The TA 'Well-Being Workshop' teaches graduate students about the available mental health resources/strategies

Just-in-Time Resources Delivered Weekly via Email



Regular updates on new initiatives, well-being exercises to try in class, and operations changes are delivered via weekly emails

Promising Momentum

87 GTA participants over one year; 91% learned strategies for enhancing well-being in the classroom and 70% saw a benefit in their students



"Training graduate teaching assistants helped us **amplify the concepts of cultivating well-being in the classroom** by providing resources and activities for them to use with their students."

Alisa Stanton, SFU Associate Director of Health Promotion

Section Roadmap

Equip Faculty to Identify Distressed Students & Connect Them with Support

1



Leverage Faculty to Promote Mental Health Resources to Students

2



Help Faculty Navigate Difficult Conversations

3



Embed Wellness Content into the Classroom

“Sometimes Faculty Just Don’t Know What to Say”

Red Folder Scripting Prepares Faculty to Engage w/ Distressed Students



Each Action Step Provides a Script for Communicating with Distressed Students

"Hi ____, I just wanted to check in. I've noticed ____ and wanted to see if you want to talk about it."

"I care about your well-being, so I just wanted to check in to see how you're doing. I want to know how I can be the most helpful for you."

"That sounds hard, how is that affecting your life?"

I'm sorry you're going through this, and honored that you've been vulnerable with me....

"Reaching out to __ for the first time can be a little confusing. Would you like help connecting to __ ?"

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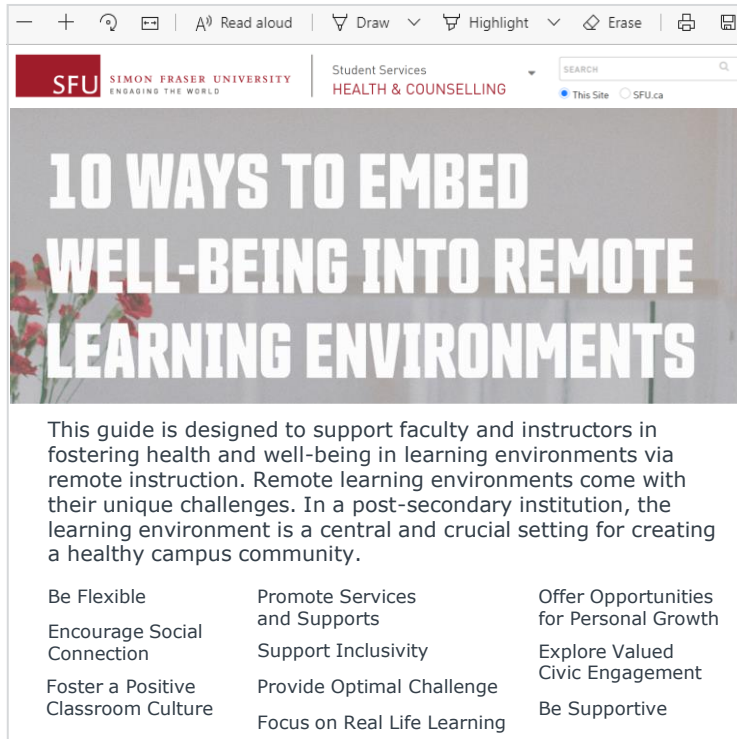


Embed Wellness Content into the Classroom

Remote Teaching Strategies for Well-Being

27

Encourage Faculty to Tailor Their Mental Health Approach to Current Needs



— + ↻ 🗨️ | A Read aloud | 🗑️ Draw | 📌 Highlight | ✂️ Erase | 🖨️ 📄

SFU SIMON FRASER UNIVERSITY ENGAGING THE WORLD

Student Services HEALTH & COUNSELLING

SEARCH

📍 This Site 🌐 SFU.ca

10 WAYS TO EMBED WELL-BEING INTO REMOTE LEARNING ENVIRONMENTS

This guide is designed to support faculty and instructors in fostering health and well-being in learning environments via remote instruction. Remote learning environments come with their unique challenges. In a post-secondary institution, the learning environment is a central and crucial setting for creating a healthy campus community.

Be Flexible	Promote Services and Supports	Offer Opportunities for Personal Growth
Encourage Social Connection	Support Inclusivity	Explore Valued Civic Engagement
Foster a Positive Classroom Culture	Provide Optimal Challenge	Be Supportive
	Focus on Real Life Learning	

One-Stop-Shop to Incorporate Mental Wellness into Virtual Environments

- ✓ Straightforward recommendations, plus everything faculty need to easily follow the recommendation
 - ✓ Ready-to-download slides to incorporate into course PowerPoints
 - ✓ Sample discussion board posts
- ✓ Links to **resource library** of other faculty-submitted content

Create Peer-to-Peer Learning Opportunities

SFU's Interactive Event Leverages Faculty Enthusiasm to Expand Reach

Annual *Building Connections* Event

Key Components



Simon Fraser hosts Building Connections events for faculty to learn from one another



Instructors give 10-minute presentations on a teaching practice they use to influence well-being



Interactive Design Labs encourage faculty to workshop ideas and get peer feedback

Teaching Practices Featured at Event Include...

Use comment cards to create a flexible and **responsive learning environment**

Boost students' **social connection** by having students create group-generated study guides

Impact by the Numbers

150

Total faculty participants

95%

Learned something new about links between teaching and well-being

84%

Plan to try new tactics to improve well-being through their teaching practices

Student Mental Health in Fall 2021



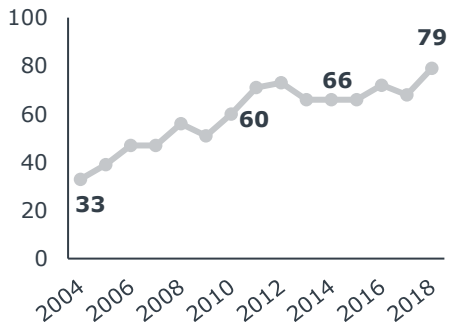
- 1 Embed Well-Being Across Campus
- 2 Equip Faculty to Identify Distressed Students & Connect Them with Support
- 3 Scale Personalized Well-Being Support

The Personalization Imperative

“Just for Me” Experiences Are the Norm These Days

Individuals Seek Out Personalization

Normalized Google Search Ranking of “For Me”¹



- What **running shoes** are best for me?
- Which **dog** is right for me?
- What is the best **haircut** for me?

Expectations of Today’s Consumer

Highly customizable
made-to-order dining
experiences



Boxes of products
curated to personal
tastes and
preferences



Order items online and
have them **delivered**
anywhere, anytime



Homepage **personalized**
with targeted
recommendations
based on prior choices



One Size Fits None

Long List of Well-Being Options Overwhelm and Confuse Students

Across Last 5 Years, Institutions Have Made Great Strides...



Expansion of support resources for students



Resources align with a more holistic vision of well-being, accessible to more students

...But We Must Do More to Help Students Connect Support



"Where do I start? There is so much and I don't know how to find what will work for me."



"I know I could use some support, but I'm not sure what. I need help deciding."

University Wellness Webpage

Emotional

Schedule a counseling appt.

Register for a meditation workshop

Social

Watch a conflict resolution webinar

Find an affinity group

Nutrition

Schedule a 1:1 consultation

Check out our nutrition app

Fitness

Virtual fitness class sign-up

The importance of sleep 101

Intellectual

Managing time while learning from home

Register for a tutoring session

Fulfillment

Discover your strengths

Meet with a career counselor



Helping Students Navigate Our Options

Student Care Coordination Connects Students with Right Support

A Streamlined Experience, From Intake to Follow-Up



Complete Intake Form

Student provides basic information so a Student Care Coordinator can prepare for their intake appointment



Meet with a Student Care Coordinator

Based on student's needs and level of concern, the Coordinator helps develop a customized, goal-oriented success plan with clear next steps.



Access Resources

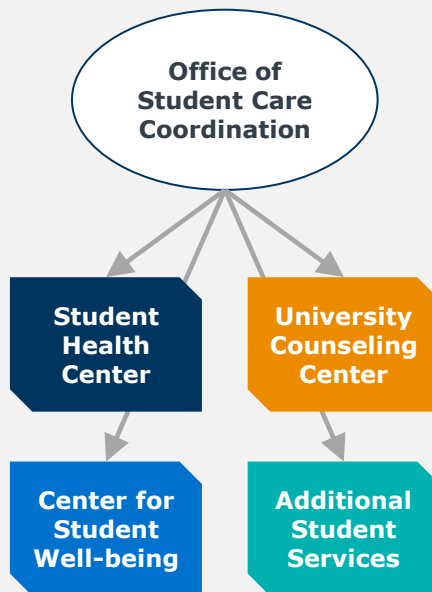
The student accesses the resources or services outlined in their success plan.



Student Care Coordinator Follows Up

A Student Care Coordinator follows up with the student to ensure they are staying on track with their success plan.

Vanderbilt's Student Care Network



Personalized Recommendations at Scale

YOU at College Platform Provides Customized Content & Recommendations

Organized around 3 areas:
Succeed (academic success),
Thrive (well-being), and
Matter (belonging)

Short "Self Check" quizzes
and demographic info inform
students' feeds

Feed has articles and tips
from the YOU library plus
campus resources

YOU | Colorado State University

Home Succeed Thrive Matter

Ava
Colorado State University

Home Explore Self Checks CSU Resources Bookmarks

Recommended content for you

ALL RESOURCES CAMPUS RESOURCES

Working on Campus
Working part-time while you're in school can provide more than...

GlobalGiving
It seems like every time you turn on the news, another disaster is...

Personalized Recommendations at Scale

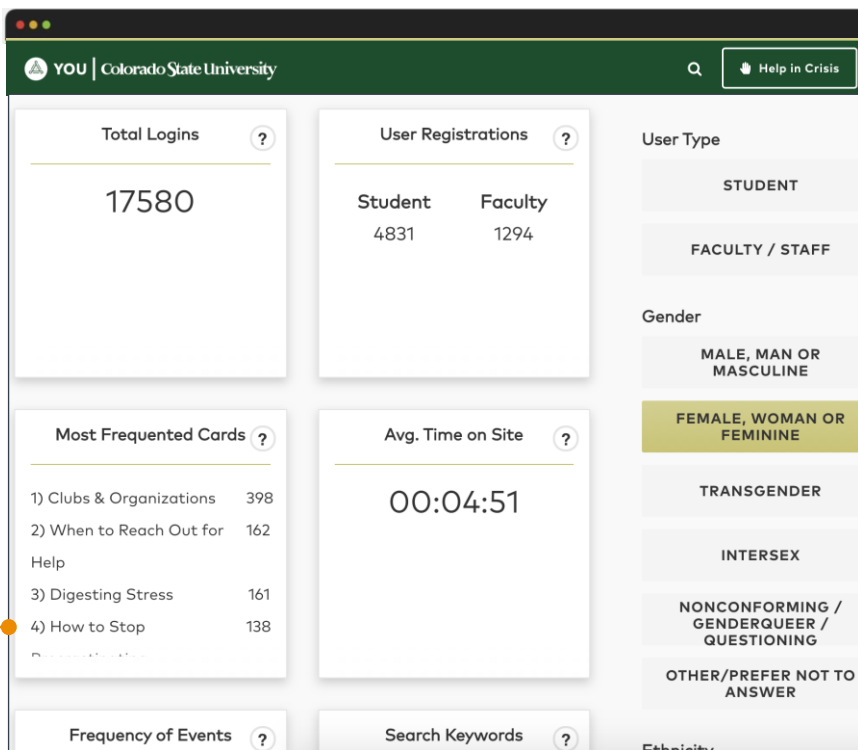
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Short "Self Check" quizzes
and demographic info inform
students' feeds

Feed has articles and tips
from the YOU library plus
campus resources

Admin can view aggregate
analytics dashboard to
identify trends in what
students are accessing or
reporting



*Data is illustrative, not actual data from Colorado State



“Students Feel Like We Know What They Need”

YOU at College Pilot at Cal State System Shows Broad Engagement

46%

of students at CSU Long Beach created an account within the first 6 weeks

100%

of CSU Fullerton students who used the platform agreed that it is a valuable tool

“In a system as large as ours, it is hard to scale. Instead of us telling students to look at 17 different websites, [the You at College platform] brings customized content right to them.

It takes the scale of our institutions and it shrinks it down so that students feel like their institution knows them and knows what they need at that moment in time.”

Dr. Lea Jarnagin, Systemwide Director, Student Wellness Initiatives, California State University Chancellor’s Office

Students Engage with Well-Being Content, Even if That Wasn’t Their Original Intention

Most Sought: Academic Content —————> **Most Accessed: Well-Being Content**

New users most commonly seek content in the ‘Succeed’ category (academics, finances)

Users most consistently access content in the ‘Thrive’ category (mental health, sleep, how to help a friend)

ONLY
30% Of users are **primarily seeking mental or physical health content**

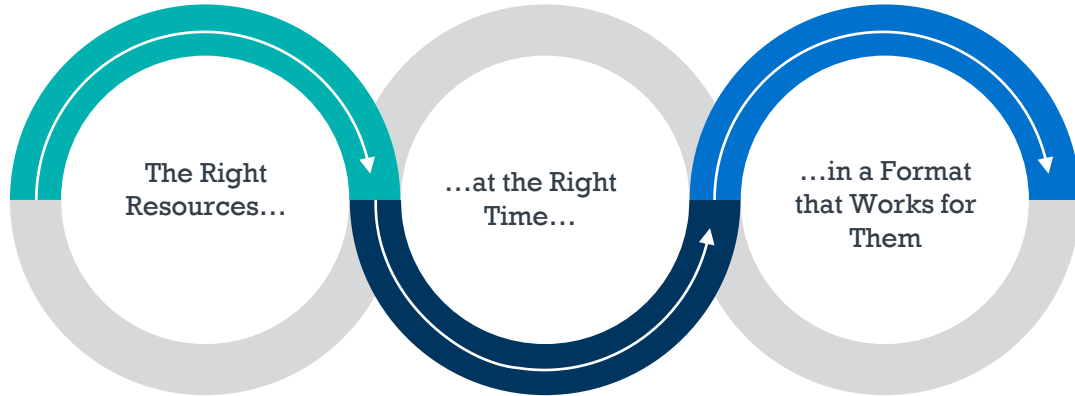
65% Of users **connected with** material to support mental or physical health

What Does a Culture of Well-Being Look Like?



“Wellness Accessible At Any Moment”

Individuals Are Connected with...



How Can EAB Support You?

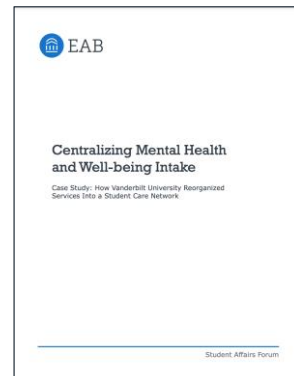
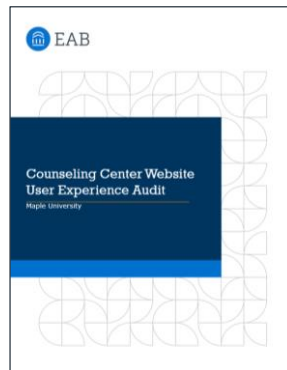
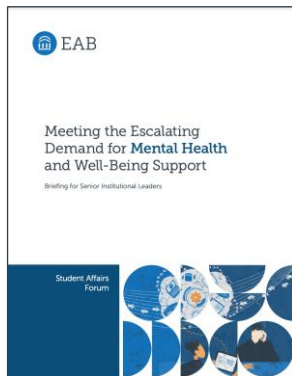
Resources to Help Guide Your Next Steps

Meeting the Escalating Demand for Mental Health

Expanding Well-Being Initiatives through Faculty Partnerships

Counseling Center Website User Experience Audit

Case Study: How Vanderbilt Created the Student Care Network



A Quick Ask



We value your feedback.

Please take a few minutes to **complete the short survey** that pops up at the close of this webinar.

Thank you!



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