



# Preparing for the Next Decade in Student Mental Health and Well-Being Support

*Joining Us Today...*

## The Research Team



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# Take Notes & Brainstorm Next Steps Using The Presentation Workbook




**Preparing for the Next Decade in Student Mental Health and Well-Being**  
Use this workbook to take notes throughout today's presentation.

### Attendee Workbook

Use this workbook to take notes and brainstorm next steps throughout today's presentation. Each workbook section is aligned with each section of the presentation. Fill out the workbook however will be most helpful for you.

Email \*

Your email



**Imperative # 1:  
Modernize How Students Find and Use Best-Fit Resources**

**Notes and Next Steps**  
Use the spaces below to list potential next steps or take notes on each practice covered in this section of the presentation.

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**Best Practice #1: NAVI Chatbot, University of Toronto**  
NAVI is an interactive virtual assistant that helps students identify which resource best fits their needs.

Your answer

**Short-Term: By the Start of Fall 2022**  
What steps do you hope take before the start of the fall 2022 semester to support student mental health and well-being?

Your answer

---

**Long-Term Think-Big Exercise**  
What are 1-3 specific goals or aspirations you hope to achieve across the next 3-5 years as it relates to supporting student mental health and well-being.

Your answer

1

Use the link in the chat to open your workbook, fill out the first section - then press next

2

Each workbook section provides space to **take notes and brainstorm next steps for each section of today's presentation**

3

Use the final section to brainstorm long-term and short-term goals after the presentation

*\*The entire workbook is optional; use it however is most helpful for you*

## The Result

After pressing submit **a summary of your notes and brainstormed next steps will automatically be sent to your inbox** within minutes for easy future reference

### Attendee Workbook



Google Forms -forms-receipts-noreply@google.com  
To: Cudk, Kate

Reply Reply All Forward ...  
Tue 9/28/2021 5:12 PM

Thanks for filling out [Attendee Workbook](#)

Here's what was received:

### Attendee Workbook

Use this workbook to take notes and brainstorm next steps throughout today's presentation. Each workbook section is aligned with each section of the presentation. Fill out the workbook however will be most helpful for you. After pressing submit, a summary of your notes will automatically be sent to the address you enter below. If you would like us to share a copy of your workbook summary with your strategic leader, check yes on the last question before submitting, otherwise your workbook summary will not be shared with your SL and will only be sent to you.

Name

EABbert

### Notes and Next Steps

Use the spaces below to list potential next steps or take notes on each practice covered in this section of the presentation

#### Best Practice #1: NAVI Chatbot, University of Toronto

NAVI is an interactive virtual assistant that helps students identify which resource best fits their needs

I love this idea *maybe* forward the slide or link to IT if they could replicate something similar on our counseling center website

#### Best Practice #2: Resource Curation Quiz, University of British Columbia

UBC's short quiz on the mental health resources webpage helps guide students to the resources that best suit their needs

This seems like a simple function we could add to our website - but re-visit who to ask about how they might bucket our resources based on responses

#### Best Practice #3: Care Coordinator Care Plan, Vanderbilt University

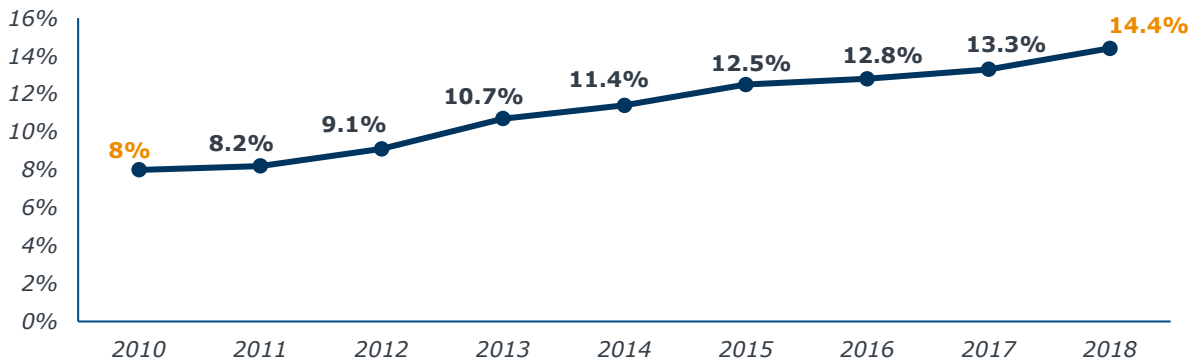
Vanderbilt's student care coordinators develop individualized mental health success plans for students

- ▶ **1** **Preparing for the Next Decade in Student Mental Health and Well-Being Support**
- 2** Attendee Networking and Breakout Conversations

# Rising Generation Brings Increased Challenges

## Percentage of US Adolescents Reporting a Major Depressive Episode<sup>1</sup> in the Past Year

Adolescents aged 12-17, 2010-2018



17%

Increase in **diagnosis of anxiety disorders** in young people<sup>2</sup> 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.

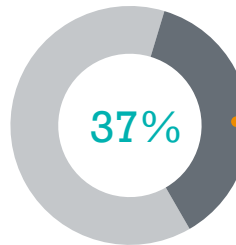
# Student Mental Health Was a Concern Pre-Pandemic

## Higher Education Grappled with Escalating Student Demand for Services



7x

Rate at which demand for counseling center appointments **outpaced enrollment growth**<sup>1</sup>



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*

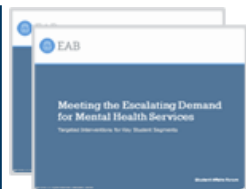
1) Counseling center utilization increased 38.4% while enrollment increased by only 5.6% from 2009-2015.

# Past EAB Research Addressed Growing Demand

But Current Factors Renew the Need to Prioritize Mental Health Strategy



**2007**  
Meeting the  
Mental Health  
Challenge on  
Campus



**2017**  
Meeting the Escalating  
Demand for Mental Health  
Services, BIT/CARE Team  
Trends Analysis



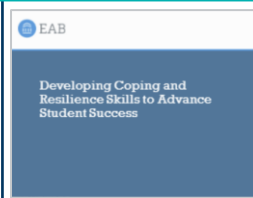
**2019**  
Expanding Well-Being  
Initiatives Through Faculty  
Partnerships  
Establishing a Sustainable  
Scope of Service



**Today's Presentation**  
Preparing for the Next  
Decade in Student Mental  
Health and Well-Being



**2012**  
Responding to  
Students of  
Concern



**2018**  
Developing Coping and  
Resilience Skills to  
Advance Student Success



**2021**  
Creating a Culture of  
Well-Being

Source: [Meeting the Escalating Demand for Mental Health Services](#); [Responding to Students of Concern](#); [Developing Coping & Resilience to Advance Student Success](#); [Expanding Well-Being Initiatives Through Faculty Partnerships](#); [Establishing a Sustainable Scope of Service](#); EAB interviews and analysis.

# Pandemic Brought Mental Health to the Forefront



8

## Institutions Pivoted Mental Health Strategy in Response to Attention

### Mental Health Took Center Stage across the Past Two Years



*Did Covid Break Students' Mental Health?*



*College Students Suffering from Mental Health Issues at a Higher Pace During Pandemic*



*One-Third of Students Seek Counseling for Pandemic Effects*



*College Students Brace for the 'Second Curve' of COVID-19 - Its Mental Health Impact*

### Institutions Responded with New Approaches and Offerings



Adopted new technology platforms to enhance accessibility of support



Expanded programming to fit new virtual environments



Provided additional drop-in counseling opportunities



Implemented hybrid counseling to better meet student preferences



Created and facilitated more group therapy meetings



Invested in additional self-guided wellness resources

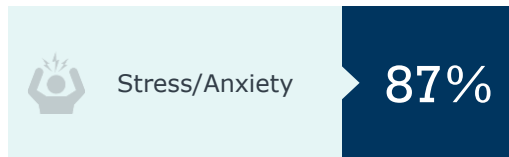
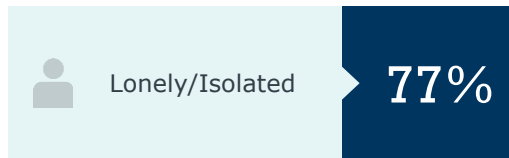
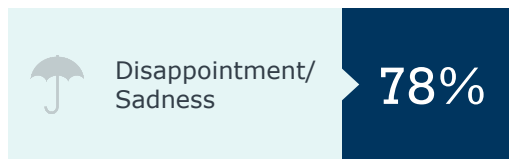


# COVID Effect Still Not Fully Understood

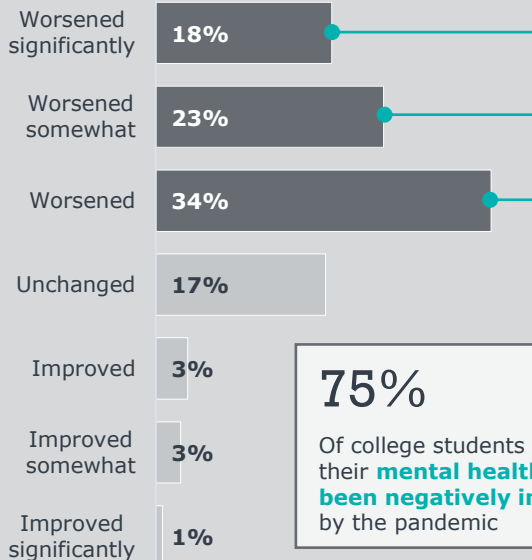
But Data Indicates Widespread Impact on Student Mental Health and Wellness

## 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...



# Old Landscape Quickly Shifting

2020 Seen as Turning Point for Mental Health and Well-Being Awareness

## Mental Health on Campus Pre-2020



Viewed as a “Student Affairs Issue,” Making it Difficult to Build Momentum and Innovate



Rarely a Top Priority for Other Major Stakeholders, Including President, Provost, and Faculty



Limited Budget to Make New Strategic Investments



Campus Misunderstanding Around Mental Health Initiatives and How to Get Involved

## New Landscape Invites Mental Health Conversation



“The hopeful piece for me is it seems like **we’re at an inflection point**...all of a sudden, **it’s OK to talk about mental health.**”

*Kelly Davis  
AVP Peer and Youth Advocacy  
Mental Health America*



# Bright Spotlight on Importance of Mental Health



## Leaders More Frequently Consider Mental Health Concerns

### 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

"Leaders are **more vocal about mental health and well-being**...at the President, Provost, and Board of Trustees levels, you **hear about mental health daily.**"

*Dr. Renique Kersh  
VP&A, Simmons University*

"My President and I now talk about my **level of resources on a monthly basis.**"

*Anthony Altieri  
VP&A, Lynn University*

"It's not like that would be nice if we could do things, [**mental health**]'s **really the most important thing to ensure success.** If you're **not helping students there, you're not helping the core mission.**"

*David Barnett  
Provost, Lakehead University*

# New Investments and Resources

## Widespread Response to Mental Health Attention



*SUNY Chancellor Announces \$24M Investment for New Mental Health Services*



*UNC to Invest \$5 Million in Mental Health Care*



*U-M Joins U.S. Network of Health-Promoting Universities*



*CSU Board Sponsors Expanding Student Mental Health Services*



*Yale College Expands Mental Health Resources Amid Student Calls for Expanded Support*



*\$38M Set of Gifts from Ballmer Group to Address Behavioral Health Crisis Through UW-Led Programs*



*\$3M Equity Initiatives – Eliminating Student Debt & Enhancing Mental Health Support Using Federal Coronavirus Relief Funds*

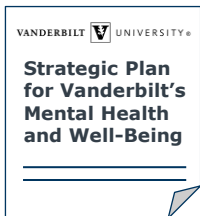
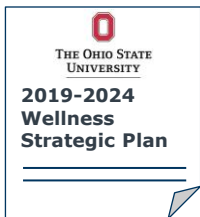
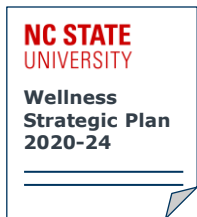


Of presidents indicated their **budget to support mental health increased** for the upcoming academic year

# Institution-Wide Efforts Grow

## Rise of Institutional Collaboration on Mental Health and Wellness

### Strategic Wellness Plans Unite Stakeholders across the Institution



### CWO Role Is Dedicated to Unifying Mental Health Strategy



Chief Wellness Officer



Associate Dean of Health and Wellness



Vice Provost for Student Health & Well-Being



Assistant Vice President for Student Health & Well-Being

**"[The Campus Wellness Committee]'s a full range of folks that are engaged in this dialogue and they're problem solving in real-time. We're beginning to think differently about how we should operate in all departments."**

*Marlene Tromp, President  
Boise State University*

# Thriving in a Competitive Enrollment Landscape

## Growing Expectations Among Students and Families



### A New Competitive Advantage

It's more and more common to hear **parents and families asking about the availability of mental health and well-being resources** on campus during the admissions process. This creates a lot of pressure to make sure we're prepared to answer those questions and provide support that will be compelling to students and their parents."

*Dean of Students  
Private College*

### Institutions Rise to the Occasion



#### WVU's Long-Term Mental Health Clinic

Clinic Fills Gap for Long-Term Student Mental Health Needs



#### Baylor's Eating Recovery Center

Investments to Fight Eating Disorders Through Comprehensive Care Approach



#### Wake Forest's Well-Being Collaborative

Multidisciplinary, Multi-Institution Effort to Promote Lifelong Well-Being



#### Ryerson University's Thriving in Action Course

For-Credit, Research-Backed Course Offered to Target Student Resilience

# Where Do We Go from Here?



## Tremendous Opportunity to Prepare for the Next Decade

“

### Putting Out Fires Trumped Strategic Vision

The pandemic brought so many new challenges to our campus, and I struggled. My whole office struggled. **Student Affairs was being tasked with so many different, urgent things, I'm not sure we've ever been so busy.** We were all hands on deck, in the weeds, all the time. **There wasn't time to try to think beyond executing in the moment.**

*Vice President of Student Affairs  
Public Research University*

”

“

### Tackling Longer-Term Strategy and Opportunities

Never before in my career have I felt such an **opportunity for change.** My president and leadership have been so **supportive and attentive to student mental health during the pandemic,** in a way that I haven't experienced before. I'm witnessing an **appetite for investing in our students' mental health,** and it excites me. **It would be a shame to not capitalize on this momentum.**

*Vice President of Student Affairs  
Regional Public University*

”

# The Next Decade in Student Mental Health



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## Presentation Roadmap

1



**Modernize How Students Find and Use Best-Fit Resources**

2



**Elevate Mental Health Access Points Throughout the Student Experience**

3



**Bring a DEIJ Lens to Campus Mental Health Support**

4



**Leverage Data to Demonstrate Impact and Make Strategic Investments**





# Modernize How Students Find and Use Best-Fit Resources

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SECTION

1

# The Personalization Imperative

“Just for Me” Experiences Are the Norm These Days

## Expectations of Today’s Consumer

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



Highly customizable made-to-order dining experiences



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

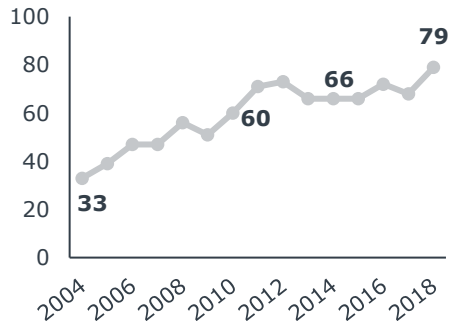


Boxes of products **curated to personal tastes** and preferences



## Individuals Seek Out Personalization

Normalized Google Search Ranking of “For Me”



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

# One Size Fits None

Long List of Support Options Overwhelm and Confuse Students

## University Well-Being Webpages Are a Start...

Emotional	Social	Nutrition
Schedule a counseling appt.	Watch a conflict resolution webinar	Schedule a 1:1 consultation
Register for a meditation workshop	Find an affinity group	Check out our nutrition app
Fitness	Intellectual	Fulfillment
Virtual fitness class sign-up	Managing time while learning from home	Discover your strengths
The importance of sleep 101	Registering for a tutoring session	Meet with a career counselor

## ...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.**"



## 8 Seconds

To Capture Gen Z Attention

# Navi Offers Interactive, In-Depth Wayfinding

## Virtual Assistant Provides 24/7 Guided Discovery



Hi! My name is Navi, I'm a virtual agent here to help you find the mental health resources you need. Navi is an anonymous tool that provides you with info to navigate mental health resources and make decisions about seeking appropriate supports. *If this is an emergency please contact 911.*

Before we start can you tell me which campus you belong to so I can give you campus specific information?

St. George (UTSG)

Thanks for sharing with me that you are part of UTSG! How can I help you?

Here are some topics I can speak about.

Select...

Anxiety

Stress

Mental Health

Academic Support

Start typing...

### 1 Learn Tool Basics

Understand how Navi can help

### 2 Select Your Campus

Receive the most specific support

### 3 Describe Your Situation

Use your own words to explain your needs, or select from a drop-down

### 4 Receive Personalized Recommendations

Get connected to institutional and community resources

# Navi Sees High Usage across First 8 Months

## Chatbot Fills Gaps and Complements Toronto's Support Options

**25,000+**

Conversations in  
first 8 months

**3pm-12am**

Most popular  
conversation times

### Navi Helps with a Variety of Topics

*Top 5 Requests Among Students  
Since Launch*

- 1 Talk to Someone
- 2 Mental Health (General)
- 3 Stress
- 4 Time Management
- 5 Healthcare Access

### Key Benefits



24/7 access fills support  
service gaps



Chat format mimics  
comfortable live conversation



Bolsters awareness and usage  
of other UT resources



Anonymous, stigma-  
free option



No limits on how many  
students can be served



Always improving based  
on feedback

# Proactively Guide Students toward Their First Step

UBC's 4 Question Online Quiz Provides Approachable Starting Point

## Finding health support

*Answer a few questions to find support options specific to your needs.*



### What are you looking for help with

I would like to...

- Get connected to self-help resources I can work through in my own time
- Chat with a senior student or peer advisor about challenges in university
- Talk to a professional one-on-one about my concerns

← Back

See my options →

### Students Using the Quiz to Find Support Resources

- ✓ Find options customized to them
- ✓ Have autonomy to select their next individual step
- ✓ Receive a manageable list of resources
- ✓ Avoid confusion over international or provincial support restrictions

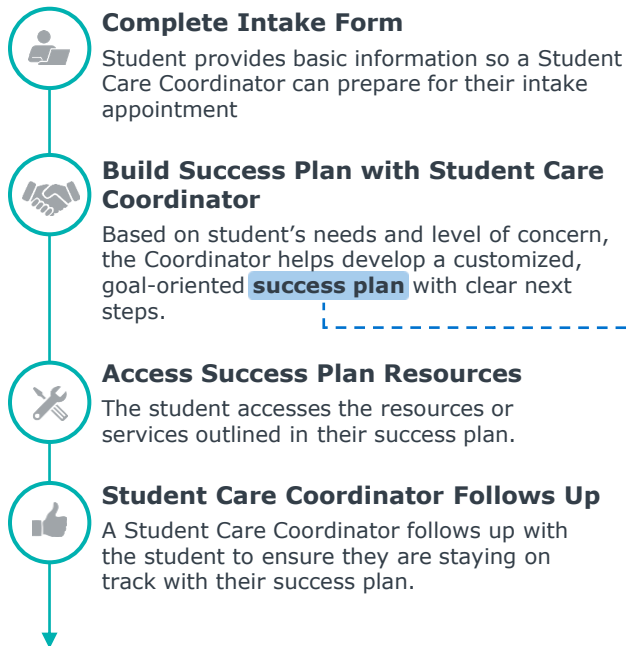
### Make It Work on Your Campus:

- ✓ Prominently display quiz on services website
- ✓ Tailor help topic options to campus and community resources

# Helping Students Navigate Our Options

## Care Coordinators Develop Individualized Success Plans

### A Streamlined Experience, from Intake to Follow-Up



VANDERBILT  
UNIVERSITY

### Illustrative Success Plan

**Goal:** *Improve Emotional Wellness*

#### Resources:

- Headspace
- Weekly Well-Being Practices
- GO THERE Campaign on Creating a Culture of Mental Health and Well-Being Openness

#### Next Steps:

- Attend the Keep Calm Under Pressure Workshop on 10/16
- Participate in the 3-Week Self-Compassion Workshop Beginning 10/25
- Meet with a Healthiest You Counselor
- Schedule Follow-Up Meeting with Student Care Coordinator

# Takeaways and Next Steps from This Section

## Emerging Imperative

Ensure students have a structured pathway to and through resources so that they can quickly find best-fit resources that feel personalized to them



## Get Started on Your Campus



**Request a counseling center website user experience audit** by checking yes in the workbook or signing up on the [EAB website](#)



**Meet with your team to discuss the best practices you rated as high priority** in this section



## Using the Workbook?:

### Practice Prioritization Rating

Use the prioritization exercise below to determine which best-practices from this section best-fit your institution's needs - select all that apply for each best-practice

Low priority/no interest    Let's discuss    Very interested    High-priority;

NAVI C  
Univers  
Toronto  
Resour  
Curatic  
UBC  
Care C  
Care Pla  
Vander  
EAB Co  
Center  
Website  
Audit

**Use the workbook priority exercise to rate each best practice covered in this section**

**Then press next to move on to our next imperative**

Back

Next

Page 2 of 6

Clear form





# Elevate Mental Health Access Points throughout the Student Experience

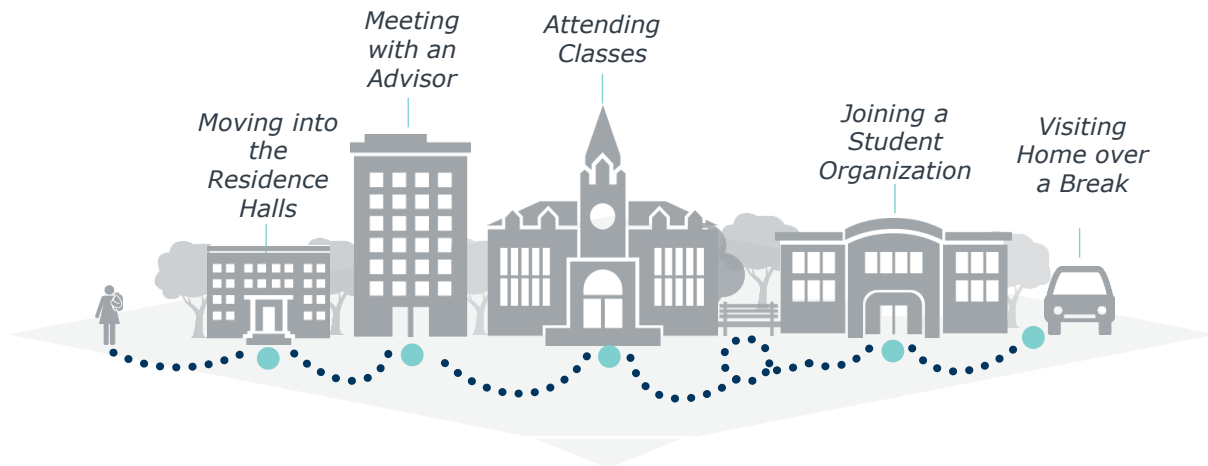
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SECTION

2

# Common Student Experiences and Interactions...

...Are Often Unrealized Opportunities to Integrate Upstream Support



**How Many of These Student Experiences Include a Proactive Well-Being Touchpoint?**

# We've Taken Steps in the Right Direction... ..



...But Current Student Needs Demand a Thorough Approach



## Syllabus statements

remind students of available well-being resources



Res Life staff host **well-being focused programs** in the residence halls



Scheduled **check-ins between the Provost and VPSA** about student success

"We have collaborated more across the past few years, it's a step in the right direction – but...

**...we have a long way to go before proactive well-being support is truly integrated throughout the student experience...**

and not just as an add-on here and there"

*Vice President of Student Affairs,  
Public University*

# Elevate Access Points throughout the Student Experience

1

## Residence Life

▶ Virginia Tech's Residential Well-Being Initiative

2

## Personal Networks

▶ University of Michigan's Peer Support Package

3

## Curriculum

▶ Georgetown University's Initiative to Infuse Well-Being into the Classroom

# Elevate Access Points throughout the Student Experience

1



## Residence Life

▶ Virginia Tech's Residential Well-Being Initiative

2



## Personal Networks

▶ University of Michigan's Peer Support Package

3



## Curriculum

▶ Georgetown University's Initiative to Infuse Well-Being into the Classroom

# “A Mile Wide and an Inch Deep”



Is the Classic Residential Life Model Still Applicable in 2021?



## **ENDLESS TO-DO LIST** for ResLife Staff

*Mediate roommate conflict*

*Write up reports from last night's on-call*

*Enforce residence hall policies*

**Do housing staff really have the bandwidth** to fully support the essential needs we are asking them to support?

## **Challenges of This Model**

- ✘ Generalists support focus areas that require specialization
- ✘ RAs turn to RDs for expertise, but RDs do not have expertise across all focus areas

**Result:** proactive well-being support is often inconsistent since it depends on staff expertise and bandwidth

“

Staff are dealing with **very different challenges and needs now** than when I was an RA 25 years ago, **but many residence life models are still built the same** and rely on students to come to us”

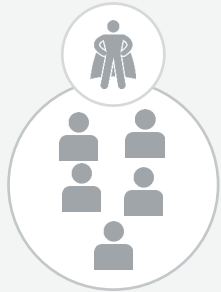
-Sean Grube, Director of Housing and Residential Well-Being, Virginia Tech

# A New ResLife Model at Virginia Tech

## Specialization Reduces Risk of Focus Areas 'Falling through the Cracks'

### Traditional ResLife Model

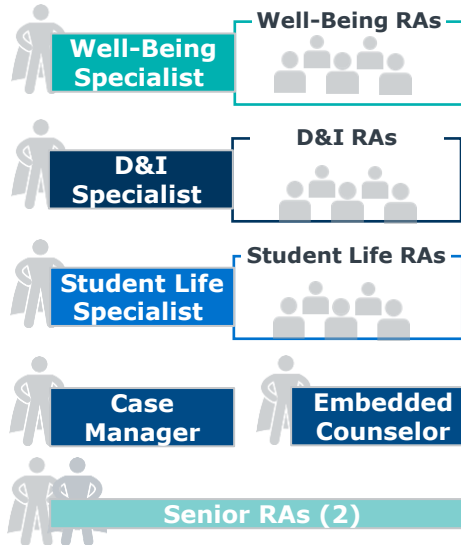
Generalist RDs oversee groups of generalist RAs



*In fall 2022 Virginia Tech will transition to a specialist model*

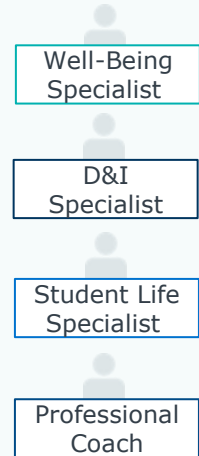
### Virginia Tech's Residential Well-Being Model:

#### Community Leadership Team



*One community leadership team per 2,000 students*

*Each RA team has 1 of each below:*



*One neighborhood leadership team per 150 students*

# Every Student Connected



## Specialist Approach Enables Strong Relationships across Campus

“

We're prioritizing relationships [between residence life staff and other campus specialists] in a way we've never done before. **[Our] goal is that EVERY student is connected to well-being on campus. I know the word "every" is thrown around quite a bit, but we intend to measure progress against this goal.** If every student isn't connected, then we've missed the mark and will recalibrate so that we are taking care of every student."

- Sean Grube, Director of Residential Well-Being, Virginia Tech

”



# Elevate Access Points throughout the Student Experience

1



## Residence Life

- ▶ Virginia Tech's Residential Well-Being Initiative

2



## Personal Networks

- ▶ University of Michigan's Peer Support Package

3



## Curriculum

- ▶ Georgetown University's Initiative to Infuse Well-Being into the Classroom

# Stressed Students Turn to Peers and Families



## Personal Networks Are a Crucial Touchpoint for Mental Health Support



64%

Of students say they turn to their **friends** for support when stressed

45%

Of students say they turn to their **parents and/or families** for support when stressed



### Students Are Increasingly Eager to Help Peers

Students [we're currently serving] ... are not content to just wait around for help to come to them, **they want to be part of the solution.** They want to help each other, and they want to do so in safe ways, so they want us to train them and involve them so that they're able to make a difference in each other's lives."

*- Zoe Ragouzeos PhD, AVP of Sexual Misconduct Support Services and Student Mental Health; Executive Director of Counseling & Wellness NYU*

# A Multi-Pronged Approach Extends Reach

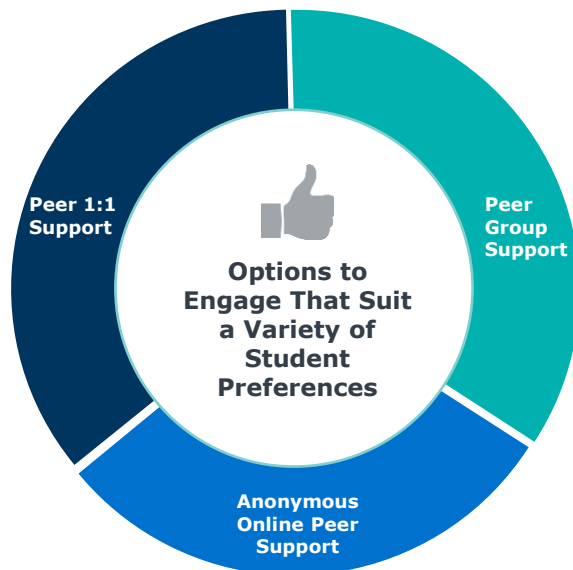


Complementary Options Address Wide Variety of Preferences and Needs

“

We don't want to force students to receive one modality of support. We know at this point **different students need different services, at different times, across different formats**. A counseling center must figure out how to ensure a service is there to meet various student preferences at any given time

*Todd Sevig, Director of Counseling and Psychological Services, University of Michigan*



# Peer Counselors Provide 1:1 Mental Health Support

36

## The University of Michigan's Individual Peer Support Program



### Students Select a Peer Counselor

Students can browse a directory and indicate interest in the program on the counseling center website

 **13** *Peer Mentors 2020-2021*



### Students Meet With Their Peer Counselor

Students set up a schedule with their peer mentor that will best fit their needs and goals



### Peer Counselors Meet With Counseling Center Staff Each Week

Peer counselors have dedicated time with counseling staff to reflect on recent success, themes and challenges

### Key Program Logistics



**Supervised and trained** by the counseling center



**Volunteer-based** and students interested in becoming a peer counselor must go through an **application process**



**A staff member is on call for peer counselors who need additional guidance** to help their client outside of normal hours

# Group Support via Student-Led Cohorts



Wolverine Support Network Complements Michigan's 1:1 Peer Programming

## The Wolverine Support Network

**Student-led organization that empowers students to support each other's** identity, mental well-being and day-to-day lives **through peer-facilitated groups and biweekly events**

## How It Works



### Students Request to Join a Group

a custom algorithm assigns students according to their needs/preferences



### Group Cohorts Meet Weekly

30 weekly groups (2019-2020)



### Two Student Facilitators Per Group

60 leaders undergo semesterly training and meet weekly with the counseling center director

## Results

**470+** Members  
2019-2020

## % Who Said They're...

**88%** better able to listen to others

**85%** more able to empathize with & understand others

**82%** more able to open up to others

# A 24/7 Anonymous & Virtual Peer Community

Leverage Anonymous Peer Support to Expand Care Options for Students



Peers give and receive support **anonymously and virtually**



**Monitored** by licensed and registered practitioners

**64%**

Share thoughts and feelings on Togetherall because it's anonymous

**93%**

Of members self-reported an improvement in their well-being after using Togetherall

**80%**

Of students feel less isolated after using Togetherall

# Elevate Access Points throughout the Student Experience

1

## Residence Life

▶ Virginia Tech's Residential Well-Being Initiative

2

## Personal Networks

▶ University of Michigan's Peer Support Package

3

## Curriculum

▶ Georgetown University's Initiative to Infuse Well-Being into the Classroom

# Just Scratching the Surface in the Classroom

We've Made Progress, but There Is Ample Room for Improvement

## Our Current Methods...



10 min presentation from the counseling center



Reminders during 'high-stress' times that resources exist



Syllabus statement

## ...Are Not Yielding the Results We Need

60%

Students say they feel their faculty **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 right now have an important role to support and acknowledge what students are going through and think about **how class structures can be most conducive to mental health**”

- Sarah Ketchen Lipson, PhD, EdM Assistant Professor, Boston University, and Associate Director of the Healthy Minds Network



*Upcoming EAB Roundtable for Academic Leaders...*

# Five Critical To-Dos for Academic Leaders To Support Student Success and Mental Health

## **Audience:**

Provosts, Vice Provosts, Deans  
of Faculty, Assistant Provosts

## **Register/More Information:**

<https://eab.com/event/aaf-2021-roundtable-5-critical-to-dos/>

Or email [SMoore@eab.com](mailto:SMoore@eab.com)

## **Dates**

*October 27<sup>th</sup>, 2021*

*November 16<sup>th</sup>, 2021*

*January 27<sup>th</sup>, 2022*

# Going Beyond the Icebreaker

## Curricular Infusion Bridges the Gap between Student and Academic Affairs



### Georgetown's Engelhard Project

Faculty link academic course content to health and well-being topics through readings, presentations, and reflective writing assignments.

### 3 Elements of Curricular Infusion



Targeted readings or writing assignments that link course content with infusion topic



In-class discussions and/or presentations from campus resource professionals



Community partnerships that encourage students to reflect on their experience

### Sample Courses

DEPARTMENT	COURSE TITLE	WELL-BEING TOPIC
<i>Anthropology</i>	<i>Disability and Culture</i>	<i>Mental Health, Relationships</i>
<i>Economics</i>	<i>Healthcare Systems Economics</i>	<i>Stress and Coping Skills</i>
<i>German</i>	<i>Witches</i>	<i>Societal Stigma, Mental Health</i>
<i>Mathematics</i>	<i>Introduction to Math Modeling</i>	<i>Healthy Relationships With Food and Exercise</i>
<i>Physics</i>	<i>Dynamic Processes in Biological Physics</i>	<i>Biology of Depression</i>
<i>Philosophy</i>	<i>Introduction to Philosophy</i>	<i>Human Flourishing</i>
<i>Psychology</i>	<i>Cultural Psychology</i>	<i>Contemplative Practices for Well-Being</i>

# A Success Story

## Georgetown Embeds Well-Being into Campus Culture and Curriculum

### 15+ Years of Growth at Georgetown



40

Engelhard courses  
offered **each  
semester**



Once Engelhard modules were put in place in this course, I couldn't imagine doing without them. I trust that through these experiences, **students leave my class more prepared to address life's challenges** and more willing and capable of understanding the challenges that others face."

*Biology Professor  
Georgetown University*

### Over a Decade of Extending Reach on Campus

2005-2021

140+

Faculty members  
taught courses

750+

Courses offered

24,000+

Students reached in  
courses<sup>1</sup>

1) Duplicated headcount – some students take more than one course

# Takeaways and Next Steps from This Section

## Emerging Imperative

Integrate and enhance well-being touchpoints throughout the student experience to proactively ensure each student receives well-being support



## Get Started on Your Campus



**Encourage your academic affairs colleagues to attend an upcoming EAB roundtable for academic affairs leaders** on well-being. Then set up a follow up meeting to discuss opportunities to collaborate



**Meet with your team to discuss the best practices you rated as high priority** in this section



## Using the Workbook?:

### Practice Prioritization Rating

Use the prioritization exercise below to determine which best-practices from this section best-fits your institution's needs - select all that apply for each best-practice

Low priority/no interest in    I plan to discuss this w/ my team    Very interested in bringing this    High-priority, this is exactly

Residential Being Mode VTech

Peer Mental Health Support 1:1 program M

The Wolverine Support Network of M

Virtual Anonymous Support Togetherall

Infusing Well-Being in the Classroom via the Engellhard

**Use the workbook priority exercise to rate each best practice covered in this section**

**Then press next to move on to our next imperative**

Back

Next

Page 2 of 6

Clear form



# Bring a DEIJ Lens to Campus Mental Health Support

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SECTION

3

# Unequal Use of Mental Health Services

## BIPOC Students & Adults Face Many Barriers to Mental Health Help-Seeking

### Black Students Consistently Receive Less Mental Health Support than White Counterparts



25%

of black students

Reported receiving **mental health therapy** in 2019

33%

of white students



55%

of black students

Reported receiving **informal counseling** in 2019

69%

of white students

### A Variety of BIPOC Barriers to Access

- ✘ Social and cultural stigmas attached to seeking mental health support
- ✘ Deficiency of culturally responsive providers
- ✘ Lack of time, especially for students with financial concerns or responsibilities
- ✘ Concerns about cost
- ✘ Structural racism
- ✘ General mistrust of health care system
- ✘ Hesitancy to seek help from a place lacking individuals that look like them

Among adults with any mental illness in 2015, **48%** of whites received mental health services, compared to **31%** of blacks, **31%** of Hispanics, and **22%** of Asians.



# Stagnant Racial Diversity in Counseling Center



Amidst Continued Student Calls for Diverse Mental Health Providers

**Despite Years of Student Demands for Services That Meet Their Diverse Identities...**

“Establish team of **multicultural counselors** to **specifically address severe mental illnesses** and the **needs of students of color.**”

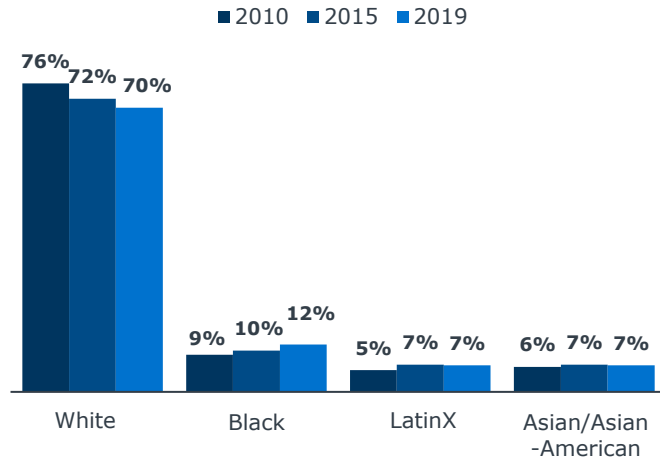
*Student Activists, Kansas University, 2015*

“Agree to **hire more counselors that better represent all marginalized identities** on campus and more counselors with **language fluency**...allow **students to select their own counselor** and enhance any current diversity and inclusion training, mandatory for both new and current counselors”

*#NotAgainSU Student Activist Group, Syracuse University, 2020*

**...Counseling Center Staff Remains Primarily White**

*Counseling Center Staff Demographics, 2010-2019*



# Rising Investment in Identity-Specific Resources

Institutions Increasingly Provide Targeted Mental Health Support

## A Growing Number of Initiatives for BIPOC Students

### BIPOC Web Resources



Mental Health and Healing Resources for Black, Indigenous, and People of Color



BIPOC Mental Health Resources Webpage

### Workshops & Speaker Series



Worthy of Wellness Workshops for BIPOC Students



Diversity & Equity Speaker Series

### Identity-Specific Group Therapy



BIPOC Queer Womxn Support Circle & BIPOC Meditation Circle



LGBTQ+ Support Group



# Bring a DEIJ Lens To Campus Mental Health Support

1

## Partner Externally to Enhance Access to Diverse Providers

- ▶ Queen's University's Empower Me
- ▶ University of Exeter's Nilaari Partnership
- ▶ University of Florida's Community Provider Database

2

## Build Internal Capacity to Support Students and Their Identities

- ▶ USC's Embedded Counselors
- ▶ NAU's Multicultural Specialist

3

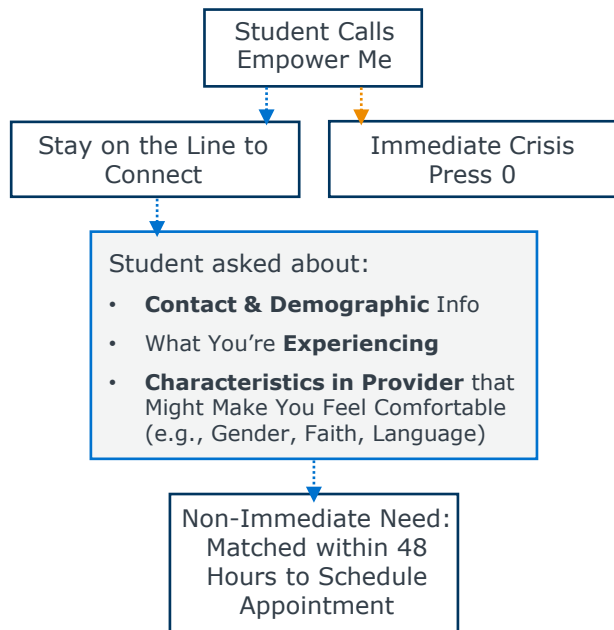
## Reimagine Crisis Response

- ▶ Innovations in Mental Health Crisis Response

# Leveraging Tech to Expand Service Options

## Empower Me Connects Students to Preferred Provider Identities

### Partnership with *Empower Me* Provides Support to Students on Their Terms



### Queen's Leverages Telehealth to Increase Access to Diverse Providers in a Scalable Way

#### Key Benefits

- ▶ **Multi-Modal:** In-person, phone, or videoconference appointments
- ▶ **EDII<sup>1</sup> Sensitive:** Ability to tailor provider identity
- ▶ **Diverse Support:** Help available for crisis situations and scheduled sessions
- ▶ **Accessible:** 24/7, 365 from multiple countries
- ▶ **Integrated:** Referrals back and forth with campus services

#### Students can request providers based on...

- Culture
- Race
- Religion
- Gender Identity/ Sexual Orientation
- Language






1) EDII stands for Equity, Diversity, Inclusion and Indigeneity.

# Foster Community Partnerships to Bolster Support

Exeter Partners with Local Org to Expand Culturally Responsive Counseling



## What Makes Nilaari a Strong Partner

-  **Black, Asian, and Minority Ethnic (BAME)-Led, Community-Based Charity**
-  **Over 20 years experience** in providing culturally responsive counseling
-  **Located in the most diverse ward** in Bristol

## Nilaari Partnership In Action



**Nilaari's Counselors Provide Culturally Responsive Counseling**



**Remote Service Options Ensure Easy Access for Students**



**Nilaari Meets Monthly with Exeter Leaders to Give Service Delivery Guidance**

"We've been really thrilled with the success of our partnership so far, and **we have seen more BAME students use Nilaari services that we expected.** In developing this provision, it has given us **additional confidence to work in more targeted ways with other student communities seeking more tailored support** – for instance, our LGBTQ+ students."

*Mark Sawyer, Head of Well-Being and Welfare Services, University of Exeter*

# Streamline Connection to Community Providers

## UF's Database Eases Search for Diverse Community Practitioners

**UF CWC** Counseling & Wellness Center

### Community Provider Database

[Return to Counseling and Wellness Center](#) Provider Login

#### Welcome to the UF CWC Community Provider Database

This searchable Community Provider Database is offered as a free community service by the Counseling and Wellness Center and the University of Florida. The providers identified on this list are not necessarily endorsed or recommended by the CWC or UF. The accuracy of information provided cannot be guaranteed. We recommend that you verify any information important to you with the providers listed.

**Search Reset**

**Insurance Accepted**

No Insurance Needed for Service  
Aetna  
AVMed  
Blue Cross Blue Shield  
CIGNA  
Humana  
Psychcare  
TRICARE  
(Press "Control" while clicking mouse to select multiple insurances.)

**Areas of Expertise**

Academic  
Anxiety, Fears, Phobias  
Depression  
Eating Disorders  
Nutrition  
Psychiatry  
Relationships  
Stress Management  
Substance Abuse/Dependence  
(Press "Control" while clicking mouse to select multiple areas.)

**Provider Type**

--Select One--

**Provider City**

Gainesville

Male  On a bus route?  
 Female  
 Any

**Search**

(Clicking the search button with all selected at default will return an alphabetical list of all providers.)

Results can be filtered by **location and proximity to local bus routes**

Users can specify if they are looking specifically for a **male or female provider**

Consider adding additional identities so that users can further specialize their diverse provider search

Users can search by single or multiple **insurance options**

Users can search by single or multiple **areas of expertise**



# Bring a DEIJ Lens To Campus Mental Health Support

1

## Partner Externally to Enhance Access to Diverse Providers

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2

## Build Internal Capacity to Support Students and Their Identities

- ▶ USC's Embedded Counselors
- ▶ NAU's Multicultural Specialist

3

## Reimagine Crisis Response

- ▶ Innovations in Mental Health Crisis Response

# Lowering Barriers to Access Support

## Embed Counselors in Cultural Centers to Enhance Convenience, Comfort



Data analysis reveals student populations most in need of mental health services

USC targets populations by situating counselors within cultural communities

### The Embedded Counselor Role

- Licensed therapist
- Understands cultural expectations and environments
- Provides therapy services and targeted mental health programming

Asian Pacific American Student Services (APASS)

Center for Black Cultural and Student Affairs (CBCSA)

Latinx American Chicax American Student Affairs (La CASA)

LGBTQ+ Resource Center

Office of International Studies

Office of Religious Life\*

Veteran Resource Center\*

First Gen Student Programs\*

\* = community liaison

“The idea of embedded counselors is to have **ongoing connection with specific student groups**, and to get to know the **specific circumstances** of their context...also helps the mental health professional **tailor programs and discussions that can make the environment more supportive overall** to student concerns and well-being.”

*Dr. Summer Zapata, AD for Academic Embedded Services, University of Southern California*

# Specialized Positions Better Support Student Needs

## NAU's DEIJ-Focused Counseling Roles Attract and Retain Diverse Applicants

### The Diversity Coordinator Role



### BIPOC Student Support Duties are Paired with Inclusive Office Processes

- DEIJ work is supported by other counseling staff, not solely the coordinator's burden
- Individual student counseling requests are spread across all team members so that coordinator and specialists are not overburdened

# Bring a DEIJ Lens To Campus Mental Health Support

1

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## Build Internal Capacity to Support Students and Their Identities

- ▶ USC's Embedded Counselors
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3

## Reimagine Crisis Response

- ▶ Innovations in Mental Health Crisis Response



# Students Urge Us to Reform Crisis Response

## Activism Spikes for Mental Health Crisis Response Reform



### Activists Call for Reform of Mental Health Crises Response

“immediate **removal of [police]...in response to mental health crises** and survivor support, as this can often be traumatizing.

- *Coalition of 15+ BIPOC student organizations, the University of Texas Austin*

“[We demand] **social workers be paid as first responders to mental health crises, not cops**”

- *UVM Womxn of Color Coalition, the University of Vermont*

“**Mental health crises should generally be handled by mental health professionals**, not armed officers.”

- *Abolish Stanford student activist group, Stanford University*

“

“We can’t expect students to thrive if we can’t be there for them in their time of need. **Our students are demanding additional services and we hear them.**”

*Jim Malatras,  
Chancellor, SUNY System*

”

# Traditional Response Protocol Falls Short

## Calls to Rethink What We've Always Done

### A Traditional Crisis Response



#### A Student Experiences a Mental Health Crisis

The student, RA, or other bystander calls for crisis support



#### Police Are Dispatched to the Crisis Call

According to procedure, police respond to calls involving a student in crisis



#### Police Arrive to Support the Student

...But some students feel unsafe or uncomfortable with police support during mental health crises

“

Our campus police is just **tasked with so much**...and students need more **specialized help** when it comes to mental health...they need that **mental health knowledge and support immediately at the scene** when mental health crisis strikes.”

*Vice President of Student Affairs  
Public Research University*

### Shifting Campus Context Results in Emerging Safety Trend

Changing service call types means more demand for specialized skills and support



Develop differentiated response capabilities and protocols

# Innovations in Mental Health Crisis Response



## Institutions Explore Range of Differentiated Response Strategies

	Campus Partnerships	Dedicated Staff	Contract Services
Overview	Campus police partners with on-campus groups (e.g., counseling center) on mental health calls	Campus leaders create in-house positions and/or units that respond to mental health calls	Campus leaders contract out mental health crisis support and response (virtual or in-person)
Benefits	<ul style="list-style-type: none"><li>✓ Leverages existing staff and expertise</li><li>✓ Easier to coordinate records and follow-up</li></ul>	<ul style="list-style-type: none"><li>✓ Allows for greater specialization</li><li>✓ Enhances internal coordination</li></ul>	<ul style="list-style-type: none"><li>✓ Minimizes burden on existing staff</li><li>✓ Outsources some risks and liabilities</li></ul>
Challenges	<ul style="list-style-type: none"><li>• Limited counseling center capacity</li><li>• Staff unaccustomed to field work</li></ul>	<ul style="list-style-type: none"><li>• Requires significant investment</li><li>• Difficulty recruiting</li></ul>	<ul style="list-style-type: none"><li>• Coordination and records sharing</li><li>• Less control over service quality</li></ul>

### Examples



**CU Boulder** launched a real-time [tablet video call service](#) in which officers can connect students in crises to on-call counselors via iPad.

**University of Utah** created a [community services division](#) with 3 Crisis Support Specialists who respond to campus mental health crises

**Arizona State University** contracts with a local nonprofit, [EMPACT](#), to provide in-person emergency crisis response and transport services.





# Leverage Data to Demonstrate Impact and Make Strategic Investments

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SECTION

4

# With Great Investment Comes Great Responsibility

## An Increased Focus on Data Analysis and Outcomes Moving Forward

### Surging Investments in Student Mental Health



*Chancellor announces **\$24M** in student mental health and wellness services*



University  
of Colorado  
Boulder

*CU Boulder commitment totals **\$1.8M** to expand student mental health & wellness*



***\$11.5M** coming to U System of Georgia campuses for mental health*



### ...Those Investments Carry Long-Term Obligations

Funding for new well-being initiatives is seldom permanent; **we need to start taking steps now** to ensure we are prepared **to make a compelling case for future resources** when we are asked the inevitable question; “why should we continue to fund this?”

*VPSA, Public University*

# Even External Funders Want to See the Data

As Philanthropic Interest in Well-Being Grows, So Do Expectations



## Donor Interest in Student Mental Health Is Booming



University of Colorado  
Boulder

Parent leadership  
society **raised \$2M**  
for mental health  
initiatives



UNIVERSITY of  
WASHINGTON

Received a **\$38M**  
**gift** to address  
the 'behavioral  
health crises'

**Carnegie  
Mellon  
University**

Received a **\$35M**  
**gift** for a new  
health, wellness, and  
athletics center



To capitalize on the momentous donor interest, we are witnessing in student mental health, **we need to start strategizing now about how we will show donors 'this really helped.'**

*VP of Advancement, Private University*

# Difficulty Measuring Impact Endures



Metrics Driven by Reporting Requirements and Descriptive Indicators

Student Affairs  
Data Typically  
Focuses On...



Utilization



User **demographic**  
information



Student **satisfaction**

## But Assessing True Impact Is More Elusive

Did we contribute to students' **persistence** at the institution?

?

Did we have an impact on a student's **academic success**?

?

Did we help students feel like they **belong** at the institution?

?

Did we teach students **healthy coping mechanisms**?

?

**What did we prevent** from happening?

?



# Why Wouldn't We Test Our Assumptions?



"If I Had a Dime for Every Time We Said, 'We Were Totally Wrong about That'"

“

Absent the data, **decision makers are making decisions based on their own experience rather than the experience of those who are actually receiving the service today.** That's a huge mistake, it's incredibly expensive and doesn't help us achieve the outcomes we want."

- Frank Shushok, Vice President of Student Affairs, Virginia Tech

”

# 3 Steps to Improve Your Data Strategy



Now Is the Time to Re-evaluate Your Approach to Well-Being Data

1

## Start Conversations About ROI

**Healthy Mind's ROI Calculator** assists leaders in estimating ROI of mental health investments to secure buy-in and guide conversations about ROI of well-being initiatives

2

## Prioritize On-Going Departmental Data Analysis

**York University's Counseling Center Data Analyst** centralizes and prioritizes data-informed department strategy and communication of impact in the counseling center

3

## Use Data to Show Impact on Priorities

**Duke University's Survey** prioritizes gathering data to demonstrate divisional impact on the student experience

**UBC's Well-Being Metrics** use data to show progress towards the *institution's* well-being goals

# Estimate the ROI of a Well-Being Program



Healthy Minds Calculator Sparks Discussion about Well-Being ROI

## **Step 1: Input Information:**

Service/Program:

- *Estimated per-year users: 150*
- *Per-year cost: \$10K*

Institution:

- *Tuition rate: \$15K*
- *Attrition rate: 14%*
- *Degree-seeking population size: 6.8K*

## **Step 2: Access Key Points to Communicate the Economic Returns of a Program/Service**

### **Sample ROI Report**

**50 students retained** due to the program

**\$40K in tuition revenue** retained

**\$200K added lifetime earnings** for retained students

**\$20K cost of implementing** program/services



# New Role Prioritizes Data Strategy

## York's Data Analyst Formalizes Data Analysis in the Counseling Center

### Common Approach to Data Limits Well-Being Strategy



Added as an additional VPSA or AVP responsibility



- ✘ **Easily deprioritized** among many other urgent obligations
- ✘ **Owner may lack expertise** to turn data into meaningful insights
- ✘ **Role dynamics create obstacles** to collecting candid input



### The Counseling Center Data Analyst



**Data strategy is prioritized** since it is a primary focus of this role



**Expertise fit the role;** ability to collect, crunch and communicate data effectively



Placement on the organizational chart **mitigates obstacles to collecting candid information**

# We Often Can See All of the Dots...



...But Struggle to Prioritize the Cumbersome Process of Connecting Them

“

It's uncommon to have an analyst at the departmental level who can dedicate the time needed to connect the dots, obtain the necessary information to **support data-driven decision-making, create reports tailored to specific audiences, and engage stakeholders who have the ability to help move recommendations forward.**

- *Stephanie Cheung, Policy/Program Evaluation/Data Analyst, York University*

”

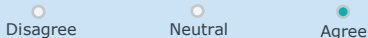
# Assess Impact of Divisional Well-Being Programs



DuWell Survey Specially Designed to Show Progress towards Division Goals

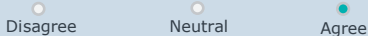
As a result of attending the well-being program(s) I am able to...

Manage day-to-day stress



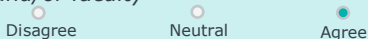
**92%** Of student attendees are **more able to manage day-to-day stress**

Develop essential peer relationships



**67%** Of student attendees are **more able to develop essential peer relationships**

Establish meaningful relationships with staff and/or faculty



**50%** Of student attendees are **more able to establish meaningful relationships with staff or faculty**

## Student Affairs Annual Report

*The impact of DuWell programs on student success indicators*

Questions **designed based on what Duke wanted to achieve** through its programs



The **same criteria are used to assess each program**, making it easier to see relative impact

**Revisited annually** to ensure assessment reflects current department goals

# Align Well-Being Indicators to Institution Priorities

## UBC's Goal-Oriented Metrics Drive a Data-Informed Mental Health Strategy

### University of British Columbia's Well-Being Strategic Framework

Mental Health & Resilience	Nutrition	Belonging	Physical Activity
<p><b>Target Goal:</b></p>  <p><b>Mental health literacy</b> 10% increase for students, faculty, and staff by 2025</p>	<p><b>Indicators:</b></p> <p>% of students, staff, and faculty who:</p> <ul style="list-style-type: none"><li>• Report knowledge of support resources</li><li>• Report an ability to manage stress</li><li>• Feel the campus fosters authentic well-being dialogue &amp; open discussion about mental health</li></ul>		
 <p><b>Increase those who feel mental health is a UBC priority</b> By 2025</p>	<p>% of students, staff, and faculty reporting mental health is a UBC priority</p>		

# 3 Well-Being Data Strategy Best-Practices



Now Is the Time to Re-evaluate Your Approach to Well-Being Data

1

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**Healthy Mind's ROI Calculator** assists leaders in estimating ROI of mental health investments to secure buy-in and guide conversations about ROI of well-being initiatives

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## Use Data to Show Contribution to Institution Priorities

**Duke University's Survey** prioritizes gathering data to demonstrate divisional impact on the student experience

**UBC's Well-Being Metrics** use data to show progress towards the *institution's* well-being goals





# Takeaways and Next Steps from This Section

## Emerging Imperative

Leverage data to inform well-being strategy by normalizing conversations about the ROI of well-being programming, prioritizing divisional data analysis, and using data to demonstrate progress towards institutional priorities



## Get Started on Your Campus



Create a plan to **set well-being target goals and metrics** and measure progress against those goals



Meet with your team to discuss the **best practices you rated as high priority** in this section



## Using the Workbook?:

### Practice Prioritization Rating

Use the prioritization exercise below to determine which best-practices from this section best-fit your institution's needs - select all that apply for each best-practice

Low priority/no interest in | I plan to discuss | Very interested in bringing this | High-priority, this is exactly what we need

**Use the workbook priority exercise to rate each best practice covered in this section**

ROI Calculator for Healthy Minds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling Center Data Analyst, York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DuWell Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set Well-Being Metrics, LLC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Then press next to move on to our next imperative**

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Clear form

**1**

Preparing for the Next Decade in Student Mental Health and Well-Being Support

**▶ 2**

**Attendee Networking and Breakout  
Conversations**

# Putting It into Practice



## How Can EAB Help You Get Started?

### 1

#### Schedule This Session for Your Team

- Request an EAB workshop on *Preparing for the Next Decade in Student Mental Health and Well-Being*
- EAB staff share detailed best practice research with your team and help you prioritize next steps

### 2

#### Request Information about the EAB Mental Health Collaborative

*(Launching February 2022)*

An intensive cohort experience for leaders to:

- Understand trends around student needs
- Assess mental health strategies
- Identify opportunities for improvement and learn from peers

### 3

#### Review Your Session Workbook with Your EAB Strategic Leader

- Review the workbook with your strategic leader to identify next steps that EAB can assist with
- Your strategic leader will review your responses and set up a time to discuss



Please let us know in the **poll** whether you would like to...

- (1) Schedule this session for your team
- (2) Learn more about the EAB Mental Health Collaborative
- (3) Review your workbook with your Strategic Leader

# Select a Breakout Room

## BREAKOUT ROOM #1

Elevate Well-Being Support  
throughout the Student  
Experience

▷ **Sample Topics:**

*Using new technology to better connect students to best-fit resources*

*Re-thinking staff structures to elevate well-being support*

## BREAKOUT ROOM #2

Bring a **DEIJ** Lens to Mental  
Health and Well-Being  
Support

▷ **Sample Topics:**

*Identifying support barriers for BIPOC students*

*Optimizing campus resources to better support marginalized student groups*

## BREAKOUT ROOM #3

Move Academic Colleagues from  
Aware to Active Supporters of  
Student Well-Being

▷ **Sample Topics:**

*Generating active engagement from academic colleagues in student well-being support*

*Identifying obstacles to collaboration with academic affairs colleagues*

# We Appreciate Your Feedback

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Please take a moment to answer this final poll question to provide your overall experience on today's session.

We have also shared a link to a short online evaluation in the **Chat** and we would appreciate if you could take 2-3 minutes to give us additional feedback on your experience today.

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