



Five Critical To-Dos for Academic Leaders

Supporting Student Success and Student Mental Health

Joining Us Today...

The Research Team



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Use the Workbook During Today's Presentation to Take Notes and Identify Next Steps

1

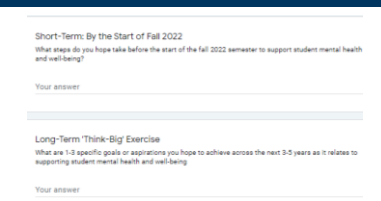
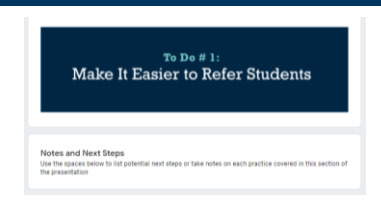
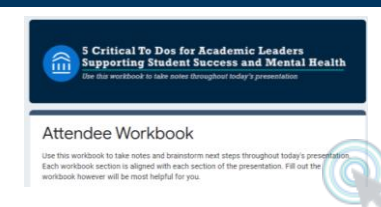
Use the link in the chat to open your workbook

2

Take notes and brainstorm next steps for each 'to do' in today's presentation

3


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



The Result

Press submit and 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 - c-forms-receipts-noreply@google.com
 To: Cudé, Kate

[↶ Reply](#) [↶ Reply All](#) [→ Forward](#) [⋮](#)
 Tue 9/28/2021 5:12 PM

Thanks for filling out [Attendee Workbook](#)

Here's what was received.

[View response](#)

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

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

- 
- 1** **Five Critical To-Dos for Academic Leaders Supporting Student Success and Student Mental Health**
 - 2** Attendee Networking and Breakout Conversations

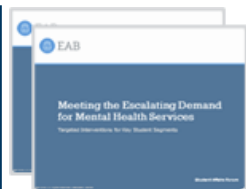
Past EAB Research Addressed Growing Demand

5

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



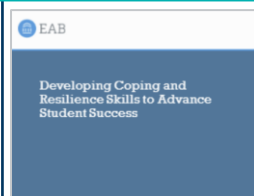
2019
Expanding Well-Being
Initiatives through Faculty
Partnerships
Establishing a Sustainable
Scope of Service



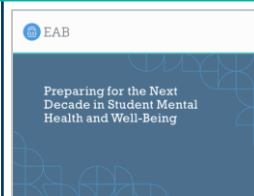
2021
Five Critical To-Dos for
Academic Leaders



2012
Responding to
Students of
Concern



2018
Developing Coping and
Resilience Skills to
Advance Student Success



2021
Preparing for the Next
Decade in Student
Mental Health and Well-Being

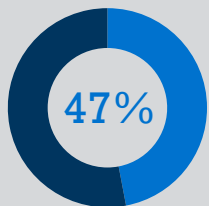
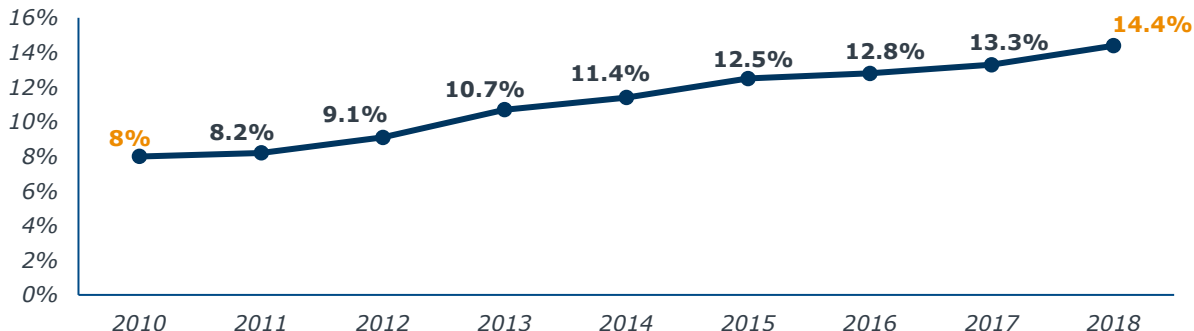
Source: [Meeting the Escalating Demand for Mental Health Services](#); [Responding to Students of Concern](#); [Developing Coping & Resilience to Advance Student Success](#); [Expanding Well-Being Initiatives Through Faculty Partnerships](#); [Establishing a Sustainable Scope of Service](#); EAB interviews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

Student Mental Health Pre-Pandemic

Higher Education Grappled with Escalating Student Demand for Services

Percentage of US Adolescents Reporting a Major Depressive Episode¹ in the Past Year

Adolescents aged 12-17, 2010-2018



Share of college students **with depression or anxiety disorder**, 2020



7x

Rate at which demand for counseling center appointments **outpaced enrollment growth¹**

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

Sources: Bahrapour, Tara, "Mental health problems rise significantly among young Americans," *The Washington Post*, March 2019; LeViness, Peter, Carolyn Bershada, and Kim Gorman. "Association for University and College Counseling Center Directors Annual Survey," 2018; Center for Collegiate Mental Health, 2018 Annual Report; Bauer-Wolf, J., "Study: College Presidents Prioritizing Student Mental Health," *Inside Higher Ed*, 2019; [The Chronicle of Higher Education](#); EAB interviews and analysis.

Shining a Stark Spotlight on Mental Health

A Newly Urgent Priority for University Leaders Due to Pandemic Impact

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

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

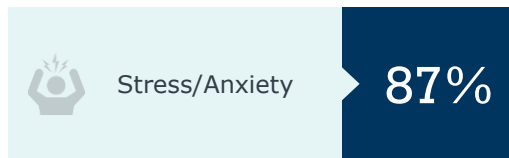
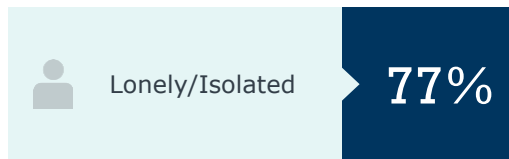
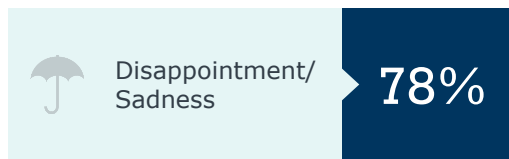
COVID Effect Still Not Fully Understood



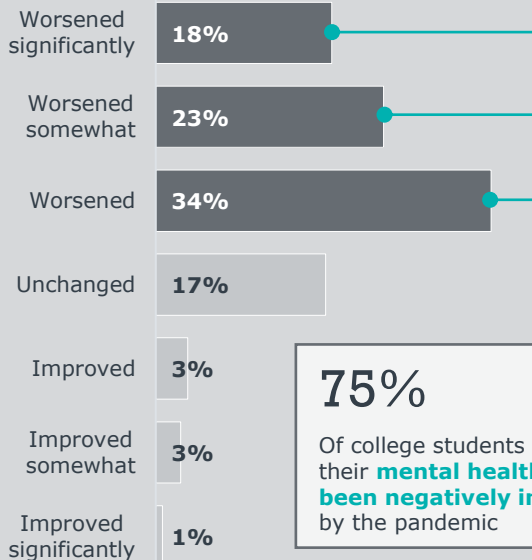
But Data Indicates Widespread Impact on Mental Health and Wellness

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...



Improving Student Success Outcomes



Helping Students Maintain and Enhance Their Well-Being

A Demonstrated Impact on Academic Performance

#2

Mental illness is the second most common reason that students drop out of school

-0.4

Average drop in GPA for students with anxiety and mild to severe depression

75%

Of **high-resilience first-year students** **persevere** through academic challenges

“

“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*

Thriving in a Competitive Environment



Rising 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*

Mental Health Expectations Growing among Families and Prospective Students...

60%

Of prospective students said that **mental health services are a very important factor when selecting** where they will go to school

83%

Of **parents have or tried to use telehealth for their child's mental health needs** in the last 12 months

...and Current Students

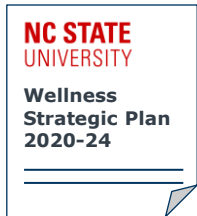
56%

Of first year **students believe they will likely seek personal counseling while in college** according to a 2019 survey

Institution-Wide Mental Health Strategy

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 & Wellbeing

"[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*

Students Increasingly Turn to Faculty...



...Who Are Asking for Additional Guidance on How to Support Them



8 in 10

Professors had a **1:1 conversation with a student about mental health** in the last year

But Faculty Feel Ill-Equipped to Intervene...

Less than 30%

Felt adequately trained to have mental health conversations

...and Desire More Support

More than 70%

Of professors **want to better understand mental health**

“We know that **our faculty want to help**, but they lack the confidence to help students directly...they feel like they **don’t know enough, they haven’t been given the right tools** to help.”

Dean of Students Regional Public University

An Opportune Moment for Collaboration

Academic Leaders Must Partner on Mental Health and Wellness

Student Affairs Leaders Can't Do This Alone

“

“If we're going to **actually meet the needs of our students, it's going to take the eyes of everyone--** because Student Affairs doesn't have eyes on everyone.”

*Jerry Parker
Chief Student Affairs Officer
Drake University*

”

Academic Leaders Want to Help But Don't Know How



“We leave it up to Student Affairs because they're the experts.”



“I'm unsure of the tangible things I can do to play a more active role.”



“I try to show my support, but I don't think that it's coming through.”

- 1 Make It Easier to Refer Students
- 2 Provide a Starting Point for Conversations
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It's Been a Challenging Year



Renewed Importance to Ease Faculty Referral Process

Faculty Took on a Variety of New Things during the Pandemic...



Pivot courses to online environment



Field student challenges from afar



Face own mental health and work from home struggles



Adjust to new academic policies and procedures

“

...Now is the Time to Re-focus and Remind Them About Referrals

“Many **faculty worlds were turned upside down** during the pandemic. They're tired. We need to **make it as easy as possible for faculty to act** and help their students.”

VPUSA, Public University

”

Syllabus Statements Are a Great First Step

Standardized Blurbs and Links Are Easy For Faculty to Incorporate



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

Convenience is Key to Encourage Referrals

Lynn University's QR Code Referral Card is an Easy Lift for Faculty

Ease of Referring...

Straightforward way for faculty to lead students to correct counseling center location

Simple instructions for faculty to keep business cards on-hand at their desks



LYNN UNIVERSITY Counseling Center

Scan to Make an Appointment!



Contact Us

+1 561-237-7237

+1 561-237-7468
(Substance Abuse)

Office Hours

M-Th: 9 a.m.-7 p.m.

F: 9 a.m.-5 p.m.

S/S: Closed

...and Acting on Referrals

Clear next step for students to scan and connect

In the moment follow through by students scheduling an appointment



Making It Easier to Identify Clear Next Steps

YOU at College Faculty Portal Streamlines Resource Navigation and Referrals

YOU for Students

Explore the YOU resources available to students to help you in your role supporting them. Browse, share, and repeat.

ALL RESOURCES CAMPUS RESOURCES Filter by Topic

Succeed	Thrive	Matter
Learning Strengths	Fitness & Nutrition	Relationships & Making Friends
Degree & Career Options	Sexual Health	Mindfulness & Balance
Academics & Grades	Body Positivity	Purpose & Meaning
Internships & Career Path	Sleep	Clubs & Volunteering
Leadership & Professional Development	Managing Anger	Personality Style
Finances & Basic Needs	Stress & Anxiety	Diversity & Identity
	Alcohol & Substance Use	
	Loneliness & Depression	
	Suicidal Thoughts	
	Physical Health	

CLEAR ALL APPLY FILTERS

Student approaches faculty member with a personal challenge they are facing

Faculty and student explore personalized online and campus resources to identify appropriate supports for current challenge

Student leaves feeling supported from their campus, and faculty feels more confident in their ability to help students

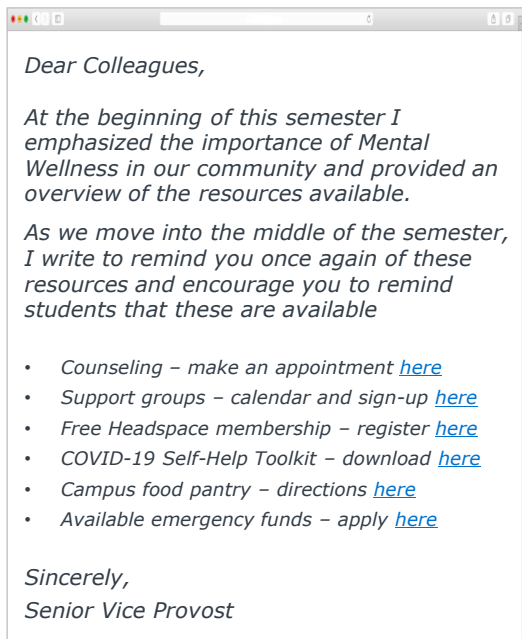
Faculty Gain...

- ✓ A simple and actionable way to share best-fit resources with students in the moment
- ✓ Confidence navigating mental health resources to support student, faculty, and staff mental health
- ✓ Access to educational resources that provide more insight into how to support students
- ✓ A more connected, empowered campus community supporting inclusive excellence

Keep Mental Health Resources Top of Mind

Send Just-in-Time Emails to Faculty 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

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Faculty Still Feeling Discomfort

Despite Progress around Raising Awareness of Student Mental Health

More Efforts to Enhance Faculty Awareness...



Broad-based messaging on mental health importance to reduce stigma



Emails to faculty and staff about how to submit a CARE team referral



Presentation by Dean of Students at faculty orientation

...But Concerns Persist

"I don't want to **say the wrong thing.**"

"I **don't know where to send students** for help, there are **so many resources.**"

"I **want to be an active supporter,** but I **don't feel adequately trained to do so.**"

Provide a Starting Point for Engagement

Red Folder Helps Faculty Understand Common Student Challenges



Many are **struggling with academic-related infrastructure deficits** at home.

- No access to reliable Wi-Fi
- Privacy may be impossible

They may find themselves living in **environments that are not supportive of all of their identities.**

- Dynamics ranging from invalidating to abusive may impact their well-being

They are **grieving, sad, disappointed.**

- Seniors mourning the loss of final quarter
- Sophomores and first years the loss of first year

Uncertainty is everywhere.

- Inability to make plans
- Job searches may be on hold

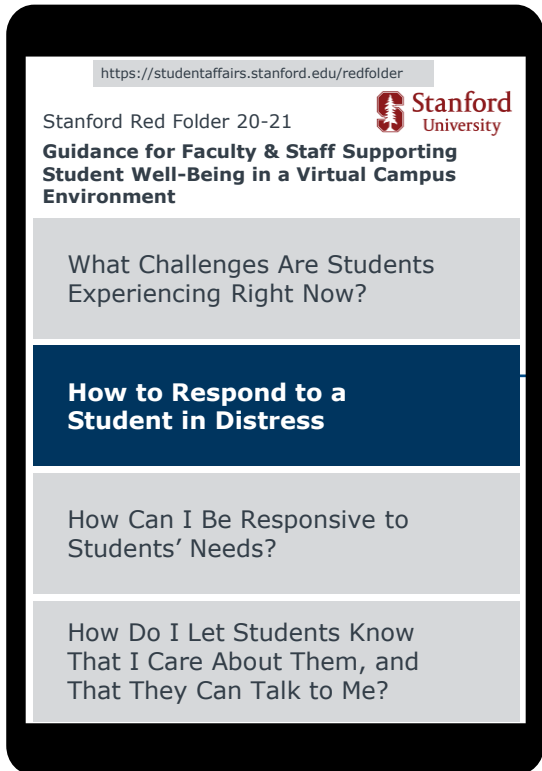
Financial impact is significant.

- Family may have lost income sources
- Existing inequities exacerbated by pandemic


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

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Red Folder Scripting Prepares Faculty to Engage in Thoughtful Conversations



https://studentaffairs.stanford.edu/redfolder

Stanford Red Folder 20-21  **Stanford University**

Guidance for Faculty & Staff Supporting Student Well-Being in a Virtual Campus Environment

What Challenges Are Students Experiencing Right Now?

How to Respond to a Student in Distress

How Can I Be Responsive to Students’ Needs?

How Do I Let Students Know That I Care About Them, and That They Can Talk to Me?

Each Action Step Provides a Script for Communicating with Distressed Students

Say What You See



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

Show You Care



"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."

Hear Them Out



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

Know Your Role



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

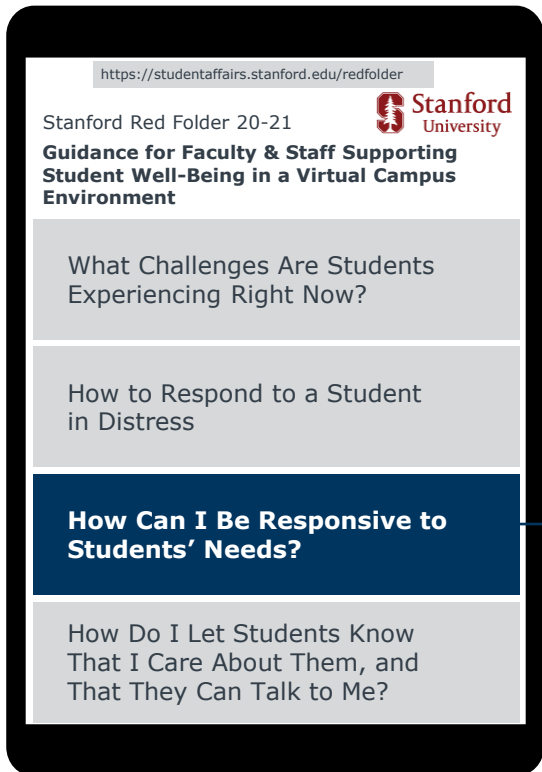
Connect Them to Help




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

Advice Prepares Faculty to Act in the Moment

Recommended Next Steps are Simple and Action Oriented



https://studentaffairs.stanford.edu/redfolder

Stanford Red Folder 20-21 

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Talk About the Challenges We're All Experiencing

- Don't ignore the obvious
- Humanize the situation
- Be flexible



Make Space for Well-Being

- Be proactive
- Create space/time for emotional expression
- Practice self-care (and talk about it!)
- Instill hope



Facilitate Connection

- Connect them to other support resources
- If possible, connect with students individually
- Connect students to each other

Facilitator's Guide Enables Proactive Conversations

Ryerson University Helps Faculty Prep for Meaningful Student Engagement

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.

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Graduate Students Often Overlooked

Now Is the Time to Focus on Graduate Student Support

Graduate Students Struggle More...

 **6x**

More Likely to **Experience Depression and Anxiety** than General Population

...But Many Institutions Do Not Prioritize Them

Only 58% Of Institutions Have a **Plan to Promote Graduate Mental Health and Well-Being**

Media Brings Greater Attention to Graduate Student Mental Health

nature

Signs of Depression and Anxiety Soar Among US Graduate Students During Pandemic

**INSIDE
HIGHER ED**

Mental Health Crisis for Grad Students

Science
JOURNALS MAGAZ

As the Pandemic Erodes Grad Student Mental Health, Academics Sound the Alarm

Observatory
Institute for the Future of Education

The Mental Health Crisis: Graduate Students Need Help

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

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

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“

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

”

Help Faculty Easily Embed Wellness into Courses

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University of Texas Counseling Center Provides Plug-and-Play Canvas Modules



- ✓ Updated well-being modules provide guidance on important top-of-mind topics
- ✓ Modules can easily be imported from Canvas Commons to individual courses
- ✓ Program update section at the top lists new content to draw new and returning users
- ✓ Links to the UT “Well-Being In Virtual Environments” resource page throughout the resource

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
courses¹

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

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Celebrate Faculty Who Support Mental Health

U Toronto's Faculty Profiles Highlight Supportive Classroom Innovations

Extra-Credit Assignments in Chemistry



For many chemistry students, organic chemistry is a course that forms the basis of the rest of their program, and can be an **intimidating and challenging subject**...Finding ways for students to enjoy organic chemistry was more than just fun: **it was about turning traditional course anxiety into true engagement with the subject.**

Since Fall 2009, Michaylichenko and Sauer...began offering bonus assignments in CHM B41 and CHM B42...

While worth a relatively small amount in the final grade, the bonus assignments have had a **tremendous impact on student engagement with the course**...and **increased interaction with their students.**

The main difficulty they have encountered in offering the bonus assignments is one of logistics...

Key Components of Faculty Profiles

Faculty spotlights inspire **peer buy-in** and provide other interested faculty with **points of contact** to learn more

Articulates relation to student well-being and **spreads ideas about accommodating student mental health**

Describes classroom innovation **details and history**

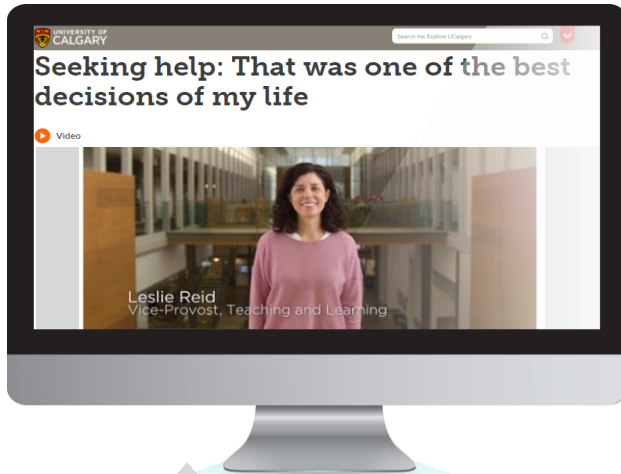
Clearly **articulates benefits** of classroom innovation

Helps other faculty **anticipate challenges** when replicating innovation

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.”

More Calls for Faculty Mental Health Investments

Some Progress, but Ample Room for Improvement

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

“

“I am hopeful that our new research in this area will raise awareness of **the reality that many faculty members are struggling with their own mental and emotional health**. I hope that **investments in new resources to support faculty wellbeing will yield benefits** not only to individual faculty members, but also to student and institutions writ large.”

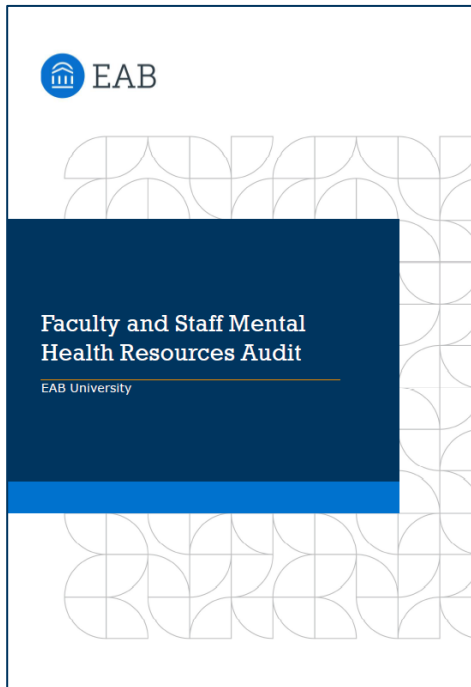
*Dr. Sarah K. Lipson
Assistant Professor
Boston University*

”

Faculty and Staff Mental Health Resources Audit

39

Optimize Your Mental Health Webpages



Receive a Custom Report with Actionable Advice On:

1 Availability of Information



2 Ease of Navigation



3 Accessibility



1

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

2

Attendee Networking and Breakout Conversations

Next Steps with EAB



How Can EAB Help You Get Started?

1

Schedule This Session for Your Team

- Request an EAB workshop on *Five Critical To-Dos for Academic Leaders Supporting Student Success and Student Mental Health*
- EAB staff share detailed best practice research with your team and help you prioritize next steps

2

Request a Faculty and Staff Mental Health Resources Audit

- Request an Audit on *Faculty and Staff Mental Health Resources*
- EAB staff complete an audit of your institution's resources and provide tailored advice for improvement

3

Review Your Session Workbook with Your EAB Strategic Leader

- Submit your workbook from today's session and indicate via the poll you would like to review with your strategic leader
- Your strategic leader will set up a time to discuss the presentation and potential next steps

4

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



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

- (1) Schedule this session for your team
- (2) Schedule an audit of faculty and staff mental health resources
- (3) Review your workbook with your Strategic Leader
- (4) Learn more about the upcoming mental health collaborative

Breakout Rooms

Sample Discussion Questions:

1. What challenges do faculty at your institution have in talking about mental health and well-being?
2. What opportunities currently exist for integrating mental health and well-being concepts into faculty training or professional development?
3. How are you helping foster collaboration around well-being? What commitments have you personally made as a senior leader?

Please consider turning on your video to maximize opportunities for networking, interaction, and collective brainstorming.

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!