



Creating a Culture of Well-Being



Joining Us Today...



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Milestones in Student Mental Health and Well-Being

A Brief Overview of Mental Health and Well-Being in Higher Education

Post-WWII	Early 2000s	Early 2010s	By 2020
<p>Interest in student mental health begins due to post-war attention to mental illness and development of college health structures</p>	<p>Student mental health becomes a commonly discussed topic – focus is primarily suicide prevention and crises response</p>	<p>Behavioral intervention and threat assessment teams are major focus following tragic shootings at Virginia Tech, NIU, and Dawson College</p>	<p>Preventative well-being becomes widely recognized as a priority due to record rates of depression & anxiety, deeper understanding of threat prevention, and COVID</p>
<p><i>Key Moments</i></p> <ul style="list-style-type: none">• 1957: The US college health association forms a mental health section	<p><i>Key Moments</i></p> <ul style="list-style-type: none">• 2000: UK releases guidelines on student mental health for higher education• 2000: JED Foundation for suicide prevention founded• 2003: Universities UK commissioned the mental well-being in higher education working group	<p><i>Key Moments</i></p> <ul style="list-style-type: none">• 2006-8: Tragic shootings at Dawson College, Virginia Tech, and Northern Illinois University prompt institutions to create BITs and threat assessment teams• 2015: Canada publishes the Okanagan Charter	<p><i>Key Moments</i></p> <ul style="list-style-type: none">• 2019: AOC UK launches MH and well-being charter• British Psychological Society publishes a call to action: universities need to prioritize an institution-wide well-being strategy• 2020: U.S., Canada, and U.K. see published standards, charters, or guidelines and calls to action for collegiate well-being

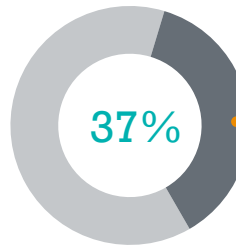
Student Mental Health Was a Concern Pre-Pandemic

Higher Education Grappled with Escalating Student Demand for Services



7x

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



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

9.3 FTE

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

18 days

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

“

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

*Counseling Center Director
Canadian University*

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

Shining a Stark Spotlight on Mental Health

A Newly Urgent Priority for University Leaders Due to Pandemic Impact

Most Pressing Challenges Facing Presidents Due to COVID-19

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

1 **Mental health of students**

2 **Mental health of faculty and staff**

3 Long-term financial viability

4 Enrollment numbers for spring semester 2021

5 Racial equity issues

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

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

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

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



A rising college HR priority

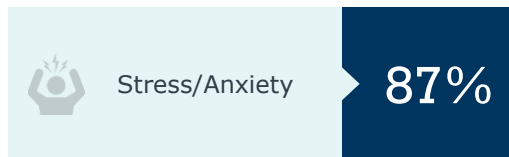
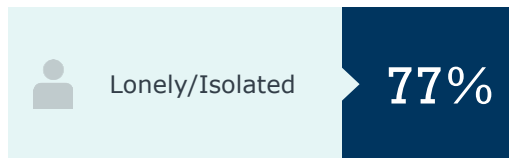
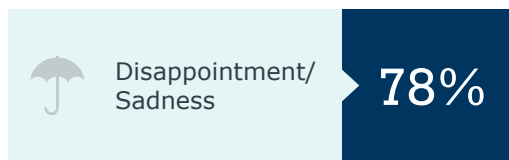
Faculty Well-Being: Creating a Stronger Workforce

COVID Effect Still Not Fully Understood

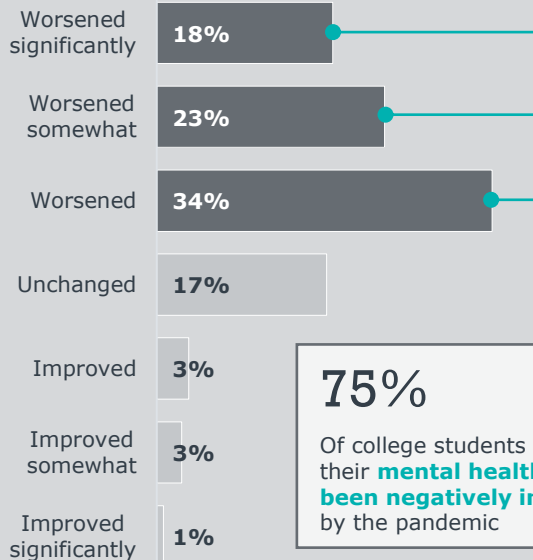
But Early Data Indicates Widespread Impact on Mental Health and Wellness

No One Immune to Emotional Impacts of COVID

Share of students surveyed who reported feeling...



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



Breakout Session #1 (15 minutes)

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

1. How has the pandemic impacted the mental health of students, faculty, and staff at your institution?
2. What successes have you had in supporting students during this time?
3. What have you launched to support faculty and staff during this time?
4. What initiatives launched as a result of the pandemic do you plan to continue?

**Prior to the end of the breakout session, please decide who will report out the takeaways from your group's discussion*

Sharing Out

Please take a moment to share the takeaways from your group's discussion.

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-

Pandemic Has Forced Us to Look Inward

And Has Illuminated Gaps in Our Efforts

What the Pandemic Revealed about Campus Well-Being

1

We have too often overlooked staff and faculty well-being



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

2

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



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

3

Our in-person models created barriers even before the pandemic



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





Carrying Forward a Prevention Mindset

COVID-19 Protocols Ingrained the Importance of Preventative Measures

Wash hands frequently with soap and water

Get tested and stay home when you feel ill

Avoid crowds and poorly ventilated areas



Wear a mask

Everyone on campus has been immersed in prevention work. We all understand and have seen the impact of preventative strategies to reduce and respond to the spread of the virus. **I want us to hold on to and apply that health promotion and prevention mindset to our efforts surrounding student mental health and well-being.**

Regularly clean and disinfect surfaces

Stay 6 feet from others who don't live with you

James D. Raper
*Assistant Vice President, Health & Wellbeing
Wake Forest University*

Limit risky gatherings

Cover your cough or sneeze with a tissue

Avoid close contact with others who are sick

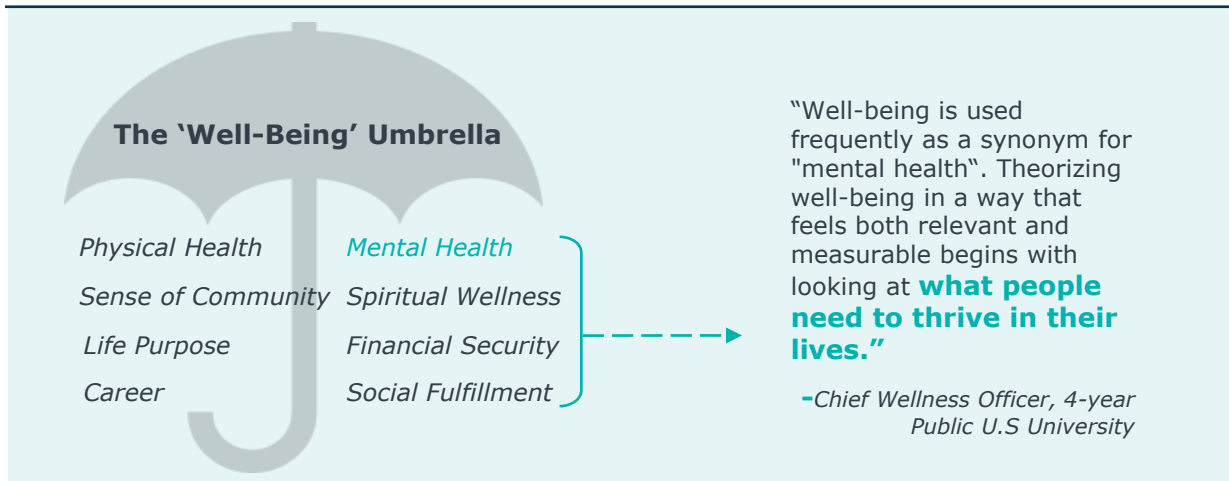


Get a vaccine when it is available to you

Well-Being vs. Mental Health



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



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



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

OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES

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

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

“

At the end of the day, it is about helping students be successful with their academic and personal goals. **If you really want to improve retention, you have to provide these services** or else you are going to have a revolving door as students get overwhelmed.”

*Vice President for
Student Affairs
Public Research University*

Thriving in a Competitive Enrollment Landscape

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*

Well-Being Expectations Growing Among Families and Prospective Students...

83% Of **parents have or tried to use telehealth for their child's mental health needs** in the last 12 months

60% Of prospective students said that **mental health services are a very important factor when selecting** where they will go to school

...and Current Students

56% Of first year **students believe they will likely seek personal counseling while in college** according to a 2019 survey

Increasing Alumni Affinity and Giving



Investment in Well-Being Generates Post-Grad Success & Engagement

Investing in Well-Being of Students Is Linked to...



Increased confidence in students in how successful they will be as a candidate in the job market



Higher engagement and well-being in the workplace

“

Graduates who were emotionally supported during college -- who had a mentor who encouraged their hopes and dreams and professors who cared about them as people and made them excited about learning -- **are three times as likely to have thriving well-being after college.**

Gallup



University of Colorado
Boulder

CU Boulder's parent leadership society has raised **\$2M** to support university mental health initiatives

**Carnegie
Mellon
University**

CMU received a **\$35M gift** to support the construction of a new student health, wellness, and athletics center

Now Is the Time to Embrace Campus Well-being

Support from Senior Leaders Crucial to Progress



You need to have commitment at the highest level because you need to have someone that will speak about this and allocate the needed resources – this is not a ‘at the edge of your desk’ priority.”

Vice President of Student Affairs

The Role of Leadership in Creating a Campus Culture of Well-Being



Create a holistic vision and help shape strategy for the institution



Elevate well-being as an essential priority to set the tone



Empower staff to make a difference by dedicating resources and time



Encourage collaboration by amplifying well-being’s impact on other institutional goals



Blaze the trail by embracing new best practices to facilitate progress in re-thinking student well-being



- 1 Set an Institution-Wide Vision for Well-Being
- 2 Embed Well-Being Across Institutional Siloes
- 3 Scale Personalized Well-Being Support for Students, Faculty, and Staff



Set an Institution-Wide Vision for Well-Being

SECTION

1

“

Having a shared language, vision and mission is essential to helping people be able to have the conversations that must be had to make progress towards increasing well-being on campus. **If we can't talk about it, how are we going to do anything about it?**

- Susan Barker, Vice Provost of Student Experience, University of Calgary

Define What Well-Being Means on Your Campus

Equip Faculty, Staff & Students to Engage in Campus Well-Being Efforts

Step 1: Establish a Common Language



A common well-being **language gives the campus community the tools they need to engage** in well-being work on campus



Equipped with a shared well-being language, institutions can effectively;

- ▶ **Define well-being** and clarify how your campus will support well-being
- ▶ **Build awareness** of campus well-being strategy
- ▶ Collectively **celebrate progress** towards well-being goals

Institutions Often Use a Framework to Define Institution Support for Well-Being

Frameworks are typically structured around 5-8 of the below categories



- Physical
- Financial
- Social
- Emotional
- Community
- Psychological
- Fulfillment
- Career

Moving from Language to Strategy

Well-Being Strategic Plans Unite Stakeholders Across the Institution

Although Sources of Motivation Vary for Creating Well-Being Strategic Plans...

Tragedy on campus sparks the development of a university-wide well-being strategy

COVID-19 prompts university leaders to get serious about wellness

New university well-being strategy released to **meet national well-being standards**

Crisis prompts new university well-being strategy

A new strategy to **increase faculty and staff retention** using well-being support

We want to **raise the bar on what success means** for students

...All Plans Provide a Common Set of Benefits



Provides a **concise overview of the university well-being vision**, mission and goals



Prompts conversations about long-term goals such as assessment of well-being ROI



Creation and implementation of plan **fosters collaboration across silos**



Gives the community **shared goals to work towards**

UBC's Well-Being Strategic Framework

The Who, What, Why, When, and How

The Strategic Plan Has 6 Priority Areas...

- 1 Collaborative Leadership
- 2 Food & Nutrition
- 3 Built & Natural Environments
- 4 Mental Health & Resilience
- 5 Social Connection
- 6 Physical Activity



Priority Area: 1

Collaborative Leadership

Each Priority Area Section Includes:

- ▶ A description of **why this matters and what long-range success looks like**
- ▶ Sample **actions in progress**
- ▶ **Links to associated institution strategies** and plans
- ▶ 2025 **targets** and indicators

How UBC Uses Well-Being Metrics to Drive Action

Unpacking UBC's Mental Health & Resilience Targets

Priority Area:

Mental Health & Resilience

Targets:

Indicators:



Mental health literacy
10% increase for students, faculty, and staff by 2025

% of students, staff, and faculty who:

- Report knowledge of support resources
- Report an ability to manage stress
- Feel the campus climate encourages free and open discussions about mental health



Increase community members who feel mental health is a UBC priority
by 2025

% of students, staff, and faculty reporting mental health is a UBC priority

Sample Action Steps in Progress:



Embed mental health literacy in student programs (orientation and student leader training) and curriculum



Expand mental health literacy for faculty, staff, and postdoctoral fellows through evidence-based programming and health promotion activities

Crafting a Well-Being Strategy for Your Campus

Key Takeaways for Making It Work on Your Campus

Essential To the Progress UBC Has Made...

-  **Executive level buy-in:** UBC well-being spring-boarded after leadership led efforts to create a well-being strategy in 2014
-  **Continuous structured dialogue:** UBC kept-up the momentum, and fostered collaboration through scheduled time for leadership well-being dialogue
-  **Metrics drive progress:** UBC demonstrated a commitment to accountability and effectively allocated resources by setting target goals and metrics up-front

Sources of University Well-Being Strategy Guidance:

OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES



Universities UK



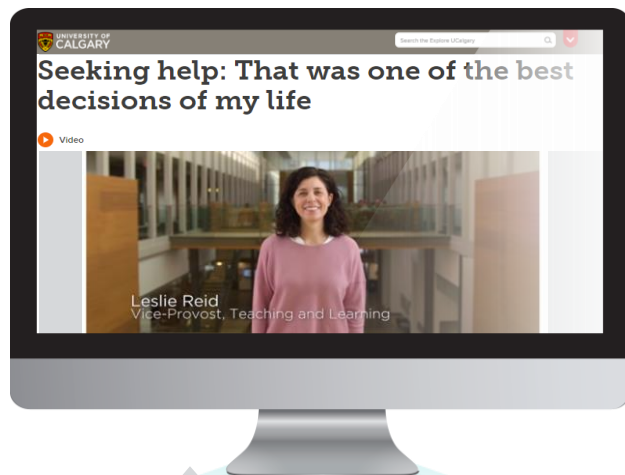
Healthy
Universities



The Jed Foundation

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

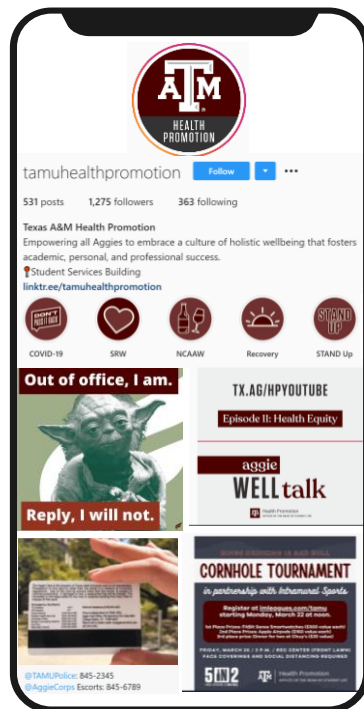
“ I presented to the world confidence and ‘I have it all together,’ and yet I was under the grips of thoughts and beliefs that I couldn’t control ... [I was] feeling profoundly sad and alone. I remember the moment I decided I wanted to talk to someone about it. I talked to [my GP]...and she empathized,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

Creative & Effective Well-Being Promotion

Thoughtful Branding, Platform Use, and Content Drives Strategy Success

Stand-Out Components of Texas A&M's Well-Being Promotion Strategy:

- ✓ **Branding is consistent and resonant**
Ensure well-being resources are easily recognized by collaborating with the institution marketing team to create a well-being brand
- ✓ **Create messages and content specifically for faculty and staff**
Make sure faculty and staff engagement is effective and promotes well-being across a variety of platforms
- ✓ **Promotion tactics increase accessibility of well-being resources**
Simplify finding well-being resources by listing well-being information on posters, ID cards and social media



Setting an Institution-Wide Vision for Well-Being



Reflective Questions and Next Steps for Leaders and Their Teams

For Your Further Consideration...

- ✓ Is our definition of well-being clear and consistent?
- ✓ How can we more clearly elucidate what we want to achieve, so that community members understand the goal?
- ✓ Is well-being included as part of any strategic plans/goals?
- ✓ How can I play a role in promoting awareness of well-being and setting the tone that this is important?
- ✓ How will I listen to and seek input from the subject matter experts at our institution as senior leaders play a more active role in well-being initiative?

For Your Teams...

- ✓ Is our definition of well-being consistent across the institution?
- ✓ How are we currently promoting awareness of well-being?
- ✓ What would be the most helpful ways for senior leaders to participate in setting and communicating a vision for well-being?



Embed Well-Being Across Institutional Siloes

SECTION

2

Misconceptions Reinforce a Siloed Approach



Misconceptions About Campus Well-Being Work...

...Create Barriers to Achieving Well-Being Goals

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



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

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



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

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



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

Helping Leaders Envision Their Role in Well-Being

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

President's Leadership Forum

120 UBC Leaders

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

Sample Agenda:

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



Outcomes:

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

Keys Elements



President Keynote

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



Dedicated Time to Plan

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



Follow Up

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

Breaking Down Barriers to Collaboration

Student Affairs Liaisons Create Partnership to Support Holistic Well-Being

Carnegie Mellon University

How It Works:

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

Why It Works:

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



Student Affairs



College
Liaison



Academic Affairs

Breakout Session #2 (15 minutes)

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

1. What challenges prevent your institution from collaborating more closely on well-being initiatives?
2. What strategies and methods have worked well at your institution to foster buy-in and collaboration among academic leadership and other stakeholders?
3. How are you helping foster collaboration around well-being? What commitments have you personally made as a senior leader?

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-

Introducing the Chief Wellness Officer (CWO)

Johns Hopkins's CWO Helps Unify Well-Being Strategy across the Institution

On Most Campuses, It's Too Easy to Deprioritize Well-Being

Approach 1:

Student affairs expert leading the charge

- ✘ Has the expertise, but may **lack the broad scope** needed to influence widespread change
- ✘ Often has many **competing priorities**, leaving limited time and attention for well-being

Approach 2:

President leading the charge

- ✘ Has broad scope, but **lacks subject matter expertise** to make decisions or propose course of action
- ✘ Often has many **competing priorities**, leaving limited time and attention for well-being

The Role of a Chief Wellness Officer



Envisioning the CWO Role on Your Campus

Key Takeaways from JHU and Next Step Resources

Elevate the CWO Voice to the Top

Serves on president's cabinet

CWO can advocate for well-being at the highest level and prompt other leaders to think about well-being

Reports to the provost & sits on provost's council

Face-time with deans allows the CWO to hear and address concerns

Regularly reports to the Board of Trustees

CWO can encourage trustee buy-in & amplify familiarity with this work

Other Early Adopters:

Carnegie Mellon University

CWU Central Washington University

A
THE UNIVERSITY OF ARIZONA

Penn



WAKE FOREST UNIVERSITY

LSU



For more about chief wellness officer positions:

[The Rise of the Chief Wellness Officer: A Guide to Well-Being Leadership Job Descriptions for College and Universities](#)

Embed Well-Being Across Siloes



For Your Further Consideration...

- ✔ How can I make clear to other senior leaders that well-being is an important institutional priority?
- ✔ What structured opportunities are there for senior leaders to collaborate on well-being?
- ✔ Are there any existing regularly scheduled leadership meetings at which we can make well-being the primary focus?
- ✔ How might our institution benefit from creating a chief wellness officer position, where the primary focus is well-being?
- ✔ Is our collaboration mostly ad hoc, or structured/built in? What goals are we trying to achieve through collaboration?

For Your Teams...

- ✔ What opportunities are there for student and academic affairs to work more closely on a shared goal of improving student well-being?
- ✔ How can we better align well-being efforts that are happening across different areas of the institution (i.e., staff, faculty, students)? Do we know what these initiatives are?
- ✔ How can we make sure to provide ongoing guidance and support to facilitate collaboration on well-being initiatives?



Scaling Personalized Well-Being Support for Students, Faculty, and Staff

SECTION

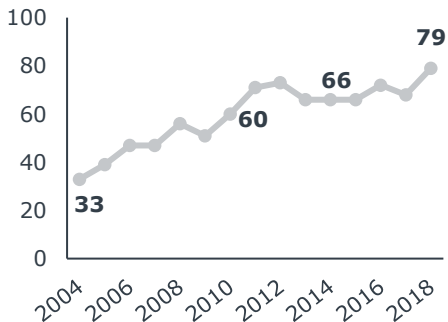
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The Personalization Imperative

“Just for Me” Experiences Are the Norm These Days

Individuals Seek Out Personalization

Normalized Google Search Ranking of “For Me”¹



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

Expectations of Today’s Consumer

Highly customizable
made-to-order dining
experiences

CAVA



Boxes of products
curated to personal
tastes and
preferences



STITCH FIX

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



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



One Size Fits None



Long List of Well-Being Options Overwhelm and Confuse Students

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



Expansion of support resources for students



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

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



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



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

University Wellness Webpage

Emotional

Schedule a counseling appt.

Register for a meditation workshop

Social

Watch a conflict resolution webinar

Find an affinity group

Nutrition

Schedule a 1:1 consultation

Check out our nutrition app

Fitness

Virtual fitness class sign-up

The importance of sleep 101

Intellectual

Managing time while learning from home

Register for a tutoring session

Fulfillment

Discover your strengths

Meet with a career counselor



Helping Students Navigate Our Options

Student Care Coordination Connects Students with Right Support

A Streamlined Experience, From Intake to Follow-Up



Complete Intake Form

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



Meet with a Student Care Coordinator

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



Access Resources

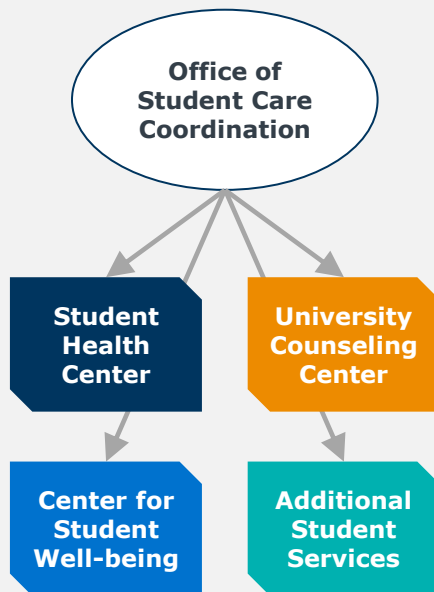
The student accesses the resources or services outlined in their success plan.



Student Care Coordinator Follows Up

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

Vanderbilt's Student Care Network



Personalized Recommendations at Scale

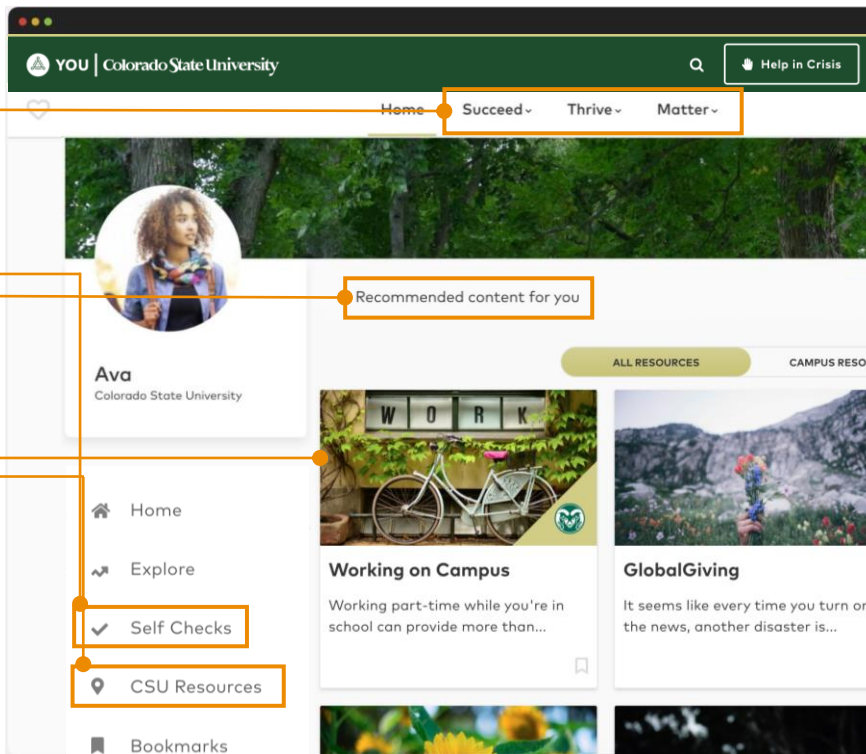
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YOU at College Platform Provides Customized Content & Recommendations

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

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

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



Personalized Recommendations at Scale

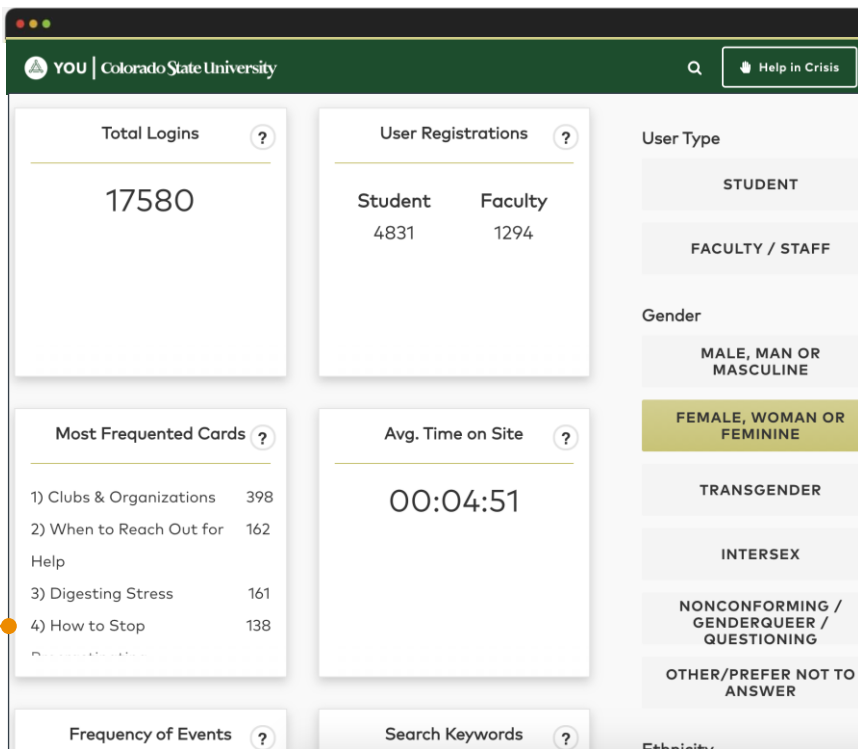
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Short "Self Check" quizzes
and demographic info inform
students' feeds

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

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



*Data is illustrative, not actual data from Colorado State



“Students Feel Like We Know What They Need”

YOU at College Pilot at Cal State System Shows Broad Engagement

46%

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

100%

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

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

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

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

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

Most Sought: ‘Succeed’ Content



Most Accessed: ‘Thrive’ Content

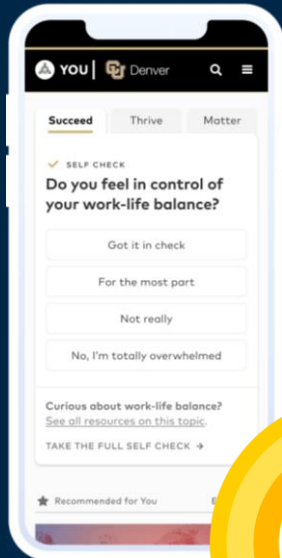
New users most commonly seek content in the ‘Succeed’ category (academics, finances)

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

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

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

Thinking Beyond the EAP



HEADSPACE®

Personalized Resources for Faculty and Staff

Faculty & Staff App Essentials

- ✓ Personalization
- ✓ Anonymity

3rd party platforms provide **personalized guidance** and assures employees that their **usage is anonymous** - they won't experience career repercussions

TAO Connect

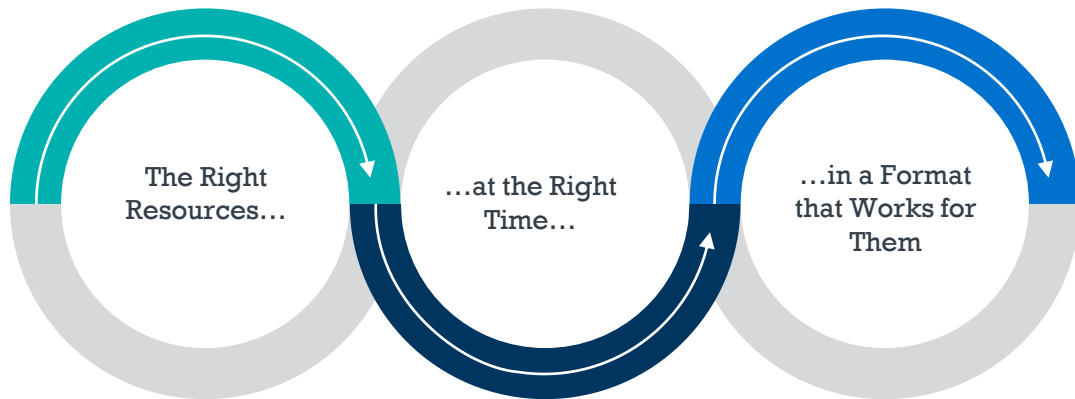
- Self-guided modules and assessments allow user to personalize experience
- Therapist-assisted support to supplement sessions
- **Anonymous access** through free TAO account
- Proven effective in improving common concerns like anxiety and depression

What Does a Culture of Well-Being Look Like?



“Wellness Accessible At Any Moment”

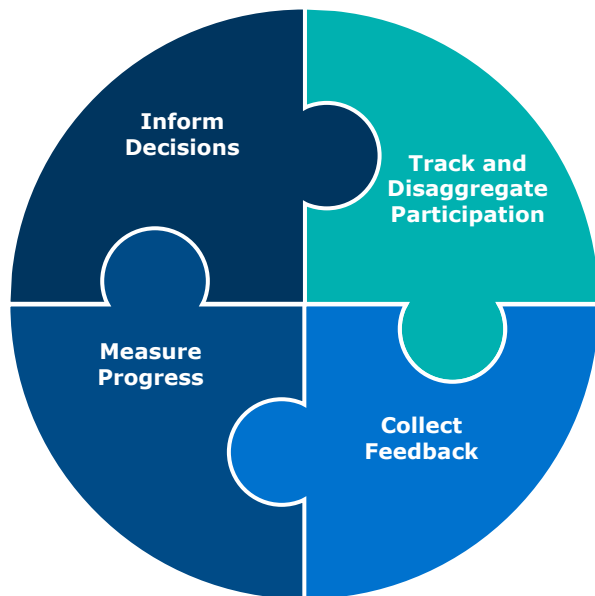
Individuals Are Connected with...



Collecting Data to Strengthen Future Initiatives



Helping Institutions Understand Impact and ROI of Well-Being Investments



- **Track and Disaggregate Participation**
Tracking and analyzing participation information so you understand who is (and isn't) using services

- **Collect Feedback**
Collect quantitative and qualitative feedback to discern how programs and interventions helped

- **Measure and Show Progress**
Measure progress year-over-year

- **Inform Decisions**
Use data to identify successful programs to scale, and uncover gaps where additional support is needed

Institutions Making Promising Progress

Snapshot of Assessment Efforts

Tailor Outreach Based on Spikes in Usage

By monitoring spikes in resource usage, CSU Fullerton can:

- Offer the content students want at the right times
- Identify future areas of focus based on appetite for specific support services



Disaggregate Data to Identify Successful Programs

By disaggregating data Duke can:

- Gain a deeper understanding of population-specific trends and preferences for accessing resources
- Tailor and expand programs with more hard-to-reach students



Demonstrate Impact on Goals

By tying assessment efforts to defined goals Duke can:

- Help leaders understand the impact of prioritizing preventative well-being support
- Clearly demonstrate return on investment of well-being programs



Scaling Personalized Well-Being Support



For Your Further Consideration...

- ✔ Are there lessons from other areas of the institution regarding personalization that we can take and apply to improve efforts here?
- ✔ Are there teams across campus that could work together to share insights and better provide students with support that is personalized and scalable (e.g., marketing, enrollment)?
- ✔ How can we unite experts to enhance our ability to use data and make more strategic investments?

For Your Teams...

- ✔ How do we direct students to the resources most relevant to their needs?
- ✔ What are the challenges preventing us from connecting students/staff with the resources they need when they need them?
- ✔ What are our current methods for measuring progress? What holes are there in understanding the information?
- ✔ Have we defined how we will know if we are successful?
- ✔ Have we collected and analyzed all the data available to us through various sources (user surveys, utilization/access data, campus-wide surveys)

How Can EAB Support You?

Resources to Help Guide Your Next Steps

The Rise of the Chief Wellness Officer:
A Guide to Well-Being Leadership Job
Descriptions

1

Case Study: How
Vanderbilt Created
the Student Care
Network

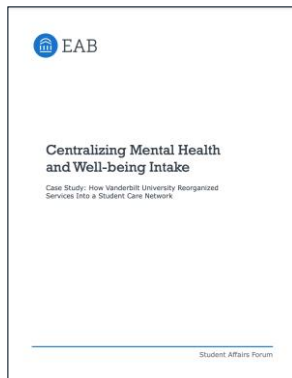
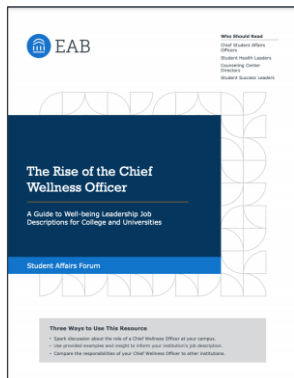
2

Meeting the
Escalating Demand
for Mental Health &
Well-Being Support:
Briefing for Leaders

3

Expanding Well-Being
Initiatives through
Faculty Partnerships

4





Closing Thoughts

- *Thank You for Attending*
- *Please Share Your Feedback*
- *We Look Forward to Ongoing Partnership*





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