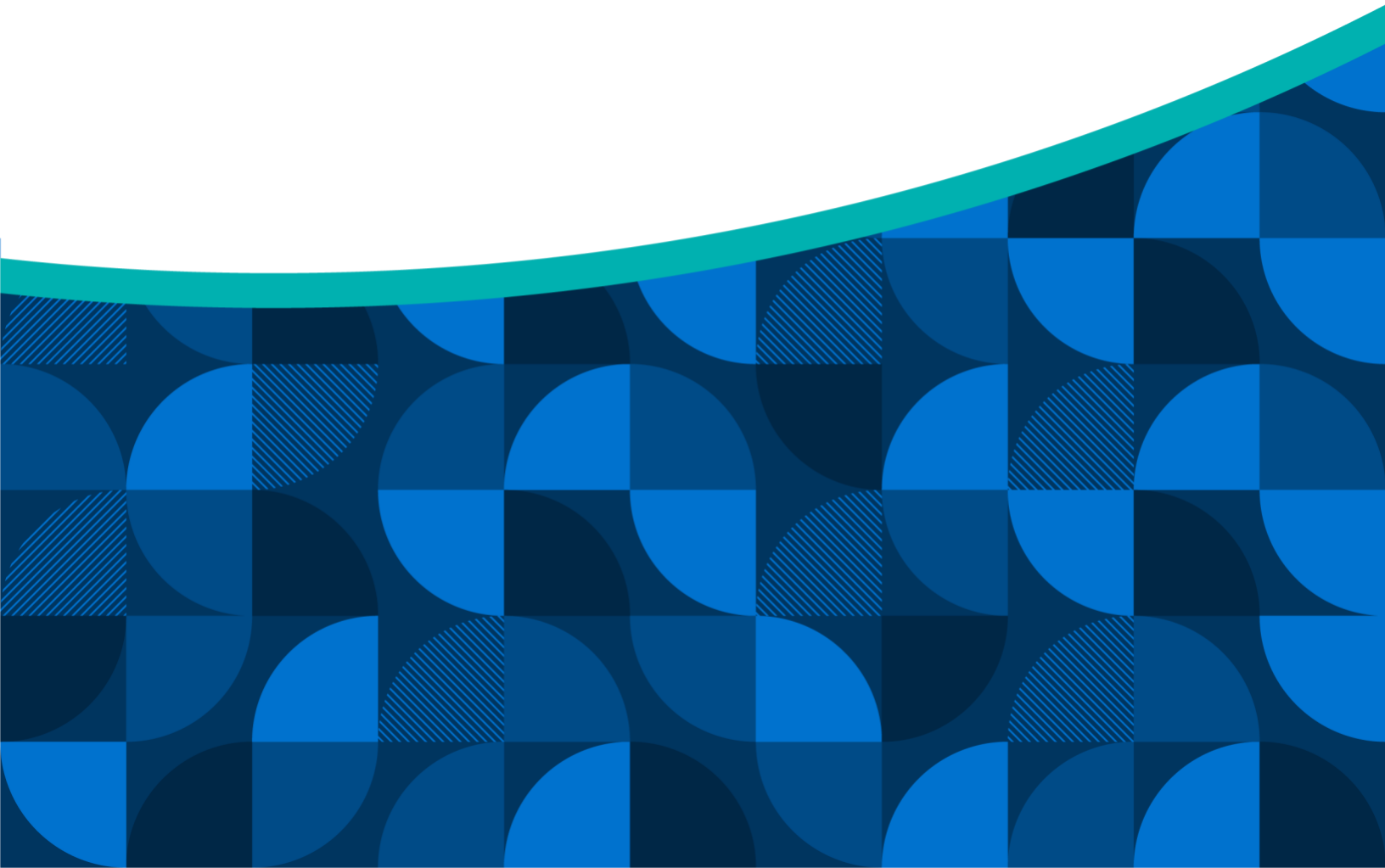




WHITEPAPER

# **How to Better Engage Faculty in Student Mental Health and Well-Being Support**

An Executive Briefing for Provosts and Academic Leaders



# Strategic Advisory Services

## **Katie Herrmann**

*Senior Analyst*

kherrmann@eab.com

## **Kate Brown**

*Associate Director*

katebrown@eab.com

## **Liz Rothenberg, PhD**

*Managing Director*

erothernberg@eab.com

### **Legal Caveat**

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provides to partners. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, partners should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given partner's situation. Partners are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB Organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of partner and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Partners are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

### **IMPORTANT: Please read the following.**

EAB has prepared this report for the exclusive use of its partners. Each partner acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each partner agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a partner. Each partner is authorized to use this Report only to the extent expressly authorized herein.
2. Each partner shall not sell, license, republish, distribute, or post online or otherwise this Report, in part or in whole. Each partner shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each partner may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each partner shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each partner may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each partner shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each partner is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a partner is unwilling to abide by any of the foregoing obligations, then such partner shall promptly return this Report and all copies thereof to EAB.

# Table of Contents

---

<b>Why Student Mental Health Is an Urgent Priority .....</b>	<b>4</b>
<b>5 Components to Better Support the Faculty Role .....</b>	<b>8</b>
Component 1: Setting Clear Expectations around the Faculty Role .....	8
Component 2: Streamlining How Faculty Refer Students.....	10
Component 3: Encouraging Faculty to Integrate Well-Being into the Classroom .....	11
Component 4: Offering Upskilling Opportunities for Interested Faculty Members .....	14
Component 5: Recognizing the Impact of Faculty Champions .....	17
<b>Appendix.....</b>	<b>20</b>
<b>Next Steps Planning Matrix .....</b>	<b>21</b>
<b>Tool 1: Red Folder Tool .....</b>	<b>22</b>
<b>Tool 2: Syllabus Statement Tool.....</b>	<b>25</b>

# Why Student Mental Health Is an Urgent Priority

## Chronic Student Mental Health Crisis Puts Mission-Critical Goals at Risk

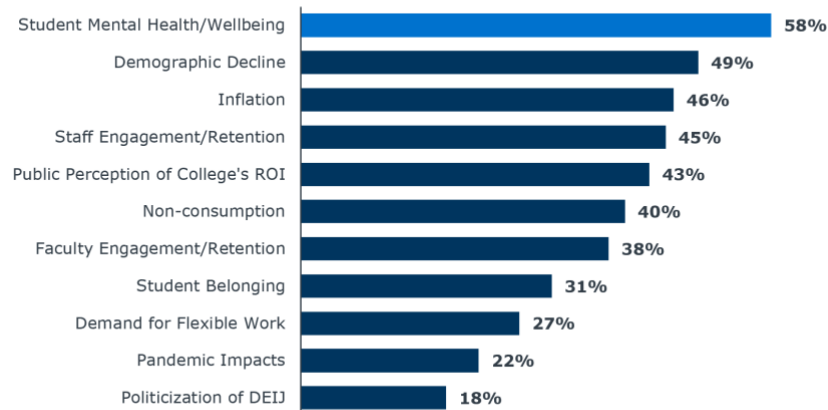
Student mental health is vital to student success, retention, and recruitment. Mental health concerns are a contributing factor to why nearly one third of students dropped out of college<sup>1</sup> and student anxiety and depression are associated with lower grade point averages.<sup>2</sup> At the same time, students and families are increasingly prioritizing mental health support as a major consideration when selecting an institution. 60 percent of prospective students reported that mental health services are a very important factor when selecting which institution they will attend<sup>3</sup> and mental health recently topped the list of priorities for parents with college-bound children.<sup>4</sup>

Given student mental health's integral role in mission-critical goals, it became an urgent institution-wide priority. For example, in EAB's *Spring 2023 Partner Perspective Survey*, student mental health topped the list of concerns among Provosts, Chief Business Officers, Chiefs of Staff, and immediate members of their teams.

**Question:** Select up to five issues that you expect to be the most mission or financially consequential at your institution within the next year (participants selected from 19 issues\*).

Provost n=41; CBO n=27; COS/CSO n =17 (actual or persona-adjacent)

**Percentage of respondents who selected each item among their top-five concerns, n=89**



\*Eight other issues polled at 13% or lower

This was especially true among academic affairs leaders with 66 percent indicating “tackling the escalating student mental health and well-being crisis” as one of their top five mission or financially consequential concerns. Similar importance was placed on student mental health when it was selected as the most pressing issue among presidents.<sup>5</sup> Increasingly, higher education leaders are recognizing strong mental health support is essential to retaining and encouraging success among students, particularly amidst a time of declining enrollments.

<sup>1</sup> Sallie Mae, “How America Completes College (2022).”

<sup>2</sup> Suicide Prevention Resource Center, “Consequences of Student Mental Health Issues.”

<sup>3</sup> TimelyCare, “Importance of Mental Health Services on College Campuses (2020).”

<sup>4</sup> Pew Research Center, “Parenting in America Today (2023).”

<sup>5</sup> ACE, “2021 Spring Term Survey of College Leaders.”

## Indicators Point Towards Escalating Student Mental Health Crisis in Years Ahead

Across the last decade, mental health concerns among adolescents have been progressively rising. In 2021, 42 percent of high school students reported experiencing persistent feelings of sadness or hopelessness, a steady increase from 28 percent of high school students in 2011.<sup>6</sup> Pandemic stress, grief, and isolation, compounded by political, social, and economic challenges, brought students' already declining mental health to a head.

What had been a growing concern transformed into a full-blown crisis – one so urgent that the U.S. Surgeon General released an advisory on protecting youth mental health.<sup>7</sup> Nearly 75 percent of students reported that their mental health had worsened during the pandemic,<sup>8</sup> and by August 2022, a *TimelyCare* survey indicated that 69 percent of college students reported experiencing mental health issues such as stress, anxiety, or depression.<sup>9</sup> These rises were reflected in increased student demand for counseling center appointments at colleges and universities.<sup>10</sup>

While many pandemic stressors have since declined, students are experiencing all-time rates of depression, anxiety, and suicidality,<sup>11</sup> with no signs of slowing. This is especially true for students of color who are less likely to access mental health care and were often disproportionately impacted by pandemic challenges.<sup>12</sup> Further, the complete impacts of lost learning and socialization in K-12 schools have yet to be fully seen in future generations of students that will enter postsecondary education in the years ahead.

The daunting outlook of student mental health underscores the importance of having a comprehensive student mental health support strategy. This importance will only grow in the years ahead as student mental health needs will likely continue increasing in volume and complexity.

## Students Expect More Mental Health Support than Ever before from Faculty

Faculty play a major role in shaping a student's experience at your institution, and their interactions with students have significant impacts on student well-being. For example, faculty-student interaction is among the best predictors of learning outcomes and term-to-term persistence and close faculty-student relationships result in greater levels of engagement and well-being later in students' careers.<sup>13</sup> But many faculty are now feeling additional pressure to take on student mental health concerns.

Students are increasingly asking for and expecting mental health assistance from faculty.<sup>14</sup> Almost 80 percent of faculty in January 2021 reported having a one-on-one phone, video, or email conversation with a student regarding mental health and wellness in the past year.<sup>15</sup> Further, 45 percent of students in 2023 reported that, campus counselors aside, professors bear a responsibility to help students struggling with mental health.<sup>16</sup>

At the same time, it is nearly impossible for faculty to avoid the influx of student accommodation and flexibility demands in the classroom.<sup>17</sup> In a recent *Inside Higher*

Consider ways to attract and retain top talent using EAB's [Employee Recruitment and Retention Resource Center](#).

<sup>6</sup> CDC, "Youth Risk Behavior Surveillance Data Summary & Trends Report: 2011-2021."

<sup>7</sup> HHS, "Protecting Youth Mental Health: The U.S. Surgeon General's Advisory (2021)."

<sup>8</sup> Active Minds, "Student Mental Health Survey (September 2020)."

<sup>9</sup> TimelyCare, "Back-to-School Survey (August 2022)."

<sup>10</sup> Inside Higher Ed, "Colleges Seek Virtual Mental Health Services."

<sup>11</sup> Healthy Minds, "2021-2022 Data Report."

<sup>12</sup> American Psychiatric Association, "Mental Health Disparities Fact Sheet."

<sup>13</sup> EAB, "Defining the Faculty Role in Student Success."

<sup>14</sup> Inside Higher Ed, "Study Shows Parents' Concern for Mental Health."

<sup>15</sup> Boston University, Mary Christie Foundation, and Healthy Minds Network, "The Role of Faculty in Student Mental Health."

<sup>16</sup> Inside Higher Ed, "Survey: Stress Undercutting Student Success (2023)."

<sup>17</sup> The Chronicle of Higher Education, "Course Correction."

*Ed/College Pulse* survey, when asked what faculty actions would help students academically, 57 percent of students responded with faculty being more flexible about deadlines, and 44 percent with faculty being more flexible about attendance and/or participation.<sup>18</sup> Combined with the realities of limited support staff at most institutions, this creates deep strains on faculty.

## Lack of Preparedness to Support Student Mental Health Has Negative Impacts on Both Students and Faculty

While often on the front lines, many faculty feel unequipped and unprepared to engage in student mental health support. Less than 30 percent of faculty reported feeling adequately trained to have mental health conversations with students and 73 percent of faculty reported that they would welcome additional professional development on student mental health.<sup>19</sup>

In addition, faculty often lack much-needed clarity around their role in student mental health. Frequently, there are unclear, or a complete lack of, boundaries communicated by academic leadership around how faculty should or should not engage in supporting students' mental health. Without this clarity, many faculty overstep while trying to help students, working tirelessly outside the scope of their role. While often well-intentioned, this leaves students at risk of not receiving the assistance they actually need.

Further, faculty misunderstanding their role and becoming involved in inappropriate or out-of-scope student mental health work is a common root cause of faculty burnout, morale and well-being concerns. For example, workload strains are evident in recent faculty strikes demanding compensation for larger workloads, that they say are a result of heightened student mental health needs.<sup>20</sup>

Additionally, taking on student mental health burdens can negatively impact faculty's mental health and well-being, specifically when faculty feel unable to set appropriate boundaries for their own needs. This puts faculty at greater risk of burnout, leaving many institutions with depleted faculty who are unable to deliver on the desired student experience and other institutional priorities.

Partner with EAB to better [support faculty well-being and combat burnout](#).

## How to Prepare Faculty to Better Support Student Mental Health

It is more urgent now than ever before for academic leaders to establish, or re-establish, a clear role for faculty in student mental health and equip them with actionable resources to appropriately scale how they engage in student support. Academic leaders have the greatest influence over how faculty engage in many roles on campus, and student support needs are no exception. Therefore, to fully integrate student mental health into faculty expectations and understanding of their role, leader intervention is required.

Luckily, there is growing interest from faculty to be adequately trained and involved in this work.<sup>21</sup>

But familiarity with and desire to engage in student mental health support often varies among faculty at each institution. Academic leaders could likely identify and

<sup>18</sup> [Inside Higher Ed/College Pulse](#), "Student Voice Survey 2023."

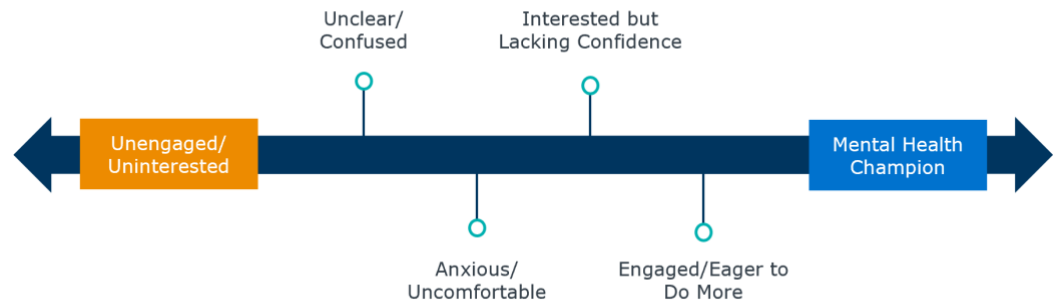
<sup>19</sup> [Boston University, Mary Christie Foundation, and Healthy Minds Network](#), "The Role of Faculty in Student Mental Health."

<sup>20</sup> [Chicago Sun Times](#), "Student Mental Health Emerges as Key Issue as UIC Faculty Strike Date Looms."

<sup>21</sup> [Boston University, Mary Christie Foundation, and Healthy Minds Network](#), "The Role of Faculty in Student Mental Health."

place their faculty on a spectrum ranging from those who are completely unengaged and uninterested in this work to those who are champions for student mental health;

*Wide Spectrum of Baseline Faculty Interest and Engagement in Student Mental Health*



But regardless of where faculty might fall on the spectrum, academic leaders must chart a clear path for faculty engagement in student mental health support. Key components to address include:

- 1) Setting Clear Expectations around the Faculty Role
- 2) Streamlining How Faculty Refer Students
- 3) Encouraging Faculty to Integrate Well-Being into the Classroom
- 4) Offering Upskilling Opportunities for Interested Faculty Members
- 5) Recognizing the Impact of Faculty Champions

## 5 Components to Better Support the Faculty Role

---

### Component 1: Setting Clear Expectations around the Faculty Role

When faculty find themselves in real-life situations with students, it is not uncommon for them to question how to respond or feel they do not have the expertise to provide support in a helpful way.

Academic leaders who clearly communicate their expectations of faculty involvement in student mental health support can help alleviate faculty uncertainty and confusion, which in turn benefits students.

#### Active Minds' Guide Outlines an Appropriate Scope for the Faculty Role

Circulating already-created, publicly-available resources that simply define the faculty role in student mental health support is a great first step for academic leaders looking to create clarity quickly. Active Minds' [Creating a Culture of Caring](#) resource is a faculty-facing guide that frames the faculty role as one of a "helper" not a "clinician." This framing immediately alleviates faculty concerns about the level of expertise they are expected to possess when supporting their students. The report also provides straightforward recommendations accompanied by easily-digestible facts to educate faculty on the importance, urgency, or reasoning behind each recommendation.

We suggest that the provost, or another senior academic leader, share this guide with faculty via email or a faculty resources website, being mindful of specific times of the year when students may be particularly likely to ask for faculty support. Below, we have included suggested email scripting to circulate the Active Minds' resource to your campus:

#### Sample Scripting to Share the Active Minds' Guide with Your Campus

*Dear Colleagues,*

*I am writing to notify you of a new resource to help you support student mental health.*

*As we as an institution continue to build an environment that is supportive of student well-being, faculty play a primary role in a students experience at Maple University.*

*To help you and your colleagues feel better equipped to appropriately support student mental health within your role, I would like to share [this faculty guide from Active Minds](#).*

*This guide provides specific actionable advice for how you can better support student mental health, templates, scripting for difficult conversations and many other resources.*

*The guide is linked above and is available on the ["Resources to Better Support Student Mental Health"](#) section of the faculty webpage.*

*Sincerely,*

*Senior Vice Provost*



## Elon University's Webpage Communicates Institution-Specific Advice Across Many Facets of the Faculty Role

Leaders at Elon University went one step further to create an institution-specific, [‘Supporting Student Mental Wellness in our Faculty Roles’ webpage](#). The page appeals to research-minded faculty by grounding its information in data and evidence-based practices. Further, it outlines and details advice for each of three facets of the role faculty play in student mental health support – to ‘sustain,’ to ‘help,’ and to ‘connect’ their students.

For example, the ‘sustain’ section of the page, featured in the image below, provides sample practices faculty can integrate into three facets of their professional work (teaching, academic advising, and mentoring) to support student mental health, in four separate categories. Each suggested action can be enacted in a broad variety of ways that faculty can design to fit their own style and comfort.

### *Elon University's Webpage Communicates Role-Specific Advice Across Range of Faculty Responsibilities*

	Teaching	Academic Advising	Mentoring
<b>Act</b>	<p>Embed active learning in courses</p> <p>Include different types of activities and approaches to help students make meaning of content</p>	<p>Encourage involvement in clubs or projects</p> <p>Help students plan intellectual, physical, spiritual, and/or social activities into their semester</p>	<p>Invite students to become involved in your scholarly work or research in different ways, beginning as <a href="#">early in their Elon experience</a> as possible</p>
<b>Belong</b>	<p>Frequently use assigned student groups or teams</p> <p>Provide resources, instruction, and opportunities for reflection on <a href="#">supportive team behavior</a></p> <p><a href="#">Use structure for inclusive teaching</a> and foster a <a href="#">class climate for learning</a></p>	<p>Strategize with students about how to <a href="#">establish/deepen connections</a> to individuals and communities associated with their major(s), interests, or salient identity characteristics</p> <p>Encourage consistent involvement in one or a few group organizations</p>	<p>Foster community among current, former, and potential future student researchers or scholars in your department or lab</p> <p>Build intentional peer or near-peer mentoring structures among student researchers or scholars</p>
<b>Commit</b>	<p>Prompt students to consider connections between their values and your content or activities</p> <p>Include <a href="#">community-engaged or service learning</a></p> <p>Model projects on real-world challenges</p>	<p>Discuss advisees’ <a href="#">values and life goals</a> in relation to coursework or program selections</p> <p>Support students to reflect upon the ways in which their current experiences help reshape or shed additional light on their values and goals</p>	<p>Understand what aspects of a research or scholarly project are of interest to a student and why</p> <p>Help students see the personal value and societal or disciplinary relevance of your shared projects</p>
<b>Skills and Dispositions</b>	<p>Discuss and provide resources for <a href="#">effective study skills</a>, time management, and stress reduction (<a href="#">exercise</a>, <a href="#">mindfulness</a>, <a href="#">sleep</a>, etc.)</p> <p>Help students develop an awareness of their <a href="#">mindsets</a> and beliefs about learning and about themselves, and how these beliefs influence their behavior</p> <p>Encourage and facilitate students building of <a href="#">multi-dimensional mentor networks</a></p>		

## Component 2: Streamlining How Faculty Refer Students

Faculty play a key role as members of your campus-wide referral network. But, given the number of responsibilities faculty are often juggling, knowing when and how to refer students to mental health supports may not always be top of mind.

Therefore, to ensure faculty refer students in need of extra support, academic leaders must make it easy for faculty to use the referral process.

### Stanford University's Red Folder Provides Actionable, Campus-Specific Guidance on Connecting Students to Support

Leaders at Stanford University created an institution-specific [red folder](#) document to distribute to faculty and other frontline-facing staff on how to respond to students in distress. The folder aims to provide actionable, direct guidance for faculty approaching students who may be struggling with their mental health and well-being in the moment. In the graphic below, we illustrated key components that make up the red folder:

#### Stanford University's Red Folder Provides Clear Guidance on Faculty Action

The graphic illustrates the Stanford Red Folder app interface on a smartphone and a detailed view of its action steps. The app interface includes the URL <https://studentaffairs.stanford.edu/redfolder>, the title "Stanford Red Folder 22-23", the Stanford University logo, and the subtitle "Guidance for Faculty, Staff, & Community Leaders Supporting Student Well-Being". The main menu lists: "What Challenges Are Students Experiencing Right Now?", "Signs of Distress", "How to Respond When You're Concerned About a Student's Well-Being" (highlighted with a blue bar), "How Can I Be Responsive to Students' Needs?", and "Mental Health and Well-Being Resources".

The callout box, titled "Each Action Step Provides a Script for Communicating with Distressed Students", details the following steps:

- Say What You See** (eye icon): "Hi \_\_\_, I just wanted to check in. I've noticed \_\_\_ and wanted to see if you want to talk about it."
- Show You Care** (handshake icon): "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** (lightbulb icon): "That sounds hard, how is that affecting your life?"
- Know Your Role** (two people icon): "I'm sorry you're going through this, and honored that you've been vulnerable with me...."
- Connect Them to Help** (key icon): "Reaching out to \_\_\_ for the first time can be a little confusing. Would you like help connecting to \_\_\_?"

For example, the folder provides context about the [types of challenges](#) that students are experiencing right now and the academic, physical, and inter/intrapersonal signs that may indicate a student is in distress. Notably, in the "How to Respond When You're Concerned About a Student's Well-Being" section, the university provides explicit guidance by presenting five straightforward recommendations for responding to concerning students. For each recommendation, there are general guidelines, as well as specific scripting faculty can use with their students.

The red folder is a low-lift offering that prepares faculty to identify students in need of help and empowers them to engage in thoughtful conversations with students about mental health and well-being; this fosters faculty confidence when approaching a conversation with a student. The resource also arms faculty with a list of available campus resources and next steps to connect students with continued support.

*Bringing it to Your Campus:* Use EAB's red folder tool (p. 20) to create a similar resource for the faculty on your campus. No time to create your own red folder right now? Consider first circulating the Jed Foundation's [Faculty Guide to Supporting Student Mental Health](#) to your campus.

### **Lynn University's QR Code Referral Cards Offer a Convenient Way to Encourage Faculty Referrals**

Leaders at Lynn University focused on using innovation to streamline the process that faculty use to refer their students. Once faculty identify that student challenges are outside the scope of their expertise, and they should instead refer students to available counseling support, leaders prioritized rethinking how busy faculty could most easily make a referral.

#### *Lynn University QR Referral Cards*

Listen to [EAB Office Hours](#) to understand how Northern Arizona University integrated QR codes into their student support efforts.

To do so, the university created simple referral cards with QR codes that lead directly to the counseling center website. Faculty can hand these cards to students in the moment, making it easy both for faculty to refer and for students to act on the referral. Faculty can keep the referral cards on hand so that they can be responsive to student needs and provide a concrete, easy-to-use next step for accessing support. Students simply scan the QR code on the card to make an appointment with the counseling center.



### **Component 3: Encouraging Faculty to Integrate Well-Being into the Classroom**

The classroom comprises the biggest opportunity for faculty to engage and impact students. Therefore, a key opportunity for faculty to influence student mental health is to design learning environments that actively support students' well-being. Since the classroom offers an important avenue for faculty to participate in mental health, it is essential that leaders provide simple ways for faculty to engage.

#### **Syllabus Statements Are a Low-Lift Way for Faculty to Set the Tone in the Classroom**

An important first step for faculty to begin integrating well-being into their classrooms is to communicate to students that mental health matters. One ready-made way that academic leaders can help faculty easily incorporate this messaging into their work is by providing a sample well-being syllabus statement.

Below are two examples of syllabus statements provided at Northwestern University and the University of Wisconsin Madison. Northwestern's statement is straightforward and personal, while UW Madison's recognizes the variety of struggles students might face:

## Sample Well-Being Syllabus Statements



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



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](https://uhs.wisc.edu).

Faculty can customize statements like these to fit their specific needs and paste it directly into their course syllabus. Providing a statement does not require a lot of time or resources from leaders, but can help faculty set a caring tone with their students.

*Bringing it to Your Campus:* Use EAB's syllabus statement tool (p. 24) to craft your own statement for the faculty on your campus.

### UNC's 'Flexibility with Boundaries' Webpage Encourages Proactive Expectation Setting Amidst Student Flexibility Demands

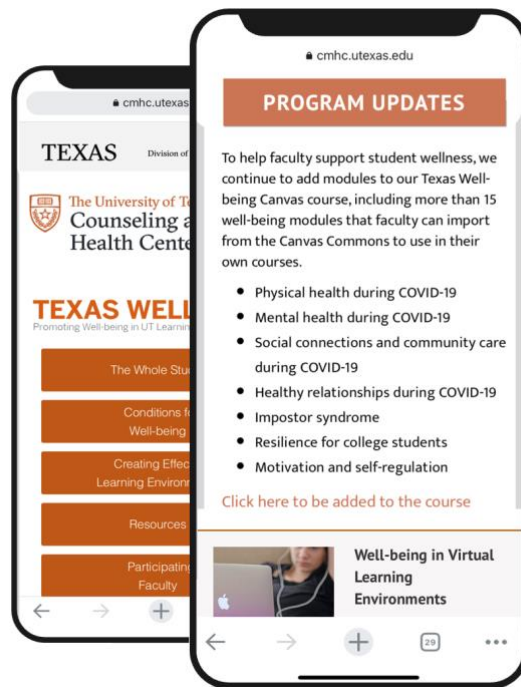
Students are increasingly requesting accommodations, deadline extensions, and remote-attendance opportunities from their professors. Responding to these requests can be challenging for faculty to navigate as they attempt to balance their own teaching with student flexibility demands.

To help get ahead of student requests, the University of North Carolina at Chapel Hill created a [Flexibility with Boundaries](#) webpage to encourage faculty to proactively set clear and well-defined boundaries that are still mindful of student needs. The page outlines prescriptive tips and approaches around scenarios that are familiar to UNC faculty (e.g., "A student requests an extension on an assignment or assessment."). Each scenario is also accompanied by model scripting that faculty can use to set expectations on course syllabi.

The webpage provides direct advice for faculty on scenarios that may be complicated or difficult to approach in the moment. The goal of the resource is to promote student thriving, in addition to student and instructor wellness.

### UT Austin's Well-Being Canvas Modules Allow Faculty to Integrate Well-Being Directly into Course Content

The University of Texas at Austin expanded on the guidance available to faculty who wish to purposefully integrate well-being into their classrooms. The counseling center at UT Austin created a series of well-being modules that faculty can add directly to their [courses on Canvas](#). Faculty can choose from over 15 options, including short modules on social connection and community care, resilience, and imposter syndrome.



Packaged Canvas offerings make it easy for faculty to select a relevant module and import it into their course. Not only do modules cover key top-of-mind topics on student mental health and well-being, but faculty that integrate modules into their course signal to their students that they care about their well-being.


### Toronto Metropolitan University's Weekly Workbook Empowers Faculty to Integrate Well-Being Topics across the Academic Year

As part of a student well-being initiative called Thrive, leaders at Toronto Metropolitan University created a [Weekly Workbook Facilitator's Resource Manual](#) designed for faculty and staff. The workbook gives faculty a well-being exercise to share with students each week of the year, designed around the challenges students are likely to be experiencing at that time during the semester. Each weekly theme provides context around why the topic is important and recommendations on how and when to use the lesson.

For example, week 3, illustrated below, centers on cultivating optimism:

#### *Thrive Week 3 Exercise*

Excerpt: Thrive Weekly Workbook  
Week 3 Exercise – Cultivating Optimism



**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) How can I make this permanent?

Ask yourself when something bad happens:

- (1) How can I keep this temporary?
- (2) What must I do to contain the damage of the long-term effects of this event?

**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.

The facilitator’s guide is both easy to use and flexible to faculty needs. A faculty member could use the manual to learn more about specific topics of interest or they could incorporate activities into their course each week based on the workbook’s guidance. The guide is another great ready-to-use resource that empowers faculty, especially those interested in becoming more active participants in mental health, to dedicate consistent time to student well-being throughout the academic year.

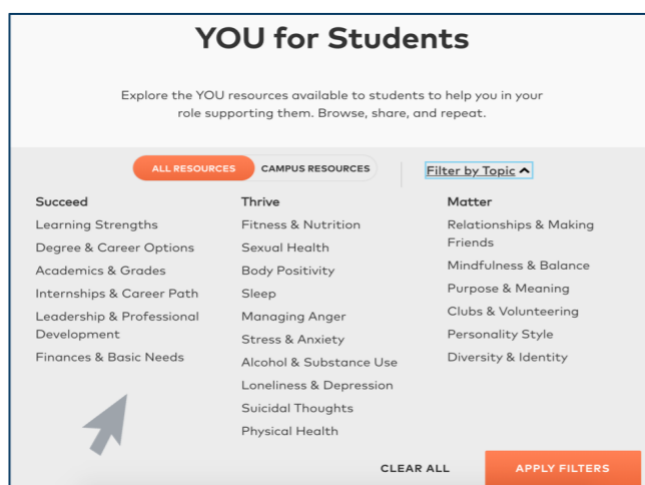
## Component 4: Offering Upskilling Opportunities for Interested Faculty Members

Some faculty are interested in being more involved in student mental health support, beyond knowing how to refer students to the counseling center or altering small behaviors to demonstrate support. To help faculty be successful in this endeavor, leaders can offer opportunities for faculty to deepen their expertise in student mental health, while still acting appropriately to their role. Providing additional resources and guidance to engaged faculty ensures that academic leaders leverage faculty invested in student mental health in a responsible and sustainable way.

### ***YOU at College’s Resource Portal Page Empowers Faculty to Share Targeted Resources with Students***

One way leaders can provide additional resources to their faculty in an easy-to-use format is through *You at College*, a student well-being platform. One of the platform’s offerings, [YOU for Students](#), is a resource portal for faculty on student mental health and well-being needs. Here, faculty can filter through campus resources by topic to find best-fit resources for students based on faculty-student conversations.

#### *YOU for Students Resource Portal*



For example, a student may have expressed being unfocused during class due to a lack of sleep. The faculty member could then pull up the portal and navigate to the “Sleep” section to share more in-depth resources with their student on this particular concern.

The hope is that using *YOU for Students* helps the student feel more supported by their professor, while the professor

gains easy access to the information needed to feel confident and apt in their ability to provide appropriate support to their student in a targeted way. The portal streamlines how faculty find and share best-fit, challenge-responsive campus support resources with their students.



## UC Irvine's Webpage Provides Plug-and-Play Advice for Faculty Eager to Incorporate Well-Being into their Pedagogy

The University of California Irvine created an [easy-to-use webpage](#) for faculty interested in pedagogical wellness.

*Excerpt from UC Irvine's Pedagogical Wellness Webpage*

### What is Pedagogical Wellness?

Pedagogical wellness is the art and science of integrating evidence-based wellness strategies into the teaching and learning environment to support the health and well-being of faculty and students. Resuming normal activity after the COVID-19 pandemic, we suggest a **"flexibility with guardrails"** approach, which helps give some level of autonomy for students, but within boundaries. These approaches will help decrease your workload and allow you to spend your time getting to learn more about your students and their learning process. The goal is to strike a balance between student and instructor wellness.

#### Student Pedagogical Wellness

##### Syllabus

- Add a **welcome letter** to your syllabus to introduce yourself and that you care for your students.
- **Transparency:** Tell your students what type of pedagogical approach you are taking whether it be inclusive, trauma-informed, and/or contemplative pedagogy.
- Send out the syllabus **prior to the first day**.
- Make sure it has an **inviting tone**.
- Add a **visual pattern of assignments** of what is due each week.

##### Assessment and Grading style

- Rethink **high-stakes exams**. Include both formative and summative assessments.
- Consider **flexible weighting** strategies
- **Specifications grading** can alleviate stress for instructors and students.

#### Instructor Pedagogical Wellness

##### Course Design

- Set **manageable grading deadlines** for yourself.
- Use **grading strategies** (e.g., setting a timer, peer reviews, contract grading) that help you keep track of your time and workload.
- **Incorporate assignments that require less grading time.** Give options for assignments that may take less grading time (e.g., infographics, videos, modeling vs. long paper submissions).
- **Break up large project assignments** in the short, weekly assignments to allow students to gauge their progress and allow you to avoid long hours grading toward the end of the quarter
- **Use technology** that you are comfortable with while seeking to expand your capacity as well over time.
- Use **support resources** like DTEI's consultation services to help with designing and implementing your course.
- If you build in wellness exercises or activities, **participate in the exercises or activities alongside students to normalize well-being in the classroom.**

##### Course Policies

- **Allow students to drop 1 or 2 assignments/quizzes "no questions asked."** This saves time and energy negotiating over emails.
- **Avoid attendance policies or build in attendance flexibility** (e.g., 2-3 free sick days). Avoid asking for proof as this increases the burden on you as the instructor to verify.
- **Structure assignment deadlines either with a soft/hard deadline or allow a grace period.** (e.g., set deadline at 10 pm, but allow additional 24 hours in case anything arises) to avoid student extension requests

The page offers quick, straightforward ideas for faculty interested in embedding practices into their pedagogy that benefit their own well-being, and the well-being of students.

The webpage was created by UC Irvine's new Pedagogical Wellness Specialist role, which is housed in their Division of Teaching Excellence and Innovation. [The role](#) has a dual aim of training faculty to create classroom environments that support student well-being and helping faculty prioritize their own well-being.

*Bringing it to Your Campus:* Academic leaders can link directly to UC Irvine's webpage, or create a similar list of tips, to provide a resource for faculty invested in incorporating student and instructor wellness into their pedagogy.

## University of Cincinnati's Mental Health Champions Program Creates a Network of Engaged and Knowledgeable Faculty

The University of Cincinnati created a formal program for their faculty who are excited to take a more active role in student mental health. The [Mental Health Champions](#) program, launched in 2020, is a cohort-based offering that provides structured training for faculty to support student mental health.

Faculty interested in the program apply and pledge to support the Mental Health Champions Commitment:

### Mental Health Champion Commitment

*As a Mental Health Champion, I understand the importance of creating a culture of care in the greater UC Community. I will contribute to this culture by making an on-going effort to implement practices in my work that are conducive to the mental well-being of myself, UC students and my colleagues. I will be a proactive university ambassador for mental wellness, educate myself on the resources that are available to those in need, and be an advocate when I have the opportunity to assist or refer someone who is struggling, with the goal of de-stigmatizing and promoting mental health for all Bearcats.*

The selected cohort completes an in-depth series of three training sessions:

- Question, Persuade, Refer (QPR)
- Supporting Bearcats in Distress
- A personal wellness session of their choice through the employee wellness program

At the same time, the program creates an opportunity to form a network of faculty mental health champions and to recognize faculty who are deeply committed to supporting student well-being.

[Read more](#)  
how to bolster  
mental health  
support for graduate  
students.

## Simon Fraser University's Action Guides Helps Faculty Consider the Unique Well-Being Needs of Graduate Students in Mentorship Partnerships

Faculty who wish to delve deeper into student mental health often recognize that different student populations have different needs. But graduate students have too often been overlooked. To help faculty support graduate students in a way that recognizes they are a unique population with distinct needs, leaders at Simon Fraser University provide faculty with [Well-being through the Supervisory Process: A Faculty Guide to Action](#).

The document presents a framework for faculty to consider how their supervisory role can impact graduate students' physical, mental, and social well-being across five major areas: 1) availability; 2) flexibility; 3) social connection, inclusion, and belonging; 4) optimal challenge; and 5) personal development. For each area, the guide presents straightforward guidance supported by anecdotes from real faculty members at the university.

For example, a page from the guide's 'flexibility' section is excerpted below:



**GUIDELINES FOR SUPERVISORS**

Well-Being through the SFU Supervisory Process

### FLEXIBILITY

Find a balance between academic support and autonomy. Understand when to give more direction and when to encourage independent thinking by building the student's confidence in their personal research capabilities.

Appreciate the student's point of view and support the pursuit of their research questions.

Be mindful of any challenges related to remote/online learning, and the additional impact on equity-deserving students. Provide multiple options for communicating and collaborating.

Recognize and value the diversity of students. Adjust your supervisory practices according to their individual learning styles which may be related to their cultural background, strengths, and areas for improvement.

Flexibility, when exercised with transparency, honesty, and good humour, is the most important guiding principle for me in my supervisory experience. It signals our recognition of graduate students' diversity in age, ability, and background. Each student responds differently to supervisory strategies and no supervisor could get everything right all the time. It is thus important to stay attentive to what works and what doesn't, and to be ready to change things up. For example, some students respond well to pressure and perform their best under high expectations and demanding conditions. By contrast, others thrive when nurtured with patience and positive reinforcement. Neither is necessarily the right or wrong strategy. Supervision is a process of trial and error: flexibility keeps us humble, allows us to make mistakes, and motivates us to find solutions whenever problems occur (and they inevitably will occur!)

- Dr. Helen Leung | Gender, Sexuality & Women's Studies

Reframe challenges as learning opportunities, and place current performance into a longer-term context.

Cultivate trust by engaging on common ground and minimizing the usual faculty-student status hierarchy.

Consider creating a cohort of graduate students under your supervision to provide an opportunity for peer support and accountability.

05

A student companion guide, [Well-Being through the Supervisory Process: Graduate Student Guide for Action](#), is also available as a direct resource for graduate students. The student guide addresses the same five areas, but from the perspective of how graduate students can advocate for their needs.

These two easy-to-use resources provide straightforward advice to both faculty and students on prioritizing well-being in their mentorship relationships.

## Component 5: Recognizing the Impact of Faculty Champions

Finally, academic leaders are deeply influential when setting the tone around student mental health, promoting faculty participation, and recognizing those individuals who support well-being initiatives.

### Washington University in St. Louis' Faculty Spotlights Inspire Peer Action

Leaders at Washington University in St. Louis created a formal way to recognize and highlight faculty who have positively promoted student well-being in learning environments.

The Center for Teaching and Learning's new guidebook for instructors, [Promoting Student Well-Being in Learning Environments](#), centers around four keys to well-being:

- Social Connection
- Compassion and Stress Reduction
- Belonging and Growth Mindset
- Gratitude and Purpose

For each of the four areas, leaders at the Center for Teaching and Learning interviewed faculty members about how they demonstrate their commitment in the classroom. Each [short faculty spotlight](#) describes faculty classroom practices aimed at promoting student well-being and highlights the value of the practice in the faculty member's own words.

The examples shared through the interviews generate peer buy-in by spreading ideas and inspiration for demonstrating commitment to supporting student mental health in the classroom.

### Queen's University's 'Champions for Mental Health' Capture Student Voices on How Faculty Efforts Can Have Powerful Impacts on Student Well-Being

Queen's University similarly recognizes faculty for their support of student mental health, but sources faculty nominations directly from students. The Champions for Mental Health program celebrates faculty, staff, and teaching assistants who create environments where student mental health is valued and supported.

The program encourages students to nominate their instructors during an approximately month-long nomination window each semester. Stories of the nominees, highlighting both implementation guidance and student impact, are shared on social media and the [campus wellness project website](#). The goal of these profiles is to encourage other faculty and staff to understand that small, simple changes can make a huge difference for student mental health.

#### *Queen's Mental Health Champion Profiles Highlight the 'Why' and 'How'*

The screenshot shows a social media post from the 'Queen's Campus Wellness Project' dated January 25. The post features a green header with the title 'Classroom Champion for Mental Health'. Below the title is a quote from an anonymous student praising Dr. Brooke Cameron for her support and accommodations. To the right of the text is a photo of Dr. Brooke Cameron, a woman with glasses and a striped shirt, holding a white cat. Below the photo is a green box with her name and title: 'Dr. Brooke Cameron, Professor, English'.

Queen's Campus Wellness Project  
January 25 · 🌐

Classroom Champion for Mental Health, Dr. Brooke Cameron is a Professor in the Department of English. Thank you for all that you do to support student mental health and wellbeing. Click this link <https://www.queensu.ca/.../classroom-champions-mental-health> to hear what this educator has to say about student mental health.

### Classroom Champion for Mental Health

"Professor Cameron is one of the most accommodating profs I have ever had. Dr. Cameron is very aware of the struggle students go through specifically in high volume work times, constantly asking what we need whether it was more time with assignments or advice on how to structure classes, keeping our mental health in mind. Dr. Cameron creates a judgement-free space for her students. She provides all relevant resources on the OnQ page and her lectures/emails, doesn't shy away from discussing hard topics and reminds us to care for ourselves. Great to see profs who genuinely care about the well-being of their students and want to hear about their successes even outside of her course."  
- Anonymous Student

**Dr. Brooke Cameron**  
Professor, English

#### Profiles Highlight Both Student Testimonials...

"Professor Cameron is one of the most **accommodating** profs I have ever had. Dr. Cameron is **very aware of the struggle students go through** specifically in high volume work times, **constantly asking what we need** whether it was more time with assignments or advice on how to structure classes, **keeping our mental health in mind...**" – Anonymous Student

#### ...And 'How to Create a Supportive Environment' Tips from the Champion

"...I also **check in throughout the course**, both through general discussion as well as online forums, **to see how the assignment schedule is working and/or if I need to make adjustments to the workload in order to support students during periods of extra stress...**" – Dr. Brooke Cameron

## Wrap Up and Next Steps

“Faculty are really well positioned to be part of the solution...They often serve as the only and primary contact for students and can play a vital role in student retention and attainment. **Interactions between students and faculty are very pivotal for learning, student motivation, well-being, and overall engagement.**”<sup>22</sup>

*Erica Riba, Director of School Engagement, The Jed Foundation*

Faculty are critically important to your students. To ensure faculty make the most of their unique role in student lives and effectively support student mental health and well-being – integral to student success, retention, and enrollment on your campus – academic leaders must provide clear leadership and guidance across the five key components discussed in this whitepaper:

- 1) Setting Clear Expectations around the Faculty Role
- 2) Streamlining How Faculty Refer Students
- 3) Encouraging Faculty to Integrate Well-Being into the Classroom
- 4) Offering Upskilling Opportunities for Interested Faculty Members
- 5) Recognizing the Impact of Faculty Champions

To begin taking action on your campus, start by reviewing the Next Steps Planning Matrix (p. 21) and the tools in the Appendix.

For additional guidance on student mental health support visit EAB’s [Mental Health Resource Center](#).

<sup>22</sup> Inside Higher Ed, “[Teaching Faculty to Support Student Mental Health](#) (2022)”.



# Appendix

## Included in This Section:

- Next Steps Planning Matrix
- Tool 1: Red Folder Tool
- Tool 2: Syllabus Statement Tool

# Next Steps Planning Matrix

	Next Steps	Ideas and Inspiration
Near-Term Next Steps	<b>Set Clear Expectations around the Faculty Role</b> <ul style="list-style-type: none"> <li>Share the active minds guide with your campus to quickly communicate on the scope of the faculty role in student mental health</li> </ul>	<p>Use the email scripting on <a href="#">page 8</a> to distribute the Active Minds' <a href="#">Creating a Culture of Care</a> resource guide with faculty on your campus</p> <p>Review Elon University's <a href="#">Supporting Student Mental Wellness in our Faculty Roles</a> webpage</p>
	<b>Simplify the Faculty Referral Process</b> <ul style="list-style-type: none"> <li>Create an institution-specific red folder resource document to guide faculty referrals and support</li> </ul>	<p>Review resource documents from <a href="#">Stanford University</a> and the <a href="#">University of British Columbia</a></p> <p>Distribute the Jed Foundation's <a href="#">Faculty Guide to Supporting Student Mental Health</a> to provide faculty with immediate guidance on their role and how to connect their students to additional support</p> <p>Use the red folder tool on <a href="#">page 20</a> to create your own resource folder for your institution</p>
	<b>Encourage Faculty to Integrate Well-Being into the Classroom</b> <ul style="list-style-type: none"> <li>Draft a well-being statement that your faculty can plug into their course syllabi</li> <li>Provide explicit guidance to faculty about how to set boundaries in the classroom that are mindful of student mental health and flexibility needs, and their own</li> </ul>	<p>Use the tool on <a href="#">page 24</a> to draft a well-being syllabus statement for your faculty and consider how <a href="#">Michigan State University</a> makes the statement available to faculty</p> <p>Consider creating a webpage similar to the one at the <a href="#">University of North Carolina at Chapel Hill</a></p>
Long-Term Next Steps	<b>Offer Upskilling Opportunities for Interested Faculty Members</b> <ul style="list-style-type: none"> <li>Create in-depth training opportunities to deepen faculty's knowledge</li> <li>Provide a guided workbook for faculty to use to consistently integrate well-being into their work</li> </ul>	<p>Consider circulating <a href="#">University of California Irvine's</a> pedagogical wellness webpage as a resource for interested faculty</p> <p>Review University of Cincinnati's <a href="#">Mental Health Champions</a> program</p> <p>Explore Toronto Metropolitan University's <a href="#">Weekly Workbook</a> for faculty hoping to integrate well-being into the classroom each week</p>
	<b>Recognize the Impact of Faculty Champions</b> <ul style="list-style-type: none"> <li>Develop a formal program to highlight faculty achievements in positively supporting student mental health</li> </ul>	<p>Review example programs from <a href="#">Queen's University</a>, the <a href="#">University of Toronto</a>, and <a href="#">Washington University in St. Louis</a></p>

# Tool 1: Red Folder Tool

## Review an Example

### Stanford's Exemplary Resource

Stanford University created a resource for faculty to help struggling students. The next two pages feature screen shots of the resource and highlight key elements of the *Red Folder*.

#### Key Elements

- ✓ Prioritizes supportive conversations



- ✓ Offers explicit advice on a path forward



Signs of Distress		
Many times you will not see any obvious signs of distress because we tend to keep our vulnerabilities to ourselves until we know we can trust one another. Check in with and get to know students whenever you can to help build that trust. Try to create an ongoing sense of welcome and belonging. Ultimately, students want to know you care about them. Sometimes you will be able to sense that a student is struggling. Here are a few ways that signs of distress may show up:		
Academic	Physical	Inter/Intrapersonal
<ul style="list-style-type: none"><li>Repeated absences and/or a decline in quality of work or classroom performance</li><li>Essays or creative work that include disturbing content and/or themes of despair, hopelessness, suicide, violence, death, or aggression</li><li>Multiple requests for extensions or incomplete grades</li></ul>	<ul style="list-style-type: none"><li>Marked changes in physical appearance</li><li>Repeatedly appearing sick, excessively fatigued</li><li>Obvious change in mental state and/or apparent intoxication</li><li>Other behavior that doesn't seem to match the context/setting</li></ul>	<ul style="list-style-type: none"><li>Direct comments about distress, feelings of overwhelm, family problems, etc.</li><li>Signs/expressions of hopelessness, worthlessness, or shame</li><li>Drastic change in interactions with others, acting out of character</li><li>Expressions of concern by peers</li><li>Implied or direct threats of harm to self/others</li><li>Self-injurious, destructive, or reckless behavior</li></ul>

- ✓ Outlines key signs of distress

How to Respond When You're Concerned About a Student's Well-Being		
<b>Say what you see</b>	<b>Say what you've noticed.</b> and avoid making any judgments or assumptions. Sometimes you won't see any overt signs of distress, and yet you'll still be aware of many things happening in the world that are causing distress in students' lives.	"Hi _____, I just wanted to check in. I've noticed _____, and wanted to see if you want to talk about it."
<b>Show you care</b>	Showing you care about a student's well-being can have a positive impact on their mental well-being, and increase the likelihood they seek help if needed. <b>Build trust.</b> Ask what they need. The kind of support a student needs will change based on the context, and the only way to know what kind of support they need is to ask.	"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."
<b>Hear them out</b>	<b>Be there to listen.</b> Listen patiently as you try to understand where they're coming from, and take time to affirm their emotional experience. Your full presence in itself can be healing. Your role is to be a warm, supportive presence for this student who is struggling. You're not there to fix anything or give unsolicited advice. Acknowledge difficult emotions, and instill hope that, with help, things can get better.	"I'm sorry, that seems like a such a hard situation to be in, what has that been like for you?"
<b>Know your role</b>	<b>Safety first.</b> Do not hesitate to call Public Safety (911) for help. Your safety, and that of our students and community, is our top priority. <b>Consult.</b> Share your concern with the Dean of Students Office, or call the Resident Director on-call, GLO Dean on-call, or CAPS for further consultation whenever you need. These resources can give you advice, or help take over a situation that has escalated and requires mobilization of many resources.	"I'm sorry you're going through this, and honored that you've been vulnerable with me..." "Your feelings and experiences are real, and things can get better...I want to help."
<b>Connect to help</b>	<b>Help them connect to resources.</b> Students in distress may need help connecting with a resource. Showing them how to access a resource increases the likelihood that they actually do. <b>Student of Concern Form</b> To submit a non-urgent Student of Concern form to the Dean of Students Office, please visit: <a href="https://go.stanford.edu/pDS-SOC-refer">go.stanford.edu/pDS-SOC-refer</a>	"Thank you for being so open with me. I want to stay connected as you move through this challenge, and I also want to make sure that you're getting the kind of help you need. I really think you may find _____ to be a very helpful and comforting resource. Their whole job is to support students through these very challenges. "Can I help you connect with _____?"

[Click Here to View the Full Red Folder](#)



On the second page, faculty are provided with a **snapshot of available support resources**.

## Key Elements

✓ Provides scale of appropriate support for each level of struggle

✓ Informs faculty of range of support resources in one place

✓ Prompts faculty to identify and direct student to support

**Stanford Red Folder 2022-23**  
Vaden Health Services + Dean of Students Office

## Mental Health and Well Being Resources

**In Case of Emergency**  
The student's behavior is dangerous, reckless, or threatening to themselves or others.

**Call 911**  
9-911 from a campus phone

**Urgent Response Needed or You're Unsure**  
The student is showing signs of distress.  
  
This is not an emergency, but you're concerned about them and want to get them more help soon.

**Resident Directors**  
(undergrads)  
650.504.8022  
  
**GLO Dean on-call**  
(graduate/professional students)  
650.723.7288, pager ID #28085  
  
**Office of Postdoctoral Affairs**  
(postdoc trainees)  
650.725.5075

**Non-Urgent Situation But You're Concerned**  
You're not concerned for the student's safety, but they're having a hard time and could use some support.

**Student of Concern Form**  
  
URL: [goto.stanford.edu/DOS-SOC-refer](https://go.stanford.edu/DOS-SOC-refer)  
Email the Dean of Students Office:  
[deanofstudents@stanford.edu](mailto:deanofstudents@stanford.edu)  
  
Call the Dean of Students: 650.723.2733

CR (Confidential Resource) is used below to identify resources that offer confidential support.

### Stanford Resources

(undergraduate and graduate students)

- Counseling and Psychological Services (CAPS)** offers individual consults, skills workshops, process groups, seminars, psychiatry services, community referral resources, and crisis intervention. Available for all students 24/7, contact CAPS at 650.723.3785. CR
- Confidential Support Team (CST)** offers support to Stanford students seeking information or help with distress related to sexual assault and relationship violence. Contact CST ([Vaden.stanford.edu/cst](mailto:Vaden.stanford.edu/cst)) at 650.736.6933 or 24/7 (for urgent concerns) at 650.725.9955. CR
- Vaden Medical Services** is the first stop for all student medical care. Available for all students 24/7 at 650.498.2336 CR
- Department of Public Safety (DPS)** endeavors to be a consultative resource for all members of the community and can be reached 24/7 at 650.329.2413.
- Dean of Students** contact at [deanofstudents@stanford.edu](mailto:deanofstudents@stanford.edu) 650.723.2733 to access any of the following resources for non-urgent matters:
  - Graduate Life Office (GLO)
  - Residential Education (ResEd)
  - Office of Community Standards (OCS)
  - Resident Directors

### Postdoc Resources

- Office of Postdoctoral Affairs (OPA)** is the support center for all aspects of personal and professional development and life at Stanford for postdoc trainees. Contact at 650.725.5075.
- Faculty Staff Help Center** provides assistance for faculty, staff and postdocs. Contact at 650.723.4577 or [helpcenter@lists.stanford.edu](mailto:helpcenter@lists.stanford.edu). CR
- Guidance Resources Program for Postdocs** offers 24/7 support, information, and resources for all of life's challenges. Contact at 855.666.0519 or [guidanceresources.com](http://guidanceresources.com). CR

### Sexual, Relationship, and Gender-Based Violence

- Confidential Support Team (CST)** offers support to Stanford students seeking information or help with distress related to sexual assault and relationship violence. Contact CST ([Vaden.stanford.edu/cst](mailto:Vaden.stanford.edu/cst)) at 650.736.6933 or 24/7 (for urgent concerns) at 650.725.9955. CR
- YWCA @ Stanford** Contact at 800.572.2782 or [yourwca.stanford.edu](http://yourwca.stanford.edu). CR
- SHARE Title IX Office** Contact at 650.497.4955 or [titleix@stanford.edu](mailto:titleix@stanford.edu)

### Off-Campus 24/7 Crisis Resources


- National Suicide Prevention Lifeline** offers free and confidential support for people in distress. Call 988 for support.
- Crisis text hotline** is here for any crisis. A live, trained Crisis Counselor receives the text and responds, all from our secure online platform. Text HOME to 741741 from anywhere in the United States, anytime.
- The Trevor Project** provides crisis support services to LGBTQ young people. To reach a trained counselor at any time, call 1.866.488.7386 or text 678-678.
- BlackLine** provides a space for peer support, counseling, witnessing and affirming the lived experiences to folks who are most impacted by systematic oppression with an LGBTQ+ Black Femme Lens. BlackLine® prioritizes BIPOC (Black, Indigenous and People of Color). Call or text 800.604.5841 for support.
- Trans Line Hotline** is a peer support phone service run by trans people for our trans and questioning peers. Call if you need someone trans to talk to, even if you're not in crisis or if you're not sure you're trans. Call 877.565.8860 for support.



**Privacy and Information Sharing**  
Professionals affiliated with Confidential Resources (CR) will gladly receive information from you about a student's well-being, but, due to FERPA, HIPAA, or professional ethics, some resources, licensed healthcare providers in particular, are often unable to provide reciprocal information to you regarding the student. This can be frustrating but is an essential ethical and legal safeguard for student privacy and confidentiality.

Campus Security Authority and Mandated Reporter regulations may also apply to many or all of the resources listed in this guide.

**Want More Copies?**  
To request additional print copies of the Stanford Red Folder, send your request to [redfolder@stanford.edu](mailto:redfolder@stanford.edu).



**Visit the Red Folder website for additional content and downloadable versions of this resource.**



[redfolder.stanford.edu](https://redfolder.stanford.edu)

Stanford Student Affairs

[Click Here to View the Full Red Folder](#)

©2023 by EAB. All Rights Reserved.

23

eab.com

# Create Your Own Red Folder

EAB created an [editable template](#) to simplify the process of creating a resource like Stanford's Red Folder for your campus. Use the instructions below and edit the template using the link above.

## Step 1:

### Template Instructions

Navigate to the [Red Folder template](#). Read the instructions located in the blue boxes for additional context on filling out your template.

## Step 2:

### Fill In the Prompts

Collaborate with the comms team, Student Affairs, and the Counseling Center to identify relevant on- and off-campus resources.

## Step 3:

### Save Your Template

Use the tips below to circulate your newly created resource.

### Add the Title of Your Resource Here

Below this box is a sample description of how to utilize this resource. Consider including additional information about how you might use this information on your campus.

#### On-Campus Resources

- Hyperlinked name of resource, contact [information](#)
- ...
- ...
- ...
- ...
- ...

Use this space to list on-campus resources available to students.

#### Off-Campus Resources

- Hyperlinked name of resource, contact [information](#)
- ...
- ...
- ...
- ...
- ...

Use this space to list off-campus resources available to students.

If you've noticed a student who is struggling but you would like additional guidance as to how to support or approach them, you can always reach out to [INSERT NAME AND CONTACT INFORMATION OF THE APPROPRIATE CAMPUS OFFICE HERE.]

### Tips to Increase Awareness of the Resource among Faculty:

- Plan a communication strategy to promote the reference guide
- Consider key times of the year when students may be particularly likely to reach out to faculty for support and remind faculty of this resource at those times
- Obtain feedback from faculty regarding the guide's efficacy



# Tool 2: Syllabus Statement Tool

## Draft Your Mission Statement

### Use the Below Syllabus Statements to Craft Your Own Statement

Share your statement with faculty so they can plug it into their syllabi, or with Deans to encourage faculty to plug into their syllabi.



Miami University is committed to the emotional and mental health needs of students. As such, there are many resources available for you if you are experiencing concerns such as anxiety, depression, relationship problems, substance abuse, or other mental health issues impacting your ability to learn. The Student Counseling Service offers confidential mental health counseling and medication services for full-time Oxford students, including same-day emergency services. If you are experiencing any emotional difficulty, please contact their office at 513-529-4634 or [miamioh.edu/studentcounseling](http://miamioh.edu/studentcounseling).



As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Visit the [Missouri State University Counseling Center website](#) to learn more about free and confidential services available to you.



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

### Mental Health Syllabus Statements Best Practices

- ✓ Express the institutions commitment to supporting mental health and well-being
- ✓ Add contact information such as a link to the counseling center website or an email address for the counseling center
- ✓ Add faculty voice to the statement to clarify that students can approach faculty if they are struggling

**Already have a syllabus statement? Skip to the next page.**

### Implementing a Mental Health Support Syllabus Statement

#### Step 1:

#### Write the Statement

Use the samples on page 23 as inspiration to write a statement that includes the following basic elements:



**State the institutions' and/or faculty members' commitment to creating an environment that is supportive of mental health and well-being**

*Examples:*

- "Maple University is committed to creating environments that support the mental health and well-being of members of the college community..."
- "As a Maple University faculty member, I am committed to creating an academic environment that is supportive of student mental health...."



**Provide examples of common reasons why a student might seek campus support services**

*Example: "...if you are experiencing concerns such as anxiety, depression, relationship conflict, substance abuse, or other mental health challenges that are impacting your ability to learn..."*



**Explain the types of support available for which students, and where students can find information about services and how to access support**

*Example: "The Maple University Counseling Center provides a variety of confidential support services to full-time students. For information about these services or to schedule an appointment, visit the counseling center webpage."*

#### Step 2:

#### Ensure Important Stakeholders Sign Off Before Sharing with Faculty

Send the first draft of the statement to essential team members and leaders (such as the Vice President of Student Affairs and/or the Provost) for approval before sharing with faculty)

#### Step 3:

#### Share the Statement with Faculty:

- Add the syllabus statement to existing faculty resource pages and materials
- Ask the Provost to email faculty about the statement and encourage them to add it to their syllabus

## Already Have a Syllabus Statement?

**If you already have a mental health support syllabus statement available for faculty, use the below questions to conduct a short evaluation of your statement:**

### Step 1:

#### **Use the Questions Below to Review Your Syllabus Statement for Opportunities for Improvement**

- Is the information in the current syllabus statement accurate?
- Does the statement reflect current operating hours, services, and eligibility criteria for services?
- Does the statement include a link to the counseling center website? If so, does that link still direct users to the right page?

### Step 2:

#### **Use the Ideas Below to Ensure Faculty are Aware of the Statement**

- Add the syllabus statement to all faculty resource pages
- Include the syllabus statement in syllabi examples provided to new faculty
- Encourage faculty to add the statement to their syllabi during new faculty orientation and regular faculty gatherings
- Ask a senior academic leader to re-share the statement with faculty at key moments throughout the year