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# Creating Communities of Care: Strategies to Support Faculty/Staff Well-Being

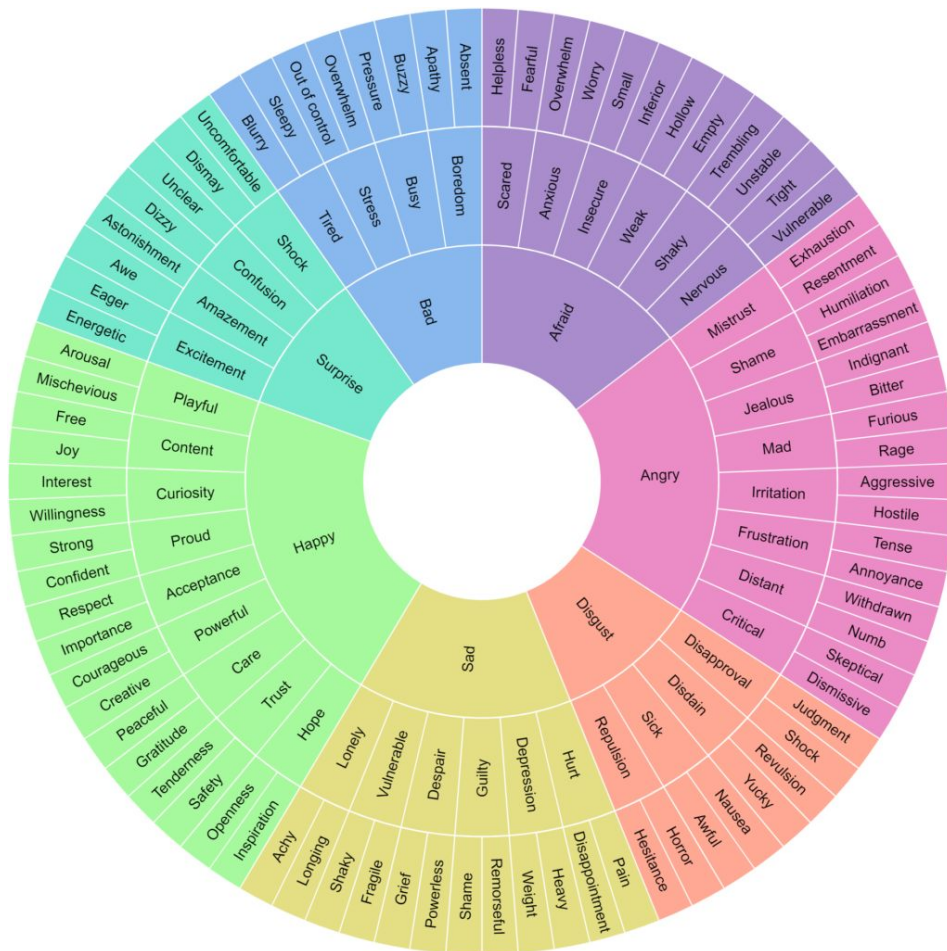
Presented By:

**Ethan Fields, M.S.Ed.**

Director, Higher Education Program Outreach & Promotion

September 7, 2022







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# Learning Objectives

1. Learn recent national data related to faculty and staff mental health and well-being
  2. Explore strategies to bolster your efforts in addressing the mental health and well-being needs of faculty/staff
  3. Identify individual and collective, community, or team practices that can foster care and support
  4. Learn about resources and programs from JED and other campuses that can benefit your communities
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**The Jed Foundation (JED) works to protect emotional health and prevent suicide for our nation's teens and young adults.**



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# Mission & Vision

**Mission:** The Jed Foundation works to protect emotional health and prevent suicide for our nation's teens and young adults.

**Vision:** At JED, we envision a future where:

- All teens and young adults are equipped to navigate mental health challenges, to seek and give help, and emotionally prepared to enter adulthood and fulfill their potential.
- Every high school and college has a comprehensive system that supports emotional health and reduces the risks of substance misuse and suicide.
- Our communities support the emotional well-being and mental health of teens and young adults.
- Mental health is recognized as part of general health and wellness and is not associated with shame, secrecy, prejudice or uncertainty.

# JED Programs



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**CAMPUS**



**HIGH SCHOOL**



**SET TO GO**

A JED PROGRAM

**ULifeline**

Your online resource for college mental health



**Mental Health  
is Health**



**What is the data telling us  
about faculty and staff  
mental health right now?**



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## Recent Data

- 57% of respondents in the 2022 College and University Professional Association for Human Resources survey affirmed that they are likely to seek employment elsewhere in the next 12 months
  - That number is 14% higher than 2021
  - The most common reasons were for wanting higher pay, remote positions, and flexible schedules
- 1 out of 5 Chief Academic Officers are reporting that faculty are turning over at higher rates and more than half say they are at least somewhat higher than normal
- Student Affairs Professionals are reporting high levels of burnout and around 40% do not anticipate staying in the field for the next 5 years
  - However, 94% believe they are positively impacting student lives
- Campus counseling centers (and other student services) are struggling to hire staff to fill vacancies and for new positions



# COVID-19 Pandemic Effects on Mental Health

## Psychological effects of quarantine

- Increased anxiety (including social anxiety)
- Increased anger
- Substance use and misuse
- Triggered PTSD

## Unique stressors

- Uncertainty of duration and adjusting to the “New Normal”
- Fear of infection – for self and loved ones
- Grief (loss of opportunities and loved ones)
- Inadequate or contradictory information
- Financial and basic needs concerns



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# The Healthy Minds Study for Faculty/Staff

- 87% feel that student mental health has worsened or significantly worsened during COVID-19
- 4 out of 5 had a conversation or meeting with a student concerning their mental health in the past year
- Only half believe they can recognize if a student is in emotional distress
  - Almost 75% would like more training
  - 61% believe that mental health training should be mandatory
- Nearly 50% believe that institutions need to invest in resources for faculty and staff mental health

**What are some strategies for improving faculty/staff mental health and well-being?**

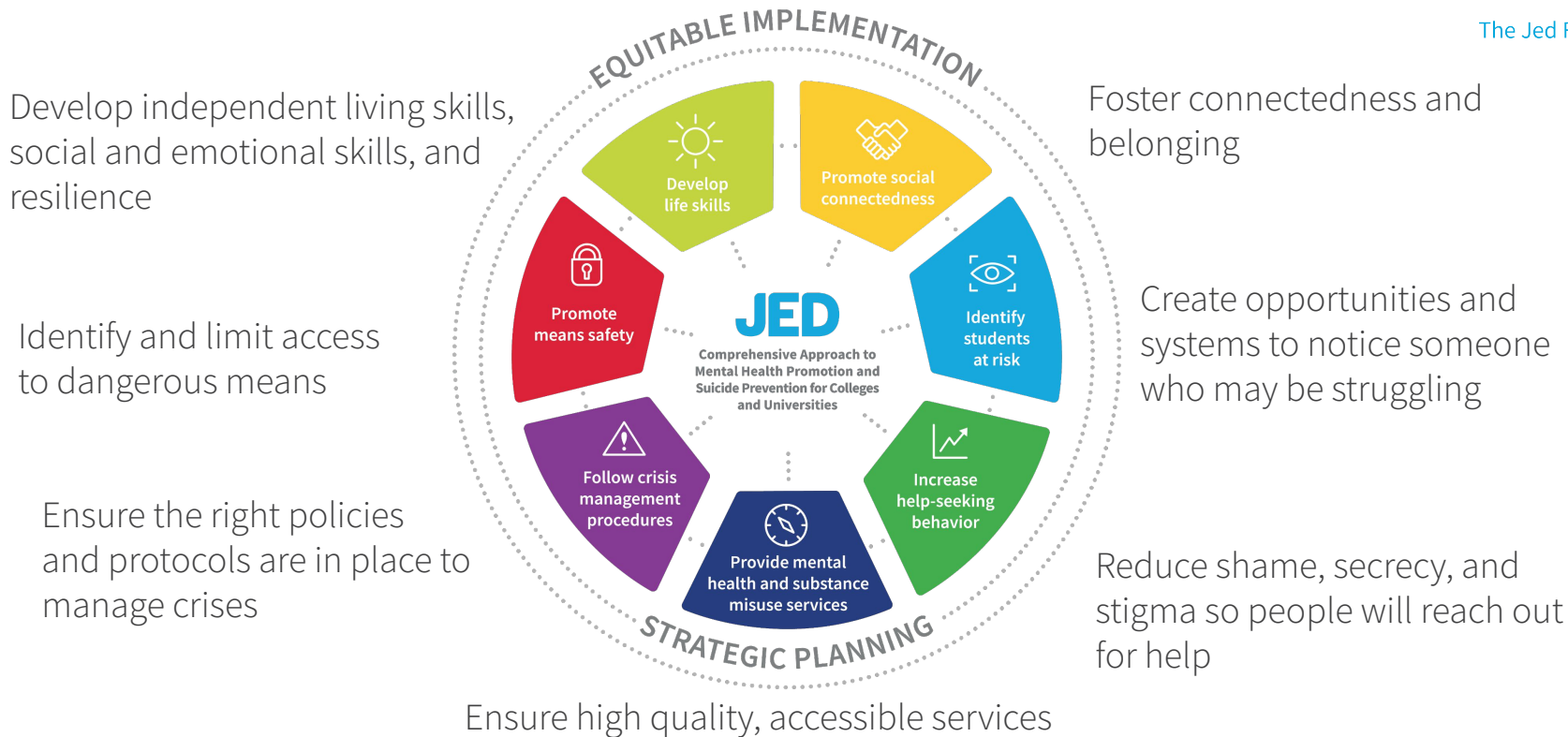


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# Our Comprehensive Approach for promoting mental health and creating sustainable change guides our work



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# Strategic Planning & EI for Faculty/Staff

- Ensure that community mental health and well-being are included by name in the institutional strategic plan and not just assumed to be covered by other goals
  - Establish a mental health and well-being task force and include representatives from Human Resources and Faculty Development
    - Connect student and faculty/staff well-being initiatives
    - Connect with diversity, equity, inclusion, and anti-racism efforts
  - Collect, analyze, and share/utilize data on faculty and staff experiences (like through the Healthy Minds Study for faculty and staff)
  - Evaluate and change HR policies and requirements to meet current needs for faculty, staff, and students (i.e. time off, remote positions, benefits)
-

## Intercom

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## Update on JED Process and Healthy Minds Survey Results

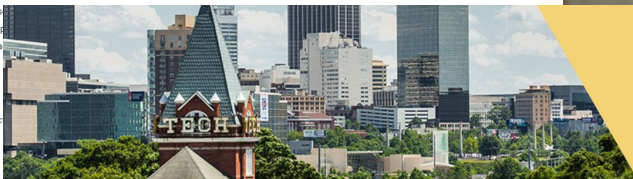
BY BONNIE PRUNTY, NOVEMBER 3, 2021

Learn about the steps we have taken in the JED process including an opportunity to attend a presentation of the Healthy Minds Survey Results

In 2020, Ithaca College began a partnership with the JED Foundation, whose mission is to reduce the risk of suicide through the development, implementation, and evaluation of evidence-based suicide prevention programs and systems within educational settings. This partnership allows our campus to assess and enhance the work already being done to support student mental health and change both on campus and in the greater community.

### Healthy Minds Survey:

The first step of this work was to form a Task Force, chaired by CAPS Director



## YOUR WELLNESS MATTERS

**TCC Employee Assistance Program:** Licensed counselors are accessible on a 24-7 basis by calling 1-800-327-2251.

**Free Statewide Virtual Support Groups:**  
<https://mha-ok.org/support-groups>

**Crisis Text Line:** Free, 24/7, confidential support by text. Text RELIEF to 741741 at any time and place to speak anonymously with a trained Crisis Counselor.

**National Suicide Prevention Lifeline:** 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals. 1-800-273-8255.

Funding for this campaign was made possible in part by SAMHSA 1006 from SAMHSA. The views expressed in written materials or publications and by speakers or moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.



## THE ROLE OF FACULTY IN STUDENT MENTAL HEALTH



### OUR VALUES ▶

Students are our top priority.  
We strive for excellence.  
We thrive on diversity.  
We celebrate collaboration.  
We champion innovation.  
We safeguard freedom of inquiry and expression.  
We nurture the well-being of our community.  
We act ethically.  
We are responsible stewards.

[Learn more about our values.](#)

of Public Health



# Life Skills/Social Connectedness for Faculty/Staff



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- Training faculty and staff to facilitate resilience courses and integrating well-being practices into the curriculum can also benefit their own well-being
    - Examples - [Koru Mindfulness Training](#), [UT-Austin's Texas Well-Being](#), [UW Resilience Lab](#)
  - Offer intramural sports and other physical health engagement opportunities for faculty, staff, and students to engage in
  - Develop and/or promote faculty and staff affinity groups
  - Peer mentoring opportunities for new faculty/staff
  - Offering mindfulness and other app subscriptions for faculty, staff, and students
-



# PITT0130: Wellness and Resilience

Take a class where your homework is to re-train your brain.



**PITT0130: Wellness and Resilience** will teach undergraduate students skills for having resilience in the face of commonly experienced stressors and difficulties.

- Learn advanced psychotherapy techniques to ease your mind and improve your life.
- Learn positive habits like mindfulness, strategies for reducing stress and other uncomfortable emotions, coping skills, and relationship skills.
- Break down the psychology behind why these skills work and learn to apply them to your life.
- Practice using these skills and positive habits through homework and in-class practice.

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optimi.

Rowan Thrive
What is Rowan Thrive?
Explore Thrive Resources
Thrive Events
Get Involved
Newsletter Archive
Thrive Toolkit

Click here for information about policies related to seeking assistance in difficult situations!



## Rowan Thrive

Wherever you come from and wherever you plan to go, life in a University community will be like the rest of life: full of choices, opportunities and challenges. What might surprise you is that you can thrive, no matter what's going on around you—at Rowan and in the rest of life—when you make well-being a way of life.

Well-being means something different to everyone, but in general, it's the sense of feeling good about you and your place in the world. It goes beyond the classroom and career. It's intentional. It brings balance.

Rowan Thrive is our community's commitment to help each person cultivate well-being throughout life's journey of highs and lows. Rowan Thrive is a toolkit for developing a mindset, actions and behaviors that will help you build a life of purpose, resilience and engagement. Rowan Thrive is designed to help you live according to your values, maximize your potential and find your best self.

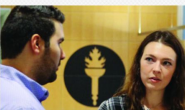
Your well-being is your responsibility, your personal journey—and Rowan Thrive is here to help.

### What is Rowan Thrive?



Rowan Thrive focuses on six dimensions: Physical, Social, Purpose, Community, Emotional, and Financial. We understand that well-being encompasses so many areas that can all link back to one of these specific areas of Rowan Thrive.

### Explore Thrive Resources



Looking for on-campus or off-campus ways to improve your overall well-being? Click here!

### Thrive Events

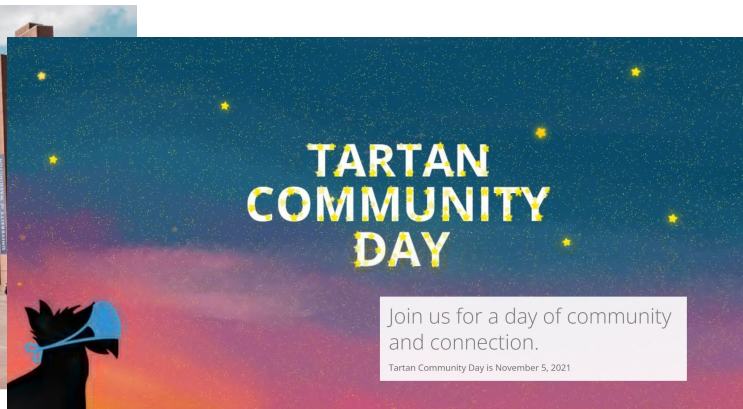


All Rowan Thrive events can be found on Proflink. Ready to participate? Click here!



## WELL-BEING FOR LIFE & LEARNING

A GUIDEBOOK FOR ADVANCING STUDENT WELL-BEING  
AT THE UNIVERSITY OF WASHINGTON







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# Help-Seeking and Help-Giving for Faculty/Staff

- Increase mental health training efforts to reach the majority of faculty and staff
    - Through training, faculty and staff can not only feel more confident in helping others, but it may put them on the journey to seeking help themselves
  - Create opportunities for storytelling, processing/healing, and peer support
  - Involve faculty and staff in mental health campaigns and screening and well-being events like Fresh Check Day
  - Create a central website/hub for faculty/staff well-being resources and information
-

# CAST: Care and Support Team

## Who Is Cast?

The SUU Care and Support Team (CAST) is comprised of trained faculty and staff who are committed to creating an environment at SUU that supports students who may experience emotional distress and mental health

## Mission Statement

To promote student resiliency by providing a visible network of support on campus for students who are experiencing isolation, sadness, fear, anxiety, or other forms of emotional distress.

## Green Bandana Project, WellCAT ambassadors spread word on mental health, suicide prevention

By Taylor Parish · May 6, 2021

Like 1

Tweet



## Mental Health First Aid

This program teaches how to identify, understand and respond to signs of mental illnesses and substance use disorders. Training provides skills needed to reach out and provide initial help and support to anyone who may be developing a mental health or substance use problem or experiencing a crisis.

3

Certified  
trainers.

12

Staff members  
trained.

16

Students  
trained.

## Question, Persuade, and Refer (QPR)

People trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Each year thousands of Americans, like you, are saying "Yes" to saving the life of a friend, colleague, sibling, or neighbor.

40

Faculty

92

Staff

35

Students



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# Providing MH Services for Faculty/Staff

- Going beyond the Employee Assistance Program (EAP)
    - Are you able to offer a health equity plan that can cover or reimburse co-payments?
    - Are you able to expand mental health service offerings for faculty/staff through telehealth options or MOUs with community providers?
    - Do you have behavioral health navigation services included?
  - Basic needs supports
    - How do you connect faculty/staff to these options in the community if needed for themselves or others?
  - Therapy blocks on calendars just like any other health visits
-

# Crisis Management and Means Safety for Faculty/Staff



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- Faculty/staff suicides or sudden deaths should be addressed by a campus postvention protocol
  - Debriefing after crisis situations as part of case management practices
  - Crisis information should be readily available
  - Means safety environmental scans will help the entire campus population
  - Means safety education efforts, like other campaigns, should be promoted to faculty and staff
-

# What about self-care?



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# Why Self-Care?

## The Facts:

- For most of us, our mental health and self-care have been affected adversely during COVID-19, but not all are experiencing the same way
- COVID-19 stress can look slightly different than our normal stress as it adds on worries about sickness, loved ones health, finances, job security and change to normal routine
- Symptoms of anxiety and depression have increased considerably during COVID-19
- Self-care during times of high stress is incredibly important and can prevent burnout
- We are all experiencing differing levels of collective trauma from the pandemic and national/international current events

## The Order of Care

**YOU → OTHERS**



“ Self-care is **deeper work**—

there's a difference between engaging in self-soothing relief from a discomforting emotion, versus tackling the hard work to take care of yourself on a deeper level.

Source: First Round Review



# Self-care is about...

- **Rest**
- **Connection**
- Self-compassion
- Routine
- Movement
- Spirituality
- Boundaries



## Note about Equity

“

Shouting self-care at people who need community care is how we fail them.

- **Nakita Valerio**

”

## Activity:

**What are you currently doing to care for yourself?**

**How have others demonstrated care at your institution?**



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**What are some strategies for fostering a culture of care within your team or community?**



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# Culture of Caring Strategies

- Restorative Practices
    - Check-Ins and Check-Outs of every meeting
    - Working **with** everyone to repair harm and build community through high accountability and support
  - Establishing meeting or team norms for dialogue
  - Creating shared team values - grace, space, joy
  - Confronting workplace myths head on
  - Including mindfulness and well-being practices into meetings
  - Setting healthy boundaries and prioritizing well-being without guilt
  - Providing opportunities for feedback giving and receiving at all levels
  - Provide ample and valuable opportunities for mentorship and peer support among colleagues
  - Advocating for change even when met with resistance
    - Trying “calling in” rather than “calling out”
    - Leverage data and promising practices to implement policy/practice change
-

# **Breakout Activity:**

- 1. Share an example of a time you felt cared for and supported in your role and in your department/unit.**
- 2. Identify one change you would like to make in your department/unit to enhance well-being.**
- 3. What is something that you would like your institution to implement to better support faculty and staff well-being overall?**



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# JED Resources & Campaigns



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I NEED HELP

I WANT TO HELP

RESOURCE CENTER

DONATE



## Mental Health Resource Center

The Jed Foundation's Mental Health Resource Center provides essential information about common emotional health issues and shows teens and young adults how they can support one another, overcome challenges, and make a successful transition to adulthood.

### I Want to Take Care of My Mental Health

Overall well-being is having a healthy body and a healthy emotional state of mind. A healthy lifestyle can enhance mental health, bring a sense of well-being, and help keep your body strong. These resources can help you navigate life's challenges, feel better, and improve your state of mind.

[See More](#) →

### I Want to Help My Friend

Young adulthood can be a time of significant change and intense challenges. These resources can help you recognize that a friend may be struggling and provide support.

[See More](#) →

 GET HELP NOW



[I NEED HELP](#)[I WANT TO HELP](#)[RESOURCE CENTER](#)[DONATE](#)

## Back to School: "You Are Here"

On a map, these three words locate you and help you plan your next steps. They are also a powerful intention to be just where you are, open to what is to come.

This year, teens and young adults say they're stressed and anxious. Nearly half of high school students have persistent feelings of sadness and hopelessness. Over 40% of college students report depression, and one in three report anxiety.

And it's no wonder. The uncertainty, isolation, and losses of the pandemic, coupled with political and cultural conflict and violence, have made a dent in all of our emotional well-being.

That's why this back-to-school season, JED is focused on helping high school and college students center themselves in the midst of these forces, identify their hopes and intentions, and map out an emotionally strong start to the year.



# Faculty Guide to Supporting Student Mental Health

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How to create a culture of care on campus



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**Find a way to reach  
out to a friend about  
their mental health.**

Learn more at [seizetheawkward.org](https://seizetheawkward.org)

**SEIZE THE AWKWARD**



# We all have mental health

Our emotional health can range from thriving to struggling. No matter what you're experiencing, there are ways to take action to support yourself and those around you.

**breathe in**







You  
are  
here

AN EXPERIENCE FROM



POWERED BY

PINK

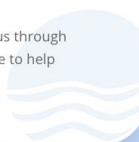
### Calm

MORE CALM ▸



#### Alternate Nose Breathing

Yoga instructor Channing Hixon walks us through the Nadi Shodhana breathing technique to help us feel calmer and more grounded.



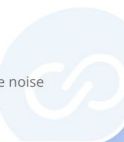
### Connected

MORE CONNECTED ▸



#### Sound Healing

Join multidisciplinary healer Thalia Ayres Randolph for a 15-minutes sound healing experience to help us disconnect from the noise of our lives and reconnect with ourselves.



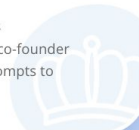
### Confident

MORE CONFIDENT ▸



#### Journaling Prompts

Getting to know ourselves better builds confidence and authenticity. K Marie – co-founder of Brwn Girl talk – shares journaling prompts to help us connect with ourselves.



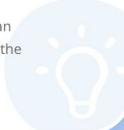
### Inspired

MORE INSPIRED ▸



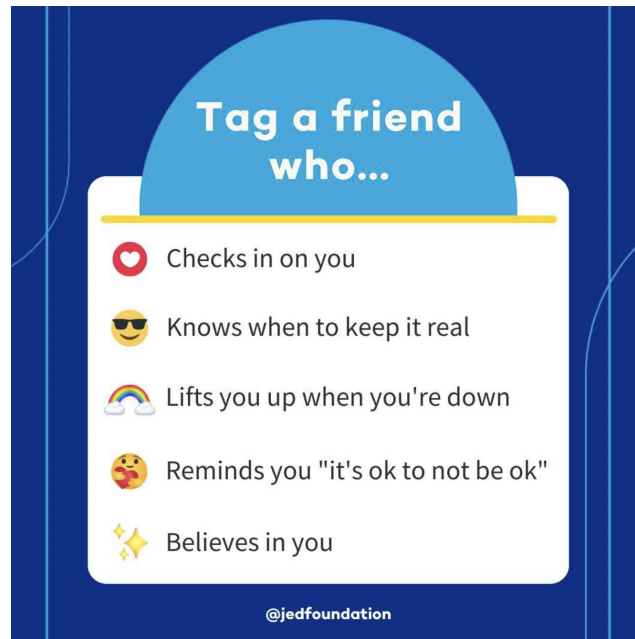
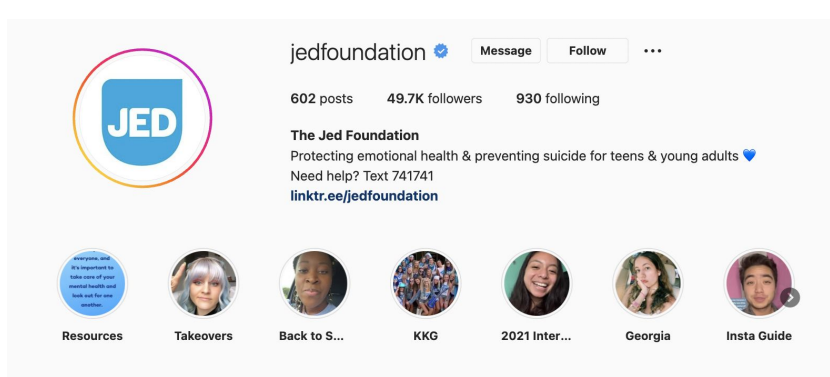
#### Positivity Post-Its

Writer and musician Rachel Kang shares an exercise to find inspiration and celebrate the good things in our lives.



# Connect with @jedfoundation!





## Closing Out:

**What is one way you're going to care for yourself this week?**



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# Thank you!

**Ethan Fields**

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*Outreach & Promotion*

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