

Summary Notes & Q+A

Academic Meeting #1: Mental Health

Wednesday, January 31, 2019

Discussants: Frances Leslie, Vice Provost for Graduate Education; Dean, Graduate Division; Judy Stepan-Norris, Vice Provost for Academic Planning

Judy Stepan-Norris -Intro

- Three forums this year: mental health, interdisciplinarity, faculty diversity
- Mental Health affects both graduates and undergraduates
- Recent past had a deficit in handling of student cases--New programs have been added, but lack of coordination and unity
- Faculty/staff in particular do not know where to find resources, information, etc

Questions/Topics Submitted in Advance

- Issue of gaps in information
- How do we assess effectiveness of initiatives
- How do we handle students in crisis?
- How do we address students utilizing alcohol in unhealthy ways:
- How to best assist graduate students
- How to stop faculty from harassing
- What resources exist for faculty in distress

Activities Happening in 2018-19

- Academic Planning Group Task Force on Mental Health, co-chaired by Frances Leslie and Mike Dennin
- Provost's Leadership Academy Sub-Group on Mental Health
 - What info should be disseminated to faculty and on what topics
 - Plan to inform faculty of resources
 - Significant increase in available resources, but limited awareness among faculty
 - How can we target the groups that need the info more effectively?
 - New faculty vs. long standing faculty; adjuncts/lecturers (deal with large numbers of students); Dept chairs
 - Helps faculty/staff figure out how to help their students
 - Is there a better/simpler way to do this
 - Ex. in-class version as a poster
- Campus lacks a mental health framework - how do we develop one?
 - Meetings w/ campus stakeholders
 - Proposed senate review of issues around mental health in classroom culture and teaching
 - health/wellness framework in faculty review
 - Possible faculty fellows to conduct wellness programs

- Be Well website development
 - To address missing info/fragmentation
 - Website will have keyword search
- Proposal for dedicated graduate student space

Vice Provost Frances Leslie: Graduate Student Survey and Data

- 46% of Phd, and 28% of masters are considered clinically depressed
- Lower percentages coming into college, thus the environment exacerbates the problem
- Factors that correlate w/ depression (doctoral population)
 - Financial concern
 - Counter: 5 year guarantee
 - Program bias
 - Counter: DECADE program
 - Peer mentor relationships
 - Social support in general
 - doctoral students are very isolated
 - Support from dept
 - Optimism about career prospects
- Potential Prevention Methods -Central framework
 - Okanagan Initiative
 - Policies; Code of Conduct
 - Teaching criteria to teaching and mentoring

Q&A/Comments (FL- Frances Leslie, FD- Frances Diaz, JSN- Judy Stepan-Norris)

Question: Will faculty have access to graduate mental health data?

FL: Yes.

Question: When students need support/are in vulnerable states, are there any checks and balances on the mental health provider?

FD: 2012: credentialing; systemized checks and balances to ensure that all providers are not abusing their position. Counseling Center has a Quality Assurance position to make sure that treatment is adequate and satisfactory

- 9 vacancies in clinical positions at the Counseling Center

Question: Is anyone tracking mental health efforts that are working independently across campus?

JSN: Office of Academic Planning is working to create an umbrella (under HCN) to centralize and unify

Mental Health Initiative

Question: Was the participation rate across UC campuses for the grad data?

FL: 40% across campuses. Question to keep in mind: What's different about our campus and students?

Question: Is there a hope/plan to reassure survey or recreate it?

FL: Most recent data pulled is from 2016; Every alternate year will try to conduct a graduate student survey.

Question: In graduate drama dept, increase in diversity, leading to an increase in anxiety/fear: what can be done to help these students adjust? What can faculty/staff do?

FL: Possible idea- second orientation during second year or at other times during the year. Faculty and staff are given handouts, but maybe should be given orientation material, as well

Question: If most of our graduates live at on campus housing, how can we use housing programming for them better, such as for undergraduates?

FL: Verano 8 has many Social interaction developments

Question: While most of grads come in fall, some (off roster) come in later, how do we support these students who are being “pushed off the wagon”?

FL: Change in policies potentially, to allow for non-fall students the same access to resources/housing

Question: How do we confront faculty/staff about harassing/bullying of students?

FL: A lot of faculty members are not aware of students’ thoughts/feelings. Dept Chairs are reluctant, feel disempowered to handle issues with faculty. How do we change policies? DECADE mentors are working to roll out department codes of conduct, “collegiate conduct”

Question: How do we use technology to help with wellness?

FD: TAO: therapy assisted online, designed to work with adjunct therapy. Self-help tool filled with modules--500 enrolled profiles (for general self-help), 225 sessions completed. Targeting specific departments and programs; increased roll out. May be able to give academic advisors info. Have an online screening tool for suicide prevention. Next fall all student IDs will include national suicide prevention hotline and counseling center contact