A campus forum to generate strategies to foster and support true mental health and advance student success.

Grand Challenge: To create a University environment where students, faculty and staff can thrive and reach their full potential.

Major Obstacle: Mental health challenges dramatically impact our ability to thrive and be successful -- permeating and negatively affecting all aspects of academic life.

The Provost’s Committee on Student Mental Health organized this day to:

- provide a participative forum for all stakeholders to engage in the strategic conversation;
- strengthen campus-wide relationships; and
- generate strategies to foster and support true mental health and advance student success.

What happened? Nearly 200 university leaders, faculty, staff and students representing diverse academic and administrative units and student organizations from across the Twin Cities campus met from 8:30AM to 4:00PM in McNamara Alumni Center.

Attendees had multiple opportunities to connect with others in meaningful conversations. In the morning, we focused our collective attention on the issues, connected ideas to find deeper insights, and generated bold ideas that create forward movement and action. In the afternoon, we focused in on the strategies and some of those bold ideas and generated action plans for supporting true mental health and advancing student success.

The success of the day was due to the initiative and participation of everyone present!
Participatory Leadership in Action

Participatory leadership principles and practices were used to leverage the collective experience and wisdom of all who attended. We had the opportunity to engage in multiple rounds of 20-30 minute conversations in groups of four around powerful questions. The guidelines for conversation were to contribute our thinking, listen attentively to others, focus on what matters, link and connect ideas, listen together for deeper insights, play, doodle, draw, and have fun. Between rounds of conversation, we moved to other tables which provided an opportunity to forge new connections and cross-pollinate ideas across the room. Some volunteered to be table hosts after each round, welcoming others to the table and providing a summary of the previous conversation.

“The smaller groups were best for me because I tend not to engage when in larger groups so the smaller format was more accessible to me and I got a lot out of them.”
World Cafe Round 1

What does true mental health and student success mean to you?

A Sampling of Conversation Themes
- Space for meditation and reflection
- Physical activity
- Hope
- Emotional Intelligence
- Peer support
- Coping strategies
- Understanding triggers
- Balance physical, social, academic, mental, etc.
- Advocate for self
- Resilience
- Authenticity
- Mental health is not stigmatized
- Success is not academics in isolation

“Great work! Loved breaking into small groups and the creative way to get action items from ideas.”

World Cafe Round 2

What’s emerging here for you? What new connections are you making?

A Sampling of Conversation Themes
- Wellbeing is different things to different people
- Limited awareness of resources
- Importance of being proactive
- Staff wellbeing leads to student wellbeing
- Community connections outside U
- Intake models and processes
- Making ends meet affects all things
- Focus on positives
- We will never solve it after the fact
- Parent involvement
World Cafe Round 3

If our success was completely guaranteed, what bold steps might we choose?

Action Planning Themes

• Faculty/Staff training (A)
• Streamlining services (B)
• Required undergraduate course (C)
• Incentive program for student wellness (D)
• Awareness campaigns (E)
• Peer mentorship/support program (F)
• Making ends meet affects all things (G)
• It’s everyone’s responsibility (H)
• Social wellness programs (I)

VOTE* If success was guaranteed, which of these bold ideas would you devote energy toward?

* This vote does not represent consensus on future priorities. In fact, the highest rated item sparked healthy debates during and after the event. Further engagement with faculty and students is being planned to bring their perspectives into this critical campus conversation.

BOLD IDEAS GENERATED

125+

“Good process, visuals, perks like laughter yoga. All good. Let us do more!”
### BOLD IDEA

| General Ed requirement class on achieving personal success | Need balance between students and university’s definitions of success. Course may need to be available/required over a span of education. | Research existing programming across country and potential support by administration. |

**Table Host: Gary Christenson**

| Required undergraduate course | What’s the best way to introduce this as a campus initiative? How can we get students to “buy in” to this requirement? | Update Student Development Outcomes |

**Table Host: Jessie Behr**

| Streamline services – Uniform policies around scheduling, intake, and documentation | Cross-pollination of ideas brings about greater collaboration of innovative action plans | Uniform policies around scheduling, intake, triage, documentation; online platform to guide students with live chat; integrative student record |

**Table Host: Thanh Van Vu**

| First stop for mental well being | Everyone has desire for better communication between departments and how to make better referrals. Physical and digital first stop for mental wellbeing is well-liked idea that is plausible. Increases efficiency and betters student success. | Take 5 intricate cases from student perspective and develop new protocols, core representatives from various departments meet to discuss resources, universal release of information for better flow, cannot accomplish any of this due to confidentiality issues. |

**Table Host: Vietri Pate**

| Adopt a “One Stop” model for mental health services and wellness - physical and/or virtual | Departments want more access to each others; a “One Stop” may help services collaborate - be the voice of many departments; many people like the idea of sharing staff and therefore developing more cohesion between departments | Develop multi-departmental committee to evaluate further and possibly propose as Presidential Grand Challenge |

**Table Host: Ruth Swartwood**

| It’s everyone’s responsibility! From faculty to facilities to P&A to IT. | Lots of opinions/angles, really smart people everywhere, hard to narrow ideas down | Employee interviews will include questions about assisting students in need or this will be included in job descriptions |

**Table Host: Sarah Keene**

| Making mental wellbeing concerns part of everyone’s job (faculty/staff training) | More collaboration needed across units, communication, authenticity | Look at current training models/programs, implement strategic plan: bystander to buy-in (3-step process), safe space for identifying mental wellbeing |

**Table Host: Anise McDowell**
<table>
<thead>
<tr>
<th><strong>BOLD IDEA</strong></th>
<th><strong>INSIGHT</strong></th>
<th><strong>NEXT STEP</strong></th>
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<tbody>
<tr>
<td>Education and training for faculty and staff re: mental wellbeing</td>
<td>Top down culture change (awareness of mental wellbeing by all); staff/faculty awareness of available resources and broad understanding of mental wellbeing; model healthy behavior and talk openly about struggles/reduce stigma.</td>
<td>Engage with faculty regarding what they see to be their role with student mental wellbeing. Encourage buy in to culture shift by: sharing scope of problem and impact of training, hear about current barriers, and collect stories re: supporting student mental wellbeing by faculty and students to be shared. Demonstrate that faculty buy-in is essential to formalize university stance on mental wellbeing of students, staff, and faculty.</td>
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<td><strong>Table Host: Laurie Lucachick</strong></td>
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<td>Faculty/Staff Training</td>
<td>Our biggest charge is to combat fear and resistance - our own and our students'. We need to develop self-efficacy through experiential and vicarious learning and empower our community at all levels through structured support an education.</td>
<td>Develop structured, experiential learning opportunities for faculty/staff/instructors within units. Communicate mental health advocacy as a UMN and unit/department value.</td>
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<td><strong>Table Host: Tara Dillon</strong></td>
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<td>Peer mentorship/support group/program that provides regular check-in on transitions, working with/talking to professors, declaring a major, finding balance, dealing with problems, etc.</td>
<td>There is a lot of excitement about and ideas for peer mentorship/support group/program. It will be important to keep up the momentum and identify and engage the groups and resources necessary to make this group successful.</td>
<td>Establish support and buy-in from across the campus.</td>
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<td><strong>Table Host: Julie Sanem</strong></td>
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<td>Awareness campaigns for students - incoming, transfer, graduate, professional</td>
<td>Goal is for the students to take responsibility for own mental health through skills, intrinsic motivation and awareness of resources. Confirmed we have capacity to meet demands.</td>
<td>Ask the students, Active Minds, MSA, focus groups, “what will work for them?”</td>
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<td><strong>Table Host: Barb Blacklock</strong></td>
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<td>Wellness spaces in all residence halls</td>
<td>Space, time, role model, self-awareness, everyone welcome in an inclusive space</td>
<td>Research… ask students what they are doing now, explore top 4 campuses with wellness focus.</td>
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<td><strong>Table Host: Sarah Paul</strong></td>
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<td>Create incentive program for student wellness activities</td>
<td>Creating a new program is challenging with a time-constrained population.</td>
<td>Define a full spectrum of wellness activities that will positively affect mental health. Look at other models if they exist.</td>
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<td><strong>Table Host: Eric Jensen</strong></td>
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<td>Happiness/wellness assessment to help student understanding of self</td>
<td>Good discussions, amazing ideas, and good to take this time to connect with others.</td>
<td>Create student wellness rewards program - “Wellness Bank” with wellness/needs assessment to gain points and incentivize. Use data to assess for programmatic changes.</td>
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<td><strong>Table Host: Mary Moga</strong></td>
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“Really fabulous forum for generating ideas and developing actionable items with buy in. Kudos to the planners and facilitators.”
What action are you inspired to take to promote positive mental health?

Conversation ➢ Continuing the conversation and being a super resource for students ➢ Model self-care and a good work/life balance ➢ Learn about existing resources ➢ I’m going to get my next pet certified as a pet therapy animal. ➢ I will promote the mental wellness of the people I interact with on a daily basis ➢ Figure out/begin discussion about mental health in the deaf/deaf blind/hard of hearing communities ➢ Share information and give feedback to co-workers ➢ Keep the big picture in mind ➢ Make sure I give my kids more praise than criticism and take care of myself so I can support others. Also, laugh a lot. ➢ I will become love, I am the love I wish for all ➢ Continue creating discussions and being a leader ➢ Stay engaged with the community we built today — use it to be a resource to our students ➢ Continue to be a safe space and continue to listen and learn ➢ Listen, be kind, be strategic ➢ Say something encouraging to someone everyday ➢ Take action to make integrative Mental Health a reality at Boynton ➢ Providing one wave ➢ I will… leave my work stress at work …. and not bring it home. ➢ Directly thank at least one person a day for furthering access! ➢ Model or create a staff break — recess? ➢ Promote a student wellness bank ➢ I will share information from this day with Vice President and Management team to start our own conversations about next steps! ➢ Take a break before I speak, start with kindness ➢ Say I care and mean it! ➢ Utilize my “lunch” hour to role model wellness (socializing, walking, meditations) ➢ Pay attention, listen to hear, observe, refer, and act ➢ Be intentional about approaching each situation with positive intent. ➢ Pay better attention ➢ I will continue to treat others with respect, dignity, and meet every client where they are at ➢ Focus on actively listening to those in my life — be in the moment so those I interact with know that what they are saying is important and being heard ➢ Give at least one compliment per day ➢ I will engage in discussion to break down the stigma surrounding mental health ➢ Listen without judgment ➢ Encourage laughter and positive thinking ➢ Breathe ➢ Peace to me, Peace to you ➢ Make my wife laugh ➢ Reach out to different departments and services on campus to learn more about available resources of the students I meet with and help. ➢ Promote self-compassion ➢ Go to this site, www.mentalhealth.umn.edu for review ➢ Ask “So what did you do to relax today?” ➢ Treat each individual as they are.... Individuals ➢ Care myself, care ourselves, care each other, care as many as possible ➢ Smile and relax ➢ Having personal down time to reflect, to relax, to breath ➢ Develop more connections across units — not just in my office ➢ Be a more active listener ➢ Allow a bit of time to make my office an inviting wellness space ➢ Ensuring the value I identify in others is based on their thoughts, ideas, and actions ➢ Report back to my area workmates…..practice my own wellbeing too. ➢ Always make time to help those who need it. ➢ Model wellness behaviors every day to friends, family, and co-workers ➢ Practice positivity and laughter ➢ Be okay with discomfort ➢ Take more time to listen ➢ I will speak truth to power ➢ Make exercise a priority and tell people how it helps me with mental health ➢ Be positive ➢ I will reach out to a family member about their wellbeing ➢ Remember that wellbeing mean different things to different people ➢ Be observant of the others around me and their actions, offer support an share knowledge of those resources ➢ Be more empathetic to others and devote adequate time to helping ➢ Smile ➢ Treating others as I would like to be treated ➢ Ask a student how they are caring for themselves today ➢ Incorporate “What I’m struggling/needng support with” into my meeting agendas ➢ Listen ➢ Understand better what resources are available ➢ Be responsible for coming to each interaction with a student with mindful, present moment focus. ➢ Be my genuine self and role model living with purpose ➢ Don't be afraid to probe or ask ➢ Reframe other’s negativity and respond with empathy and kindness ➢ Focus on what is working ➢ As a student I will be an active listener and peer motivator ➢ Incorporate one area of wellbeing to my daily gratitude list ➢ Keep the conversation going ➢ Listen more ➢ Practice and model wellness activities to students and colleagues ➢ Encourage and support others in their goals and in helping others ➢ I will take time for myself at work and share experiences with student workers ➢ Learn more about DBT ➢ Participate in mediation (live out value of balance and self-care) ➢ Encourage Wellbeing ➢ Make time to listen to my son ➢ Laughing several times a day just of the sake of it ➢ Mean it when I ask “How are you?” ➢ Be kinder to everyone and myself ➢ Address mental health stigma with my teenager ➢ I will do my best to advocate for students who come to me for help. I will help them connect to resources they need. ➢ Remember that I am the first supervisor many of my student employees have had — what I do and how I manage matters and can set them up for success. Be Great! ➢ Every day let at least one person I work with know something I appreciate about their work ➢ Empowerment — help students discover/create options for growth/change ➢ Increase mental health awareness ➢ Work toward and model life balance ➢ Be kind ➢ To advocate for improved evidence-based approaches to provide support for students with accommodation needs. ➢ Advocate for student mental health through active engagement with faculty and academic departments ➢ Systematically integrate wellness concepts into each class I teach: 2 minutes — mindfulness, gratitude, laughter yoga, mountain meditation ➢ Commitment to listen and not judge ➢ I will ask and not assume ➢ Share our wellbeing tips and activities in the area to colleagues ➢ Attentive Listening ➢ Remind friends and family of their obligation to themselves and to take time for self-care ➢ Encourage work (school) life balance ➢ Strategies for streamlining service — collaborations with campus partners ➢ Support creativity
THANKS TO ALL WHO PARTICIPATED!

On behalf of the...

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