

Intramural Partnerships & Mental Health Training

Improving Mental Health Access on College Campuses Learning Collaborative

April 18, 2023



Welcome!

Black Hawk College
Carl Sandburg College
City Colleges of Chicago
College of Lake County
Elgin Community College
Frontier Community College
Governors State University
Harold Washington College
Harper College
Heartland Community College
Highland Community College
ICCB
IECC
Illinois Eastern Community Colleges
John Wood Community College
Joliet Junior College
Kankakee Community College
Kishwaukee College
Lake Land College
Lewis and Clark Community College
Lincoln Land Community College
Morton College
North Park University
NUHS

Olney Central College
Richland Community College
Rockford University
Sauk Valley Community College
Shawnee Community College
South Suburban College
Southeastern Illinois College
Southern Illinois University
Triton College
University of Illinois Chicago
Waubonsee Community College



YOUNG  **INVINCIBLES**

Virtual Group Agreements

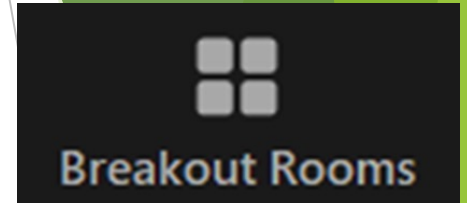
- ▶ **Be present.** Please show your video - we like to see you! Pets, partners and children welcome.
- ▶ **Be yourself.** Make sure your full name & org name is clearly identified on video.
- ▶ **Be brave.** What is said here stays here; what is learned here leaves here.
- ▶ **Move up and share.** Use the chat function to ask questions for all presenters during the session.
- ▶ **Care for your peers.** Share tips/resources in the chat as well.
- ▶ **We are recording the call.**



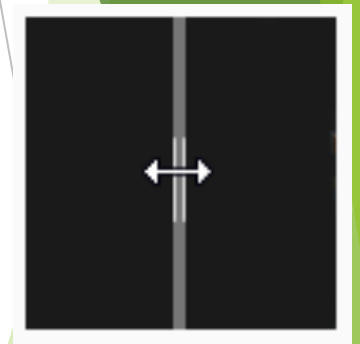
Virtual Housekeeping

- ▶ Current Zoom version is 5.13.3; version 5.7.7 or higher needed self-select breakout rooms.
- ▶ Please show your video if you can. Pets, partners, colleagues and children welcome!
- ▶ Make sure your full name is clearly identified on video.
- ▶ Please mute yourself when not talking to limit background noise.
- ▶ Use the chat function to share your name, role, and institution, ask questions, and share thoughts, tips & resources during the session.

**Zoom version
5.7.7 or higher to
choose**



**Side by Side
slides & gallery
icon**



Gallery Grid Icon



MHA Learning Collaborative April 18, 2023

Intramural Partnerships & Mental Health Training

Welcome & Overview

8:30am

Technical Assistance Center Updates
Lori Williams, SIU School of Medicine

Intramural Partnerships Panel Presentations
Destinee Miguest, Richard J. Daley College
Beth McPartlin, Harper College
Raphael Florestal-Kevelier, UIC

Breakout Rooms: Small Group Discussions

Reconvene and Closing

Adjourn



10:15am



YOUNG  **INVINCIBLES**

Intramural Partnerships Objectives

- Explore current partnerships and mental health training initiatives at public colleges and universities.
- Identify new strategies for intramural and campus-wide partnerships while responding to current needs of students, and within the capacity of public colleges and universities.
- Make commitments for implementing practices to form and enrich partnerships and mental health integration initiatives through exploration of innovative strategies identified by Learning Collaborative institutions.

Mental Health on Campus Act

▶ The Issues

- ▶ Students are struggling with their mental health throughout the state, exacerbated by an ongoing global pandemic.
- ▶ Students who fare better with their mental health are more likely to be engaged in campus life and graduate.
- ▶ Higher education institutions are doing their best but lack the resources to fully support students.

▶ The Mental Health Early Action on Campus Act would alleviate these issues.

Enacted in 2019, the Act:

- ▶ Expands peer support programs, staff training
- ▶ Encourages improved clinician-to-student ratios to ensure access to clinical services
- ▶ Creates a technical assistance center to support campuses to expand mental health supports

Intramural Partnerships

- **Foster a campus-wide approach to student, staff, and faculty well-being**
 - Support staff and faculty in understanding mental health and resources available for students on campus
 - Promote the value of wellness programming by developing relationships with campus leadership
- **Integrate wellness in the classroom and administration**
 - Identify students with mental health needs and promote pathways to connection to supports
 - Create and implement policies to further staff and faculty understanding of student rights and needs when it comes to mental health
- **What's in the Act?**
 - Campuses are required to:
 - Assess courses and seminars for students to identify opportunities to integrate mental health awareness curricula (Sec. 25 (2))
 - Develop and implement policies and procedures to advise students, faculty, and staff on identifying and addressing mental health symptoms as well as mental health accommodations

Funding Update for the Mental Health Early Action on Campus Act (MHEACA)

- ▶ Lily Rocha, Midwest Regional Director, Young Invincibles
 - ▶ FY24 ask is \$24 million, based on the results of a CGFA assessment
 - ▶ ICCB and IBHE have begun FY23 fund disbursement
 - ▶ Questions? Connect with Lily Rocha, Midwest Regional Director at Young Invincibles, at lily.rocha@younginvincibles.org and Jen McGowan-Tomke, COO at NAMI Chicago at jen@namichicago.org

Technical Assistance Center Updates

Lori Williams, SIU School of Medicine

lwilliams26@siumed.edu



Background

- In 2018, a bipartisan group of Illinois state legislators sponsored a resolution declaring that *Illinois is suffering from a behavioral healthcare workforce emergency*
- In 2019, a taskforce created to study the problem recommended creation of a behavior health workforce center
- In 2022, the center was funded
 - Southern Illinois University - the main hub
 - University of Illinois Chicago - the secondary hub

Pre-pandemic data: 23.3% of Illinoisans' mental health needs met by its workforce (Kaiser Family Foundation).

The pandemic increased needs and accelerated loss of behavioral health providers.

Faced with unmanageable demand for services, many agencies have now closed their waitlists, leading to untreated mental health issues and increased use of emergency services.



BHWC
BEHAVIORAL HEALTH
WORKFORCE CENTER

The BHWC will increase access to effective behavioral health services through coordinated initiatives to recruit, educate, and retain professionals in behavioral health.

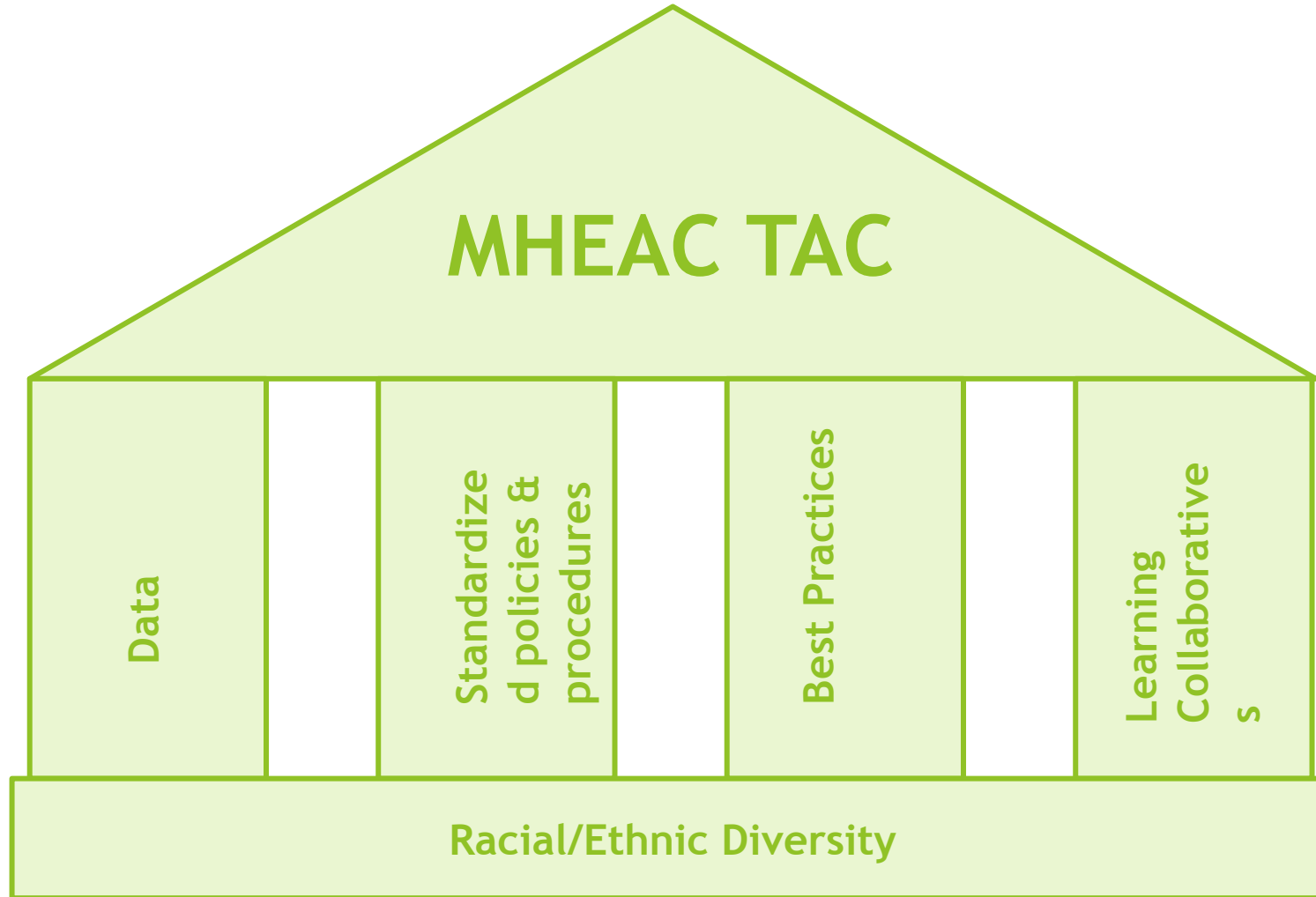


<https://www.siumed.edu/IBHWECC>



BHWC

BEHAVIORAL HEALTH
WORKFORCE CENTER



<https://www.siumed.edu/IBHWECC>



Year One

- FY23 planning grants from IBHE
- FY 24 implementation grants
- Data collection & online best practice repository
- MHEAC program name, logo, Website
- Best Practice Scan



BHWC

BEHAVIORAL HEALTH
WORKFORCE CENTER

Questions

Lori Williams

**Associate Provost of External Relations &
COO of BHWC, SIU SOM**

lwilliams26@siumed.edu

217-341-2090

<https://www.siu.edu/IBHWECC>

Panel Presentations

- ▶ **Destinee Miguest, Richard J. Daley College** dmiguest3@ccc.edu
 - ▶ Wellness Center Promotion & Programming
 - ▶ Engineering Partnership
- ▶ **Beth McPartlin, Harper College** eripperg@harpercollege.edu
 - ▶ Campus Wellness Collective
- ▶ **Raphael Florestal-Kevelier, UIC** rdfk0701@uic.edu
 - ▶ The Power of Community Participatory Action Approaches
 - ▶ Cultivating a Shared Vision/Aspiration for Well-being
 - ▶ Partnering with Students Beyond Peer Support

**Destinee Miguest,
Richard J. Daley
College**

Daley Wellness Center & Tiering

CPS utilizes data in the following six areas to calculate socio-economic scores and designates a tier for each Census tract:

- 1) Median family income
- 2) Adult education attainment
- 3) The percentage of single-parent households
- 4) The percentage of home ownership
- 5) The percentage of the population that speaks a language other than English
- 6) A school performance variable

Tier Breakdown

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none">• Students who fall in the lower SES range• Hx of attending economically isolated schools• Lower educational outcomes	<ul style="list-style-type: none">• Students who fall in the mid SES range• Limited access to resources• Educational outcomes vary	<ul style="list-style-type: none">• Students who fall in the higher SES range• Hx of access to diverse resources• Higher educational outcomes

Goals

- To provide a unique/specialized curriculum/approach
- To improve academic achievement and personal wellbeing for all students participating

Tier 1 & 2 student profile

Wraparound services- individualized, team-based, collaborative process to provide a coordinated set of services and supports

- How can Wellness begin the micro-mezzo supportive shift for students?



The screenshot displays a 'Your Success Team' interface. It features a vertical list of team members, each represented by a circular profile icon, a name, a role, and a contact icon (an envelope). The roles listed are Faculty, Career Services Director, Wellness Director, Faculty, Librarian, Advisor, Transfer Director, and Financial Aid Advisor. The names of the team members are redacted with black bars.

Profile Icon	Name	Role	Contact Icon
[Redacted]	[Redacted]	Faculty	[Envelope]
[Redacted]	[Redacted]	Faculty	[Envelope]
[Redacted]	[Redacted]	Faculty	[Envelope]
[Redacted]	[Redacted]	Career Services Director	[Envelope]
[Redacted]	Miguest, Destinee	Wellness Director	[Envelope]
[Redacted]	[Redacted]	Faculty	[Envelope]
[Redacted]	[Redacted]	Librarian	[Envelope]
[Redacted]	[Redacted]	Advisor	[Envelope]
[Redacted]	[Redacted]	Transfer Director	[Envelope]
[Redacted]	[Redacted]	Financial Aid Advisor	[Envelope]

Daley Wellness Around Campus



Collabs



▶ Wellness Presentation

- ▶ Math
- ▶ English
- ▶ Science
- ▶ Adult Education

▶ Specialty Collabs

- ▶ FDW-1 session
 - ▶ Neurobiology of Trauma and it's impact in the classroom
- ▶ Engineering-19 sessions in fall semester
 - ▶ Stress/Time management, Meditation/ mindfulness, Imposterism, Healing Centered Engagement, Wellness Scavenger Hunt
- ▶ College Success-3 sessions
 - ▶ Self-Care, Test Anxiety, Stress/Time management
- ▶ Art-2 sessions
 - ▶ Grief Work
- ▶ Hope Scholars-2 sessions
 - ▶ Anxiety, Test Anxiety

Daley Wellness Stats

7/1/2022-6/30/2023

Description	Total	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Individual Appointments	1352	18	15	129	211	224	114	95	199	270	77	0	0
Group/Couples Appointments	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Appointments	1352	18	15	129	211	224	114	95	199	270	77	0	0

Outreach Category and Type	Appointments	Hours	People
Outreach Category: Education & Prevention			
<Type not specified>	5	4.9	47
About the Wellness Center	1	2.0	7
Academic skills building	1	2.0	50
Drug/alcohol education and prevention	1	3.0	20
Healthy relationships/relationship safety/DV support, LGBTQ/support, education	3	4.0	88
PTSD/brain injury	1	2.0	50
PTSD/brain injury	1	1.0	1
Self-care/general	8	13.5	102
Sexual Health	1	3.5	1
Student Wellness (sleep, nutrition, self-care, time mgmt, Time and/or stress management	5	5.3	73
Time and/or stress management	3	1.5	40
Women's issues	2	2.0	11
Yoga	2	2.5	14
	34	47.3	504
Outreach Category: Medical health testing/evaluation			
HIV/STI testing	2	9.0	19
	2	9.0	19
Outreach Category: Resource Linkage			
<Type not specified>	5	10.0	114
	5	10.0	114
Outreach Category: SNAP/LINK/Food			
<Type not specified>	3	10.5	19
Greater Food Depository	11	42.4	526
	14	52.9	545
Outreach Category: Targeted populaton support/advocacy			
DAC registered students	2	2.5	38
Life transition	4	4.0	114
	6	6.5	152
Outreach Category: Training & Professional Development			
Training to College Faculty and/or Staff	6	6.7	73
	6	6.7	73
Outreach Category: Walk-ins (not registered in Titanium)			
<Type not specified>	5	1.3	8
LINK/Food stamps	2	0.8	10
Walk-in/other	25	4.6	43
Walk-ins/information and referrals	34	9.6	90
Wellness Center group tour	1	0.1	4
	67	16.4	155
Outreach Category: Wellness Center Promotion			
<Type not specified>	4	4.0	56
About the Wellness Center	46	31.0	767
Student requested event email	1	0.3	9
	51	35.3	832
	185	184.0	2394

24

Beth McPartlin, Harper College

Campus Well-Being Collective

- ▶ Collective Impact Framework (University of Southern California)
 - “Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations.”
- ▶ Meet once a month
- ▶ Campus Well-Being Calendar
 - Welcome Week
 - Pride Fest
 - Fall Fest
 - Finals Week sub-committee (participation from President’s Leadership Council)
 - Fresh Check Day
 - Dietetic Internship Program

Harper Happenings

April 2023



Click on the above icons or scroll down for information and links to activities, events, and programs for Harper College students.

We invite you to get involved and stay connected at Harper College by participating in some of the many offerings that have been planned for you by departments across campus. Scroll down for click on the above for more information.

Follow us on Instagram! [@harpercampusrec](#) [@harperdei](#) [@harperstudentengagement](#) [@harper_wellness](#)

Don't Miss This - Upcoming April Events at Harper College



Vote Online for Your 2023-2024 Student Leaders

Tuesday, April 11, 2023 through Friday, April 14, 2023

Choose your Student Government Association (SGA) President, Vice President, Treasurer, and Student Trustee for the 2023-2024 school year.

Online voting, via your student portal, opens at 12:01 a.m. on Tuesday, April 11, 2023 and ends at 11:50 p.m. on Friday, April 14, 2023.

Fresh Check Day

- ▶ Student clubs/orgs, Campus departments, outside organizations
- ▶ 200+ students attended
- ▶ 10+ different areas represented
- ▶ 151 students completed post-survey
 - 73.37% mentioned they are much more aware of mental health resources available to them
 - 65.13% much more prepared to help a friend who is exhibiting warning signs of suicide
 - 63.82% much more likely to ask for help if they are experiencing distress



Wellness & Justice Series

- ▶ Socio-ecological model
- ▶ Community Wellness
- ▶ Free sexual health /menstruation supplies

THE OFFICE OF DIVERSITY, EQUITY AND INCLUSION
HARPER WELLNESS AND SOCIAL JUSTICE STUDIES PRESENT


WELLNESS AND Justice

MENTAL HEALTH FOR ALL?
Thursday, February 2, 2023
12:00-1:00 PM
Building D, Room D281.
Cultural Center.

STEALING MY RELIGION
March 2, 2023
12:00-1:00 PM
Virtual (via Webex)


**DISMANTLING THE INHERENT PRIVILEGE
OF SELF-CARE**
April 13, 2023
12:00-1:15 PM
Virtual (via Webex)


SPRING 2023



Scan Me

**REGISTRATION IS REQUIRED.
SCAN THE QR CODE TO REGISTER FOR INDIVIDUAL SESSIONS!
WEBEX LINKS TO VIRTUAL SESSIONS WILL BE EMAILED.
ASL INTERPRETERS WILL BE AVAILABLE.**

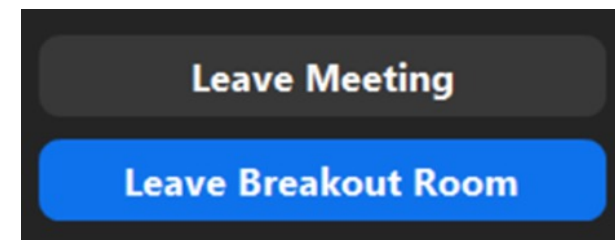
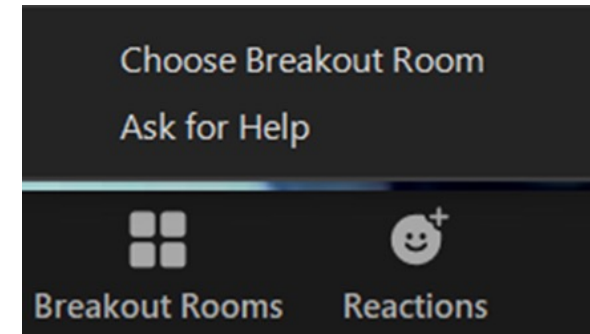
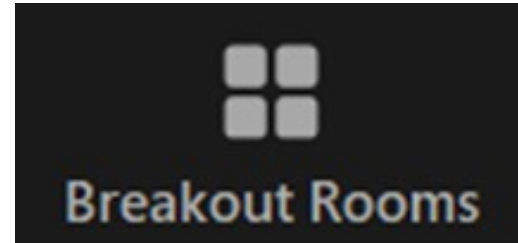
 SOCIAL JUSTICE
STUDIES
AT HARPER COLLEGE

 Harper College
OFFICE OF DIVERSITY, EQUITY AND INCLUSION

Raphael Florestal-Kevelier, University of Illinois at Chicago

Breakout Room Discussions

- Monika will invite you to select the breakout room of your choice. You will then see the Breakout Room icon pop up in your Control Panel.
- Once you are in the breakout room of your choosing, you will be able to enter and leave the breakout rooms freely by clicking “Choose Breakout Room” then clicking “join” next to the room you’d like to join.
- If you click Leave Room in the right-hand corner you will have two options:



Breakout Room Discussions

- ▶ Room 1: Destinee Miguest, Daley College
- ▶ Room 2: Beth McPartlin, Harper College
- ▶ Room 3: Raphael Florestal-Kevelier, UIC

Implementing New Ideas

- ▶ What are some key ideas discussed in your breakout rooms?
- ▶ What are some suggestions for getting administrators on board with all the ideas we've discussed today?
- ▶ Are there any suggestions for intramural partnerships in the context of legislative and funding updates?

Providing Feedback to the MHA Collaborative



**We would really love
your feedback!**

**Use this QR code to
complete today's
event evaluation
survey or click the link
in the chat!**

MHA Learning Collaborative Google Drive

Intramural Partnerships

- Learning Event Slides
- Learning Event Notes
- Learning Event Recording
- Participant Contact List (email monika@lmcalpine.com to opt out)

Thank you for another great year!

Connect with Us!

Lily Rocha, Young Invincibles
lily.rocha@younginvincibles.org

Tony Ohlhausen, NAMI Chicago
tony@namichicago.org

Mac Grambauer, MCFG
mac@lmcalpine.com

Monika Gaspar, MCFG
monika@lmcalpine.com



Highlights from Technical Assistance Center Updates

Lori Williams, SIU School of Medicine

Associate Provost for External Relations at SIU School of Medicine

Chief Operating Officer for the new Behavioral Health Workforce Center

lwilliams26@siumed.edu

- Background on the Behavioral Health Workforce Center
 - Started in 2018; legislation stating we have an emergency here
 - 2019: Task Force created that recommended a Workforce Center for the State of Illinois
 - 2022: In October, center was funded and created. We are the primary hub of the center with the second hub at the University of Illinois Chicago. Work closely with IBHE and Department of Human Services.
 - When the Governor announced it this year, said we need to increase access to effective behavioral health services.
- First project is serving as the Technical Assistance Center for the MHEAC Act – in early phase, not many updates yet. Building the team currently.

Highlights from Technical Assistance Center Updates

Lori Williams, SIU School of Medicine

Four pillars for Technical Assistance Center

- 1) Data: meeting and talking with groups and there is amazing stuff happening out there, will be assessing capacity on campus and where there are opportunities to expand services, assessing community-based provider capacity to see where we are lacking service providers, collecting, analyzing, and disseminating mental health needs data and academic engagement
- 2) Standardizing policies and procedures on campus: focusing on policies related to medical leave and related to mental conditions on campus, reviewing policies and guidance related to mental health in general on campus, looking at standards to see how campuses address needs of learners, staff, and faculty, developing standards and best practices for how you build those partnerships between campuses and community partners (what's working and what's not working?), monitoring agreements between campuses and community partners
- 3) Best practices: learning what is working and what is not working in terms of best practices (both here and throughout the nation) and how to disseminate across the state, housing data, peer support programs
- 4) Learning Collaboratives: Identify learning needs related to mental health services on campus and develop and facilitate collaboratives to identify best practices and evidence-based implementation
- ***All of the work needs to be performed through a lens to increase the diversity of our mental health providers to reflect the populations that we serve so that services are provided by the right workforce in the region***

Highlights from Technical Assistance Center Updates

Lori Williams, *SIU School of Medicine*

Year 1: Working with IBHE and planning grants and then implementation grants. Beginning data collection. Collecting some information and developing online repositories that can be accessed. Exploring names outside of MHEAC. Best practice scan to be looking around the country for innovative projects happening on campuses. Work group will be put together to help guide the development and work of the Technical Assistance Center.

Highlights from the Panel Presentations

Destinee Miguest, Richard J Daley College

Clinical Director at the Wellness Center

Chair of DEI Committee and Person of Concern Committee

dmiguest3@ccc.edu

- Our intramural work started from a discussion of Tiering.
- Daley College is working on developing the tiering model but it looks similar to what CPS does when it comes to enrollment and retention.
- These (CPS Tiers; see slide) are the things we look at to identify where students need to be placed; median income, adult education attainment, do not look at single parent household as much, do look at home ownership and making sure we are navigating homelessness around campus and city of Chicago, English language learners, and lastly school performance variable
- Then we break it down into these three tiers:
 - Tier 1 and 2 are “wrap around” services; these are the ones that we are really focusing on. Students in Tier 3 still gets services but outreach is different for Tier 3
 - Goals are to provide unique, specialized curriculum and to improve academic achievement and personal wellbeing for all students participating

Highlights from the Panel Presentations

- **Destinee Miguest, Richard J Daley College**

Reviewed a snapshot of Tier 1 & 2 student profile in the Navigate system

- Able to see how students are doing (grades, who the student is linked to, etc.)
 - Anyone who falls into the Tier 3 category usually only has 3-4 people listed.
 - For Tier 1 and 2 there is a big list for collaboration around different individuals and departments around campus).
- How can wellness move from a micro to a meso supportive shift for students?
 - We do a lot of programming and stay busy
 - Wellness Presentation is a lot of what we have been doing over here (making sure students understand what resources are available to them. This has fallen in the General Education Category (e.g., Math, English, etc.)
 - Specialty Collabs
 - Explored what retention rates in specific classes and majors has been like
 - We serve a huge minority population (predominantly Latinx, followed by African American) when it comes to engineering; our retention rate tends to align to the broader population of what retention in engineering looks like.
 - These are collaborations with majors or departments that we have collaborated with multiple times (e.g., Engineering, Art)
 - So we started with Faculty Development Week; this was really the session that catapulted wellness into those other departments. We started off with a bang (everyone was very engaged) and focused on the neurobiology of trauma.
 - We collaborated with a professor in the Engineering department to do 19 sessions (stress/time management, imposterism, etc.)
 - Really able to connect with their own peers. What is the next step what are the goals?
 - College Success: What are the next steps, what are the goals for our students? Self-Care, Test Anxiety, Stress Management.
 - Art: We did grief work with them, but it was really good work.
 - Hope Scholars: Another unique collaboration with 1st generation students

Highlights from the Panel Presentations

Destinee Miguest, Richard J Daley College

- Daley Wellness Center Stats:
 - These are Daley Wellness Stats and are fairly new.
 - Still getting the data from the collaborations and making sure that the collaborations impacted retention positively.
 - Clinically we did well, but the outreach allowed us to have a bigger span.
 - Staffing has been a challenge; and knowing that we have don't have the staff to do that is intimidating. So being able to collab with the other departments for a broader outreach has been a great way to provide support to the students who fall into those Tiers that need additional support.
 - The more that we did the outreach, we found that our individual appointments increased as well.
 - Excited to see what this looks like next year as we get the statistics for enrollment overall for the campus.

Highlights from the Panel Presentations

Beth McPartlin, Harper College

Manager of Employee and Student Wellness

eripperg@harpercollege.edu

- Because of my role, it's really important that I work cross-collaboratively with folks on campus because I'm an "office of one". I really rely on that partnership and collaboration especially as it relates to changing the campus and wellbeing.
- Harper uses the *Collective Impact Framework* (University of Southern California): "Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations."
- Importance of focusing on the broader picture of wellbeing outside of just the individual focus.
- When I came to Harper, I realized we were working in isolation across campus with some departments offering similar events but separately, sometimes even on the same day/time.
 - Started the conversation about how we could shift the wellbeing of the campus in an impactful way that affects not only the students but also the employees.

Highlights from the Panel Presentations

Beth McPartlin, Harper College

- ▶ Harper then started their own Campus Well-Being Collective
 - The intention to bring folks together and bring experts from their area (e.g., financial wellness, physical wellness) and meet once a month to discuss what is happening on campus (e.g., coordinating wellness outreach events, gaps we need to focus on, etc.) → supports coordinated efforts.
 - National College Health Assessment implemented every other year to receive baseline data about where students are doing well, what areas students need support in, and what groups of students need support.
 - Developed a variety of initiatives, like the Campus Well-Being Calendar:
 - Developed a calendar that is focused on events that are happening for students and from that Campus Well-Being Collective Group
 - Intentionally provide wellness events across the eight dimensions of wellness, infusing wellness activities throughout the year.
 - Students can access the calendars a variety of ways. One way is within a monthly newsletter (students are looking at it, 3rd hit rate)

Highlights from the Panel Presentations

Beth McPartlin, Harper College

Examples of Events:

- Welcome Week: Variety of welcome week activities (e.g., greeting students on golf carts while quizzing on a variety of wellness questions; meet folks on campus and learn about resources in a fun way).
- Pride Fest: programming for LGBTQIA+ students based off of their needs.
- Fall Fest: Involves many different folks in this group and activities (e.g., wellness scavenger hunt).
- Finals Week sub-committee: assists in coming with a robust list of finals week programming, including events that are intentional for specific groups on our campus.
- Fresh Check Day: Jordan Porco Foundation provides all the resources that you need to provide this on your campus. For suicide prevention and mental health. We have 200+ students coming. The data shows that they feel more comfortable talking about these things after this event.
 - Data provided for most recent Fresh Check Day in event powerpoint
- Dietetic Internship Program: Work closely with Nutrition Faculty. Students do a rotation with me and take classes at Harper. It's been a great resource for them and gives them education and helps me to provide holistic experience for the students and employees.

Highlights from the Panel Presentations

Beth McPartlin, Harper College

- Wellness & Justice Series
 - Came to fruition through the Campus Wellness Collective (i.e., Harper Wellness, Office of DEI) in order to change the landscape for students it's the socio-ecological model to change laws, policies, and spaces and places that we work, for the campus as a whole, but especially for our marginalized students and employees
 - Included collaborations for planning and funding the event
 - Harper Wellness Office (my area): offering free sexual health and menstruation supplies; we wanted to ensuring that it isn't just the Wellness Office doing the work but that Counseling Services, DEI office, and other offices are also providing these supplies so that they can be accessed broadly across campus.

Highlights from the Panel Presentations

Raphael Florestal-Kevelier, University of Illinois Chicago

Assistant Vice Chancellor for Student Health and Wellness

Clinical Assistant Professor for Community Health Sciences

Board Member of American College Health Association

rdfk0701@uic.edu

- I'm new to Chicago and the UIC community and charged with integrating our Counseling Center, Campus Recreation, and Wellness Center and coordinating our Emergency Intervention Efforts, particularly around behavioral crises on campus. And working with our Student Health Services and the broader community to advance a public health oriented approach to prioritizing wellbeing here.
- Going to talk a little bit about my previous work on leveraging or applying community participatory action research strategies to facilitate culture change on campuses around wellbeing, and I'll talk about two distinct strategies I used at a previous institution.
 - The reason I lean on this approach so much is because it requires us to involve all stakeholders. It can be challenging and messy but it really presents that opportunity to get to those different voices, spark innovation, buy-in, and really ensures that we are responding to issues that matter to our stakeholders.
 - When we partner with students, it also contributes to their learning.
 - I've worked a lot with peer educators and leaders, and when I really started thinking about what their role could be in facilitating change across campus outside of their current work and build their capacity to partner with me in this, I began to engage with them in more intentional ways.

Highlights from the Panel Presentations

Raphael Florestal-Kevelier, University of Illinois Chicago

- ▶ First activity I'll talk about: Columbia University
 - Private university, different context, however, similar to UIC in that it was a large institution and extremely decentralized.
 - Everyone school had their own wellbeing programs, vision, mission, values, etc. that didn't intersect.
 - I was in an office who was to help build a unified framework.
 - The campus had partnered with the JED foundation.
 - 25% of students didn't feel that mental health was a priority at that institution.
 - Students, faculty, staff also talked about mental health differently, so we had a definition issue.
 - Started a research project to determine how these constituents defined wellbeing based on personal lives and experience at the university, barriers to feeling well and supported. Used a variety of assessments and focus groups to gather the information about definition, dimensions of wellbeing missing, and how the institution could support wellbeing through those dimensions.
 - 1.5 year research project. Learned where the opportunities and where gaps for capacity building efforts across campus and then moving into next steps about how to implement it.
 - Gave us an integral framework to refer back to when we need to shift during the pandemic and still be able to provide wrap around services (e.g., housing security) and how to facilitate a shared vision across constituents.
 - Another distinct piece: working with student leaders who were very activated around what the university needed to be doing to support students. The students had a lot of power to incite change.
 - Identified leaders in each of the student councils and leaders who were influential in each of the schools at the university and invited them to participate in a training (e.g., peer-certified training and public health strategies and skills around being a change agent) → Peer Ambassador Network
 - Supported them in seeing how change can happen in more effective ways
- There is a lot of transition happening in leadership now at UIC and I'm working with them to adopt this concept of becoming a health-promoting campus; helping everyone to connect with the things they're interested in and knowledgeable about and including research.

Group Discussions and Questions

- **Teresa Bertelli** (to Beth McPartlin): Who funds these events?
 - **Beth:** Takes all of the different departments coming together. Each department shares how much they can offer for certain events. They tend to lead the events that they fund. Not just left to one department to fund everything. The Campus Wellbeing Collective allows us to pull off larger events because of all of the departments that are able to contribute.

Group Discussions and Questions

- ▶ **Tony Smith Olhausen:** One thing that I've heard from campuses, especially Raphael, you talked about having student leaders involved and training them. How do you handle that transition as students matriculate through campus?
- **Raphael:** Trying to identify existing structures where there was going to be student continuity in a particular capacity. So I prioritized our Student Councils at Columbia because it started with one student government who created a position and their leadership focused on health and wellness. Their original conceptualization around that was to have that person be a peer supporter, but I also acknowledged that they couldn't do that alone. I really encouraged that council (the undergraduate student government at the time), to take that model of creating that type of position in their organization and to encourage the other councils to do the same. What we did in creating that position and other councils and getting the buy-in from other schools was to develop an MOU between that role and help in the sense that we wanted to make sure the position was filled. In order for that person to be in that position, they also needed to go through the training that we developed so that they could effectively contribute to this role. They were really amenable because they had been pushing for change but were wondering why certain things weren't happening. And to know there was an opportunity to partner with an administrative office who was shepherding that change and they were open to participating in that training, so the continuity was built in. They needed the training to be able to engage in that role.
- **Destinee:** We are doing a peer education model pilot thing right now too. Loyola has been doing a wonderful job researching what internships have meant to students of color (big disadvantage with travel, financial instability, etc.). For me when it came to our peer education model, knowing where our leadership students/roles were and identifying that, but then also working again intramurally with our financial aid department to be able to create a paid internship. Our peer education mentors are getting paid in their internship. It is such a difference. When we host wellness programs vs. peer support programs, their peers really support them. I find that they're getting higher numbers than us. Knowing that Daley is a Hispanic institution and largely serving minorities, that was a key piece in making sure there was going to be financial stability if they are dedicating time to this.
- **Beth:** As a Wellness Manager, I looked at my position and thought what can I really do to change the policy? I looked at the nutrition interns. I put it in my budget that I didn't feel comfortable to have unpaid interns. Even if it wasn't a large chunk of money, I did what I could. This was a practice we implemented with our nutrition interns. How can we make this equitable for them? Knowing that financial wellness is a really big piece at Harper, and so we implemented that and took a look at our budget.
- Raphael (via chat): That is so key, I would love to learn about the intramural relationship you developed with financial aid to financially support/compensate student leaders for their work. UIC is HSI, MSI AANAPISI as well.

Group Discussions and Questions

- ▶ **Christopher Maxwell** (to Destinee): What have been some of your efforts in working with your administration to not just have a general concept of wellness but also tailoring it for different cultures and groups?
 - **Destinee:** It has not been easy. Whenever you do that work individuals will get uncomfortable. So you have to keep pushing. My leadership is data-driven. I'm emotionally driven. But if I can have a data-driven approach then I can get a bigger push and my voice becomes a bit louder and more impactful for students. We use Titanium here to collect data. I was able to prove since 2019, over the course of the pandemic and then right now, that there has been such an increase of African American students wanting to seek wellness services. For Black History Month, I was able to tailor a program "Black Mental Health Matters". It was a huge thing because we are a Hispanic-serving institution and there was a question about why are we shifting and how can you prove this program is needed? That's where the data comes in. Had the data to back up it up when it comes to the particular needs of my campus.
 - **Raphael:** Thinking of historically white institutions, when they say that diversity is important to them or a priority to them, one of the things I look at are the metrics that matter to the institution (e.g., retention, persisting). In some of the institutions I've seen, there are patterns in who is being retained and who's not. When they have a question about why am I focusing on a historically marginalized group in some of those spaces, I am able to point out that this group of students isn't being retained via the data and these are some strategies that we're trying to use to improve that. Even if the school has a 95% retention rate, there is a often pattern in the other small percentage. And when I've been able to identify that, it's been a great advocacy tool for the focus on equity work.

Group Discussions and Questions

- ▶ **Teresa Bertelli** (via chat): someone briefly mentioned expert panels to advise on policies and procedures, as mentioned in the act. Who are people putting on their panels?
 - **Lily Rocha:** I'm also just curious if folks have started that process? I know it's been kind of difficult to get started in thinking about what does this look like? Would love to hear folks thoughts on even just getting started.
 - **Raphael:** I'm still in the initial phases of it here. Initially I started creating a more grassroots steering group around developing wellbeing framework team. People had built something from the ground up at UIC knowing how decentralized it is. And people had been involved as leaders or engagers in some of our previous work around health and wellbeing that led to policy recommendations from those spaces. So that was more of a naturally occurring group of folks who were invested. That group has paused and is going to be reformed now because in January we did a consultation effort with the American College Health Association. They came in and provided some recommendations for how to integrate and advance the work we're trying to do here. And there were some specific recommendations that came out and they're very themed in some of the areas that are aligning with the concept of the health-promoting campus. The idea of embedding health into all aspects (around policy, data and research, looking at services, etc.). I'm starting to map some of these recommendations on those areas and mapping the previous efforts. And then thinking about who has capital to influence change in those areas? Who needs to be receiving the information to shift how they will operate? These recommendations will create communities of practice around all these different areas. The challenging piece will be engaging in this work from a labor justice perspective. Wanting to engage people in ways that align with why they're here at UIC.
 - **Teresa Bertelli** (via chat): ok I was wonder if there would be any outsourcing by asking community agencies, lawyers or strictly inhouse with admin, faculty representation, student rep. Thank you.

Breakout Room Debrief

- ▶ **Lily Rocha:** One thing we talked about is how do you get students who don't typically see themselves as part of the wellness culture to take on some of this work without it feeling like its additional work for them? Often times you'll go to the financial aid counselor and they already feel swamped. Raphael has a good reframing about the work. Instead of it being a transactional service, how do you build a relationship with students to share about other offices and provide a warm hand off? Reframing how they interact but not necessarily creating additional work.