



Longwood University
May 15, 2019

Developing Coping and Resilience Skills to Advance Student Success

Meeting the Escalating Demand for Mental Health Services

Lindsay Kubaryk, Senior Analyst
lkubaryk@eab.com

Student Affairs Forum


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Grit, Coping, and Resilience in the Headlines




No Shortage of Articles Highlighting Skill Gap Among Current Students


 *The Coddling of the American Mind*

 *Top Students, Too, Aren't Always Ready for College*

 *Students Should Be Taught Resilience, but Educators Struggle With the Best Way Forward*

 *Succeeding in the Global Economy: The Skill Employers Really Want From New Recruits*

 *Homework Therapists' Job: Help Solve Math Problems, and Emotional Ones*

 *Declining Student Resilience: A Serious Problem for Colleges*

Students Struggle to Cope With Day-to-Day Challenges

✘ Students struggle to prioritize their work with a **lack of parental oversight**

✘ Students **clash with new roommates** who they do not know

✘ High-achieving students struggle to persevere after they **fail a test**


✘ Students **blame their professors** when they struggle to learn content

Source: Cross Country Checkup. "Student Should Be Taught Resilience, But Educators Struggle with the Best Way Forward," *CBC Radio*, February 9, 2018; Gray, Peter, "Declining Student Resilience: A Serious Problem for Colleges," *Psychology Today*, September 22, 2015; Lukianoff, Greg And Jonathan Haidt, "The Coddling of the American Mind," *The Atlantic*, September, 2015; Petroff, Alanna, "The Skill Employers Really Want From New Recruits," *CNN Money*, September 23, 2016; Spencer, Kyle, "Homework Therapists' Job: Help Solve Math Problems, and Emotional Ones," *The New York Times*, April 4, 2018; Tuttle Hansen, Elaine, "Top Students, Too, Aren't Always Ready for College," *The Chronicle of Higher Education*, March 11, 2013, EAB interviews and analysis.

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Defining Our Terms

 3

A Variety of Concepts That Address These Issues

Grit: Passion and sustained persistence applied toward long-term achievement, with no particular concern for rewards or recognition along the way

Growth Mindset: Belief that basic talents can be developed through dedication and hard work – brains and talent are just the starting point

Resilience: Ability to face, overcome, and be strengthened by life's adversities and challenges

Positive Education: Educational strategy that blends academic learning with an emphasis on wellbeing

“

Same Problem, Different Names

“Today’s students are bright, eager, academically ready, and take direction well. They have lots of good qualities but don’t have the fundamental skills to take agency in their lives. **Call it a lack of coping, resilience, grit, or positive education... they lack the necessary skills to succeed.**”

*Vice President of Student Affairs
Public Research University*


”

Source: Duckworth, Angela. *Grit: The Power of Passion and Perseverance*. New York: Scribner, 2016; Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Random House, 2006; Newman, Tony. *What Works in Building Resilience?* London: Barnardo's, 2004; Seligman, Martin, et al. "Positive Education: Positive Psychology and Classroom Interventions." *Oxford Review of Education* 35:3 (2009): 293-311; EAB interviews and analysis.


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Examining the Root Cause

 4

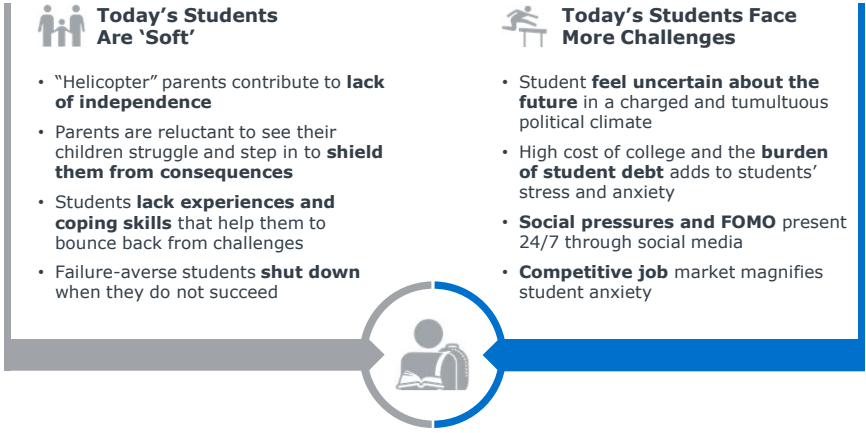
Two Prominent Theories About Why Students Lack Coping and Resilience Skills

 **Today's Students Are 'Soft'**

- “Helicopter” parents contribute to **lack of independence**
- Parents are reluctant to see their children struggle and step in to **shield them from consequences**
- Students **lack experiences and coping skills** that help them to bounce back from challenges
- Failure-averse students **shut down** when they do not succeed

 **Today's Students Face More Challenges**

- Student **feel uncertain about the future** in a charged and tumultuous political climate
- High cost of college and the **burden of student debt** adds to students' stress and anxiety
- **Social pressures and FOMO** present 24/7 through social media
- **Competitive job** market magnifies student anxiety



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Source: EAB interviews and analysis.


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Urgency Driver #1: Demand for Campus Services


“Every Year is Record Breaking”

Students’ Appetite for Mental Health Support Continues to Grow

Counseling Center Demand Shows No Sign of Slowing



5x
Rate at which demand for counseling center appointments **outpaced enrollment growth**



12 days
Median wait time for individual therapy appointments on campuses that use a waitlist

Low-Risk Students Contribute to Growing Demand

Who are low-risk students?

- ✓ **Not at risk of hurting or harming themselves or others**
- ✓ Developmental challenges
- ✓ General anxiety or stress exacerbated by the academic or political environment
- ✓ Loneliness or social isolation

“Demand for mental health support is rapidly growing ... In response, we have poured more and more resources into clinical support services. **Despite the additional investment, both waiting times and student distress are increasing.**”

*Vice-Provost and Dean of Students
University of Alberta*

Source: LeViness, Peter, Carolyn Bershad, and Kim Gorman. “Association for University and College Counseling Center Directors Annual Survey,” 2018; Center for Collegiate Mental Health, [2015 Annual Report](#); Costopoulos, Andre. “Our Role is to Support Students When They Are Ready to be Students.” *University Affairs*, August 25, 2017; EAB interviews and analysis.

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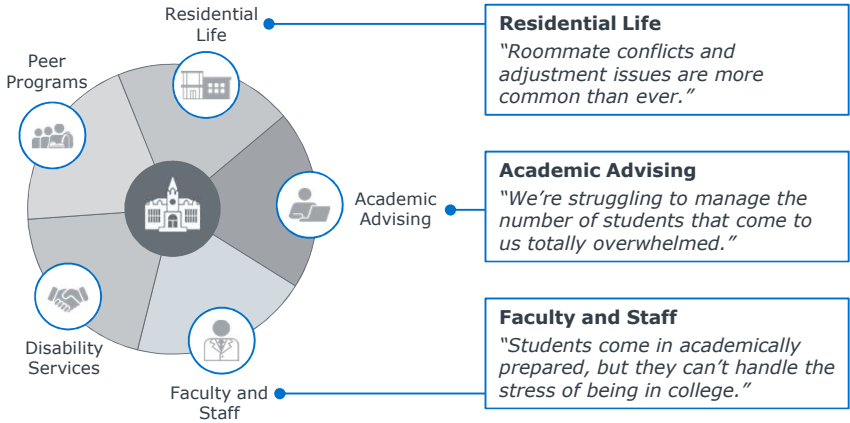
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Urgency Driver #1: Demand for Campus Services

Demand Not Just Limited to Counseling

Increasingly Students Look for Help Earlier and In a Variety of Places

Demand Spills Over to Other Areas on Campus



Residential Life

“Roommate conflicts and adjustment issues are more common than ever.”

Academic Advising

“We’re struggling to manage the number of students that come to us totally overwhelmed.”

Faculty and Staff

“Students come in academically prepared, but they can’t handle the stress of being in college.”

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Source: EAB interviews and analysis.

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Urgency Driver #2: Student Success Outcomes

“Helping Our Students Thrive”

Retention and Student Success Impacts Abound

10% Of low-resilience first-year students persevere through academic challenges¹

0.90 Difference between low resilience and high resilience first-year students’ average GPAs²

First- to Second-Year Retention

By Resilience Level, 2014-15

Resilience Level	Retention Rate
High-Resilience Students	80%
Low-Resilience Students	58%

“ I believe this impacts retention - **students who are better able to manage their anxiety are more likely to continue.** We became concerned when students indicated they were leaving because of anxiety or performance issues in the classroom.

*Susan Lantz, Vice President for Student Life
Susquehanna University* ”

1) Compared to 75% of high-resilience first-year students
2) 3.10 for high-resilience first-year students and 2.20 for low-resilience first-year students
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Source: Skyfactor, “Academic Resiliency And First-Year College Students,” 2017; EAB interviews and analysis.

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Urgency Driver #3: Enrollment

The Shifting Enrollment Landscape

Resilience and Well-Being Initiatives Can Be a Competitive Advantage

Increasingly Volatile Enrollment Conditions...

36 States will see slower growth or declines in the high school graduation rate

64% Of colleges did not meet new student enrollment targets in 2017

CHRONICLE SPECIAL REPORT
“Marketing to Survive”
Colleges Hone Their Search for a Competitive Advantage

“A Population in Flux Forces Colleges to Adapt”
Colleges are trying an array of strategies in response to changes

A New Competitive Advantage

It’s more and more common to hear parents and families asking about the availability of mental health and well-being resources on campus during the admissions process. **This creates a lot of pressure to make sure we’re prepared to answer those questions** and provide support that will be compelling to students and their parents.”

*Dean of Students
Private College*

Source: Hoover, Eric and Beckie Supiano. “A Population in Flux Forces Colleges to Adapt.” *The Chronicle of Higher Education*, December 6, 2016; Hoover, Eric. “Marketing to Survive.” *The Chronicle of Higher Education*, February 29, 2016; Selingo, J. The Future of Enrollment, *The Chronicle of Higher Education*, 2017. Jaschik, Scott. “The 2017 Survey of Admissions Directors: Pressure All Around,” *Inside Higher Ed*, September 13, 2017; and EAB interviews and analysis.

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Where Do We Go From Here?

Key Next Steps for Student Affairs Leaders

“

Maximize Current Efforts

“One of the things we realized quickly was we can’t solely deliver one-on-one support on this size of a campus. **We needed to figure out a way to scale up support for the masses and maximize our efforts.**”

Jody Donovan
Assistant Vice President for Student Affairs
and Dean of Students
Colorado State University

”

“

Strategically Expand Efforts

“We are lucky to have strong support from our leadership for addressing coping and resilience skills. **Our biggest challenge is figuring out what to invest in.** We have to make sure whatever we commit to is responsive to student needs, speaks to their interest, and benefits them in a meaningful way.”

K.C. Mmeje
Vice President of Student Affairs
Southern Methodist University

”

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Study Roadmap


Developing Coping and Resilience Skills to Advance Student Success

Implementing and Refining Resilience Initiatives

Building a Campus-Wide Network


1

Prime Students Early in the **First Year**




2

Target **Interventions** Beyond the First Year



3

Leverage **Campus Partners** to Scale Reach



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Coda: Charting a Path to an **Institutional Framework**



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Overwhelmed, Stressed, and Anxious

Students Encounter Difficulties Adjusting to College

First-Year Students Face Significant Challenges Right Away...

“Some students lack strategies to deal with small challenges, like disappointment and failure. We notice an increasing number coming to campus with that lack of skills and relying on ideation of hurting themselves as a way to cope. **Early interventions are critical to ensure they do not act on those urges.**”

David Spano
Associate Vice Chancellor, Student Affairs
University of North Carolina Charlotte

...And They Can Escalate Quickly

50%

Of first-year students report feeling **stressed** most or all of the time

35%

Of incoming first-year students frequently feel **anxious**

48%

Of students **present at the counseling center for anxiety**, 18 percentage points higher than for depression

Source: LeViness, Peter, Carolyn Bershad, and Kim Gorman. "Association for University and College Counseling Center Directors Annual Survey," 2018; Denizet-Lewis, Benoit. 2017. "Why Are More American Teenagers Than Ever Suffering From Severe Anxiety?," *New York Times*, 2017; Eagan, M. K., Stolzenberg, E. B., Zimmerman, H. B., Aragon, M. C., Whang Sayson, H., & Rios-Agular, C. (2017). *The American Freshman: National Norms Fall 2016*. Los Angeles: Higher Education Research Institute, UCLA; Jed Foundation. *Students Who Feel Emotionally Unprepared for College More Likely to Report Poor Academic Performance and Negative College Experience*. 2015; EAB interviews and analysis.

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Colleges Integrating Resilience at Orientation

A Range of Supports to Prime Students Before Classes Begin

Orientation as an Early Touchpoint

- Introduce resilience as important topic for college
- Students begin term equipped to expect challenges

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A Mindset to Overcome Academic Hurdles

Asset-Based Communication and Growth Mindset Strengthen Perseverance

Orientation Exercises Inoculate Students Against First-Term Shocks

Review Information on Growth Mindset

- Letters from other students
- Online modules about the ability to gain new skills and overcome challenges

Reflect on Personal Story of Overcoming Obstacles

- Essay on past struggles that the student has overcome
- Write a letter to the student's past self about resilience

Give Advice on Overcoming Challenges

- Record a video reflecting on what the student learned
- Write to a suggested high school student summarizing information from exercise

50%

Reduction in the gap in 12+ credit completion between underrepresented and majority¹ students

50%

Reduction in the GPA gap between African American and white graduates²

¹⁾ Underrepresented students defined as African American, Hispanic, and first-generation students (Tough, 2014)
²⁾ Replication of growth mindset intervention at elite, northeastern private university
 ©2018 by EAB. All Rights Reserved. eab.com • 363058 Source: Paul Tough, "Who Gets to Graduate?", The New York Times, May 15, 2014; EAB interviews and analysis.

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The First Year is Critical for Resilience Initiatives

Yet Current Efforts Often Miss the Mark in Timing, Depth, and Reach

Common Pitfalls



Content Overload
"Students are inundated with information at orientation and during the first weeks of classes...we can't compete."



Opt-in Required
"We offer resilience training through the counseling center, but it's hard to get students to attend."



Single Dose Lessons Don't Stick
"We recognize that our 45-minute workshop is not enough to teach students everything they need to be successful."



Doesn't Resonate
"Our students were all high performers in high school. They don't think they will be the one to fail or struggle, so they don't care until it's too late."

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Source: EAB interviews and analysis.

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Thinking Beyond Orientation

Susquehanna University Built Resilience Into Their Common Read Program

Use Input From Students, Faculty, and Staff...


-  Student committee generates list of topics
-  Faculty and staff vote on theme and nominate articles to include on reading list

...To Develop a Resilience-Themed Reading List

Anthology of 10-15 articles, ranging from excerpts of books on business to war memoirs, including:

- "On Campus, Failure is on the Syllabus"
Jessica Bennett
- Excerpt from *Option B*
Sheryl Sandberg and Adam Grant
- "Black Men Emerging"
Derrick R. Brooms

Theme and Skills Infused Across the First Semester



Summer Essay Assignment
Students write reflective essay on common reading for first year seminar

Preview Days Seminar
Upperclassmen lead sessions on the common reading theme and essay assignment

First Year Seminar Discussions
Course curriculum focused on common reading topic


Campus-Wide Lecture Series
Lectures on common reading reinforce concepts and keep them top of mind

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A Variety of Touchpoints and Messages

CSU Long Beach's College of Natural Sciences and Mathematics

Broad-Based Strategies




Peer-led "Safari to Success" breakout **orientation session** focuses on growth mindset

Syllabus statements encourage student help-seeking

First-year seminar integrates growth mindset into curriculum

Targeted Strategies



Academic **advisors check in** with first year students who failed midterms to connect with resources

Peer mentors trained to use growth mindset language and recognize academic warning signs

CSU Long Beach's Approach: By the Numbers

<h1 style="color: orange;">400+</h1> <p>First year students complete the seminar each year</p>	<h1 style="color: orange;">150+</h1> <p>First and second year students per term receive peer mentors</p>	<h1 style="color: orange;">180</h1> <p>First year students attend Safari to Success orientation program</p>
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Leaving Peer Advising to Chance


Too Few Students Have Formal, Structured Peer Learning Opportunities

Haphazard Connections vs. Multiple Formal Near-Peer Relationships



1

Orientation leader	Resident assistant	Course assistants	Tutors	Student leaders	
Short-term engagement	Minimal formal connection	Effective but typically in too few courses	Ad hoc interactions purely focused on subject	Meaningful interactions but haphazard connections	Number of formal, extended peer guide relationships



3-5

Peer guide through pre-enrollment experience	Peer mentor in shared academic experience	Several courses with student assistants	Study group facilitators	Major peer advisor	
Sets stage for help seeking	Regular contact and formal curriculum	Sustained engagement and lower trust gap	Low-stakes, supportive relationship building college success skills	Shared goals and experiences increase trust and openness	Best-in-class institutions create more chances for formal peer learning

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Simply Having Resources Isn't Enough

Difficulties Abound in Getting Mindshare Among Upperclassmen

A Plethora of Support for First-Year Students...



Orientation grit inventory



Well-being tips from peer mentors



Residence hall resilience campaign



First-year curriculum infusion

...Dwindles to Self-Serve Resources for Sophomores and Beyond

- ✘ *Opt-in required*
- ✘ *"I don't know what help I need, so why bother?"*
- ✘ *"This content is for first years, it doesn't fit my current situation."*


What Comes Next?

"We spend a lot of energy familiarizing first-year students with these concepts, but **upperclassmen face an abundance of challenges that require resilience**. Right now, we depend on students finding their own help. **We need to be more proactive about connecting students with resources.**"

*Vice President of Student Affairs
Public Research University*

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Looking Beyond the First Year  21

Two Recommendations for Delivering Targeted Interventions

RECOMMENDATION #1

Monitor Warning Signs for Just-in-Time Interventions







Catch warning signs through a "spot-and-refer" campaign

RECOMMENDATION #2

Provide Proactive Support at High Stress Moments






Embed resilience and coping strategies into career services

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“We Know the Symptoms...” 23

...But Aren’t Always Proactive with Follow-up Support”


<p>Early Warning Signs Across Campus...</p> <ul style="list-style-type: none"> <li style="margin-bottom: 10px;"> Missing class and/or appointments <li style="margin-bottom: 10px;"> Persistent roommate conflicts <li style="margin-bottom: 10px;"> Failing early assignments <li style="margin-bottom: 10px;"> Dropping courses after the withdrawal deadline <li style="margin-bottom: 10px;"> Disengaged from peers and/or instructors 	<p>...Are Overlooked, Resulting in Significant Consequences</p> <ul style="list-style-type: none"> <li style="margin-bottom: 10px;"> Behaviors go unnoticed or not flagged for follow-up <li style="margin-bottom: 10px;"> Student concerns escalate without appropriate intervention <li style="margin-bottom: 10px;"> Institutions miss opportunities to help students get back on track
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Source: EAB interviews and analysis.

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Multifaceted Resources for Targeted Support 24

Ryerson’s ThriveRU Initiative Offers Many Ways to Get Help



ThriveRU’s Mission: Provide training and resources to Ryerson students, faculty, and staff in order to teach the skills associated with resilience, well-being and thriving in both an academic and personal context.

Three Components of ThriveRU

<p>1 “Thriving In Action” Program</p> <ul style="list-style-type: none"> • Semester-long program with an equity focus that blends holistic learning strategies and thriving skills • 11-week program starts in third week of the semester • Intended for undergrads in second semester or higher • 3 cohorts per semester, 15-30 students per cohort • Stakeholders refer students via online link to register for the course; students increasingly self-refer 	<p>2 ThriveRU Workshop Series</p> <ul style="list-style-type: none"> • Four session resilience training program • Additional one-off workshops offered across the semester • Topics include optimism, grit and changing habits • Taught by ThriveRU Scholar-in-Residence 	<p>3 Self-Guided Resources</p> <ul style="list-style-type: none"> • Weekly workbook • Resilience flashcards • Meditation recordings • Quick tip handouts
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Source: ThriveRU, Ryerson University, <https://www.ryerson.ca/thrive/ru/about/>; EAB interviews and analysis.

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An Institution-Wide “Spot and Refer” Campaign

Ryerson ThriveRU Initiative, Thriving in Action, Focuses on Warning Signs


1



Attend Program Orientation

Stakeholders receive recruitment email and are invited to program orientation to learn more

2



Highlight Risk Indicators

Indicators include poor grades, missing deadlines, and being disengaged


3



Learn About Referral Mechanisms

Refer via course portal, or provide hard or soft copy of self-serve resources

4



Ask Questions

Stakeholders review resources with ThriveRU experts


5



Receive Follow Up Resources

ThriveRU website provides specific guidance and ongoing resources for stakeholders

6



Make Student Referrals

Stakeholders refer students to Thriving In Action and other ThriveRU resources

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Catching Early Warning Signs

Stakeholders Drive ThriveRU Utilization

“Thriving In Action” Program 2017-18 Results

37%

↑

Increase in participants’ feelings of belonging at Ryerson

Self-Rated Distress Levels¹

Test	Moderate to High Distress	Low Distress
Pre-Test	60%	40%
Post-Test	11%	89%

■ Moderate to High Distress
■ Low Distress

Referrals Come From Variety of Stakeholders

- Student Affairs
 - Disability Services
 - International Student Services
 - Resident Advisors
 - Counseling Services
- Departmental Program Assistants
- Faculty

Stakeholder Participation Key to Success

“These people see students all the time and have built relationships with them. **If your department advisor says, ‘you know, I think this would really help you,’ you’re going to listen to that trusted adult.**”

*Dr. Diana Brecher
Scholar-in-Residence, ThriveRU*

1) As measured by the OQ®-45
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Ryerson University

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RECOMMENDATION #2

Provide Proactive Support at High Stress Moments



Tufts University

Embed resilience and coping strategies into career services

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Provide Proactive Support at High-Stress Moments

The stress and anxiety from certain transition points can become so overwhelming that they derail every aspect of a student's life. **If we embed resilience into our support and resources around that transition, we can meet them where they are rather than expecting them to find it while in crisis.**

*Director of Student Success and Retention
Large Public Research University*

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“We Received Many Qualified Applicants...”

Tufts University Targets Resources to Sophomores in the Career Process

Sophomores Face a Number of Big Picture Decisions

- "What should I major in?"
- "Should I study abroad?"
- "Can I afford to do an unpaid internship?"
- "Am I a failure because I didn't get that interview?"

Tufts Career Center Provides Resilience Skill Building Support

- Sophomore Career Summit**
One-day event features panel on managing expectations and **cop**ing with stress
- Career Exploration Course**
Curriculum includes strategies to **build and apply resilience** in career development
- Resilience One-Pager**
Quick tips to promote resilience, cope with rejection, and connect with on and off-campus resources

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Source: EAB interviews and analysis.

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Resilience and the Job Search

Tufts Career Center’s Resilience One-Pager

Applying to jobs or grad/professional school goes hand-in-hand with developing resiliency – the ability to bounce back and keep going after life’s inevitable stumbles. The Career Center is here to support you as you face these challenges and work to build your resiliency.

3 Things to Remember When Facing Rejection

- 1. It’s okay to be disappointed.** Feeling disheartened or losing confidence after rejection is natural. Believe it or not, these feelings say something good about you! They mean you care about what you’re doing.
- 2. Everyone – and we mean everyone – faces rejection during the job search and/or grad school application process.** Whether it’s sending an application that disappears into the void, failing to receive a call-back after an interview, or getting all the way to the final round and then hearing a ‘no,’ you are not alone in facing the challenge of rejection. See below for stories from individuals who have managed similar feelings/situations.
- 3. Your self-worth is not tied to a single (or even several!) rejections.** While rejection is difficult, it doesn’t diminish all you’ve accomplished thus far, nor does it predict your ability to succeed in the future.

5 Ways to Build Resiliency

- 1. Evaluate your belief system:** In the big picture, how do you think about the stress of rejection? Are there ways you could you perceive it differently, i.e., in more helpful and productive terms?
- 2. Be self-aware:** Reflect on your levels of resiliency for different areas of life, e.g., personal relationships, academic life, career-related plans. Are you more resilient in some areas and less so in others? Can you apply some of the things that make you more resilient in particular areas to this situation?

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Source: Tufts Career Center, [Resiliency and the Job Search](#); EAB interviews and analysis.

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Coda: Charting a Path to an **Institutional Framework**













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Beyond the Student Affairs Division

For Desired Impact, Engage Campus Partners


Current Student Affairs Initiatives Only Go So Far		Campus Partners Essential to Amplify Impact
 <p><i>"We don't have the staff or budget capacity to expand programming."</i></p>		 <p>Pool of faculty and advisors represents a big group of stakeholders</p>
 <p><i>"We have limited influence on students' experiences inside the classroom."</i></p>		 <p>Create additional touchpoints inside the classroom</p>
 <p><i>"We need to prioritize responding to immediate student crises."</i></p>		 <p>Equip faculty and advisors to talk through early challenges that surface in their work with students</p>

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Building a Campus-Wide Network of Support


Two Important Steps for Scaling Resilience Messaging and Programming



STEP 1
Educate
Generate Buy-In on Campus



STEP 2
Modularize
Make It Easy to Say Yes



CASE STUDY
Curricular Infusion at Georgetown University

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Asking Students “Who Does This Well?”

Simon Fraser University Crowdsources a Network of Faculty Partners

How SFU Builds a Group of Champions

- 1** Student volunteers in Health Promotion Office nominate faculty who already promote well-being in the classroom
- 2** Staff contact faculty, commending their efforts and requesting input on well-being in learning environments initiative
- 3** Health Promotion, Teaching & Learning Center, and selected faculty collaborate to create research and resources specific to faculty concerns
- 4** Faculty network grows from 10 in 2012 to 100+ active members in 2018

Why It Works

- Warm Referrals Surface Best Partners**
Better response rate from faculty than cold outreach
- Increased Credibility**
Faculty are more likely to respond to research, resources, and outreach from their peers
- Alignment With Faculty Needs**
Group explores supporting well-being in academic contexts with faculty in mind


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Targeted Training and Resources for a Key Group


Teaching Assistants at Simon Fraser Reinforce Well-Being in the Classroom


Graduate Teaching Assistant (GTA) Well-Being Project

 **Program Recruitment at Orientation**
Health promotion staff present at graduate student orientations

 **Well-Being Workshop**
GTAs learn about program and available resources/strategies

 **Just-in-Time Tips**
GTAs receive weekly emails with resources and well-being exercises to try in class

 **Promising Momentum**
87 graduate students participated in 2017-18

2017-18 By the Numbers 

91%
7 in 10

Learned strategies for enhancing well-being in the classroom

Have seen positive benefits to their students

“Training graduate teaching assistants helped us **amplify the concepts of cultivating well-being in the classroom** by providing resources and activities for them to use with their students.”







Alisa Stanton
Associate Director, Health Promotion
Simon Fraser University

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Getting More People to Raise Their Hands

Recognition and Financial Incentives Encourage Action


Recognition Incentives 	Financial Rewards 
<p> Leadership Award Western University's Leadership in Wellness award recognizes faculty-driven efforts to promote wellness in the classroom</p> <p> Course Marker Badge or marker in course catalog courses highlights that incorporate wellness concepts at Georgetown</p>	<p> Innovation Grant Financial incentives encourage faculty and staff to experiment with new ideas and programs related to student wellness</p> <p> Cash Stipend Faculty receive \$2,000 stipend or course release for serving as faculty mentors</p>

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Building a Campus-Wide Network of Support


Two Important Steps for Scaling Resilience Messaging and Programming



STEP 1
Educate
Generate Buy-In
on Campus



STEP 2
Modularize
Make it Easy to
Say Yes



CASE STUDY
Curricular Infusion at Georgetown University

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Make It Easy to Integrate Into Daily Interactions

Ryerson University's Facilitator's Guide Lowers Barriers to Participation

ThriveRU
Initiative providing training and resources to teach resilience and well-being skills

Key Elements
Wide variety of resources for students, faculty, and staff:

- Workshops
- Flashcards
- Weekly workbook of resilience exercises

Facilitator's Guide
Accompanies the weekly workbook and equips faculty and staff to discuss common challenges with students

Excerpt: ThriveRU 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) ...
Ask yourself when something bad happens:
(1) How can I keep this temporary?
(2) ...

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.

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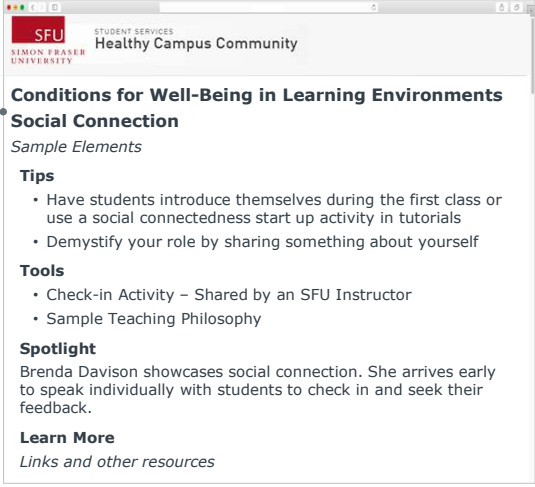
Centralize Resources for Faculty Use

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Simon Fraser University's Digital Toolkit

SFU's Ten Conditions for Well-Being in Learning Environments

Positive Classroom Culture
Civic Engagement
Social Connection
Services & Supports
Real-Life Learning
Inclusivity
Personal Development
Flexibility
Instructor Support
Optimal Challenge



Conditions for Well-Being in Learning Environments
Social Connection
Sample Elements

Tips

- Have students introduce themselves during the first class or use a social connectedness start up activity in tutorials
- Demystify your role by sharing something about yourself

Tools

- Check-in Activity – Shared by an SFU Instructor
- Sample Teaching Philosophy

Spotlight
 Brenda Davison showcases social connection. She arrives early to speak individually with students to check in and seek their feedback.

Learn More
Links and other resources


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Building a Campus-Wide Network of Support

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Two Important Steps for Scaling Resilience Messaging and Programming



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Integrate Well-being Into the Classroom

Curricular Infusion Bridges Gap Between Student and Academic Affairs

Georgetown's Engelhard Project
 Faculty link academic course content to health and well-being topics through readings, presentations, and reflective writing assignments.

<h3>Three Elements of Curricular Infusion</h3> <ul style="list-style-type: none"> <li style="margin-bottom: 15px;"> Targeted readings or writing assignments that link course content with infusion topic <li style="margin-bottom: 15px;"> In-class discussions and/or presentations from campus resource professionals Community partnerships that encourage students to reflect on lived experience 	<h3>Sample Courses</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>DEPARTMENT</th> <th>COURSE TITLE</th> <th>WELL-BEING TOPIC</th> </tr> </thead> <tbody> <tr> <td>Anthropology</td> <td>Disability and Culture</td> <td>Mental Health, Relationships</td> </tr> <tr> <td>Economics</td> <td>Healthcare Systems Economics</td> <td>Stress and Coping Skills</td> </tr> <tr> <td>German</td> <td>Witches</td> <td>Societal Stigma, Mental Health</td> </tr> <tr> <td>Mathematics</td> <td>Introduction to Math Modeling</td> <td>Healthy Relationships With Food and Exercise</td> </tr> <tr> <td>Physics</td> <td>Dynamic Processes in Biological Physics</td> <td>Biology of Depression</td> </tr> <tr> <td>Philosophy</td> <td>Introduction to Philosophy</td> <td>Human Flourishing</td> </tr> <tr> <td>Psychology</td> <td>Cultural Psychology</td> <td>Contemplative Practices for Well-Being</td> </tr> </tbody> </table>	DEPARTMENT	COURSE TITLE	WELL-BEING TOPIC	Anthropology	Disability and Culture	Mental Health, Relationships	Economics	Healthcare Systems Economics	Stress and Coping Skills	German	Witches	Societal Stigma, Mental Health	Mathematics	Introduction to Math Modeling	Healthy Relationships With Food and Exercise	Physics	Dynamic Processes in Biological Physics	Biology of Depression	Philosophy	Introduction to Philosophy	Human Flourishing	Psychology	Cultural Psychology	Contemplative Practices for Well-Being
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Bringing Well-Being to Life

How Engelhard Faculty Fellows Infuse Well-being Into Their Courses

<h3>Intro to Biology</h3> <p>The instructor personalizes her large introductory course by sharing her own experience with depression and incorporating a conversation with the Counseling Center Director.</p>	<h3>Intro to Ethics</h3> <p>Through readings on morality and a guest lecture by health promotion, the instructor has students reflect on what it takes to respect oneself and others in the context of social life in college and beyond.</p>	<h3>Intro to Math Modeling</h3> <p>Coursework incorporates data sets involving nutrition, gambling, and alcohol, and the instructor brings in campus health staff to deepen students understandings of these issues.</p>
<h3>Social Entrepreneurship</h3> <p>One assignment has students to commit to a physical and mental wellness routine for the semester. Students keep a journal of progress and help their classmates stay accountable.</p>	<h3>Organizational Behavior</h3> <p>The instructor has students view the film <i>The Great Debaters</i> and invites a staff psychologist from the counseling center to co-facilitate a post-film discussion on creating healthy organizations and companies.</p>	<h3>Abnormal Psychology</h3> <p>The instructor has students "take theory out to play" by observing and cataloguing their patterns of negative thoughts. A health promotion expert is brought in to lead students through a group meditation exercise.</p>


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A Success Story

Georgetown Embeds Well-Being Into Campus Culture and Curriculum

10+ Years of Growth at Georgetown



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Engelhard courses offered **each semester**

“Once Engelhard modules were put in place in this course, I couldn’t imagine doing without them. I trust that through these experiences, **students leave my class more prepared to address life’s challenges** and more willing and capable of understanding the challenges that others face.”

*Biology Professor
Georgetown University*

Over a Decade of Extending Reach on Campus
2005-2018

120+ Faculty members taught courses	600+ Courses offered	22,000+ Students reached in courses ¹
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1) Duplicated headcount – some students take more than one course
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Study Roadmap


Developing Coping and Resilience Skills to Advance Student Success

Implementing and Refining Resilience Initiatives

Building a Campus-Wide Network


1

Prime Students Early in the **First Year**




2

Target Interventions Beyond the First Year




3

Leverage **Campus Partners** to Scale Reach



4

Coda: Charting a Path to an **Institutional Framework**



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Getting Everyone on the Same Page







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Western University Adopts Comprehensive Plan for Mental Health and Wellness

Vision for Student Mental Health and Wellness

“To create a university campus that is resilient and cares about mental health and wellness, where students receive support as needed, where talking and learning about mental health reduces and eliminates the stigma surrounding mental health issues, and where we build a more supportive and inclusive campus environment to enhance all students’ potential for success.

Western’s Student Mental Health and Wellness Strategic Plan

<p>Key Goals</p> <ul style="list-style-type: none">  Promote and support a resilient campus community  Support inclusive curriculum and pedagogical approaches that promote student mental health  Develop and deliver effective wellness education 	<p>Key Action Items</p> <ul style="list-style-type: none">  Strengthen student resiliency through leadership, mentorship, and help-seeking  Apply a Universal Design for Learning (UDL) approach to programs, services, and curriculum.  Increase data collection and assessment of key indicators of student mental health and wellness
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Rise of Senior Wellness Positions

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Institutions Seek Experienced Leaders to Integrate Work on Campus

Apply Now: Chief Wellness Officer

Reports To: Chief Student Affairs Officer

Job Responsibilities

- Leads all aspects of integrated student health and wellness programs and initiatives across campus
- Responsible for long-term strategic vision for holistic campus well-being
- Oversees the work of:
 - Counseling and Psychological Services
 - University Health Services
 - Wellness Promotion
 - Campus Recreation

Qualifications

- Minimum of master’s degree in health, counseling, or wellness; preference for credentialed clinicians and/or MD, PsyD, or PhD
- Significant experience in health policy, planning, or administration
- 7-10 years progressively higher responsibility in higher education

Early Adopters



Chief Wellness Officer



Associate Vice President for Community Health and Well-Being




Associate Dean of Health and Wellness



Director of Wellbeing

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Longwood University
May 15, 2019

Developing Coping and Resilience Skills to Advance Student Success

Meeting the Escalating Demand for Mental Health Services


Lindsay Kubaryk, Senior Analyst
lkubaryk@eab.com

Student Affairs Forum

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Discussion Questions



- 1 | How do you see the lack of coping and resilience skills manifest in the students you teach/advise/work with? What tactics have you used to successfully cultivate well-being in your work with students?
- 2 | What resources can be modularized or more effectively communicated to make it easier for faculty and staff to use? What kinds of resources or support do faculty and staff need to integrate resilience and well-being into their work?
- 3 | How can we motivate and empower more colleagues to engage in this work? What has been effective in building faculty and staff support? What should we explore to incentivize participation and amplify best practices?
- 4 | What well-being practices can you start to incorporate now (e.g., mindfulness exercises, meditation, starting or ending class with sharing a status update or stress management/study tactic)? What do you want more information on?


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More Resources at EAB.com

- **Ready-to Use Slides:** Explore the demand for mental health services with campus partners
- **Toolkit:** Meeting the Escalating Demand for Mental Health Services
- Additional resource centers on **Campus Climate, Student Activism, First-Generation Students,** and more!



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