

## **Mental Health Task Force**

4/18/2019

- I. Welcome and Thank You – Erica Wise
- II. Updates – Erica Wise
  - a. Submitted report to Provost and expecting feedback from him in May
  - b. Acknowledge large scope of Task Force and need to incorporate challenges into report
  - c. Will tap handful of Task Force members to complete a final round of copy edits
  - d. Jeni Cook has developed roll-out plan, but ultimately up to Provost; ask Task Force members to not disseminate draft until finalized
  - e. Goal to rollout certain technologies and policies as early as August 2019
  - f. Ongoing Mental Health committee
- III. Feedback and Comments
  - a. Could CEED survey be expanded to grad students to capture more comprehensive data about mental health on campus? Survey is currently focused on matriculating first year students.
    - i. Opportunities to collaborate in the future and leverage other groups' data
  - b. Problem of fractionization
    - i. It can be confusing for students to hop around to different services and many students don't have easy access to advisors (need for "academic home")
    - ii. Strategic issue that groups usually identify problems and suggest solutions, but the solutions may be the problems; we should integrate fixes that are already there
  - c. Units and departments should self-analyze—idea for every unit to have a meeting with their constituents to discover hidden ways in which they can alleviate stress and find cost-free solutions for pattern problems
    - i. Idea to develop brief assessment for departments and schools for students that inquires about stress points (self-assessment as a tool, rather than a requirement)
  - d. Importance of leveraging MHTF and support of Senior Administration to make resources available for students
  - e. Suggestion to look at our own structures, practices, and systems rather than taxing students with the burden of identifying what's wrong
  - f. Desire for after-hours resources—currently limited to police officers because they're on 24/7 model, but students don't always want to contact police when they're in crisis
  - g. ACHA updated faculty and staff assessment survey—idea to coordinate with HR to send out to staff to assess their mental health
    - i. Faculty and staff are on campus models and more can be done to address their mental health needs
  - h. Desire for safe spaces and consideration of intersectional identities when developing resources
  - i. Need to assess how we distribute information to students as they are often inundated with information (emails, trainings, modules)
    - i. Think about student perspective—how much information they receive and when they receive it; need to coordinate communication and better indicate what needs attention
    - ii. Update recommendation within Climate section about coordinating communication and leveraging the platforms that we use

1. Example: disseminate information about graduation through ConnectCarolina rather than 10+ emails
- iii. Reach out to Information & Library Sciences for their perspective, as they are the central conduit of university information
- j. Definition of a student—when do we take responsibility for a student (different departments have different definitions)
  - i. Resources for supporting off-campus students at same level as on-campus students

Present: Dean Blackburn, Kala Bullett, Avery Cook, Georgette Dent, Ed Fisher, Christi Hurt, Sarah Leck, Hoi Ning Ngai, Allen O'Barr, Bob Pleasants, Savannah Putnam, Desiree Rieckenberg, Chloe Russell, Priya Sridhar, Angela Strain, Erica Wise

Absent: Tiffany Bailey, Jeni Cook, Rebecca Gibson, Manny Hernandez, Sri Kalyanaraman, Madelyn Percy, Adam Ramsey