



Equity in Mental Health Framework Pilot Project Implementation Report

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Introduction



Introduction

During the summer of 2018, The Steve Fund and The Jed Foundation (JED) partnered to begin a pilot implementation of the Equity in Mental Health Framework (EMHF) with a cohort of 18 colleges and universities around the U.S. The EMHF contains both recommendations and implementation strategies to help colleges and universities support, promote, and institutionalize the mental health and emotional well-being of college students of color.

The goal of the pilot project was to guide the cohort of schools through a transformative process of putting the EMHF recommendations into action on their campuses.

The project team sought to make a demonstrable difference in the lives of students of color by encouraging colleges and universities to prioritize the mental health of students of color on their campuses.

During the second year of the project, the COVID-19 pandemic, the economic crisis, and the nation's racial reckoning created new challenges for students in higher education. With the sudden shift to distance learning, students lost not only in-person contact with faculty, staff, and peers, but also on-campus housing, food, support services, and social communities. Despite the universal nature of these disruptions to students' lives, students of color are bearing the weight of these challenges most acutely.

Further exacerbating an already extremely difficult situation, the nationwide protests and conversations about systemic bias, and racism it sparked, rapidly escalated the mental and emotional stressors already burdening communities of color. Many students were directly or indirectly involved in demonstrations and are having to process what today's racial awakening means for them.

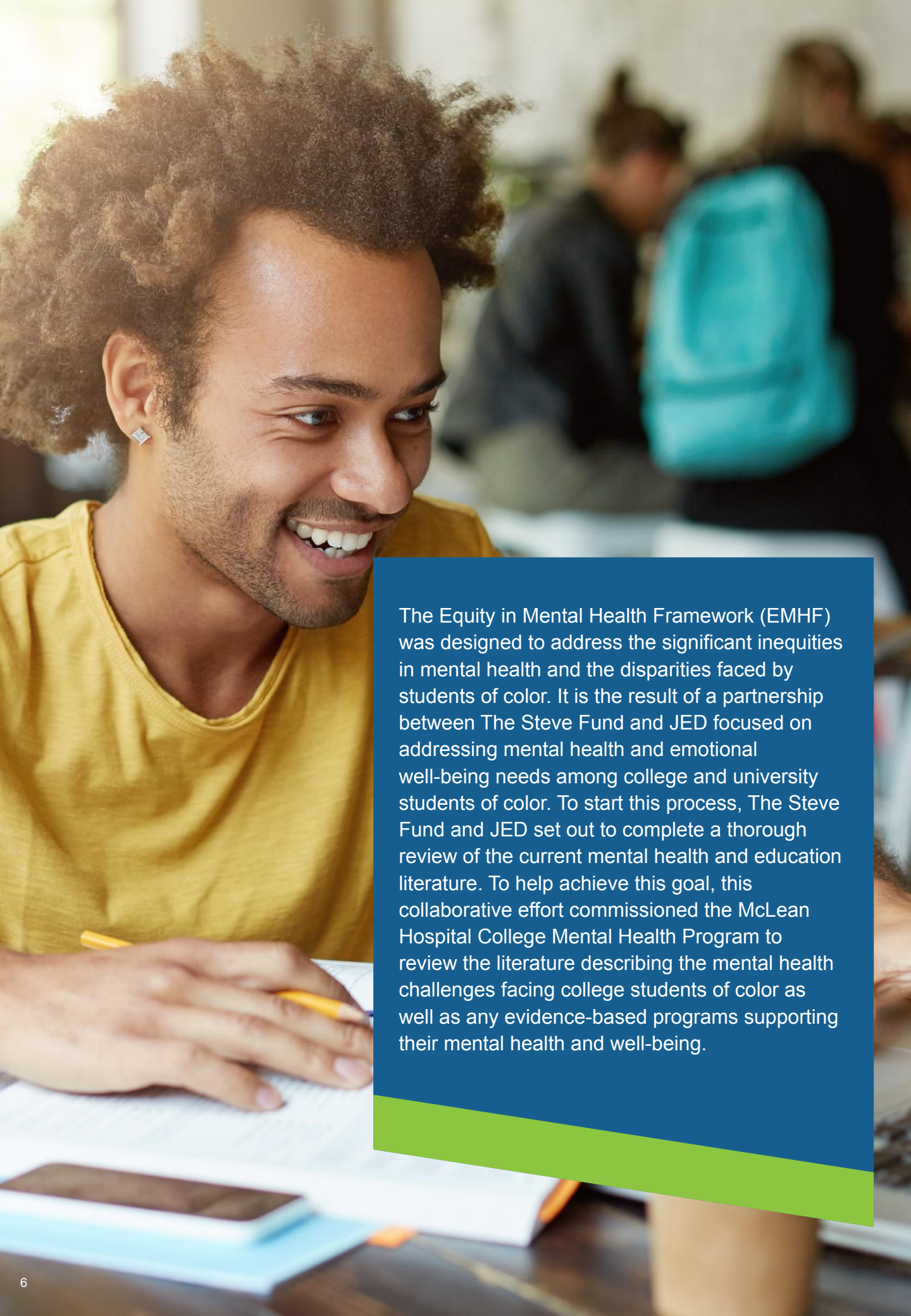
In addition, students with mental health challenges are twice as likely to drop out of college than students without them. Since the pandemic, students of color, including Black, Latino, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and multiracial students, are experiencing higher rates of depression and anxiety than white students¹. These circumstances make the work of supporting the mental health and emotional well-being of students of color even more imperative. The Equity in Mental Health Framework can be used to help meet that need.



¹ Igor Chirikov, Krista M. Soria, Bonnie Horgos, and Daniel Jones-White, "Undergraduate and Graduate Students' Mental Health During the COVID-19 Pandemic," UC Berkeley, <https://escholarship.org/uc/item/80k5d5hw#main>

Equity in Mental Health Framework Pilot Implementation





The Equity in Mental Health Framework (EMHF) was designed to address the significant inequities in mental health and the disparities faced by students of color. It is the result of a partnership between The Steve Fund and JED focused on addressing mental health and emotional well-being needs among college and university students of color. To start this process, The Steve Fund and JED set out to complete a thorough review of the current mental health and education literature. To help achieve this goal, this collaborative effort commissioned the McLean Hospital College Mental Health Program to review the literature describing the mental health challenges facing college students of color as well as any evidence-based programs supporting their mental health and well-being.

Equity in Mental Health Framework

The Steve Fund and The Jed Foundation (JED) also reviewed and analyzed data obtained through other channels, including: a survey of college administrators on current practices; a national poll of first-year college students examining the transition from high school to college and the associated emotional and mental health challenges; and a national survey of 1,000 racially diverse college students examining their views regarding mental health issues and supports on campus.

Among the findings:

- Black students are significantly more likely than White peers to say they tend to keep their feelings about the challenges of college to themselves.
- Students of color are significantly less likely than White students to rate their campus climate as “excellent” or “good.”
- Students of color are more likely to report feeling isolated and less likely to report feeling their campus is inclusive than white students.

The Framework was grounded on this research and developed with the input and insights from more than 100 higher education leaders and mental health experts. Using this information as a foundation, the team aimed to identify and create a set of recommended practices that could be readily adopted by colleges and universities. The result of this collaboration was the development of the Equity in Mental Health Framework and the Equity in Mental Health Toolkit—an institutional-level intervention geared toward creating and sustaining institutional change. See Appendix 1 for a list of the EMHF recommendations.

With its practical and comprehensive recommendations and strategies, the EMHF can help colleges and universities promote and institutionalize mental health and emotional well-being by guiding senior leadership, administrators and staff, faculty, and students through a process of developing, implementing, and refining on-campus policies, procedures, programs, and resources to support the emotional well-being and mental health of students of color.

The EMHF provides content to facilitate campus-based efforts to reduce mental illness stigma, increase support and responsiveness, improve campus climate, and provide system-wide opportunities to help all students to thrive. Beyond this project, the EMHF has reached the higher education field more broadly through more than two dozen presentations at national conferences and Steve Fund events, and thousands of downloads of the EMHF Toolkit over the past three years. More information on the EMHF is available at www.equityinmentalhealth.org; see Appendix 3 for a list of EMHF presentations.

EMHF Pilot Project Overview





EMHF Pilot Project Overview

Participating schools included **private, public, 2- and 4-year institutions, and an HBCU**. The schools that began the cohort are listed in Appendix 2. (Learn more about participating schools at www.equityinmentalhealth.org).

The project team **conducted surveys and focus groups among stakeholders** at each of the participating institutions at the beginning and at the end of the pilot project. Five top concerns were identified in **the initial assessment**.

During the pilot, each school **assessed student perspectives** and **campus climate** relating to mental health through surveys and focus groups. Based on that information, they focused on implementing selected recommendations of the EMHF.

The Steve Fund project team supported participating institutions by **providing onsite and virtual technical assistance and consultation**. The team hosted informational sessions for faculty, staff, and students, and Steve Fund mental health experts provided technical assistance as schools explored opportunities to support the mental health and emotional well-being of students of color and improve policies, programs, and resources.

Top Five Concerns in the Initial Assessment

- Need for better coordination of culturally responsive support for students of color.
- Need for safe spaces for students of color on and off campus.
- Need for training for faculty and staff desiring to assist students of color.
- Negative racial campus climate impact on the mental health and well-being of students of color.
- Need for more diverse representation among faculty and staff.

Outcomes and Accomplishments



Outcomes and Accomplishments

Below we highlight several key areas of implementation based on the recommendations and strategies of the EMHF, and the actions and accomplishments of the pilot schools during the project.

- Establishing the Mental Health of Students of Color a Campus-wide Priority
- Communication and Assessment
- Targeted Programs and Effective Promotion
- Supporting Faculty and Staff and Building Capacity



The recommendations provided a helpful benchmarking tool which allowed us to create an action plan specific to our campus.

Participant at one institution



Outcomes and Accomplishments

Establishing the Mental Health of Students of Color a Campus-wide Priority

- Through implementation of the EMHF, the pilot schools developed concrete ways to prioritize the mental health of students of color on their campuses. As suggested in the EMHF, the well-being of their students, including students of color, should be centered within the mission of the institution in both word and deed. Pilot institutions demonstrated their commitment to the mental health of students of color by adding explicit mention of the mental health and/or emotional well-being of students of color in strategic documents—about half of the institutions included references in their strategic plans or vision or mission statements, and most included references in department or area goals.
- Other examples of prioritizing the mental health of students of color included establishing a campus-wide anti-racism initiative, establishing an institutional bias response policy, expanding cultural centers, fostering collaborative partnerships between different campus offices and departments centered on mental health issues, and hosting special events highlighting issues relating to mental health and students of color. Some schools created task forces focused on diversity, equity, and inclusion on campus; for example, one school formed an Inclusion Task Force charged with critically examining the school's everyday practices and policies and identifying changes needed to create a more inclusive campus.

Outcomes and Accomplishments

Communication and Assessment

- The pilot institutions worked to gain a better understanding of student perceptions and concerns, and campus climate relating to mental health and well-being by collecting data on students through surveys and focus groups. Other methods to gain input and feedback from students included a town hall, a mental health summit, and a conference on campus. At some institutions, administrators held regular meetings with student leaders to discuss ongoing projects and address areas of concern.
- This information provided the basis for the schools to target programs to address the specific needs of students of color on their individual campuses. At one institution, information gathering led to the creation of a Center for Social Justice and Inclusion on campus.



Nicole Noffsinger-Frazier, Ph.D., Executive Director, University Wellness Center at The University of the South: Sewanee noted “sharing [focus group] results with campus partners and stakeholders was helpful and again affirmed our shared vision for progress in this area.”



- One important area of communication is creating opportunities for conversation around key events in the community, the nation, and the world that are weighing on students’ minds, which can help foster a sense of belonging among students. During the project, most of the pilot institutions created forums and supportive spaces for students, faculty, staff, and community members to discuss and respond to impactful events. Topics addressed included highly-publicized incidents of racial violence; racial inequities; election stress; relationships with campus safety officials and law enforcement; race, gender-based violence, substance abuse, and mental health; and support for BIPOC communities. These events occurred in various formats: open forums, panel discussions, workshops, and racial healing circles/restorative events.
- Campus cultural centers and student affairs offices were also identified as especially supportive resources for students of color. Stakeholders often described trusting relationships between these staff members and students, in which students felt confident sharing their experiences with racial-ethnic tension, microaggressions, isolation, and discrimination on campus.

Outcomes and Accomplishments

Targeted Programs and Effective Promotion

During the project, most of the pilot institutions provided educational programming on the mental health of students of color. Institutions also developed mental health initiatives in the areas of training, student programs, public relations, hiring, curriculum, and evaluation. As the pilot came to a close, several schools were working on new programs specifically targeted to students of color and other marginalized groups.

- **Establishing committees and boards:** Many campuses worked to improve campus climate for students of color by establishing committees and advisory boards. Examples include formation of a Racial Justice Advisory Committee, a Latinx Forum for faculty/staff, a Black Faculty Staff Council, and a diversity, equity and inclusion (DEI) student advisory board.
- **Enhancing student mental health services:** Student mental health programs were robust across a majority of institutions—providing different types of therapy sessions (e.g., group, individual, remote, in-person, casual drop-in), after-hours mental health support/crisis hotlines, and peer support programs. Some delivered programs and resources specifically for students of color and LGBTQ+ students. Examples of new or enhanced programs and supports resulting from the pilot include the addition of depression assessments for all freshmen and establishing a mental health early intervention team.
- **Strengthening educational programming:** Since the beginning of the project, additional educational programming focused on students of color mental health included programming on race-related stress, stereotype threat, imposter phenomenon, belonging and connecting, developing a healthy identity, stress and coping, mental health hygiene, and responding to microaggressions. Institutions also added support and/or programming focused on a variety of intersecting identities, including gender identity, BIPOC identity, sexual orientation, immigrant identity, undocumented or DACA status, socioeconomic status, first-generation college student status, and religious identity.

Outcomes and Accomplishments

Targeted Programs and Effective Promotion (cont.)

- **Engaging and partnering with students:** During the project, several institutions partnered with student leaders and campus student organizations to co-host programs and events regarding issues affecting students of color. Two new student groups focusing on the well-being of students of color were formed at one school. At another school, the counseling center formed a new student advisory council with diverse student representation. Student-run mental health activities were identified as especially helpful in engaging and informing students.
- **Reaching students:** Schools reached students with mental health program information in a variety of ways, such as the school website, print materials, word of mouth, social media, and mental health apps. Schools targeted students of color through academic departments, student clubs and organizations, social media, and collaboration with DEI offices. In addition, some schools increased access to resources by taking programs to the students, such as locating program activities in residence halls, dining centers, and cultural centers. One school focused on reaching students of color by embedding mental health counselors in its cultural centers.
- **Other initiatives:** Other efforts to support students of color undertaken during the project include hosting regular community conversations about race, establishing a forum for conversations about race among women of color, and convening healing circles. A few institutions incorporated information about mental health and available resources into curriculums, such as a first-year experience course.

Outcomes and Accomplishments

Supporting Faculty and Staff and Building Capacity

- In pilot project focus groups, stakeholders emphasized the need for more counseling staff to meet student needs, and more representative faculty and staff in all departments to better support students of color. Most of the schools noted that during the project, they worked to diversify their counseling staff. Representation was viewed as key to the relationship-building needed to promote students' trust, confidence, and sense of belonging in campus mental health initiatives. Participating pilot schools identified the need to adopt hiring processes and policies that will diversify their staff and faculty. Although hiring efforts at many institutions were limited due to budgetary constraints related to the COVID-19 pandemic, five of the pilot institutions hired additional staff focused on students of color during the project period.
- Pilot institutions also worked to help students of color by assigning current staff with specific responsibility for supporting targeted racial/ethnic groups of students. Five of the pilot schools noted they have designated an ombudsperson to serve as an impartial point of contact for students regarding issues related to campus climate.
- During the project, most of the pilot participants provided training to counseling and health staff on multicultural competence and working with diverse students; and three of the pilot institutions made this training mandatory. Additionally, almost all pilot institutions provided mental health and/or diversity training to others on campus, such as academic leadership, other campus staff, and students. Examples include hosting workshops on microaggressions and diversity stereotypes and providing suicide prevention training to faculty and staff. On one campus, project staff were invited to discuss implementation of the EMHF and ways to sustain the effort at a meeting of the President's Cabinet.

Actions, Initiatives, and Accomplishments



Actions, Initiatives, and Accomplishments of the Participating Schools during the EMHF Project

Action / Initiative / Accomplishment	Percentage of Schools *
<p>Survey students on mental health Collected data to better understand student perceptions, behaviors, and attitudes related to mental health on campus</p>	100%
<p>Work to diversify counseling staff Made efforts toward hiring diverse health and counseling staff to mirror the demographic makeup of the student population</p>	93%
<p>Foster discussion on current issues/concerns Created forums and supportive spaces for students, faculty, staff, and community members to discuss and respond to impactful local/national/international events</p>	78%
<p>Educate on mental health and well-being Provided educational programming focused on the mental health of students of color**</p>	67%
<p>Foster student group involvement Collaborated with student groups and leaders to co-lead the selection, promotion, and implementation of programs</p>	80%
<p>Increase access to programs Located programming in a variety of places on campus (i.e., residence halls, dining centers, cultural centers, etc.)</p>	73%
<p>Prioritize well-being of students of color Mental health and/or emotional well-being of students of color referenced in</p> <ul style="list-style-type: none"> ▪ Mission or vision statement ▪ Strategic plans ▪ Department or area goals 	<p>20%</p> <p>27%</p> <p>80%</p>

* Fifteen schools responded to the final survey. Not all responded to each question.

** Topic areas included race related stress, stereotype threat, imposter phenomenon, belonging and connecting, developing a positive identity, stress and coping, mental health hygiene, or responding to microaggressions.

Lessons Learned

EMHF Pilot Implementation



Lessons Learned

Impacts on Students of Color and Implications for Higher Ed Institutions

Actions taken as part of this pilot, including making mental health and well-being of students of color a priority, engaging many stakeholders, and fostering conversation on mental health, help build greater trust, a sense of belonging, and the perception that the institution is a safe space to learn. These factors in turn contribute to student well-being, academic success, retention, and fulfillment of students' life and career goals.

- Establishing Priority
- Collaboration is Key
- Value of Technical Assistance and Consultation Support



Lessons Learned

Establishing Priority: All campuses developed initiatives to make the mental health of students of color a priority.

Making mental health a priority became even more important as the country began to experience the impacts of the COVID-19 pandemic and racial unrest and demonstrations. Young adults and people of color are among the groups experiencing the greatest mental health impacts. One participant said that an important impact of involvement in the program has been “related to holding space for conversations about DEI and mental health.” Another participant observed: “Participating in the EMHF Pilot Cohort has given our students a voice and platform to be heard with regards to their mental health and programming needs.”

Campus-wide communication of a clear stance on racial-ethnic issues and verbalized support for students of color—coupled with actions—signaled institutions’ commitment to mental health and the importance of mental health and well-being to the college experience. “Truly, the most significant impact that has come about from participating in this cohort has been raising awareness on our campus,” one participant concluded.

Collaboration is Key: Collaboration across departments and among stakeholders is critical to successfully supporting the mental health and well-being of students of color.

The project highlighted the inherent intersection between mental health and diversity, equity and inclusion which directly affects how the EMHF is implemented. Among the best practices underscored by institutions for meeting the needs of racially diverse students on campus was faculty collaboration with the offices of diversity, equity, and inclusion about issues such as training, resource sharing, inclusive messaging via social media, and research.

Collaboration appeared in several ways: between faculty and staff; among different departments; among faculty, staff, and students; and among students. Collaboration occurred in the integration of mental health resources into academic programs and non-academic departments. One school noted that pilot participation led them to collaborate more with other departments and groups, specifically tied to the promotion of mental health, services, and destigmatizing counseling for students of color.

Collaboration among faculty/staff and students predominantly occurred when faculty/staff helped facilitate student-run mental health promotion and education programs. Student-to-student collaboration occurred via peer mentor programs, peer wellness programs, and student clubs specifically focused on student mental health and students of color. Racial-ethnic student organizations served as hubs of peer counseling support.

Lessons Learned

Collaboration is Key: Collaboration across departments and among stakeholders is critical to successfully supporting the mental health and well-being of students of color (cont.).

Where an institution-wide approach was embraced and mental health efforts went beyond just counseling departments, schools were able to provide greater access to and awareness of mental health resources on campus. EMHF provides a strategic framework to engage many stakeholders in supporting the well-being of students of color and extending responsibility for mental health promotion across the campus community. Dr. Gary Bischof, professor at Western Michigan University noted that “WMU’s efforts have been an excellent collaboration across Academic Affairs, Student Affairs and the Office of Diversity and Inclusion. This multi-area collaboration challenges the silos often apparent on college and university campuses and underlines the shared responsibilities of the entire campus to address equity issues in mental health.”

During the project, the project team hosted regular meetings of the pilot cohort participating institutions to encourage discussion of progress and opportunities and sharing of experiences and to provide guidance on priority topics. Pilot institutions also collaborated beyond their own campuses by sharing information on the mental health needs of students of color and the EMHF through participating in conferences, seminars, and consortia and creating opportunities for student leaders to interact with students on other campuses.



This involvement was a catalyst for multiple divisions on campus (Academic Affairs, Student Affairs, and Diversity and Inclusion) to explore and address issues related to mental health and wellness of students of color.

Participant



Because of our participation in this project, we have collaborated more with other departments and groups, specifically tied to the promotion of mental health, services, and destigmatizing counseling for students of color.

Participant



Several participants mentioned increased collaboration between counseling centers and cultural centers or DEI committees to promote mental health resources and programs to students of color.

Lessons Learned

Value of Technical Assistance and Consultation Support: Campus stakeholder engagement in EMHF implementation was facilitated by the project technical assistance team.

The pilot project made technical assistance available through facilitation by Steve Fund diverse mental health experts. This proved to be a critical element in jumpstarting and operationalizing the EMHF process and in individualizing the implementation of the EMHF to the needs and circumstances of the school.

The technical assistance supported the implementation of EMHF recommendations by raising awareness on the campus about the mental health needs and unique challenges faced by students of color. As part of the technical assistance, mental health consultants delivered educational workshops for stakeholders at most of the schools and provided one-on-one consultation to support the schools in pursuing their goals. The workshop topics were developed based on the priorities identified in the schools' needs assessments. Workshops included:

- Dealing with Stereotypes and Microaggressions
- Destigmatizing Help-Seeking for Mental Health Concerns Among Students of Color
- Understanding Issues and Learning Coping Strategies for the Transition from High School to College
- Creating a Supportive Racial Climate on Campus
- Training in Culturally Responsive Counseling Skills
- Understanding and Coping with Unconscious/Implicit Bias
- Creating Safe and Affirming Campus Environments for LGBTQ+ Students

Workshop participants showed a significant increase in knowledge about issues that impact students of color (e.g., microaggressions, racial climate on campus, implicit bias, imposter phenomenon) and strategies that strengthen resilience and emotional well-being. Participants also reported feeling more prepared and confident in their readiness to support the mental health needs of the racially diverse student population and to address and support their own mental health.

“ I feel more aware, at least, of the types of barriers or difficulties students of color might encounter while attending college. I think knowing more about this initiative and the framework is helpful, as now I can reference the resources and materials provided and make changes to my courses and teaching style to hopefully better support students of color in getting connected to mental health resources.

Faculty member



Lessons Learned

Changes on Campus and Implications for Students of Color and Higher Education Leadership

Changes / Actions at Pilot Schools	What It Means for Students of Color	Implications for Higher Ed Institutions
Establishing the mental health of students of color as a campus priority	Eases first-year transition; encourages help-seeking behavior; validates experiences and value students of color bring to campus community	Links to academic success; contributes to healthy campus climate; links to student retention
Collaboration across departments and divisions	Leads to increased mental health support to students of color; provides students with consistent messages and coordinated support from faculty, staff, and administrators	Leverages staffing and programming resources; fills program gaps; reinforces mental health support as a priority
Support for campus stakeholder engagement through technical assistance from mental health experts	Expert support for the process increases chance of success; more knowledge among stakeholders about mental health issues and best practices contributes to healthy outcomes in short- and long-term	Builds capacity among faculty, staff, and administrators

“ Through the EMHF Project, we were able to glean from focus groups held with both students and staff the kinds of changes we need to make in order to better support the mental health needs of our diverse student population. . . . Overall, the EMHF Project has been an incredible resource that provides structure for building sustainable mental health infrastructure for students of color.

Judy Uy, Ph.D., Montclair State University



Conclusion





Conclusion

Across the participating institutions, the pilot implementation project raised awareness, focused attention, and fostered conversation on the importance of supporting and institutionalizing the mental health needs of students of color. One individual's reflection on participation:

Our participation and implementation of EMHF initiatives have enhanced and deepened our commitment to students of color on our campus. . . . by having the EMHF support, and the inspiration of the framework, we have deepened the cross campus/cross department interactions and intentions tied to destigmatizing mental health for students of color.

Participant

All of the pilot schools made progress toward implementing the Equity in Mental Health Framework and all of the schools committed to making the mental health and emotional well-being of students of color a priority. They are poised to build on those efforts to further enhance and support the mental health and emotional well-being of students of color. As the participating schools reflected on their progress at the end of the project, without exception, they expressed commitment to continue their implementation and ensure sustained outcomes.

The knowledge and insights gained through the project will enable The Steve Fund and JED to expand support for the mental health and emotional well-being of more students of color through more efficient and effective implementation of the EMHF recommendations at additional colleges and universities.

Appendix 1: Equity in Mental Health Framework: Recommendations



RECOMMENDATIONS

RECOMMENDATION #1:

IDENTIFY AND PROMOTE THE MENTAL HEALTH AND WELL-BEING OF STUDENTS OF COLOR AS A CAMPUS-WIDE PRIORITY

It is important for institutions of higher learning to center the well-being of their students, including students of color, within the mission of the institution in both word and deed. The JED-Steve Fund survey conducted by Harris Poll among more than 1,000 racially diverse students revealed that approximately 26% of the students of color reported having received a mental illness diagnosis. 45% of students of color indicate that they know of someone with a mental illness diagnosis.

RECOMMENDATION #2:

ENGAGE STUDENTS TO PROVIDE GUIDANCE AND FEEDBACK ON MATTERS OF STUDENT MENTAL HEALTH AND EMOTIONAL WELL-BEING

Campuses should regularly and systematically conduct surveys and focus groups with students of color to understand their needs and challenges regarding their mental health and emotional well-being, sense of belonging on campus, and academic success.

RECOMMENDATION #3:

ACTIVELY RECRUIT, TRAIN, AND RETAIN A DIVERSE AND CULTURALLY COMPETENT FACULTY AND PROFESSIONAL STAFF

Examine whether the identities represented among the student body are also represented in the faculty and professional staff. An emphasis should be placed on providing education and training in cultural competence for all individuals within the institution, especially those engaged in student support roles.

RECOMMENDATION #4:

CREATE OPPORTUNITIES TO ENGAGE AROUND NATIONAL AND INTERNATIONAL ISSUES/EVENTS

Current events (national and international) and cultural movements (for example, Black Lives Matter) may profoundly impact members of the campus community, even when geographically removed from the school itself. In the JED-Steve Fund survey conducted by Harris Poll, 35% of the students of color indicated a desire for more on-campus opportunities to discuss current events that impact them.

RECOMMENDATIONS

RECOMMENDATION #5:

CREATE DEDICATED ROLES TO SUPPORT WELL-BEING AND SUCCESS OF STUDENTS OF COLOR

Create top level administrative positions and hire staff to oversee campus-wide diversity, multicultural, and social justice-oriented services, programs, and policies. Administrators should ideally report directly to the President or Provost while staff should report to the designated administrator. Ensure that protected time and resources are allocated to these officers and staff.

RECOMMENDATION #6:

SUPPORT AND PROMOTE ACCESSIBLE, SAFE COMMUNICATION WITH CAMPUS ADMINISTRATION AND AN EFFECTIVE RESPONSE SYSTEM

Create a well-publicized and accessible process by which any student, faculty, or staff member can inform key administrators about incidents, concerns, or issues related to campus climate.

RECOMMENDATION #7:

OFFER A RANGE OF SUPPORTIVE PROGRAMS AND SERVICES IN VARIED FORMATS

Schools should provide a variety of different structures and culturally relevant program types (e.g., mentor networks, discussion groups, workshops, and transition programs) focused on supporting the mental health and well-being of students of color. See www.equityinmentalhealth.org for more information regarding program types.

RECOMMENDATION #8:

HELP STUDENTS LEARN ABOUT PROGRAMS AND SERVICES BY ADVERTISING AND PROMOTING THROUGH MULTIPLE CHANNELS

Schools should actively advertise programs on campus, on the internet, and via social media. Many valuable programs and resources are underutilized simply because students are not aware of their existence. In the Jed/Steve Fund survey conducted by Harris Poll survey of over 1,000 racially diverse students, only 48% reported that they felt their school effectively used social media to promote to students programming run/sponsored by different student groups.

RECOMMENDATIONS

RECOMMENDATION #9:

IDENTIFY AND UTILIZE CULTURALLY RELEVANT AND PROMISING PROGRAMS AND PRACTICES, AND COLLECT DATA ON EFFECTIVENESS

There is a lack of scientific evidence regarding to what extent, and in which ways, various programs and services may support well-being in students of color. The Steve Fund/JED national survey of programs identified a number of colleges and universities that are already engaged in feasible, scalable and acceptable programs for students, faculty, and staff of color. The community of higher education institutions can contribute to this knowledge base and help build a set of tested resources to best meet the needs of their racially diverse student bodies.

RECOMMENDATION #10:

PARTICIPATE IN RESOURCE AND INFORMATION SHARING (WITHIN AND BETWEEN SCHOOLS)

Decentralized organizational structures on campus can create challenges in collaborating with or remaining aware of efforts across offices or departments. Enhanced communication and the use of centralized, accessible resource-sharing repositories enable collaboration within and among schools nationwide.

Appendix 2: EMHF Pilot Implementation Institutions



Appendix 2

EMHF Pilot Implementation Institutions

School	Type	Approximate Enrollment	Location
Alabama State University	4-Year Public, HBCU	4,704	Montgomery, AL
Cal Poly - San Luis Obispo	4-Year Public	21,812	San Luis Obispo, CA
College of Saint Rose	4-Year Private, PWI	4,863	Albany, NY
Colorado College	4-Year Private, PWI	2,012	Colorado Springs, CO
Kalamazoo College	4-Year Private, PWI	1,467	Kalamazoo, MI
Montclair State University	4-Year Public	21,013	Montclair, NJ
Northeastern Junior College	Community College	1,962	Sterling, CO
Pennsylvania College of Technology	4-Year Public, PWI	5,514	Williamsport, PA
San Jose City College	Community College	8,414	San Jose, CA
Sewanee: University of the South	4-Year Private, PWI, Episcopal	1,837	Sewanee, TN
Truckee Meadows Community College	Community College	25,000	Reno, NV
University of Michigan - Dearborn	4-Year Public	9,003	Dearborn, MI
University of North Carolina School of the Arts	4-Year Public and H.S.	1,305	Greensboro, NC
University of Southern California (USC)	4-Year Private	47,500	Los Angeles, CA
University of Tennessee - Knoxville	4-Year Public	28,052	Knoxville, TN
Western Michigan University	4-Year Public, PWI	23,252	Kalamazoo, MI
Winona State University	4-Year Public, PWI	9,993	Winona, MN

Appendix 3: EMHF Presentations at National Conferences and Events



Appendix 3

EMHF Presentations at National Conferences and Events 2018 - 2021

EMHF Presentations	Date
National Association of Student Personnel Administrators, Mental Health Strategies	January 14, 2021
Association of University Counseling Center Directors conference	October 16, 2020
American College Health Association	October 27 - 28, 2020
Morgan Stanley Mental Health Conference	August 19, 2020
American Council on Education Convening: Senior Campus Leaders: Supporting the Mental Health of Students of Color	June 29, 2021
EVERFI Campus Prevention Network	June 3-12, 2020
National Academies of Sciences, Engineering, and Medicine	February 21, 2020
Council for Opportunity in Education	September 9 - 11, 2019
GlobalMindED	June 4 - 6, 2019
Hispanic Scholarship Fund	June 28, 2019
National Association of Diversity Officers in Higher Education	March 6 - 9, 2019
National Council for Behavioral Health (NATCON)	March 25 - 27, 2019
National Multicultural Conference and Summit (American Psychological Association)	January 17, 2019
SXSW	March 7 - 18, 2019
UC Mental Health Best Practice Conference	June 20 - 21, 2019
National Conference on Race & Ethnicity in American Higher Education	May 29 - June 2, 2018
University of Michigan, Depression on College Campus	March 14, 2018
American College Counseling Association	February 22, 2018
Mental Health America	June 15, 2018
Young, Gifted & @ Risk convenings, The Steve Fund <ul style="list-style-type: none"> ▪ City University of New York ▪ University of Michigan ▪ Georgetown ▪ University of Michigan ▪ Georgetown ▪ Harvard University ▪ University of Texas, Austin 	November 15, 2019 October 24, 2019 November 1, 2019 April 2019 April 2019 April 16, 2019 November 2018

Note: Several other convenings in the spring and summer 2020 where presentations were planned were cancelled due to the COVID pandemic.



About the Steve Fund

The Steve Fund is the nation's only organization focused on supporting the mental health and emotional well-being of young people of color. The Steve Fund works with colleges and universities, non-profits, researchers, mental health experts, families, and young people to promote programs and strategies that build understanding and assistance for the mental and emotional health of the nation's young people of color. The Fund holds an annual conference series, Young, Gifted & @Risk, and offers a Knowledge Center with curated expert information. With multicultural mental health experts it delivers on-campus and on-site programs and services for colleges and non-profits, and through tech partnerships it provides direct services to young people of color.

For more information please visit
www.stevelfund.org

About The Jed Foundation (JED)

JED is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults. We're partnering with high schools and colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems. We're equipping teens and young adults with the skills and knowledge to help themselves and each other. We're encouraging community awareness, understanding, and action for young adult mental health.

Learn more at jedfoundation.org. Check out our programs including: JED Campus (jedcampus.org), Set to Go (settogo.org), ULifeline (ulifeline.org), Half of Us (halfofus.com), Love is Louder (loveislouder.com), and Seize the Awkward (seizetheawkward.org).

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