The Equity in Mental Health Framework

from

THE STEVE FUND AND THE JED FOUNDATION
The Steve Fund and The Jed Foundation (JED) developed a partnership to help address 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. 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.

In light of the surge of media attention to issues such as campus climate and the rise in demand for mental health and wellness-oriented resources to support diverse student populations, this endeavor appeared to be vitally necessary. However, it soon became apparent that this type of programming—both specifically targeted to meet the needs of students of color and empirically supported—was all but absent from the literature, and seemingly, from many campuses nationwide. Although numerous studies indicate that college students of color may experience higher levels of emotional distress along with a reduced likelihood of seeking and receiving mental health services on campus, the expected range of effective interventions to address these issues was not readily identifiable from the existing literature.

Accordingly, the Steve Fund and JED set out to: (1) survey colleges and universities on their current practices in supporting the mental health of diverse students; (2) conduct a national survey of college students in order to benefit from their recommendations; and (3) convene over 100 college and university leaders to provide additional input and perspective. As a product of this collaborative effort, the Equity in Mental Health Framework provides recommendations for how colleges and universities can strengthen their support for the mental health and emotional well-being of students of color.
In developing the Equity in Mental Health Framework (henceforth, Framework), the Steve Fund and JED reviewed and analyzed data obtained through multiple channels including:

- The partnership with the McLean Hospital College Mental Health Program (completed in June 2016) to conduct a review of existing scientific literature and to survey college administrators on current practices.
- A national Harris poll of 1,500 first-year college students (completed in December 2015) examining the transition from high school to college and the associated emotional and mental health challenges.
- A national Nielsen survey of 1,000 racially diverse college students (completed in March 2017) examining their views regarding mental health issues and supports on campus.

Utilizing the results of the literature review, campus-based survey, and student surveys, the Steve Fund and JED developed an initial version of the Framework. The team then requested input from national experts in higher education, including college and university presidents, deans, professors, college counseling center directors, psychologists, and psychiatrists who specialize in working with the students of color population. Further, in February of 2017, we convened with a group of 110 higher education leaders at our Equal Chance at Mental Health Higher Education Summit, where we presented a preliminary version of the Framework and received expert input which we used to modify and augment these findings.

**National Survey of College Students**

Through the Harris Poll and Nielsen survey, college and university students provided direct insights into their challenges. Key findings include:

- First-year Black students are significantly more likely than White peers to say they tend to keep their feelings about the challenges of college to themselves (75% to 61%).
- Students of color are significantly less likely than White students to rate their campus climate as “excellent” or “good” (61% to 79%).
• Students of color are significantly less likely to describe their campus as inclusive (25% to 45%).
• Students of color are more likely to agree with the statement, “I often feel isolated on my campus” (46% to 30%).
• Students of color are significantly more likely than White students to say their college is taking a “one-size-fits-all” approach to student engagement (61% to 36%).

The report and dataset for the Harris Poll can be found here (link).

National Survey of Colleges and Universities

The research team conducted a nationwide search to (1) learn about existing campus-based programs in order to identify promising practices from outstanding examples, and (2) better understand barriers to development, implementation, evaluation, and dissemination of information regarding these programs. This search revealed critical disconnections between research and practice at multiple levels.

It appears that a lack of key resources and coordinated communication/collaboration between relevant parties (researchers, clinicians, and university professionals) have systematically hampered program conception, implementation, and the development of a commensurate body of evidence. This nationwide search for existing campus-based programs yielded a wealth of qualitative as well as quantitative data characterizing these barriers.

In order to disseminate the National Survey, the researchers utilized six separate listservs (including JED-affiliated schools) composed primarily of college mental health providers and administrators. Completed surveys summarizing 84 programs at 23 schools were returned to the research team. Program summary types and program descriptions can be found here (link). Survey respondents were consistent in their descriptions of the most common barriers to implementing programs to support the mental health and emotional well-being of students of color including: time constraints (76.9%), financial constraints (76.9%), lack of staff (64.3%), and a lack of identities represented among professional staff (61.5%).
Researchers from the College Mental Health Program at McLean Hospital who collaborated on this project with The Steve Fund and JED developed a set of five tiers to characterize programs identified by the National Survey. Programs were assigned to tiers based on the presence or absence of the following criteria:

1. a specific focus on mental health and emotional well-being,
2. a specific focus on college, graduate, or professional students of color, and
3. utilization of evidence-based practices.

This categorization system was created to characterize the various mental health and emotional well-being-focused programs currently offered at U.S. colleges and universities. In doing so, the team highlighted the many challenges facing colleges and universities in program development and implementation in an effort to understand root causes of those challenges and set priorities for action and asset allocation to address identified challenges (see Figure 1).

**Program Designations for JED Foundation/Steve Fund/CMHP Collaboration**

- **TIER 1:** Direct impact on emotional health and wellbeing of students of color (SoC); evidence-based (efficacy/effectiveness data)
- **TIER 2:** Focus on promoting emotional health and wellbeing in SoC; supported by program evaluation or qualitative data
- **TIER 3:** Promotes emotional health and wellbeing in SoC through focus on other aspects of students identity (first-generation students, SES, LGBT)
- **TIER 4:** Promotes wellbeing in ways not specific to mental health (may include climate, campus culture, opportunities)
- **TIER 5:** Promotes mental health and wellbeing; could be utilized/adapted/relocated to support SoC
The Equity in Mental Health Framework is comprised of a set of 10 recommendations coupled with key implementation strategies. To enhance the applicability of the Framework, the researchers have further organized it into a four-stage program developmental model, which colleges and universities can follow to guide them in effectively developing, implementing, and refining on-campus programs to support the mental health and emotional well-being of college students of color. While the focus of this project is on students of color, these recommendations may also be helpful when supporting students who identify with other diverse populations or communities on campus. The four stages include Needs Assessment, Implementation, Program Evaluation, and Dissemination each designed to enhance the accessibility and quality of on-campus programs supporting the mental health and emotional well-being of students of color. Best and promising practices gleaned from participant responses to the survey have been noted under the term Observations. The team’s Observations are included to highlight exemplary practices (of colleges and universities) for addressing mental health and emotional well-being need for students.

This Framework provides practical recommendations that can be utilized by colleges and universities at any stage of on-campus programming development and implementation. Whether to inform initial identification of programs, efficiently leverage the strengths of a particular campus to address its challenges, identify sustainable practices for interdisciplinary collaborations, or share knowledge and insights gleaned from successful campus-based programs, this Framework outlines specific steps by which administrators, decision-makers, providers, and students can collaborate on reducing mental illness stigma, increasing support and proactive responses, improving campus climate, and providing system-wide opportunities for all students to thrive.
STAGE 1: NEEDS ASSESSMENT

*Rationale*

Mindful of the complex dynamics affecting student mental health, the Steve Fund and JED offer the following bioecological systems approach as a heuristic for describing the immediate and broader contextual factors related to college mental health. In understanding the unique experience of college students of color, it may be important to consider how a bioecological systems model for a student in a majority group may substantially differ from, for example, a bioecological model for an international student from China. The *composition* or *structures* of various systems may also differ significantly from student to student. For example, numerous studies indicate that African-American students may consider spirituality to be a more proximal factor (part of their microsystem or immediate environment) relative to other racial groups (who might be more likely to describe spirituality as a macrosystem factor).

![Figure 3](A bioecological systems approach for understanding college mental health)

In addition, the relative impact of certain events within the broader culture (exosystem factors) may disproportionately impact specific groups of students. For example, a change in national policy might affect access to services for certain students (e.g., students who are required to maintain full-time student status to keep their student visa). Campus-level policies (microsystem factors) might interact with these national policies as well, perhaps in relation to resources that remain available to students on a medical leave for mental health reasons. Any or all of these factors may interact to influence a student’s subjective experience of distress, or their likelihood of seeking services during a mental health crisis. It may be helpful for colleges and universities...
to consider whether their current structures permit systematic collection of data related to the various levels of the bioecological systems model. If not, schools might consider ways in which such channels might be established. The four systems illustrated in Figure 3 are examined below.

**INDIVIDUAL**

In order to provide resources that meet the specific needs of students of color, it is important to understand and characterize students’ background and experiences, including mental health histories and challenges, as well as patterns and barriers related to help-seeking and utilization. Although it is common practice to learn about these topics from students presenting to Counseling and Psychological Services, many campuses do not broadly, comprehensively, or regularly assess issues related to campus mental health and well-being or utilization of associated resources.

**Observation #1:** To facilitate their ability to observe changing patterns that may necessitate changing practices or infrastructure, colleges and universities can invest in proactive and comprehensive assessment of mental health and emotional well-being in each incoming class. Longitudinal assessment may be helpful in better understanding the trajectory of mental health concerns as students progress through the university system. This data can be linked to other key on-campus outcomes.

**CASE STUDY EXAMPLE** (Observation #1, a Tier 3 program based on our model [Figure 1]):

The Healthy Minds Study, based at the University of Michigan, is an annual survey of college and university populations that focuses on mental health and related issues (e.g., service utilization, help-seeking behaviors, stigma, and the role of gatekeepers). It also permits this data to be viewed by identity, and it is linked to academic outcomes so that colleges and universities can examine relationships between mental health and academic outcomes.

**MICROSOCYstem**

The microsystem contains the students’ peers, parents, and members of their college campus community. Regularly devoting attention to college-level trends related to students, faculty, and staff members of color, and examining whether streamlined communication exists between various microsystem members are examples of methods by which colleges and universities might assess needs at this level.

**Observation #2:** Campuses can utilize basic enrollment characteristics from year to year in order to observe (and be responsive to) changing patterns in the enrollment of students of color. For example, student demographic characteristics might be examined alongside faculty and staff demographics for the purpose of observing any discrepancies between identities represented in the student body and in key roles on campus (for example, faculty and Counseling and Psychological Services [CAPS] staff).

**CASE STUDY EXAMPLE** (Observation #2, Tier 3):

At the School of the Art Institute in Chicago (SAIC), Wellness Center providers observed a rapid increase in enrollment of international students from China and Korea, whereas there was relatively low representation of these identities in the Wellness Center staff. Staff members provided an educational seminar for the rest of the Wellness Center staff, highlighting the culture and history of these countries, and how these factors might impact incoming international students’ worldviews and experience at SAIC.
Observation #3: Campuses can evaluate whether pathways exist by which information from various microsystem sources (e.g., roommates, faculty, parents) can effectively reach on-campus personnel who are well positioned to provide support to the students.

CASE STUDY EXAMPLE (Observation #3, Tier 3):
At Connecticut College, a process exists by which faculty mentors for student organizations can directly request programs from the Multicultural Counseling Specialist in order to provide these students with programs that may be helpful. One recent offering, presented to a group of graduate student scholars from traditionally underrepresented groups in doctoral programs was titled ‘Pushing Through: Overcoming Anxiety that Inhibits Progress.’ Participants received education regarding anxiety and coping tools. Additional topics included stereotype threat, approach/avoidance, specific cognitions about the process of graduate school, and resources for managing anxiety and supporting peers.

EXOSYSTEM
Where campuses intersect with broader communities, opportunities for communication/collaboration between campus and community professionals abound. However, students often struggle to navigate the process of engaging with off-campus supports. Frequently, on-campus teams may not possess enough direct knowledge of community providers to effectively advise them. Especially when campus-based services are limited, students of color may be systematically less likely than their peers to access off-campus resources.

Observation #4: Colleges and universities can identify a dedicated liaison between campus-based services and community-based services to ensure both quality and timeliness of referrals. Some can be identified as ‘preferred’ community providers. For example, CAPS providers might meet periodically with preferred providers and educate them regarding the unique challenges facing the students they serve.

CASE STUDY EXAMPLE (Observation #4, Tier 5):
At Tulane University, there is a dedicated role within Counseling and Psychological Services with the focus of cultivating relationships with community providers. This enables close collaboration, clear communication, and maintenance of an up-to-date referral list for student use.

MACROSYSTEM
Broad cultural issues (e.g., societal beliefs around mental health) or current events (e.g., Black Lives Matter movement) may have profound impacts on student well-being, yet these may not be systematically observed or assessed on campus. Structures such as counseling center student advisory boards, open forums, and others may present mechanisms by which university professionals can learn about broader issues that may impact student well-being on campus.
Observation #5: Colleges and universities can look for ongoing opportunities by which students might engage with the broader community around cultural issues that may impact their lives, and ways by which they might communicate with college/university personnel about how these opportunities may pertain to campus life. In this way, they can engage with students about broad societal issues that may impact well-being—specifically among college students of color—as a first step toward identifying needs.

CASE STUDY EXAMPLE (Observation #5, Tier 4):
At Johns Hopkins University, a speaker series (including faculty, staff, students, and community members) focuses on important conversations about racial inequality, deep divisions in society, and products of institutionalized racism (e.g., police brutality, mass incarceration, wealth gap by race between Americans) which cause pain and frustration to faculty, staff, students, and community members.

Equity in Mental Health Framework: Recommendations and Implementation Strategies for Consideration

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 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.

Key Implementation Strategies for Consideration

✔ Centralize mental health within a definition of overall student well-being. This would support practical steps toward integrating emotional well-being into the institutional creed and standard order of operations.

✔ College and university mission, vision statements and goals should reflect an active commitment to student mental health and well-being with special attention to the needs of a racially diverse student body.

✔ Tie mental health and well-being to student success via strategic planning of fiscal and personnel resources.
Recommendations for Optimizing Needs Assessment

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.

Key Implementation Strategies for Consideration

✔ Incorporate information gathering into on-campus programs, using input from the students themselves.

✔ Assess the campus climate in the full student body, faculty, and staff to understand the experiences of students, faculty, and staff of color on campus, and how they may be changing over time.

✔ Implement systematic and regular tracking of data on retention, academic achievement, and mental health service utilization to identify key areas of risk and resilience.

✔ Participate in established opportunities to collect data on student perspectives regarding mental health (e.g., the annual Healthy Minds survey) to gauge student views on mental health history, symptoms that may indicate problem areas, and campus-based mental health service utilization.

✔ Utilize campus-specific and national data on student mental health to gain insights into the general experiences of students of color on campuses nationwide as well as the unique experiences of students of color on individual campuses.

✔ Annually track demographic changes in the composition of the student body that may have an impact on service needs and utilization.
STAGE 2:
IMPLEMENTATION

Rationale

The Steve Fund and JED’s nationwide search for outstanding campus-based programs yielded useful information regarding promising practices as well as barriers to implementing, evaluating, and disseminating outcomes and information regarding relevant programs. In this section, findings and recommendations pertaining to implementation are summarized.

Observation #1: When possible, students, families, faculty, staff, and surrounding community members should be engaged in programs supporting mental health and emotional well-being in students of color.

CASE STUDY EXAMPLE (Observation #1, Tier 2):
At the University of Kentucky, the Women of Color Support Group engages undergraduate, graduate, and professional women in order to foster a large membership base as well as a strong sense of community.

Observation #2: In addition to providing services specifically supporting students of color, all students can engage in important dialogues related to diversity issues.

CASE STUDY EXAMPLE (Observation #2, Tier 5):
At the University of North Carolina - Charlotte, a monthly staff-led workshop series titled ‘Counseling Center Talks’ presents two resilience-related presentations, each utilizing a 15-minute ‘Ted Talk’ format. Each presentation focuses on a different topic related to resilience, many of which identify issues faced by minority groups (e.g., first generation college students, LGBTQ, students of color).

Observation #3: Schools can actively recruit a diverse faculty and professional staff that are attentive to the identities that are represented within the student body. In addition, all faculty and staff members can engage in dialogues regarding important diversity issues.
The National Survey conducted by the Steve Fund and JED revealed that the overwhelming majority of programs were situated in Tier 3 and below, meaning that while they currently focus on promoting emotional health in students of color (perhaps focusing on other aspects of identity), data supporting their efficacy or effectiveness is not available. Only a single program met criteria for Tier 1.

**Observation #4:** Colleges and universities might utilize these Tier designations in order to evaluate the types and characteristics of programs that are already available on campus, as well as potential upcoming programs.

**Observation #5:** Schools can utilize evidence-based practices (when possible) in programs focused on mental health and well-being in college students of color. In novel programs, adaptations, or structures, schools can collect and disseminate data when possible regarding the impacts of these new programs.

**CASE STUDY EXAMPLE** (Observation #5, Tier 1):

At Connecticut College, a facilitator-led program called Empowerment Through Mindfulness teaches mindfulness skills within a student group (SHE Sister Program) for women of color including faculty, staff, and students. After teaching core evidence-based mindfulness principles, the group completes guided exercises around cultural pride, resilience, affirmation, and related empowerment.

**Observation #6:** Colleges can address possible intersecting aspects of identity in campus-based programs (e.g., gender identity, first generation college students, socioeconomic status, sexual orientation).

**CASE STUDY EXAMPLE** (Observation #6, Tier 3):

At the University of Vermont, the Queer People of Color group was developed with guidance from LGBTQA services and African, Latino, Asian, Native American (ALANA) student center to address intersecting identities. The group engages in open dialogues, film screenings, and informal conversation.

**Observation #7:** Programs that support mental health and emotional well-being can be situated in numerous campus locations that students already routinely access (e.g., residence halls, athletic centers, multicultural centers, student centers).

**CASE STUDY EXAMPLE** (Observation #7, Tier 5):

At Washington University in St. Louis, the ‘Let’s Talk’ program (an outreach program providing informal consultations) can be accessed in the Center for Diversity and Inclusion as well as the Athletic Center.

**Observation #8:** Informal opportunities can be created to “meet and greet” staff who are involved in programs supporting mental health and emotional well-being outside of the offices in which they are typically held.

**CASE STUDY EXAMPLE** (Observation #8, Tier 5):

At the Massachusetts Institute of Technology (MIT), the ‘Doc-In-The-Dorm’ program matches psychiatric support personnel with specific residence halls and allows students to get to know their ‘point person’ informally in advance, without presenting to CAPS.
Observation #9: Schools can consider outreach efforts or programs geared toward students across a broad range of stages in their academic careers (high school, transition to college, first-year students, undergraduates, application stage for graduate programs, graduate school). Schools might also examine the frequency or longevity represented in their current programs to identify alternative structures that may be complementary.

CASE STUDY EXAMPLE (Observation #9, Tier 4):
Connecticut College offers various programs that invite and welcome students of color to preview campus life and connect with faculty, staff, and peers, and to learn about its points of pride and growth in the campus community around equity, inclusion, and campus climate. These programs range from community high school students of color and their families, prospective first-year students, a summer transition program for incoming first-year students, and mentorship programs that may last well into a student’s undergraduate education.

Observation #10: In the Steve Fund/JED National Survey, the most commonly reported barriers to implementing programs supporting mental health and well-being in students of color were lack of time due to competing priorities, and lack of identities represented among staff. Colleges and universities can create roles that enable protected time for the development, implementation, and evaluation of programs focused on the unique challenges facing college students of color.

CASE STUDY EXAMPLES (of dedicated roles; Observation #10, Tier 3):
The University of Wisconsin LaCrosse:
Counselor – Underserved Populations Focus
Connecticut College:
Multicultural Counseling Specialist

Observation #11: Programming for students of color encompassing a full range of required disclosure and commitment can be offered.

CASE STUDIES EXAMPLE (Observation #11, Tiers 4 and 3 respectively):
‘Let’s Talk’ programs (hosted by Cornell University, University of Wisconsin – Madison, University of Vermont, and others) provide informal walk-in consultations with CAPS staff during scheduled times each week, with no paperwork, no fee, no commitment, and no formal intake. These appointments can be anonymous.

On the other end of the spectrum, the University of Florida’s Invincible Black Women’s weekly support group has been running for 10 years due to strong affiliation of group members and ongoing engagement and recruitment. Members
complete specific introductions to the group, and a focus is placed on members getting to know one another in a deeper, more personal way to facilitate the benefits of cohesion and community.

The vast majority of respondents to the Steve Fund/JED National Survey indicated that lack of time due to competing priorities was a primary barrier to the implementation of programs. In this climate, we have observed directly that proactive efforts to broadly and regularly advertise upcoming programs can be one of the first casualties of such time constraints. As a result, many excellent programs reach fewer students than they would if advertising had been prioritized. More importantly, students may refrain from seeking support due to lack of knowledge regarding resources they could have easily accessed.

It is also important to acknowledge that in-person and internet-based advertising may have separate and synergistic functions. Eye-catching flyers placed in common areas throughout campus may provide messaging regarding the importance of supporting student well-being, and it may help create a climate that welcomes and actively supports students of color. In addition, concurrent web and email promotion has become a necessity in the information age. Approximately 27% of programs described by the Steve Fund/JED National Survey respondents provided a web address, which we believe would ideally be much higher in an age when college students are accustomed to being able to readily access most types of reputable information via the internet.

Observation #12: A broad-based strategy for marketing and promotion can be created using both eye-catching advertisements across campus and a consistent, regularly-updated web presence. Email marketing alone may miss opportunities to inform prospective students and families about a campus’ commitment to supporting the emotional health and well-being of students of color.

CASE STUDY EXAMPLE (Observation #12, Tier 3):
At the University of Central Florida (UCF), the Counseling and Psychological Services website provides a centralized listing of individual services and groups offered, outreach efforts (including a ‘request a presentation’ option), a detailed listing of resources (including informational videos) for self-help and self-access, as well as a dedicated Diversity tab. This page includes a statement on UCF Counseling’s commitment to providing a safe, welcoming environment for all students, as well as a wealth of information and methods for reporting a discriminatory event, learning more about diversity, and getting involved in programs supporting students of color.
Above, UCF Counseling and Psychological Services explicitly describes its commitment to serving a diverse student body.

At Cal Poly Pomona, many programs are advertised on campus using eye-catching and informative materials (sample included, right).
Recommendations for Optimizing Program Implementation

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.

Key Implementation Strategies for Consideration

✔ Note areas of disproportionately low representation among faculty and staff. Strategically examine and address barriers to recruitment and retention (particularly tenure). For example, use information from campus climate surveys or other Human Resource sources to strengthen retention and promotion practices.

✔ Recruit individuals proficient in providing culturally competent mental health and support services. Specific strategies could include creating interview questions to gauge interest and sensitivity to multicultural issues, and including diverse perspectives on recruiting teams.

✔ Build incentives and training to draw and retain young professionals of color into careers in student affairs and campus-based mental health.

✔ Provide ongoing training for student health, counseling and psychological services, academic advisors, and other student support personnel.

RECOMMENDATION #4

CREATE OPPORTUNITIES TO ENGAGE AROUND NATIONAL AND INTERNATIONAL ISSUES/EVENTS.

Current events (nationally and internationally) 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.

Key Implementation Strategies for Consideration

✔ Create forums and supportive spaces for students, faculty, staff, and community members to discuss and respond to current issues and events.
✔ Create programs that provide education, engagement, and leadership around issues of social justice and intergroup relations (e.g., The Program on Intergroup Relations at the University of Michigan).

✔ Actively review current clubs and activities offered to students to ensure that relevant areas of interest are represented. The goal is to ensure that university-sponsored clubs and organizations offer adequate and welcoming opportunities to students of color.

**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.

**Key Implementation Strategies for Consideration**

✔ Ensure that these officers and student support personnel are fully integrated with support service staff and are in direct communication with key leaders such as the Vice President of Campus Life or Dean of Students, and are not marginalized on campus.

✔ Appoint an ombudsman from within the institutional community to serve as an impartial point of contact for anyone (student, staff or faculty) with an issue related to campus cultural climate.

✔ Utilize informal meet-and-greet opportunities around campus so students do not need to present to specific offices to meet staff or learn about resources. Use print (e.g., residence hall newsletters) and electronic communication to help students become familiar with support roles 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.

**Key Implementation Strategies for Consideration**

✔ Create policies and procedures protecting the rights and emotional well-being of all students, and publish these along with a corresponding statement of conduct expected
of faculty, staff and students. Policies for appropriate conduct should include a detailed process for reporting and responding to concerns and violations.

✔ Facilitate information sharing so that key administrators can remain aware of and responsive to the needs and concerns of students.

✔ Establish a task force including students, faculty, and staff, to develop and refine specific procedures for responding to emerging student needs.

✔ Consider an online portal to collect information about individual concerns and incidents.

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 Appendix 1 for more information regarding program types.

Key Implementation Strategies for Consideration

✔ Consider programs that reflect critical developmental transition points such as incoming first-year students, student transfers from two-year institutions, and key retention points in specific majors.

✔ Consider programs that openly name and provide room for the discussion of issues central to the experiences of students of color such as race-related stress, feelings of imposterism and belonging, on-campus integration and support, feelings of marginalization on campus, stereotype threats, and the emotional challenges facing first-generation college students.

✔ Consider faculty mentorship programs, and interventions targeting student identity and relationship to adversity experiences, which have been robustly and reliably linked to academic success, retention, and well-being in students of color.

✔ Consider multiple content areas (e.g., mental health hygiene, belonging, connecting with peers and resources on campus, developing a positive student identity, stress and coping).

✔ Consider programs that address intersecting identities (e.g., gender identity, first-generation college students, socioeconomic status, sexual orientation).

✔ Consider programs that help students prepare to live and work in a diverse world and promote inclusivity.
✔ Create accessible mental health services for commuting students.

✔ Identify strategic partnerships between culturally relevant campus and community-based programs and services. Work with identified community liaisons.

✔ Identify gaps in the types of services available on campus. Identify and publicize community-based, national, or web-based resources students can access readily.

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 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.

Key Implementation Strategies for Consideration

✔ Allocate specific funds, personnel (including student personnel), and time to the promotion of programs and events.

✔ Advertise early with frequent follow-up, using multiple modalities and locations on campus. While traditional means—like flyers in common spaces—alert students to upcoming events, they also communicate the school's commitment to students of color.

✔ A vibrant web presence is imperative to engaging today’s college, graduate, and professional students. Include updated information and centralized, easy-to-locate listings of resources and upcoming programs and events.

✔ Take programming to students in places they routinely access (e.g., residence halls, athletic facilities, student center, multi-cultural center).

✔ Make resources and information readily available so that students are aware of services when they are needed.

✔ Collaborate with student leaders and campus groups to co-lead the selection, advertising, and implementation of culturally relevant programs.
STAGE 3: PROGRAM EVALUATION

Rationale

Many professionals argue that program evaluation, specifically as it relates to assessing program impact, is an important step for any new initiative. In the case of programs focused on mental health and emotional well-being in students of color, however, rigorous data collection in this context plays a critical role in developing the evidence base and outlining next steps for the field. The research team proposes that the same bioecological systems approach employed during the needs assessment stage can be utilized at the program evaluation phase (see Figure 3).

Out of the 84 programs that were described by respondents to the National Survey, only a single Tier 1 program was identified that indicates both an empirical evidence base and a specific focus on mental health in college students of color. Whereas the majority of programs had collected some type of data (typically, qualitative feedback or student satisfaction), the lack of systematic program development efforts left the questions of efficacy and effectiveness unanswered in the vast majority of these tailored interventions.

Below are selected case studies of exemplary program evaluation efforts taking place within particular bioecological systems.

INDIVIDUAL

Observation #1: Data regarding student satisfaction and pre-post outcomes, including constructs of interest (e.g., mental health outcomes, minority status stress) and any other relevant outcomes (e.g., academic performance) could be integrated wherever possible. Generation of efficacy or effectiveness data for existing or new programs would be prioritized. Process data (e.g., number of students served) can also be collected and utilized whenever possible.

CASE STUDY EXAMPLE (Observation #1, Tier 3):
At the University of Central Florida, the Building Leaders and Connecting Knights (BLACK) Institute collected anonymous pre-post data as part of an ongoing workshop series, geared toward increasing campus connectivity and helping students to become involved in leadership positions.
Observation #2: Steps can be taken to address discrepancies between identities represented in students and faculty/staff populations. Similarly, process-level characteristics (demand and utilization over time) can be tracked in relation to represented identities and relevant expertise.

CASE STUDY EXAMPLE (Observation #2, Tier 3):
In response to high utilization rates among students of color in the context of a single specialized psychological services provider (Multicultural Counseling Specialist), Connecticut College funded two full-time postdocs with expertise in multicultural and LGBTQ counseling. This additional staff with specific expertise will facilitate increased programming in the upcoming academic year.

Recommendations for Optimizing Program Evaluation

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 among 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.

Key Implementation Strategies for Consideration

✔ Create an evaluation plan for new programs during their development phase.
✔ Collect data during on-campus programs to better understand their specific impacts. This data might include student satisfaction and perceived usefulness, pre-post outcomes, a specific topic of interest (for example minority status stress, or changes in knowledge about mental health after a gatekeeper training).
✔ Invite student ideas about content or proposed changes to programs.
✔ When possible, link mental health and well-being data to other important outcomes (for example, academic data, retention, behavioral data, or mental health service utilization).
✔ Evaluate programs regularly for efficacy of intended impact including both quantitative and qualitative data. Refine programs and strategies as necessary based on data.
STAGE 4: DISSEMINATION

**Rationale**

The initial literature search for this report indicated that currently there exist multiple significant disruptions in the flow of information and knowledge sharing related to current on-campus programs to support the mental health and emotional well-being of college students of color. Therefore, the research team proposes that existing or upcoming programs consider the importance of dissemination (from an academic/scientific, professional practice, and campus-level marketing standpoint) at their very inception. The Framework recommendations in this stage are geared toward facilitating the following transactional model (see Figure 4 below) of scientific and professional dissemination of study findings and program information/materials. This will yield the composition illustrated in Figure 5.

One additional and no less important dimension of dissemination aims to facilitate campus-level knowledge of and access to existing and upcoming programs, as well as to foster campus communities that encourage mental health promotion and destigmatize help-seeking and accessing on-campus resources.

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**Figure 4** Proposed transactional flow of information between science and practice

- **BASIC SCIENTIFIC RESEARCH**
  - Characterizing unique challenges faced by students of color

- **TARGETED ON-CAMPUS PROGRAMS**
  - Informed by the literature above and campus-specific needs assessments
  - Utilize evidence-based approaches and strategic practices to increase utilization

- **DISSEMINATION OF SUCCESSFUL PRACTICES AND NEXT STEPS**
  - Enrich the scientific literature with efficacy and effectiveness data
  - Share resources (syllabi, curricula, implementation) with other campuses

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Whereas several excellent scientific studies have been undertaken to better understand and characterize the unique challenges faced by college students of color, there is a dearth of information in certain important areas. For example, many existing studies on inequities in higher education focus on outcomes such as enrollment, retention, or performance, and relatively fewer have focused on (or much less directly assessed) mental health and emotional symptoms. This alone may explain why an integrated understanding of the factors impacting college mental health is challenging to derive from the literature in its current form. The current state of the literature may increase the difficulty involved in efforts to develop programs informed directly by existing studies.

**Observation #1:** Dissemination efforts for new and existing programs can be prioritized based on the current areas of need in the literature on promoting mental health and emotional well-being.

Of the studies that have included mental health outcomes, many are limited by small and non-representative samples, a relatively narrow spectrum of symptoms assessed, and a lack of data regarding the correspondence of mental health symptoms with other important outcomes of interest (including course withdrawal, on-campus service utilization, medical leave, and others). Broad-based and comprehensive assessment, undertaken in an ongoing and proactive way, has therefore been identified as one primary focus of the campus-specific needs assessment stage.

At the dissemination level, (a) collecting some amount of data in conjunction with the program, (b) linkage with other outcomes collected within the university system, and (c) promptly disseminating results of these interventions can also assist in providing campus personnel and providers with the information required to optimize decision-making and selection of programs for implementation.
**Observation #2:** Some level of assessment into campus-based programs can be included to evaluate factors such as students’ engagement or satisfaction and perceived utility. Student ideas for content, or proposed changes to these programs should be sought. In addition, process-level characteristics (number of students served; location offered; location, frequency and type of marketing or program promotion) can be recorded to examine factors impacting utilization.

**CASE STUDY EXAMPLE** (Observation #2, Tier 3):
As part of the inaugural MIT ‘Mental Health Matters’ series for graduate students, student participants were invited to provide written feedback following each group in the 6-week series. Students also collaborated with the facilitator to select topics each week for the following week’s discussion group, each of which were subsequently developed into modules. Graduate students were also polled regarding preferred times in the academic year to identify times when they would be most able to engage. Summer session was identified as the best time for most students.

**Observation #3:** When possible, mental health and emotional well-being data can be linked to other important data sources (academic, behavioral, mental health service utilization) that may be informative.

**CASE STUDY EXAMPLE** (Observation #3, Tier 5):
In 2015, as part of a multi-campus, longitudinal study, Boston University collected comprehensive mental health history and current symptom assessment for its incoming first-year class as part of a multi-site study. This data will inform upcoming on-campus efforts as well as the development of an algorithm to identify at-risk students likely to benefit from internet-based cognitive-behavioral interventions.

By their very nature, programs geared toward supporting the emotional well-being of students of color may be housed outside of contexts that traditionally address mental health concerns (such as Counseling and Psychological Services, or Student Health). As an example, many of the programs featured in this report do not require students to engage with services in these offices, but rather are housed within locations where students already gather or engage in other roles (e.g., student centers, student leadership centers, multicultural centers, residence halls, athletic centers). They may also be more likely to be staffed or organized by offices across the organizational structure (Student Life, Multicultural Student Affairs, Co-curricular programs), or in collaboration with student organizations (ALANA). This may systematically impede the likelihood and rate at which these programs are summarized and included in the literature.

**Observation #4:** Partnerships between on-campus academic researchers and clinicians/staff implementing programs can be developed to facilitate dissemination of clinically and scientifically important data.

**CASE STUDY EXAMPLE** (Observation #4, Tier 2):
At the University of Florida, multicultural counseling staff and psychology department researchers are currently working together to develop a brief assessment battery for students engaged in one of its most highly attended...
programs (their Invincible Black Women group) over the past 10 years. This data will be used to better understand and disseminate outcomes of the program. The research team also plans to include other campus-level outcomes, and disseminate program materials so that other colleges and universities can readily implement similar programs.

Currently, there is no centralized and continuously updated resource that would allow easy collaboration, mentorship, and resource sharing between college and university professionals who are implementing programs to support emotional health and well-being in students of color. Even within given colleges and universities, a number of respondents to the Steve Fund/JED National Survey indicated that efforts and information were “siloed” between one program and another.

Observation #5: The creation of a living searchable online database/repository, to which campus leaders can contribute program descriptions, syllabi, curricula, and other materials required to learn about and implement similar programs would be extremely beneficial. It would create the needed infrastructure to provide a centralized, accessible knowledge base, facilitate cross-pollination of ideas, and promote collaboration across and within colleges and universities.

Similarly, there is no centralized and searchable listing of campus-based programs to help prospective or current students and families to learn about programs and resources that are already available across the nation, at various colleges and universities. This repository may also serve as a resource for student organizations who may wish to initiate the process of learning about and engaging with their campuses in order to bring certain programs to their own campuses.

Observation #6: Separate tab or search features can be created for students and families, so that they might also take advantage of this searchable repository of resources and information. This results page would provide different information; instead of yielding program implementation materials, it would provide students and families with program descriptions, objectives, locations, and supplementary materials or contact information to allow them to learn more.

Observation #7: Schools can form partnerships across the academic community and identify opportunities to collaborate and pool resources (e.g., space, financial support) and expertise. They also can consider partnering with student leaders and organizations to co-host programs and events.

CASE STUDY EXAMPLE (Observation #7, Tier 2): The University of Vermont hosts a retreat called ‘Racial Aikido,’ co-hosted by the Center for Cultural Pluralism and the ALANA Student Center. Topics of focus include recognizing race and racism in the U.S., exploring racial/ethnic identities, responding to acts of racism, debunking stereotypes to maintain positive self-image, and healing from the impacts of racism.
Observation #8: The process by which individuals across all relevant offices and disciplines can communicate with one another can be formalized. Efficient communication and collaboration may facilitate additional opportunities to support the mental health and wellness of students of color. Formal work structures and roles (task forces, work groups) for individual project implementation can be created.

CASE STUDY EXAMPLE (Observation #8, Tier 4): The University of Texas El Paso provided one of the most efficient and coordinated responses to the National Survey, due in part to an impressively streamlined line of communication. A Student Affairs point person was identified, all relevant centers/offices on campus were quickly identified and provided with the survey, and each respondent across campus provided responses to the point person by their internal deadline. The point person then provided a comprehensive listing of services.

Observation #9: Schools should partner with larger organizations to publish national or freely available resources on university webpages to educate students about services outside the campus community that are available to them.

CASE STUDY EXAMPLE (Observation #9, Tier 5): At UMass Amherst, the Center for Counseling and Psychological Health provides listings of various types of resources for students, including mobile applications, online resources, UMass-specific services, community resources, and national resources (specifically highlighting the ‘Help A Friend in Need’ guide issued by The Jed Foundation.)
Recommendations for Optimizing Dissemination

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 enables collaboration within and among schools nationwide.

Key Implementation Strategies for Consideration

✔ Form formal, interdisciplinary work structures and roles (task forces, work groups) for individual project implementation.

✔ Partner with student leaders and multiple campus student organizations to co-host programs and events.

✔ Create opportunities for students to interact with peer leaders on other campuses.

✔ Encourage institutional leaders to engage their national/professional organizations (e.g., APA, NASPA, ACPA, ACCA, ACA, CAS) to create and support national mechanisms for inter-institutional resource and data sharing regarding the experiences of students of color.

✔ Support faculty and staff in attending professional conferences with a focus on multicultural issues (e.g., National Multicultural Conference and Summit). Utilize national databases of existing programs in order to learn from programs and infrastructures based at other colleges and universities. Formalize the process by which individuals across relevant offices and disciplines can communicate with one another, collaborate, and pool resources (for example, space, staff, financial support, and expertise).

✔ Collaborate with personnel at other schools in order to discuss lessons learned from existing programs, and best practices for implementation.

✔ Participate in consortia designed to share information on best and promising practices.
APPENDIX 1

Equity in Mental Health Framework: Scientific Literature Review

Valiant but Separate Efforts: An Unexpected Disconnect Between Science and Practice

At the national level and at the campus level, administrators, faculty/staff members, and academic researchers are actively engaged in efforts to better understand and support the mental health and emotional well-being of students of color. Leading scholars are identifying pathways by which nuanced aspects of students of color’s experiences may confer or exacerbate risk for chronic stress and mental health symptoms (e.g., Contrada et al., 2000). Meanwhile, innovative and exemplary programs are being designed, implemented, and increasingly featured in the popular press on colleges and university campuses from coast to coast; many institutions are rising to the challenge of improving or expanding programs to support students of color.

Interestingly, however, these two bodies of knowledge appear to have developed more independently than would be expected or ideal. Individuals seeking to learn more about the unique challenges faced by students of color on campus will encounter a research literature that is rich with constructs (e.g., minority status stress; Cokley, McClain, Enciso, & Martinez, 2013) that have demonstrated numerous important correlations with well-being, academic success and retention, and other important academic and behavioral outcomes. However, a follow-up search for interventions based on this theoretical foundation (and impacting these specific constructs) will yield few results. The relative lack of theoretically-derived intervention studies may suggest that many of the excellent studies on relevant constructs in this area may not yet have been translated into on-campus programs and interventions. Alternatively, a second possibility is that such programs do exist, but their description and impacts have not yet been summarized back into the scientific and higher education literature.

Furthermore, a literature search for evidence-based programs supporting mental health and well-being in students of color will also yield sparse results. The Steve Fund and The Jed Foundation (JED) completed a National Survey of colleges and universities in order to learn why this may be, and about the types of programs that do—or do not yet—exist across the country. Again, the team came across the same divide between practice and research. Novel, intricately designed programs were often not administered alongside assessment measures on mental health and other outcomes, so their impacts could not be systematically evaluated or quantified. This disconnect alone prevents, to a large degree, further iterative refinements of methods informed by strengths and challenges identified using rigorous study designs and sound statistical methodology. In
addition, if most programs are not described or evaluated in the research literature, how can campus professionals efficiently learn about them and implement similar programs?

The researchers of this material were not able to identify a ready answer. The lack of interventions that have been systematically evaluated, as well as the lack of a central repository for resources for Students of Color, places college decision-makers on campuses in a difficult position. First, they are tasked with allocating resources to programs without choosing among a full menu of possible options, and second, they are doing so without data that would clarify the relative merits of one intervention over another to fit their particular campus. Downstream, the slow rate at which programs are being evaluated and reported in the literature inhibits other professionals from learning about effective shelf-ready programs that may hold promise for their own campus communities.

This literature review focuses on several content areas that the researchers found to be relevant and important topics for specific interventions, and feature some well-validated brief measures which could be administered (e.g., pre- and post-intervention) to better understand their impacts on student well-being, mental health symptoms, and other constructs of interest. Original citations for scientific work are provided. Also highlighted are specific program types or structures that would merit further investigation and evaluation. By bringing hypothesis-driven content into on-campus programs, and assessing interventions using the best available scientific methods, the field will rapidly move toward a coherent set of best practices that can be disseminated and adopted across the country.

POTENTIAL AREAS OF FOCUS FOR PROGRAMS SUPPORTING COLLEGE STUDENTS OF COLOR:

<table>
<thead>
<tr>
<th>KEY TOPICS</th>
<th>RELATED RESOURCES</th>
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<tr>
<td>Category</td>
<td>References</td>
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Future Directions

Within the scientific literature, a number of findings also highlight the importance of specific program types or structures (e.g., faculty mentorship programs, interventions targeting student identity and relationship to adversity experiences; Yeager et al., 2016) which have been robustly and reliably linked to academic success, retention, or well-being in students of color. A few program structures are highlighted below, which may guide next steps or future directions for on-campus programs, as well as provide relevant citations to original scientific works. In particular, the focus in this review of the literature is on intervention studies with documented impacts that could be readily and efficiently translated into on-campus programs supporting mental health and emotional well-being in students of color. Allowing the most up-to-date research to inform on-campus practices, then assessing the effects of programs and interventions as administered, will assist schools in continually refining their approach and developing increasingly comprehensive services.

First, several brief social psychological interventions (Cohen, Garcia, Apfel, & Master, 2006; Yeager et al., 2016), have been identified which are among the least resource-intensive to administer, and have been associated with robust and lasting effects. This type of program could represent accessible ‘next steps’ or future directions for on-campus programming. Next, resources on studies that assessed campus climate among the entire campus community are provided. Important distinctions were observed between the experiences of specific groups, which would inform tailored programming. Online assessments and interventions represented another promising area, particularly when accompanied by the randomized controlled trial methods in the example cited here (King et al., 2015). The next promising practice that was identified was creating (and assessing the effectiveness of) training in multi-culturally competent practices in trainees (Manese, Wu, & Nepomuceno, 2001). It was also observed in the Steve Fund/JED National Survey that recruiting psychology trainees with specific interests and experience in multicultural therapy was an effective practice utilized on campuses with less diverse full-time employees in key roles. Cultural adaptations of well-established practices were also evident in the literature, and represent potentially effective ways to utilize evidence-based methods while adapting specific changes in the format or structure to more closely match the values and cultural worldview of participants. In this section, examples of rigorous methods that were used to evaluate the relative impacts of a broad range of predictors, as well as to examine experiences of students of color in relation to academic and behavioral data, were also highlighted. Finally, multiple studies indicating the instrumental importance of faculty mentorship are summarized on the following pages.
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<tr>
<th>PROGRAM STRUCTURES OR PRACTICES</th>
<th>RELATED RESOURCES</th>
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Below is a summary of several existing programs that were identified as a result of the Steve Fund/JED National Survey. These programs represent a broad range of content and structures. Considerable breadth is evident in the time investment on the part of participants, staffing resources, required level of disclosure, and areas of focus. These programs included students ranging from prospective high school students through incoming first-year students, upperclassmen, and graduate students and faculty. Some programs include small subpopulations of students, while some invite the entire campus and community members. Numerous key transition points (college application process, transition to first year, application and transition to graduate school) are represented. In this way, current best practices may become most apparent when existing programs are summarized in aggregate (see ‘Top Recommendations’ and ‘Program Types’). Hopefully, colleges and universities will continue to add existing programs to the Steve Fund/JED Foundation database in order to centralize resources and information and establish partnerships which will propel this important work.

Notably, the researchers identified exceptional programs at institutions both large and small, with varying amounts and types of resources and staff allocated to programs supporting emotional well-being in students of color. Among the determinants that the team observed to be most impactful in developing and implementing outstanding programs were structural—especially support from leadership at all levels through implementation and effective organizational and communication systems/structures that enable all students, faculty, and staff to become aware of and participate in existing programs. Many of the entries below reflect meaningful and effective partnerships between leadership, faculty/staff, multiple entities across and between campuses, and students (individuals and groups).
Program Types

<table>
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<tr>
<th>Program Types</th>
<th>Description</th>
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<tbody>
<tr>
<td>Brief workshop or workshop series</td>
<td>These efforts focus on providing education. Topics may include unique challenges faced by students of color, stress management, mental health hygiene, effective coping strategies, and on-campus resources. Workshops may be offered within specific communities of students or may include the entire campus (i.e., during orientation).</td>
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<tr>
<td>Mentor networks</td>
<td>These efforts focus on helping students connect with one another and with the campus community, including faculty and staff. More involved and connected students tend to feel more engaged and invested at school, and may feel more of a sense of belonging. Mentor networks may involve peer-to-peer (with more senior students mentoring incoming first-year students) or student-to-faculty/staff pairings.</td>
</tr>
<tr>
<td>Transition programs</td>
<td>These efforts focus on meeting the challenges of adjusting to school early in the process, and helping students to effectively navigate the very normal stressors that all students encounter. They may include high school students, accepted students, incoming first-year students, or work with students throughout their first few years of school.</td>
</tr>
<tr>
<td>Ongoing student engagement</td>
<td>These programs focus on helping students learn specific skills to help themselves and one another maintain wellness, and positively influence the campus climate. These programs involve training and practice in learning what to do when concerned about another student, supporting/counseling peers, and working with offices and staff members on campus that support student well-being.</td>
</tr>
<tr>
<td>Discussion groups and support resources</td>
<td>These efforts focus on building community and/or creating a safe space to discuss issues and experiences. They may focus around specific groups or issues (for example, international student needs, or body image concerns among women of color). These resources may be offered within residence halls, academic departments, or existing student group meetings. They may be run as weekly groups in which members get to know one another, or may provide one-time opportunities to informally get support around a stressor without even giving their name (see ‘Let’s Talk’ program in the Toolkit).</td>
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**Specific Programs**

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>PROGRAM DESCRIPTION</th>
<th>CAMPUS</th>
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<tbody>
<tr>
<td><strong>Building Leaders and Connecting Knights</strong></td>
<td>Mini-conference and ongoing workshops to increase connectivity, retention, and involvement in leadership opportunities</td>
<td>University of Central Florida</td>
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<tr>
<td>(BLACK Institute)</td>
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<tr>
<td><strong>Sister Circle Group</strong></td>
<td>Support group for Black female students, focusing on issues such as family, relationships, body image, self-esteem, beauty, academics</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td><strong>Mi Gente</strong></td>
<td>Support group for Latino/a students, focusing on issues such as feelings of belonging, family values, autonomy, cultural concerns, aspects of identity</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td><strong>Counseling Center Talks Resilience Workshops</strong></td>
<td>Staff-facilitated workshops focusing on topics related to enhancing resiliency, in TED Talk format. Each talk focuses on a different topic including first generation student issues, LGBTQ, students of color.</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td><strong>Empowered Black Man and Empowered Black Women groups</strong></td>
<td>Therapy and discussion/support groups. Males: interpersonal process group. Females: discussion/support group.</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td><strong>MANDatory</strong></td>
<td>Co-curricular program focused on academic enrichment and leadership development of male undergraduate students from underrepresented racial and ethnic groups.</td>
<td>Dickinson College</td>
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<tr>
<td>Program</td>
<td>Description</td>
<td>Institution</td>
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<tr>
<td><strong>Multicultural Leadership Weekend</strong></td>
<td>Recruitment and retention program, providing a preview of Connecticut College life to students of color. Provides contact with peers, faculty, and staff members. Presents points of pride and growth in campus community around equity, inclusion, and campus climate.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Genesis Pre-orientation program</strong></td>
<td>Brief summer transition program before first-year orientation for students of color and first generation college students. Assists students and families in becoming familiar with resources and peers.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>ALANA Big Sibs Program</strong></td>
<td>Peer mentors of color, trained to assist first-year students as they adjust to life at Connecticut College. Mentors help with orientation, getting involved in organizations, and accessing campus resources.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>CONN-ec tion Dinners</strong></td>
<td>Informal co-curricular program sponsored by Unity House Multicultural Center, involving dinners with faculty/staff.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>S.H.E. Sister Program</strong></td>
<td>Mentorship program for women of color on campus. Faculty and staff members of color provide support, attend monthly facilitator-led programs, support mentees.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Men of Color Alliance</strong></td>
<td>Peer to peer support network. Includes social events and guest speakers regarding current events affecting men of color and facilitator-led presentations by the multicultural specialist.</td>
<td>Connecticut College</td>
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<tr>
<td>Program</td>
<td>Description</td>
<td>Institution</td>
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<tr>
<td><strong>Unity House Ambassador Program</strong></td>
<td>Peer to peer program including students who will represent and uphold the mission of Unity House on campus. Focuses on dispelling stereotypes and engaging students interested in developing leadership skills and expanding their understanding of diversity issues.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Empowerment Through Mindfulness</strong></td>
<td>Facilitator-led program by multicultural counseling specialist for a group of women of color, bringing mindfulness into SHE Sister program. Includes guided mindfulness exercises around cultural pride, resilience, affirmation, and empowerment.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Mental Health Implications of Racism</strong></td>
<td>Panel on issues related to the college, organized jointly by Active Minds and Students Organized Against Racism.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Healthy Relationships</strong></td>
<td>Psychoeducation program for Men of Color Alliance by multicultural counseling specialist, focusing on healthy relationships and warning signs of dishealth, relationship issues in communities of color (family, romantic, peer to peer), dating dynamics on campus experienced by men of color, specific topics in interracial relationships and LGBTQ.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Pose/Multicultural Counseling Specialist Meet &amp; Greet</strong></td>
<td>Facilitator-led psychoeducational program providing information about mental health concerns and available campus resources. Includes incoming Pose Program student leaders from underrepresented backgrounds (first generation, economically disadvantaged, students of color). Introduces CAPS staff and provides information about how to use services and refer peers.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Student Activist Burnout</strong></td>
<td>Developed in response to requests for guidance about warning signs of distress related to social justice work. Highlighted signs of burnout, information about internalized negative messages about aspects of identity (homophobia, racism), importance of self-care and peer support, and affirming intersecting aspects of identity. Introduced support resources on campus.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td><strong>Body Image Concerns and Women of Color</strong></td>
<td>Presented within SHE Sister Program. Focused on body image concerns and disordered eating behaviors specifically in communities of color. Discussed messages received and internalized about bodies of color from family, friends, partners, society, media, and the role of relationships with physical selves and food. Provided info about treatment and referring friends.</td>
<td>Connecticut College</td>
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<tr>
<td>Program</td>
<td>Description</td>
<td>Institution</td>
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<tr>
<td>Pushing Through: Overcoming Anxiety that Inhibits Progress</td>
<td>Mellon Mays Fellowship program supports scholars from traditionally underrepresented groups in doctoral programs. Developed in response to mentors’ concern about anxiety impeding the fellows’ graduate school application process. Included psychoeducation regarding anxiety and related coping tools. Covered topics such as stereotype threat, approach/avoidance, specific cognitions about the process of applying to graduate school, resources for managing anxiety and supporting peers in the process.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td>What to Expect “Diversity-Wise”</td>
<td>Facilitator-led program for high school seniors in the local community, who are participating in a college readiness program called College Access and Success Seminars.</td>
<td>Connecticut College</td>
</tr>
<tr>
<td>Big Sib Gatekeeper Training</td>
<td>Psychoeducational gatekeeper training provided to students of color who serve as mentors for others. Includes information about signs and symptoms, tools for providing support, facilitating peers seeking services when needed. Includes specific experiences of students of color, LGBTQ identified individuals, and groups in relationship to psychological distress and symptom experience. Includes caregiver self-care and burnout prevention.</td>
<td>Connecticut College</td>
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<tr>
<td>Question Persuade Refer</td>
<td>Suicide prevention gatekeeper program</td>
<td>University of Kentucky</td>
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<tr>
<td>Program Name</td>
<td>Description</td>
<td>University</td>
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<tr>
<td><strong>UKCC Women of Color Support Group</strong></td>
<td>Facilitator-led support group for undergraduate, graduate, and professional women of color, focusing on topics such as relationships, academics, family, oppression, health, and other issues.</td>
<td>University of Kentucky</td>
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<tr>
<td><strong>UKCC BounceBack Resilience Building Workshops</strong></td>
<td>Facilitator-led interactive workshops geared toward developing skills to manage life’s disappointments, unexpected challenges, and setbacks with emotional resilience and ‘grit’</td>
<td>University of Kentucky</td>
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<tr>
<td><strong>UKCC support group for trans and gender nonconforming students</strong></td>
<td>Facilitator-led support group</td>
<td>University of Kentucky</td>
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<tr>
<td><strong>Health Colleges Student Diversity Services</strong></td>
<td>Co-curricular program including group mentoring, student success workshops, cultural sensibility dialogues, one-on-one counseling, and professional development activities. Helps students connect with resources.</td>
<td>University of Kentucky</td>
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<tr>
<td><strong>Campus Connect at UVM Gatekeeper training</strong></td>
<td>Gatekeeper training</td>
<td>University of Vermont</td>
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<tr>
<td><strong>Women of Color Leadership Retreat</strong></td>
<td>Retreat geared toward expressing personal views, cultivating multiple intelligences and identities through discovering leadership. Focus on trusting self and others and shifting the paradigm for leaders today and in the future.</td>
<td>University of Vermont</td>
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<tr>
<td><strong>Sisterhood Circle</strong></td>
<td>Facilitator-led drop-in group for women of color</td>
<td>University of Vermont</td>
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<tr>
<td><strong>Brotherhood</strong></td>
<td>Facilitator-led drop-in group for men of color</td>
<td>University of Vermont</td>
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<tr>
<td><strong>Summer Enrichment Scholars Program</strong></td>
<td>Summer transition program for incoming first-year students of color, multiracial students, first generation students.</td>
<td>University of Vermont</td>
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<tr>
<td><strong>Racial Aikido</strong></td>
<td>Free retreated created by ALANA student center and Center for Cultural Pluralism, facilitated by staff of color for self-identifying students of color. Focuses on recognizing race and racism in the US, exploring racial/ethnic identities, responding to acts of racism, debunking stereotypes to maintain positive self-image, and healing from impacts of racism.</td>
<td>University of Vermont</td>
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<tr>
<td><strong>Queer People of Color</strong></td>
<td>Support group for students, faculty, and staff. Developed with guidance of LGBTQA services and ALANA student center to address intersecting identities. Engage in open dialogues, film screening, and discussion.</td>
<td>University of Vermont</td>
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<tr>
<td><strong>Counseling Center Advisory Board</strong></td>
<td>Group of undergraduates serving as resources to CAPS to develop initiatives to foster a healthier and more caring community. Past projects include pamphlets about steps to take when a friend is in distress, alcohol awareness events, and others.</td>
<td>Johns Hopkins University</td>
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<tr>
<td><strong>A Place to Talk</strong></td>
<td>Dorm-based peer counseling program operating under licensed counseling center mental health provider</td>
<td>Johns Hopkins University</td>
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<td><strong>HOP IN</strong></td>
<td>Five-week intensive residential program before first year, continuing into resource workshops, social events, and individual advising through senior year. Provides early exposure to academic and social life at the University to a group of academically talented incoming first-year students, many of whom are the first in their family to go to college, who are from high schools that offered relatively limited opportunities for advanced course work, or who may have significant time constraints with their coursework during the first year on campus.</td>
<td>Johns Hopkins University</td>
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<tr>
<td><strong>Weekly Diversity Forum</strong></td>
<td>Weekly forum open to the public covering important diversity-related topics</td>
<td>Johns Hopkins University</td>
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<tr>
<td><strong>JHU Forums on Race in America</strong></td>
<td>Speaker series focused on important conversations about race, inequality, and deep divisions in society. Includes products of institutionalized racism (police brutality, mass incarceration, separate and unequal schools, ever-growing wealth gap between White and Black Americans) that cause pain and frustration for faculty, staff, students, and community members.</td>
<td>Johns Hopkins University</td>
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<tr>
<td><strong>Students of Color Discussion Group</strong></td>
<td>Facilitator-led discussion group focused on issues relevant to students of color, including microaggressions, pressure to prove yourself, feelings of not fitting in, discrimination, family issues, academic issues, and others.</td>
<td>Johns Hopkins University</td>
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<td>Program</td>
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<tr>
<td><strong>QPR</strong></td>
<td>Anti-suicide gatekeeper program</td>
<td>Johns Hopkins University</td>
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<td><strong>Let's Talk</strong></td>
<td>Outreach program to students who would not typically present to CAPS, including informal consultations with Student Health Services counselors, provided at specific times each week. No forms, appointments, or fees required. Can be anonymous.</td>
<td>Washington University St Louis</td>
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<tr>
<td><strong>TriO Student Support Services Program</strong></td>
<td>Program focused on providing assistance for low-income college students, first generation college students, college students with disabilities, and others to help complete postsecondary programs.</td>
<td>Washington University St Louis</td>
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<tr>
<td><strong>Wellness Center Student Support Network</strong></td>
<td>Biweekly meetings focused on creating a dialogue that explores how to best enhance peer support on campus.</td>
<td>School of the Art Institute Chicago</td>
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<tr>
<td><strong>Inservice on Korean/Japanese culture</strong></td>
<td>Training for all wellness staff on the history of Korea and China and how these factors may impact incoming international students' worldview and experiences at SAIC.</td>
<td>School of the Art Institute Chicago</td>
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<tr>
<td><strong>Counseling and Health Services Professionals as Champions for Transgender Student Wellbeing</strong></td>
<td>Staff training on the role of service providers in promoting well-being in Transgender students.</td>
<td>School of the Art Institute Chicago</td>
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<tr>
<td><strong>Black Engineering PhDs</strong></td>
<td>Online research and mentoring site geared toward stimulating interest and opportunities for Black engineering doctoral students and graduates transitioning into faculty positions and earning tenure</td>
<td>Vanderbilt University</td>
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<tr>
<td><strong>Invincible Black Women's group</strong></td>
<td>Therapy group provided to self-identified Black undergraduate and graduate students. Focuses on issues such as being socialized to be superwomen or invisible. Currently assembling battery of measures to track, assess, and disseminate outcomes of this group.</td>
<td>University of Florida</td>
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<td><strong>Counseling Center Talks</strong></td>
<td>Monthly workshop series focused on enhancing resilience in student population. Each workshop involves two 10-15 minute presentations by Counseling Center staff utilizing “Ted Talks” format. Each presentation is on different topic related to resilience and many of the presentations are focused on marginalized student groups (first generation; LGBTQ; students of color)</td>
<td>UNC Charlotte</td>
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<tr>
<td><strong>Empower Black Men's group</strong></td>
<td>Weekly interpersonal process group for male-identified students of African and African American descent (Empowered Black Man Group).</td>
<td>UNC Charlotte</td>
</tr>
<tr>
<td><strong>Empower Black Women's group</strong></td>
<td>Weekly discussion/support group for female-identified students of African and African American descent (Empowered Black Women Group).</td>
<td>UNC Charlotte</td>
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<tr>
<td><strong>Wellness Zone</strong></td>
<td>CAPS Wellness Zone is available for students on a drop-in basis in the Michigan Union. They offer many wellness resources to help students manage stress, rest and relax.</td>
<td>University of Michigan</td>
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<tr>
<td><strong>Intergroup Relations</strong></td>
<td>A social justice education program. IGR blends theory and experiential learning to facilitate students’ learning about social group identity, social inequality, and intergroup relations. The program prepares students to live and work in a diverse world and educates them in making choices that advance equity, justice, and peace.</td>
<td>University of Michigan</td>
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<td><strong>Common Ground</strong></td>
<td>Helps students to learn about social inequalities and social justice in a workshop format. Student organizations, classes, and other campus communities can request workshops on topics that increase awareness of issues of identity, diversity, and intergroup relations.</td>
<td>University of Michigan</td>
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<tr>
<td><strong>Navigating a Complex World</strong></td>
<td>Website helping the campus community to remain aware of global, national, and local events, especially those that might impact the campus community and students’ daily life, health, and wellness.</td>
<td>University of Michigan</td>
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<tr>
<td><strong>Diversity and Inclusion task force</strong></td>
<td>Task force assembled to identify and address issues on campus</td>
<td>Bay Path University</td>
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<tr>
<td><strong>El Paso Psychology Internship Consortium</strong></td>
<td>Multicultural counseling curriculum; comprehensive training program for doctoral interns in psychology, in order to prepare competent psychologists and effective multicultural therapists. To help interns work with individuals of diversity, they attend a 16 week 1.5 hour/week multicultural seminar where they will develop awareness and learn strategies in working with individuals with diverse ethnicities, backgrounds, and cultures. Interns also attend experiential activities such as attending the El Paso Holocaust Museum and attending multicultural competence conferences in the El Paso community. Interns are evaluated on their work with diverse clients and must demonstrate certain competencies in their clinical and academic work to move forward in the program. Interns who are bi-lingual can provide services and receive supervision in Spanish.</td>
<td>University of Texas El Paso</td>
</tr>
<tr>
<td><strong>Spanish and English services at CAPS</strong></td>
<td>Services provided in preferred language within CAPS</td>
<td>University of Texas El Paso</td>
</tr>
<tr>
<td><strong>QPR</strong></td>
<td>Suicide-prevention gatekeeper program</td>
<td>University of Texas El Paso</td>
</tr>
<tr>
<td><strong>Upward Bound</strong></td>
<td>Upward Bound Program provides college preparatory instruction in core curriculum subjects three Saturdays a month, from September-May, and daily for six weeks in the summer. In addition, the program provides college and career readiness workshops, assistance with all college admissions &amp; financial aid processes, developmental instruction, and cultural activities.</td>
<td>University of Texas El Paso</td>
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<tr>
<td><strong>Mindfulness-Based Self Care Group</strong></td>
<td>Experiential mindfulness group adapted from the program developed by Jon Kabat Zinn at the University of Massachusetts Medical School. The group helps participants focus on bringing attention to the breath, physical sensations, thoughts and feelings through a variety of techniques including mindful yoga, sitting meditation, walking meditation and mindful movement exercises.</td>
<td>University of Texas El Paso</td>
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<tr>
<td><strong>Collegiate Recovery Program</strong></td>
<td>Strives to improve knowledge and understanding of recovery and reduce stigma. Provides support to UTEP students who are in recovery from alcohol or other drug problems through a center/safe supportive space where students in recovery can connect with each other, become involved in fun, sober events (on and off campus), relax and recharge, and be connected to resources for academic and emotional wellness. Students gather, support each other, celebrate the commitment to sobriety, and challenge the social stigma associated with substance abuse.</td>
<td>University of Texas El Paso</td>
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<tr>
<td><strong>Bilingual &amp; Multicultural Psychoeducational and Mental Health Workshops</strong></td>
<td>Facilitator-led workshops, training, and presentations on various topics pertaining to mental health, cultural factors, and stigma-reducing topics.</td>
<td>University of Texas El Paso</td>
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<tr>
<td><strong>En Tu Casa</strong></td>
<td>Latino men’s counseling group</td>
<td>California State Polytechnic University, Pomona</td>
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<tr>
<td><strong>Debrief w/ English Language Institute students</strong></td>
<td>Debrief of a traumatic incident with English Language Institute students, held in a campus classroom.</td>
<td>California State Polytechnic University, Pomona</td>
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<tr>
<td><strong>LGBTQ drop in group</strong></td>
<td>Group counseling</td>
<td>California State Polytechnic University, Pomona</td>
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<tr>
<td><strong>The Body Project</strong></td>
<td>Eating disorder/Body image group counseling</td>
<td>California State Polytechnic University, Pomona</td>
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<tr>
<td><strong>Women In STEM</strong></td>
<td>Group counseling</td>
<td>California State Polytechnic University, Pomona</td>
</tr>
<tr>
<td><strong>Arthur O. Eve Higher Education Opportunity Program (HEOP)</strong></td>
<td>Provides academic support and financial assistance to young people who might not meet all the traditional college admissions criteria but show promise of succeeding in college.</td>
<td>The New School</td>
</tr>
<tr>
<td><strong>Parsons Scholars Program</strong></td>
<td>Provides youth from underrepresented backgrounds with the opportunity to pursue art and design in a college environment. Students receive college credit at no cost while preparing for the admissions process.</td>
<td>The New School</td>
</tr>
<tr>
<td><strong>The CAMA-I Room</strong></td>
<td>Designated space within the residence hall community where students can engage in Native-focused activities with other students and community members.</td>
<td>University of Alaska Anchorage</td>
</tr>
<tr>
<td><strong>Counselor in Residence</strong></td>
<td>Culturally responsive outreach and preventative mental health services for Alaska Native and American Indian University Students through innovation and collaboration at the University of Alaska Anchorage (UAA)</td>
<td>University of Alaska Anchorage</td>
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### Alaska Native Rural Outreach Program

Culturally appropriate, preventative mental health programs with the aim of reducing the risk of suicide, depression, and alcohol abuse among Alaska Native and American Indian students at UAA.

University of Alaska Anchorage

### Mental Health Matters – IquAD Series

Group offering a racially affirming and safe space to learn about and discuss issues like minority stress and their potential impacts on mental health.

Massachusetts Institute of Technology

### Doc in the Door

Designated mental health service providers for specific residence halls, allowing students to interface with their provider in the dorms.

Massachusetts Institute of Technology

### Community Services Liaison

Designated role within Counseling and Psychological Services with a focus on cultivating relationships with community providers. This enables close collaboration, clear communication, and maintenance of an up-to-date referral list.

Tulane University

### Analysis

It is clear from the literature that mental health and well-being in college students of color is multidetermined, and that specifically addressing these important themes (minority stress, feelings of imposterism and belonging, on-campus integration and support, among many others) is a critical step in promoting student well-being and success. It is also clear that many programs to support the well-being of students of color exist at many colleges and universities across the country.

Overall, however, the researchers observed a relative lack of correspondence between the identified determinants of wellness and well-being in college students of color (as identified by leading scholars and researchers) and the content areas addressed in many on-campus programs across the nation. The Steve Fund/JED also observed that the clear majority of programs geared toward well-being in students of color did not concurrently assess their impacts in order to clearly establish them as evidence-based therapies. In other words, most programs had not collected data to determine their effectiveness, which makes it impossible to determine the precise impacts of these programs (and the longevity of effects), and complicates decision-making when a school wonders whether to implement one type of program versus another. This report represents a first step toward summarizing both important topics and effective program structures to help bridge science (topics
and content areas that can be addressed and measured in pre-post questionnaires) and practice (interventions that can be efficiently rolled out in order to engage and effectively support students).

The researchers of this report hypothesize that the separation between science and practice in this area may have been exacerbated by the fact that many programs targeting students of color are located outside of traditional mental health services. Many of these programs are located in residence halls, academic buildings, and even gymnasium facilities—settings which may be less likely to include detailed record-keeping or systematic assessment, and which may be less likely to be run by staff who subscribe to a scientist-practitioner model. This factor may decrease engagement and utilization by students of color. In addition, the diffuse organizational structures on college campuses may contribute to a lack of effective bidirectional communication between science and practice, as well as between relevant offices or individuals with shared interest and investment in the promotion of well-being among students of color.

Finally, the research team wishes to stress that the advent of any given on-campus program is not the final necessary step in promoting well-being in college students of color. In the course of its work on the National Survey of existing programs, the Steve Fund/JED researchers found that students on a given campus were often unaware of many of the resources they could have readily accessed. Effective dissemination of information about programs to students, and effective dissemination of results, tools, and resources to practitioners, administrators, and researchers, is required to keep advancing the knowledge base and identify best practices. To carry the field forward, the team recommends a focus on facilitating a complete, integrated research-practice cycle including partnerships that enable Needs Assessment, Implementation, Program Evaluation, and Dissemination (see Research-Practice Framework for further information).

AN EXAMPLE: THE STEM MODEL

The key limitation highlighted in the literature above is the current lack of connection between science and practice, and evaluation from implementation. Rather than establish a new model from scratch, the researchers suggest that the literature on increasing representation of underrepresented backgrounds in Science, Technology, Engineering, and Mathematics (STEM) provides an example to follow, in which integration between these two perspectives has resulted in relatively rapid and measurable improvement in key outcomes and large-scale systematic efforts.

A concerted national effort is currently underway to equip and expand tomorrow's workforce of qualified professionals in STEM fields in order to educate future leaders who are prepared to meet the demands of our changing society. In just over 30 years, efforts to increase underrepresented minority representation in STEM fields have multiplied graduation rates by between three- and seven-fold. Importantly, these advances have occurred in the context of a relatively narrow and practical funding stream. Among available mechanisms within the STEM fields, the team observed a relatively greater emphasis on development of infrastructure and communication, widespread implementation and evaluation of outcome-oriented programming, and mechanisms by which findings could be efficiently and actionably communicated to the scientific community, educators, and the public. There are many helpful elements that are evident within this model, which could be readily applied to the needs
assessment, implementation, program evaluation, and dissemination of programs promoting mental health and emotional well-being in college students of color.

Attempts to understand and address these issues have become increasingly systematic, sophisticated, and data-driven (e.g., President’s Council of Advisors on Science and Technology, 2012), which the researchers propose are key to successfully addressing problems on this scale. The team further proposes that the need to effectively support mental health and emotional well-being in college students of color is similarly complex and nuanced. The literature in STEM provides insight into lessons learned, specific practices and strategies, and process-level characteristics that may be beneficial in meeting the needs of students of color, which the Steve Fund/JED has summarized in four steps within the science-practice Framework. A necessary beginning step for this process involves defining the problem using multiple metrics and the most comprehensive data available.

In STEM, the President’s Council of Advisors on Science and Technology used economic projections to identify a predicted shortfall of one million college graduates in STEM over the next decade. In order to address this deficit, they observed that the United States would need to increase the number of undergraduate STEM degrees by approximately 34% above current rates. This comprehensive Needs Assessment enabled professionals across multiple disciplines to understand the scope of the problem and to conclude that significant policy-level changes would be required. Notably, interdisciplinary working groups and partnerships between experts enabled the identification of many interrelated obstacles and opportunities for Implementation. One example includes the “persistence framework,” which integrated evidence from psychology and education research to inform a guide for launching and evaluating programs and initiatives (Graham, Frederick, Byars-Winston, Hunter, & Handelsman, 2013). This focus on continuously evaluating each program and benchmarking impacts and progress on relevant outcomes is essential, and summarized in the Steve Fund/JED’s recommendations related to Program Evaluation. In STEM, a set of overarching recommendations, as well as specific practices for implementation, were derived from data across multiple sources and disseminated among stakeholders. Continually revised estimates indicate how these efforts are progressing and the relative impacts of various practices—information which is sorely needed in understanding well-being in students of color. The widespread Dissemination of relevant findings, programs, and processes—from the “persistence framework” example cited in the journal Science (Graham et al., 2013; Koenig, 2009)—to reports from the highest level of government (PCAST, 2012) also provide models to follow.

The availability of this data increases the accessible knowledge base and enables future efforts to continue to refine best practices, which are informed by the most current and best available data.

Despite the complexity of the issues in the STEM area, the iterative approach described above exemplifies the benefits of science-practice integration. Utilizing and continuing to collect data, as well as developing interventions in partnership with education leaders, has informed key intervention points, intervention content, and large-scale well-designed studies that demonstrate clearly how allocation of additional resources could enable specific and meaningful changes in
programs and policies. In STEM, the President’s Council of Advisors on Science and Technology observed a trend in 2010 that is currently evident in the field of mental health and emotional well-being in students of color: available funding is spread across numerous different agencies, and yet was not at the time (in 2010) sufficiently coordinated or strategic. It was observed that there was an essential lack of solid evaluation of programs, which hampered them from being replicated and scaled to a national level. Following this, a federal coordinating committee was established, and accountability goals and benchmarks generated. The impacts of this process are clear.

By systematically gathering necessary data, utilizing this knowledge during program development, evaluating existing programs, and increasing communication and collaboration within and between universities, the research team at the Steve Fund/JED hope that professionals working to better support mental health and well-being in students of color can unify in the mission to move toward this type of coordination and support on the national scale.
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<td>President’s Council of Advisors on Science and Technology (PCAST).</td>
<td>(2012). <em>Report to the President: Engage to excel: Producing one million additional college graduates with degrees in science, technology, engineering, and mathematics.</em> Washington, D.C.</td>
</tr>
<tr>
<td>Reyes, M. E.</td>
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Acknowledgements

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The Equity in Mental Health Framework

A Joint Project of

The STEVE FUND

jedfoundation.org