

Engaging Staff & Faculty in Campus-Wide Mental Health Initiatives

CICMH 2017 Conference: *Innovations & Opportunities in Campus Mental Health*



HEALTHY CAMPUS INITIATIVE

The Healthy Campus Initiative

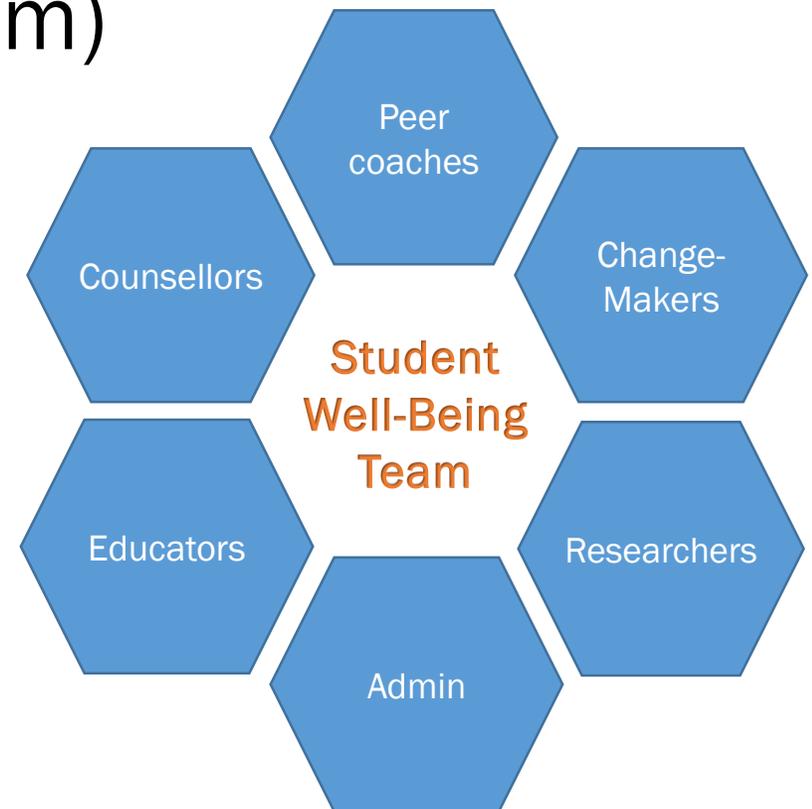


- A whole-campus, whole student approach to building a culture of care at George Brown College.
- A health promotion framework exploring the impact of well-being on learning.
- A movement of people organizing and transforming their environments based on a shared commitment to student mental health and a desire to create conditions at college that enable all students to thrive.

The Healthy Campus Initiative

Major aspects of our strategy and focus:

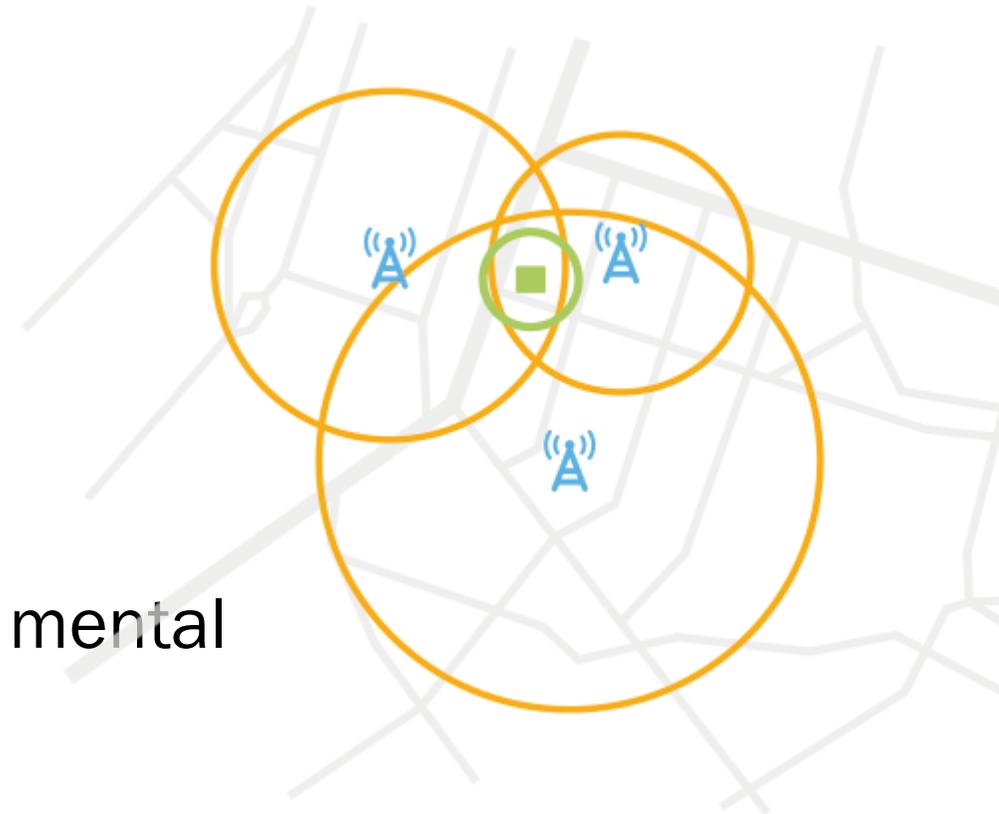
- Collaboration & integration (formation of the GBC Student Well-Being team)
- Bringing together prevention, promotion, and response



Triangulation of Community Needs

Integrating Response, Prevention, and Promotion into our Work

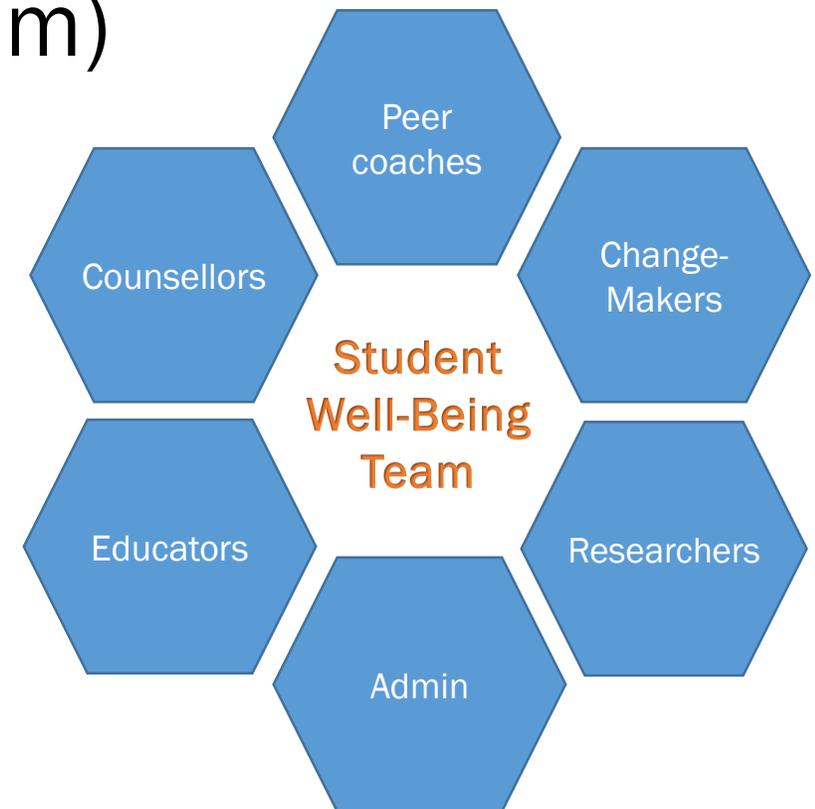
- **Response:** supporting those students who are already experiencing challenges with their mental health
- **Prevention:** activities that work to prevent mental health challenges amongst the GBC student population
- **Promotion:** activities that strengthen GBC community members' mental health and resilience

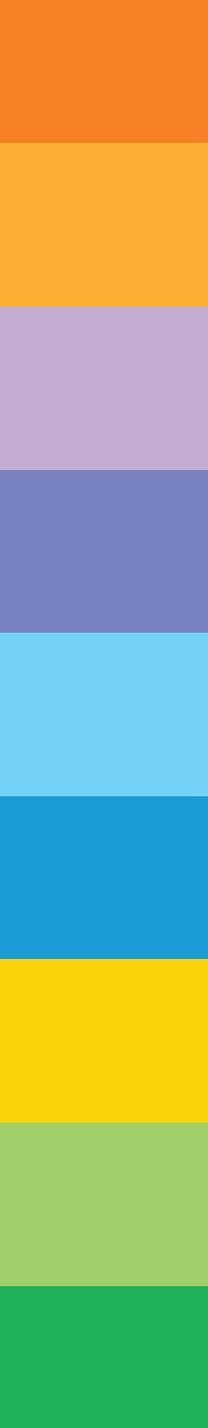


The Healthy Campus Initiative

Major aspects of our strategy and focus:

- Collaboration & integration (formation of the GBC Student Well-Being team)
- Bringing together prevention, promotion, and response
- Focus on engaging staff and faculty





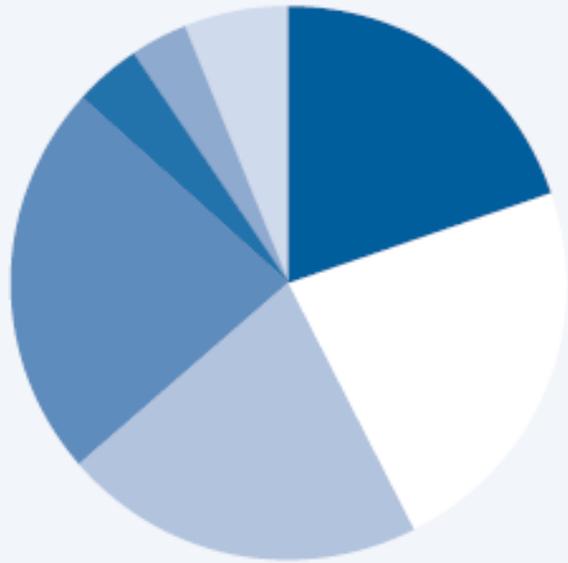
Agenda

Engaging Staff & Faculty in College-Wide Mental Health Initiatives

- A quick look at George Brown College
- Introducing ourselves
- A brief view on our staff engagement philosophy
- Brainstorming activity
- A summary of what we've been working on
 - Focus on our **FacultyConnect** project
- Reflections

A Quick Look at George Brown College

FULL-TIME PROGRAMS OFFERED



	Certificate	30
	Diploma	35
	Advanced Diploma	32
	Graduate Certificate	35
	Degree	6
	Pre-college	5
	Apprentice	9

Centre for Continuous Learning

Distance Education
School of Continuing Education
School of Emergency Management
School of Makeup and Esthetics

Centre for Health Sciences

Sally Horsfall Eaton School of Nursing
School of Dental Health
School of Health and Wellness
School of Health Services Management

International Centre

Centre for Preparatory & Liberal Studies

School of English as a Second Language
School of Immigrant and Transitional Education
School of Liberal Arts and Sciences
School of Work and College Preparation

Centre for Hospitality & Culinary Arts

Chef School
School of Hospitality and Tourism Management

Centre for Arts, Design & Information Technology

School of Computer Technology
School of Design
School of Fashion Studies
School of Performing Arts

Centre for Construction & Engineering Technologies

Angelo Del Zotto School of Construction Management
School of Apprenticeship and Skilled Trades
School of Architectural Studies
School of Mechanical Engineering Technologies

Centre for Community Services & Early Childhood

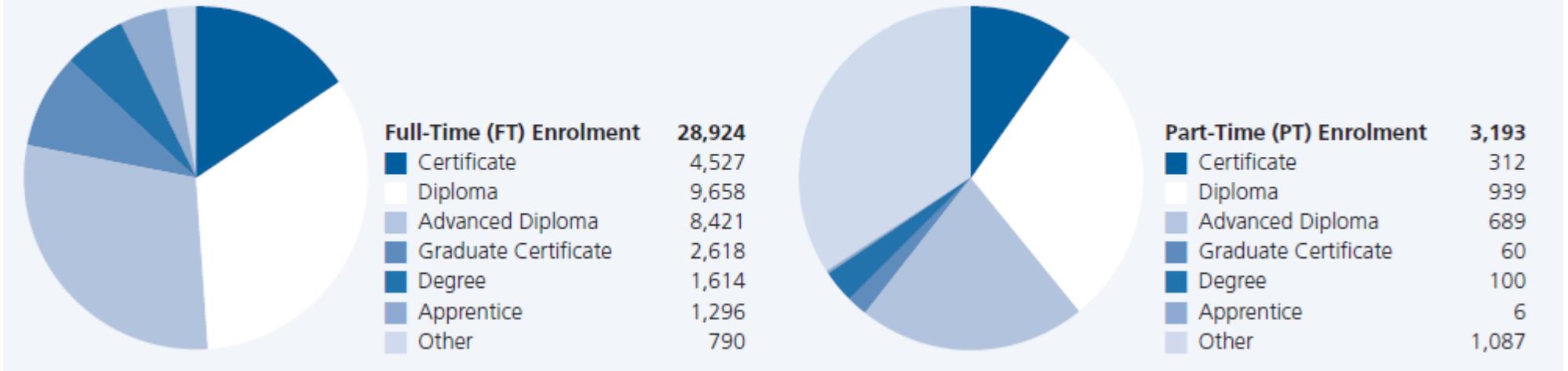
School of Deaf and Deafblind Studies
School of Early Childhood
School of Social and Community Services

Centre for Business

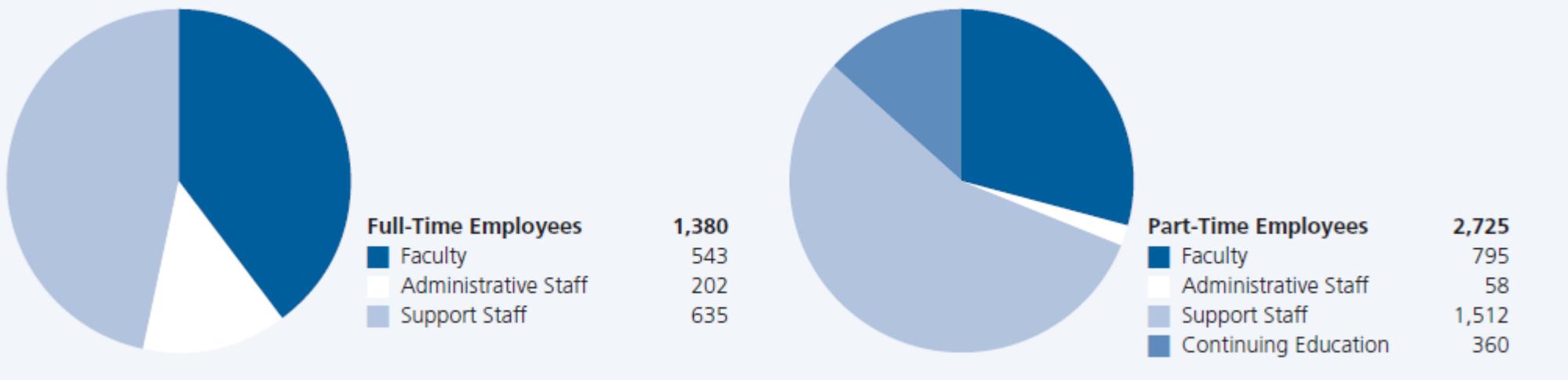
School of Accounting and Finance
School of Human Resources
School of Management
School of Marketing

A Quick Look at GBC's Students & Staff

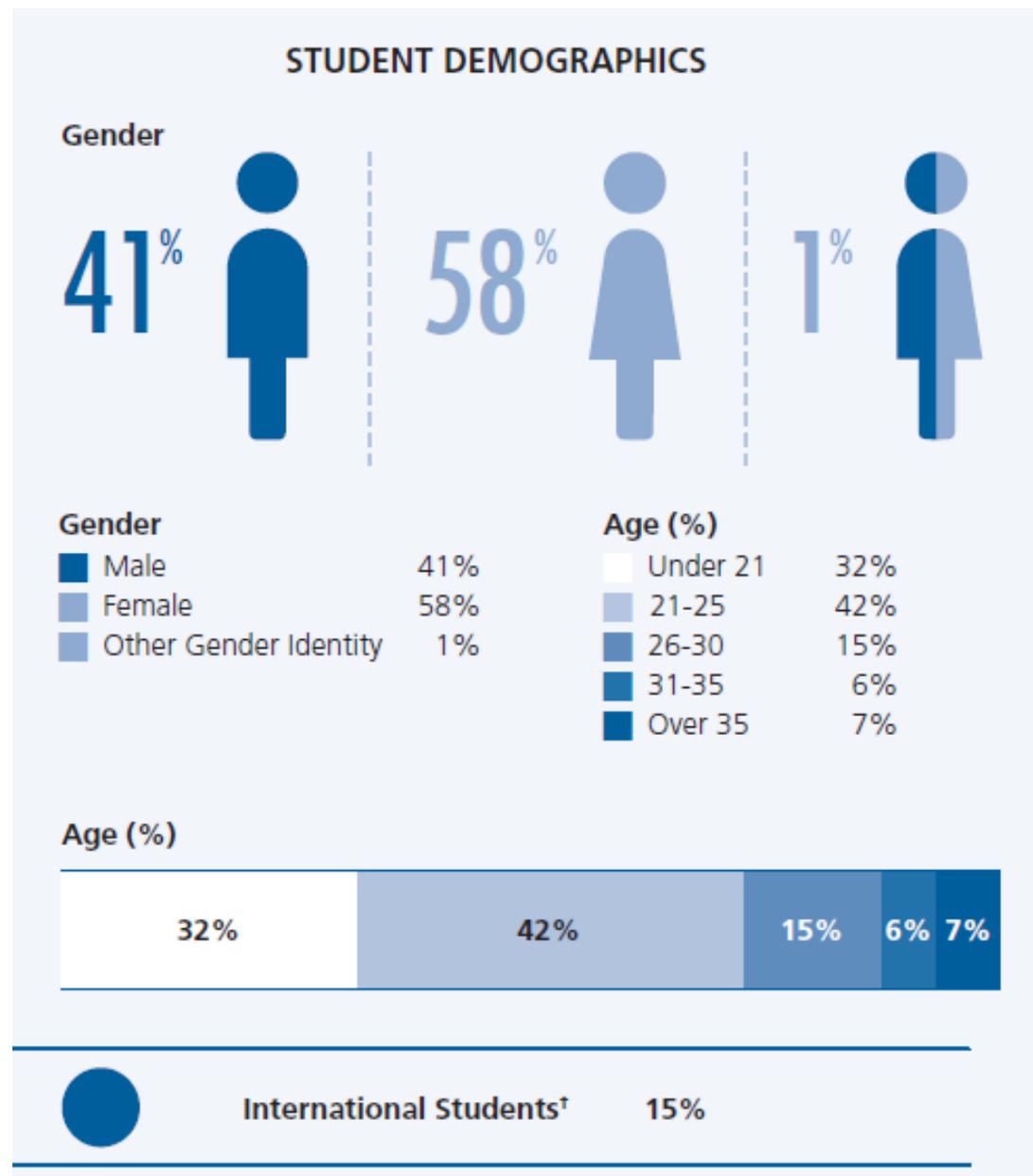
ENROLMENT (FULL-TIME, PART-TIME STUDENTS, APPRENTICES): 32,117



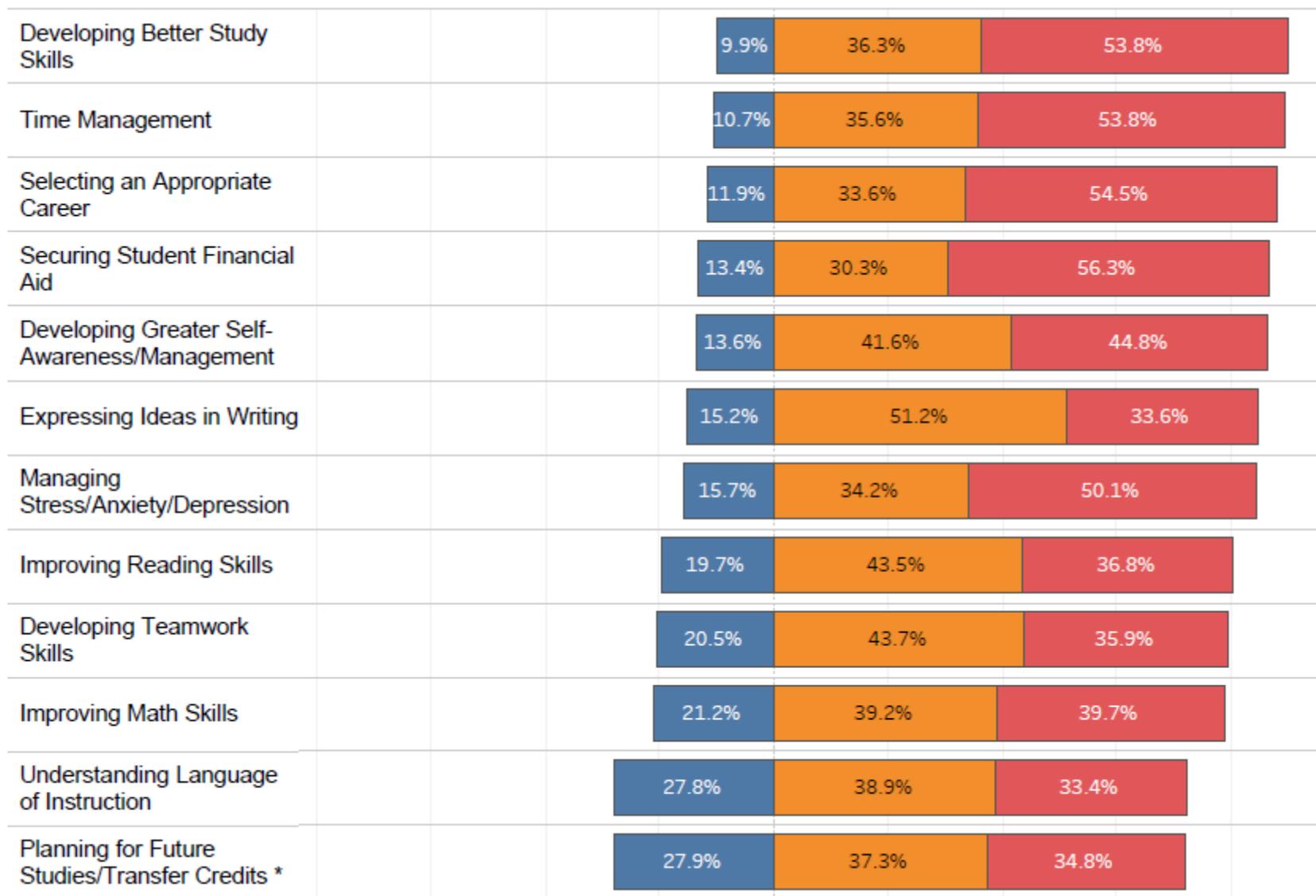
STAFF*



A Quick Look at GBC's Students



What Do GBC Students Need?



Hover here for information 

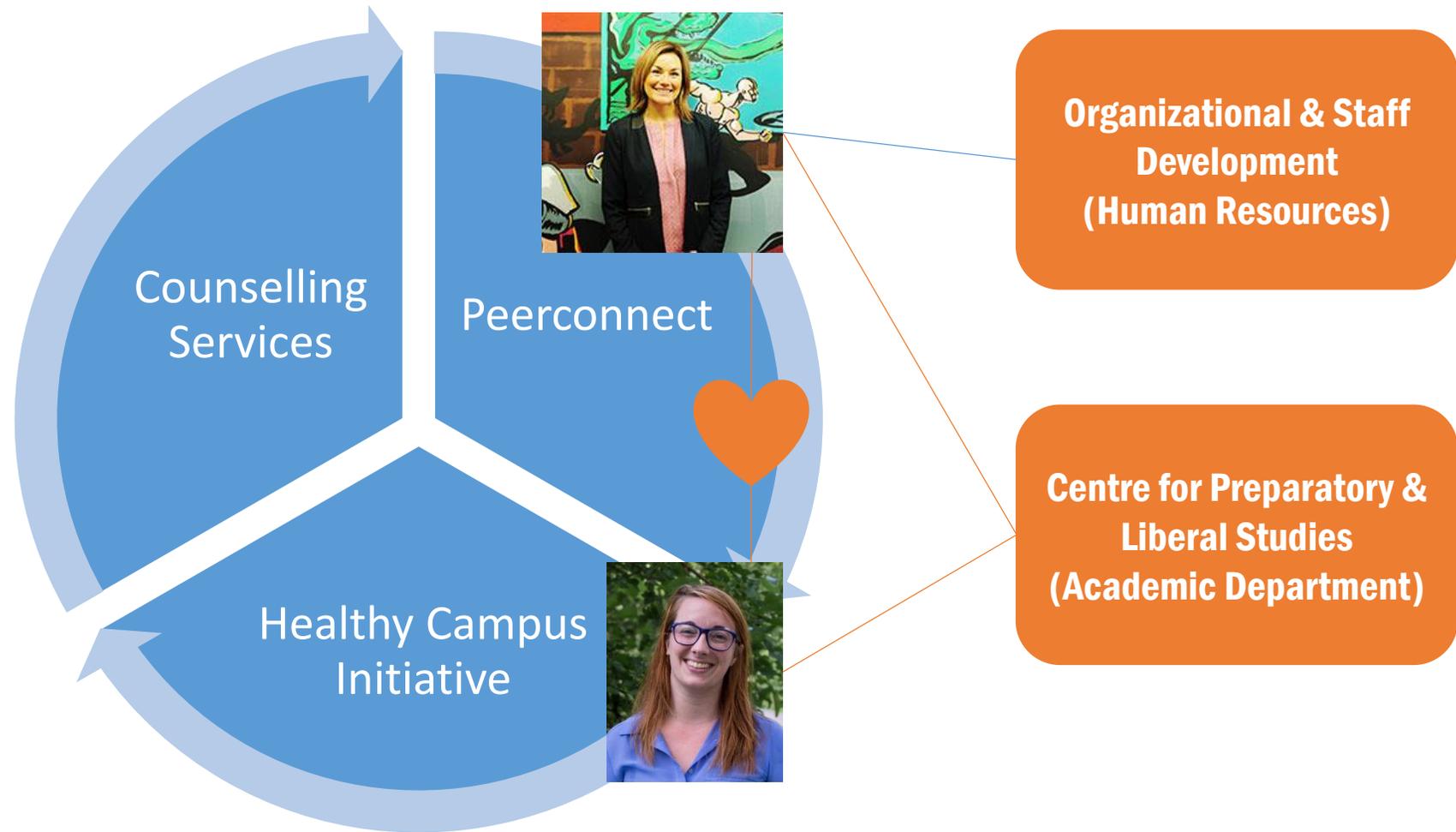
Select GBC Academic Centre
All

- Select Group
- (All)
 - Students With Disability
 - Aboriginal
 - First Generation PSE
 - First Language (Non English)
 - Dependent Children/Adults
 - International Visa

Legend

- Would be of no benefit
- I could benefit somewhat
- I could benefit greatly

Introducing Ourselves



GBC's Student Well-Being Team

From “Yeah, but...” to “Yes, and...”

Hypothesis: Being supportive of faculty & staff makes them more supportive educators and supporters. Getting them engaged in promoting student mental health starts by empathizing with their concerns and **actually trying to address them.**

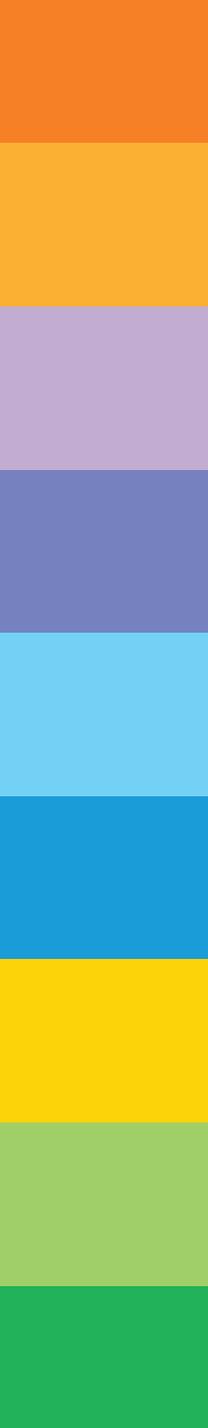
This means...

#1: Taking staff & faculty’s concerns seriously, and listening carefully.

#2: It’s not “How do I get staff & faculty excited about this work?”. It’s “How can this work meet staff & faculty’s needs?” and “How can I remove the barriers that get in the way of staff & faculty being able to contribute to and gain from this work?”

#3: Meeting staff & faculty “where they’re at” rather than expecting them to ignore the conditions of their lives to be involved.

#4: Feeling valued, feeling heard, and feeling a sense of community – these things are a pretty great cure for many forms of disillusionment and disengagement.



Brainstorming Activity

Step One: Using the post-it notes near you, write down three challenges/barriers to engaging staff & faculty in systemic mental health promotion initiatives.

Step Two: Share at least one with the people near you.

Step Three: We'll chat again as a group!



The Big Barriers

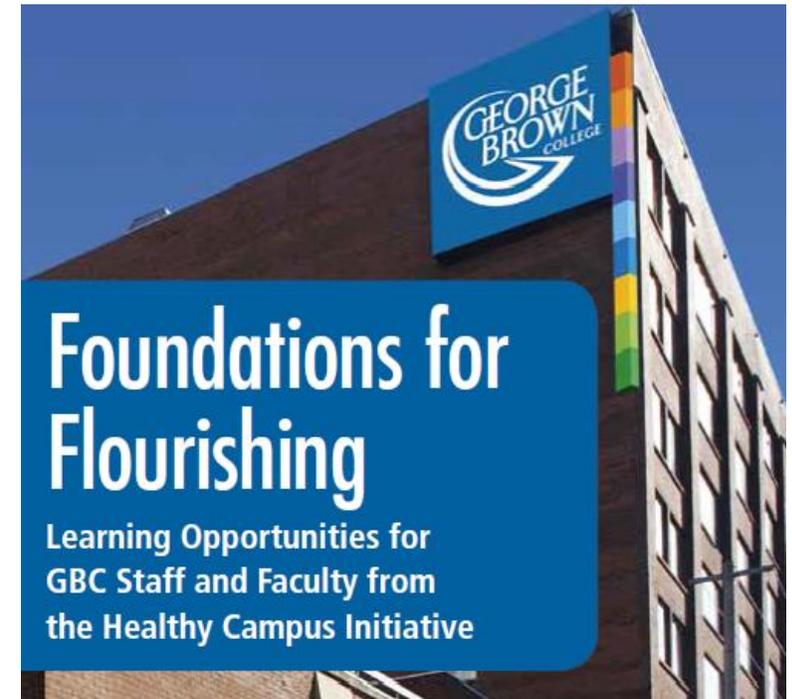
Faculty in particular struggle with:

- Not having enough time for... much of anything beyond teaching
- No compensation for professional development amongst NFT faculty
- A general sense of isolation in relation to other teaching faculty
- The siloing of departments
 - Few opportunities to learn from and build community with faculty in other departments
 - A sense in some departments that “this isn’t relevant to MY field”

Foundations for Flourishing

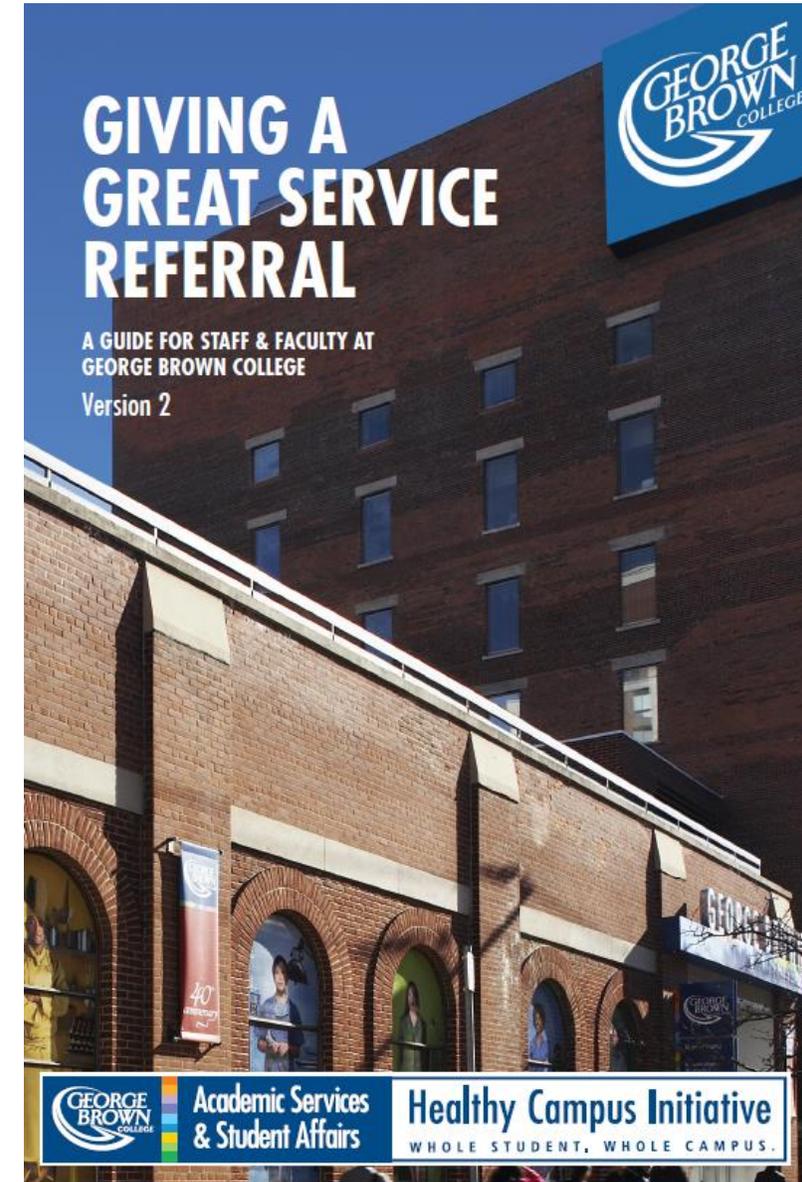
A **three-part workshop series** designed to equip faculty and staff with the basic knowledge and skills required to make the most of their influence on student well-being and create supportive learning environments and college spaces.

- An opportunity to interact with, learn from, and share with staff and faculty in other departments
- Not about adding *more* things to do for students; giving staff and faculty tools to support them in the things that are already coming their way



Referrals Guide

- A **print and PDF tool** designed to support staff & faculty in connecting students with GBC services simply and quickly.
- Hypothesis: Faculty don't connect with students about their emotions if they feel like they won't be able to handle what students tell them
- Version 2 has just been released!



Emotional Crisis Response Guidelines

- Supporting GBC staff and faculty in becoming more confident, competent, compassionate, and consistent when responding to students experiencing an emotional crisis.
- Hypothesis: Increasing faculty's confidence in dealing with “worst-case scenarios” will have a trickle-down effect on non-crisis situations as well.
- **Coming soon:** a set of guidelines, a day-long training, and a series of supplemental trainings

College Policies

Policies are listed in alphabetical order. Key sections (not an index) of name.

Please note: George Brown College is no longer operating under the policy to an Access Copyright licence or tariff is no longer valid or appli

Please note: These  PDF files open a new window.

- Articulation Agreement Policy  **NEW in 2015**
- AODA Customer Services Policy
- Academic Appeals Policy  **Revised 2015**
 - Appendix 3: Student Application Form 
 - Appendix 4: Chair Review Form 
 - Appendix 5: Medical Form  Articulation Agreement Policy
- CAPTIONED MEDIA AND E-TEXT POLICY
- COMPLAINTS REGARDING ADVERTISING OR MARKETING
- COPYRIGHT POLICY
 - Some key sections include:*
 - Appendix A - Fair Dealing Policy ACCC
 - Appendix B - SCC 6 Point Fair Dealing Test
 - Appendix C - Student Course Work License Form
 - Appendix D - Copyright Guidelines
 - Appendix E - Permission Procedure
 - Appendix F - Guest Speaker - Release Form
 - Appendix G - Grenville Print Centre Copyright Guidelines
 - Appendix H - Dept Copier Poster
 - Appendix I - SCC Wording Photocopiers
- CURRICULUM POLICY
 - Some key sections include:*
 - Accommodations (Religious Observance)

Healthy Campus Champion 'Community of Practice'

- People who complete the Foundations for Flourishing series = Healthy Campus Champions. To date, there are over 100!
- Regular meet-ups and resource-sharing opportunities (including an online space on Blackboard) to sustain learning and connection with like-minded staff.
- Faculty-specific subcommittee called the 'Faculty Mobilization Team'



FacultyConnect

An online video hub – for faculty, by faculty – designed to facilitate skill-sharing on fostering well-being in the classroom.

- **Hypothesis:** The fact that faculty don't have time to come to workshops is not a sign that they don't care about learning from their colleagues. This short format will meet a underserved demographic of faculty right where they are.
- **Hypothesis2:** Faculty's skills and wisdom need to be celebrated if we are to have a college-wide understanding of what supportive pedagogy looks like.



FacultyConnect: A Peer-to-Peer Model



ADDRESSING FEAR & ANXIETY



CONNECTIONS & COMMUNITY



SUPPORTIVE CURRICULUM



EMPLOYABILITY SKILLS



CONFLICT & CHALLENGES



TEACHING WHOLE STUDENTS



FacultyConnect: A Peer-to-Peer Model

- How these videos are being used
 - Individually
 - In faculty development efforts
 - In divisional meetings
- The value of peer-to-peer online video-based learning for contract faculty
- The process of making these videos
 - Recruiting “recommended” faculty
 - Curating the videos
 - Validating and rewarding supportive pedagogy
 - Supporting reflective practice

What's Working?

Upon reflection, some things we can say we're doing right...

- Anecdotally: witnessing a strong shift in the dialogue around and interest in student and faculty mental health and well-being over the last four years.
- Increased college-wide capacity amongst staff and faculty to respond to student needs and to advocate for proactive changes that would promote student well-being. **In the last four years:**
 - Over 600 staff trained in Mental Health First Aid and safeTALK
 - More than 300 staff have participated in the Foundations for Flourishing workshop series, with more than 100 staff completing the series and becoming “Healthy Campus Champions”
 - An evaluation of these training programs reported a significant increase in GBC staff and faculty:
 - Knowing what to do to help students experiencing mental health concerns.
 - Knowing who to contact in the school for help.
 - Taking action in support of student well-being such as advocacy, referrals, using knowledge to help, and awareness-raising.
 - Over 1400 hits on the 25 videos posted in our FacultyConnect video library

Questions?

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Special thanks to:



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Academic Services
& Student Affairs

Healthy Campus Initiative
WHOLE STUDENT. WHOLE CAMPUS.