

# Higher Education Program “Listening Session” Themes...

**Barry A. Schreier, Ph.D**

**Monee' Taylor & Kun Wang**

**Scanlan Center for School Mental Health**

**Higher Education Program**

# Climate of Mental Health & Well Being

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- **Self-care is discouraged due to the structure and systems of work environments**
  - **Lack of time and space to both care for self and then care for others. Usually caring for others.**
  - **Under trained, under confident, and under prepared to help those in need**
  - **Disappointments with current campus culture on well-being**



**Need to do better with espousing the values of wellbeing especially from middle and first level managers who are the ones on the front lines with staff.**

**Students are “weaponizing” their mental health and faculty feel limited on how best to help even when there is the desire to be as helpful as possible.**

**Departments are struggling due to the way that caring for others is being talked about and is not as encouraged as it could or is not part of the working culture on campus as it could be.**

**The message often is that it is important to “take care of yourself” just do not use time during work to do it.**

**We are encouraged to take time off and then are also praised for working while away.**

# Faculty & Stress Experiencing Distress

- **Overall burnout**
- **Higher rates of burnout among staff who serve at focal points**
- **Feel undervalued and replaceable**
- **Too much unpaid labor of working off the clock**
- **Lack skills and confidence to manage student distress**
- **Stressful “new normal” staff shortages**
- **Lingering pandemic related feelings of disconnection**
- **Lack of childcare creates higher distress**
- **Guilt and fear when taking time off**
- **Merit staff feel high levels of work insecurity**
- **Staff of color are taxed to work more**



**Many are managing the impact of being the “sandwich generation” of caring for kids and aging parents and there is a lot of stress in that.**

**Staff always take a back seat to faculty and students when it comes to resources and being able to take care of oneself.**

**Not enough information about “readiness” in seeking services and so folks are then seen as resistant or not interested instead.**

**Empathy is the most basic thing and it gets lost too often.**

**Faculty and staff have many options for self-help and either do not know enough about them and/or do not trust them.**

# Awareness of Culture, Diversity & Inclusion

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- **People of color encounter microaggression and tokenization in the workspace**
  - **Retention rate of BIPOC staff and faculty in White spaces is low**
  - **Staff feel overwhelmed supporting students of color in White spaces**
  - **Unequal pay, support, and value of staff and faculty**
  - **Difficulty bridging intergroup conversations and connection**
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**Queer people of Color have additional labor with non-majority culture students who need to see and have representation and to have relevant conversations.**

**Tenure does not favor teaching and service which faculty, with minoritized identities, often have to give the most in order to attend to students needing representation.**

**There is a generational difference in cultural communities: Older generations are more willing to let things go and wait for opportunity and younger generations are more willing to push back early and often.**

**What culturally is the U? Is it an employer only or is it a place where people come to live each day? This foundational value makes a difference in how much the U should do to support and provide care options for faculty and staff.**

**Cultural matters are always in my head, but never know the answers.**



# Existing Resources

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- **EAP**
  - **Livewell**
  - **Kognito**
  - **Women of Color Network**
  - **Boot Camps**
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# Adaptive & Innovative Solutions

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- **Need of time off including short and long term e.g., staff sabbatical**
  - **Expanding and Prolonging EAP services**
  - **Hybrid mode of on-campus and remote work**
  - **Centralize campus helping services**
  - **Build-in structured self care and mental health days**
  - **Care and Assistance Office for faculty and staff**
  - **On campus childcare services**
  - **Peer mentoring programs and support groups**
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**IOWA**

**Scanlan Center for School Mental Health**

# HIGHER EDUCATION

The Scanlan Center for School Mental Health is Iowa's hub for school-based mental health research, training, professional development, and clinical services. Our work supports the social, emotional, behavioral, and mental well-being of students and educators across the state.

## What We Do

The Scanlan Center for School Mental Health's **Higher Education Program** promotes university/college faculty and staff mental health and well-being by:

- 01 *Providing "Working with Students in Distress" workshops and master classes*
- 02 *Consulting with departments and units to design and enhance mental health and well-being services*
- 03 *Conducting proactive research to better equip campuses with actionable best practices*
- 04 *Training graduate and undergraduate students in working as campus mental health and wellbeing professionals*
- 05 *Collaborating with statewide campus mental health and well-being stakeholders to share resources, spark innovation, and develop a higher education mental health/well-being summit*

**Most faculty  
and staff  
would  
welcome  
"managing  
student  
distress"  
training.**

## Connect with Us

Contact Barry Schreier, Director of Higher Education Programming, to learn more, schedule a training, or see how we can work together!



**barry-schreier@uiowa.edu**