<u>**Campus Sustainability Training Series**</u>

Session #3: Build Momentum and Foster Leadership

Monday April 24, 2017 2-3:30pm EST

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OVERVIEW OF SERIES
>   January 23rd: Adopt a Sustainability Mindset
>   February 27th: Cultivate Partnerships
>   **April 24th: Build Momentum and Foster Leadership**
>   May 22nd: Secure Resources Funding
> – Leaving a Legacy: Translating Your Recommendations Into Action
>   http:go.edc.orgSustain1

RECAP ~ *February 27th – Cultivate Partnerships*
February's webinar focused on cultivating partnerships for sustainability. A champion is someone on your campus or in your community who is well known and respected, and who can help champion the cause of suicide prevention. Fostering these relationships and using communications and data can help make a case for sustainability.

TODAY'S OVERVIEW ~ *April 24th: Build Momentum and Foster Leadership*
● Discussion: What Have You Been Up to?
● Today's Topic: Building Momentum
● Guest Speaker: Dolores Cimini, University of Albany
● Today's Topic: Fostering Leadership
● Guest Speaker: Jessica Gifford, Amherst College
● Next Steps

HOMEWORK REVIEW
✓ The Sustainability Podcast from Greg Elliot at Adam State University, a small state funded university. Being located in a rural area, Adam State's program sustainability was even more challenging. When Adam State's Suicide Prevention Coordinator became a member of National Suicide Prevention Lifeline Advisory Board, they made sure everyone in the community new about it increasing visibility for the school.

✓ Action Alliance's Framework provides important information for awareness campaigns and gatekeeper training to build momentum on campus. For example:

> *Tracy Meyer* participated in the One Love Louisville Committee and Bold Move Health Advisory Board for Behavioral Health. One Love Louisville is a grant funded collaboration with Louisville Metro partnering with Jefferson County public schools, the Mayor's office and Public Health office, as well as health provider networks. One Love Louisville held a summit with Centerstone, the community mental health provider in Jefferson County, bringing in Kevin Hines as the keynote suicide prevention speaker and holding break outs on instituting the Zero Suicide Model.

TODAY'S TOPIC: Build Momentum and Foster Leadership

Alumni grantees often mentioned that the GLS grant helped generate momentum. If the momentum for suicide prevention did not already exist, the activities, data, and stories from the GLS grant can helped your team inspire stakeholders to sustain efforts. From the interviews with alumni grantees from the Leaving the Legacy report, broad community support and leadership buy-in were critical for building momentum to help embed suicide prevention activities into other organizations or departments for the long term. Alumni grantees used various strategies to build momentum – one of them was to use data to build a case. One alumni grantee quote, "You have to fight with a lot of statistics and passion. My fighting didn't fall on deaf ears," reminds us of the importance of both statistics to support your point and passion for suicide prevention. Passion and stories can help give a face to statistics. Though stories or passion or statistics alone won't make a difference, passion and statistics together can help make a difference on your campus.

Other strategies that former grantees have used to build momentum were to meet one-on-one with potential stakeholders and to bring together diverse stakeholders to create a coalition that share a common goal of preventing suicide. By getting different stakeholders excited about suicide prevention efforts, you can ask them to fund or embed different parts of the program. For example, you can partner with the student government to offer stress relief programming for students.

Answering the key question "Why is suicide prevention important on my campus?" can help you identify overlapping priorities to start or strengthen existing partnerships.

Examples of how other alumni and current grantees have built momentum include:
- o Snow College invited the community to hear a high interest speaker, sparking great discussion and collaboration within the community.
- o Purdue University introduced the suicide prevention topic during basketball games.
- o Ohlone, a participant of this webinar, asked the President to use video to introduce crisis protocols, creating leadership buy-in, demonstrating to the school community that suicide prevention efforts are a priority.

State laws mandating suicide prevention efforts on campus also help build momentum. New Jersey, Ohio, Pennsylvania, Texas, Virginia, Washington, and West Virginia all have various policies and procedures that advise students and staff about suicide prevention programs. Details of the laws vary state by state, but the spirit of these laws mandate colleges to inform students, staff, and faculty about relevant suicide prevention resources. However, once legislation is passed, there are often no funds to back it up which can be tough for campuses. You can use this law to convince leadership to provide more funding for suicide prevention. Contact the American Foundation for Suicide Prevention (AFSP), an important partner for advocacy work, if you have any questions or want to learn more about how to pass state legislations to support your suicide prevention work.

Challenges
Some of the common challenges we see in building momentum include, but are not limited to:

- o Lack of data that shows impact
- o People not paying attention to your communication or social media campaign efforts
- o Community focused on other priorities
- o Limited faculty, staff, student's time to meet
- o Hard to organize after suicide death

To overcome the lack of data, look for any existing data that had been collected from other departments. For example, the number of unique students using counseling, average number of counseling visits, knowledge about counseling services MH resources on campus, or data from gatekeeper trainings. If there isn't data specific to your campus, review the national data from the American Counseling Health Association (ACHA) survey results and the SPDC regarding how mental health issues impact students' studies.

Another challenge is that quite often the community is focused on other topics, such as binge drinking or sexual violence. However, from SPRC's free Virtual Learning Lab, we know that identifying overlapping priorities can help guide conversations. For instance, research shows that students under the influence of alcohol or drugs are more at risk for a suicide attempt and that students may be drinking to self-medicate mental health problems, so working together to prevent binge drinking can also help prevent student suicide attempts and deaths.

Hypothetical Case
At Awesome College, the GLS grantee is doing a lot of gatekeeper trainings for students, faculty and staff. Staff and faculty are excited and really want to promote a culture of healthy mental health and suicide prevention on campus. As part of this, a number of staff and faculty members sign up to become gatekeeper trainers and complete a few trainings. After the grant ends, staff and faculty members are less interested in doing trainings. They're too busy or don't have the time to attend train the trainer sessions, or are interested in other topics and less interested in suicide prevention. The GLS grant team was really counting on these trainers to sustain gatekeeper training on campus, since there were going to be so many trainers who could train people all over campus. How can they address this?

GUEST SPEAKER: Dolores Cimini, University at Albany, Assistant Director for Prevention and Program Evaluation and a GLS grantee from 2008-2011, sustaining the program for the past six years.

UAlbany, a large public university with 18,00 students (13,000 undergrads), is like a small city and one of the 64 campuses in the SUNY system. A NCAA Division I school, UAlbany is located in NE which increases the risk for suicide and related substance abuse risk.

UAlbany focused on risk factors and developing related instruments, addressing them early through identification.
- **Goal 1: Reduce rates of student suicide, suicide attempts, and related mental behavioral health problems**
  - Increase identification of proximal risk factors, such as depression, substance abuse, and other risk factors
  - Increase early intervention with students at risk for suicide through self-referral and/or referral by gatekeepers
- **Goal 2: Increase utilization of campus mental health and related primary care services to reach the students in most need of them**
  - Increase student referrals to Counseling and Psychological Services
  - Increase faculty and staff consultation requests for student mental health-related concerns to Counseling and Psychological Services

Through the gatekeeper training program, UAlbany collected and published data in Journal of American College Health in 2014. In addition, they trained peer educators in Step Up UAlbany
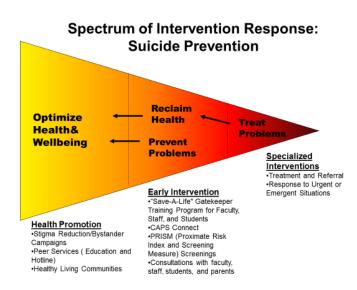
encouraging students to identify risk factors for suicide and related risks and act on warning signs and encourage referrals.

Suicide Prevention Program is comprehensive and the same as the violence prevention and substance abuse prevention programs because reducing risk in one area means reducing risk in other areas.

- Presidential Leadership
- Campus Task Force: "Brisk"
- Student Involvement Leadership
- Social Marketing Social Norms
- Campus-Community Partnerships
- Education Living-Learning Communities
- Gatekeeper Training
- Early Intervention – CARE Net
- Policy Evaluation Enforcement
- Parental Involvement
- Treatment & Referral
- Research and Program Evaluation

All of these components are critical and involve the entire campus community leading to sustainability and enhancing momentum.

Another way of looking at UAlbany's comprehensive suicide and risk prevention programs is through the Public Health Approach below. Intervening on the left side is universal covering the entire campus; the middle section is early intervention and the right side address indicated interventions with typical campus treatments.

Spectrum of Intervention Response: Suicide Prevention

UAlbany seeks to move beyond the traditional counseling services to early intervention and universal intervention that reflect a true public health approach and engages the entire campus.

Strategies to enhance momentum in sustaining campus programs include:

- Collaboration
- Networking and Program Promotion
- Building Intervention Capacity
- Evaluation of Our Interventions

- Establishing a Diversified Funding Base
- Engaging Stakeholders to Support Program Sustainability

Collaboration
It takes a village but there is an art in finding collaborators and capitalizing on their strengths. Place collaborators where they best fit based on their skills and talents in order to engage them and help them feel appreciated. Include those with different opinions and work toward addressing them.

Questions to ask relating to collaboration:
- Have we communicated regularly with our collaborators and nurtured relationships?
- Have we strategically empowered our partners to utilize their strengths?
- Have we engaged our partners in diversified roles?
- Have we addressed common barriers, such as varying priorities among members, conflicts of interest, and lack of or shifting funding?
- Have we added collaborators as needed as programs are implemented and refined?

Networking and Program Promotion
Look beyond the immediate collaboration and beyond the campus to colleagues, connecting with people, talking about challenges and successes. Even if they are small successes, it is important to get the word out to the campus and the broader community in order for your university to be seen as a safe place that supports health and resilience among the students.

Building Intervention Capacity
Building intervention capacity needs to start at the beginning of program development. Develop protocols and clarity about how successful interventions are done so they can be replicated in the event of staff turnover and a legacy can be left. Training multiple people in the same intervention is also critical.

- Have we ensured that multiple program staff or coalition leaders and members are trained in the essential program elements or strategies?
- Have we developed written resources, such as manuals and ongoing documentation of program processes to ensure that programs are sustained with fidelity?
- Have we kept a written record of collaborators and the roles that they have played in our project?
- If transitions are needed from one collaborator (individual or organization) to another, can this position be filled more appropriately and seamlessly based on the infrastructures we have established?

Evaluation of Our Interventions
The President of UAlbany likes to see data to determine program effectiveness and to decide on continued resources. Make sure there is evidence on the interventions in the research literature or at least that it is evidence informed. Tie data and evaluation methods to your goals. We collect data to show the intervention is working or we move on and try something different. Taking your time to collect data is important because persistence is key for focused culture change in public health. It may take years so not only is data collection important, so is persistence.

- Are we working with a qualified evaluator who is knowledgeable about appropriate and current data analytic methods for our project?
- Are we using tools that can most accurately and efficiently measure what we want to measure?

- Are our samples of students large enough to detect changes or differences when they exist?
- Has our evaluator "cleaned" our dataset thoroughly?
- What are the possible alternative explanations for negative or null results?

Establishing a Diversified Funding Base
GLS funding makes a significant difference but once grant funding ends having a diversified base is crucial.
- Have we included sustainability funding options and support within our unit or campus strategic plan?
- Have we identified the types of funding sources to be pursued to operate and sustain particular program elements, the manner in which the approach will be made, and the person responsible for the approach?
- Have we established a timeline to secure funding for the project?
- Have we engaged stakeholders is sustainability discussions from the beginning of the project?

Engaging Stakeholders to Support Program Sustainability
Great leadership is what is keeping the program moving. UAlbany's efforts include:
- Strategic Planning
- Project work group & Steering committee
- Presentations & Publications
- Consultation with colleagues
- Media advocacy
- President's Advisory Council on AOD Prevention
- Addictions Research Center

Questions

What strategies did you use to get the word out? Success in this area comes from collaboration. Small grants have been used to create short prevention videos in conjunction with campus media and marketing departments. Even receiving the GLS grant helped get the word out. Additionally, Ualbany's Peer Program "Middle Earth" will be highlighted on Good Morning America.

Data Analyzation: Collaborations and partnerships are very important in this arena. We value data and collection of data. Fortunately, we have licensed psychologists who are experts in the area. Partner with faculty on your campus who may be interested in collection and analyzation creating a win-win situation.

FOSTERING LEADERSHIP ON CAMPUS

When we talk about leadership for sustainability, we're talking about someone who is consistently supportive and passionate about suicide prevention on your campus and who makes the case for suicide prevention to stakeholders in your community, whether it's students, faculty, parents, community members, etc.

The Leaving a Legacy sustainability report mentioned earlier in the webinar is based on interviews with numerous state, campus and tribal GLS grantees. The report found that "the presence of consistent and qualified leadership was one of the most important factors that sites felt influenced their ability to continue suicide prevention efforts after all GLS funding ended."

Leaders aren't just presidents and deans. For example, one campus grantee at a state school was experiencing severe budget cuts during the last year of their GLS grant. One member of the grant

team was an evaluator in Office of Institute Research who talked up suicide prevention to his many contacts. Though sustainability plan were not as robust as they had hoped, they were still able to continue certain activities thanks to this champion.

Characteristics of a Champion Leader
Through our work and through the report we have found these characteristics to be important:
- Fundraising
- Grant writing
- Communication
- Community Organizing
- Coalition building
- Program management
- Creativity
- Cultural competence
- Strategic planning
- Passion for suicide prevention

Leadership
Think about your efforts in the following three areas so your GLS team can become more of a leader for suicide prevention on campus:
- *Visibility* for staff and suicide prevention activities. For instance, Greg at Adam State explained in the podcast that he made Laurel, the Suicide Prevention Coordinator, visible across campus when she joined the national lifeline.
- *Partnerships* help spread the word.
- *Knowledge* can be demonstrated in various ways, i.e., by Laurel being asked to be on the board demonstrated her expertise.

Who Can Be a Champion?
The Alumni Office at a GLS grantee campus had met with the GLS team and then when meeting with an alum, encouraged that alum to donate to the suicide prevention efforts.
Many departments can be champions:
- Health Services
- Student gov't
- Residence Halls Director
- Campus Police
- University PR
- Alumni Office
- Health Services
- Alcohol EDU Committee
- Greek Life

After the Grant Ends
Asking these questions will help establish clear roles and responsibilities after the grant ends:
- Who does what roles after the grant ends?
- What fits their job description or passion?
- How can suicide prevention help further people's goals and needs?
-

For example, the Dean for 1st generation students asked, "What can I do for suicide prevention to help keep 1st gen students from dropping out?"

Also, recognizing people for their work is important to sustainability. Rita's example in the January webinar was recognizing people who helped with prevention activities by sending emails to their supervisors.

In the Absence of Strong Leadership
What if you don't have a strong leader on campus to spearhead suicide prevention efforts? What do *you* do when there's turnover?

Kate Simonds: Student Group on campus called the Suicide Prevention Awareness Task Force who are interested in making it *their* project helps with turnover but they may still need an advisor.

Courtney Pickens: If there is a Title IX office or health service you could tap into those resources because they deal with overarching issues so it would benefit them to promote your efforts and tie into sexual violence and other important topics.

GUEST SPEAKER: Jessica Gifford, Amherst College, Associate Dir. Of Health Education Mental Health Promotion

Amherst College was founded in 1821 as an men's college and went coed in 1974. There are 1800 students, 10% international, 5% dual citizens and 44% student of color, with 58% receiving financial aid

BUILDING MOMENTUM
Building momentum is important to fostering leadership and show you have strategic momentum. It is important to slow down, look at the goals of the grand and plot strategic course. When Jessica began, Amherst was in the middle of a Title IX crisis and lots of negative coverage in the news so it was crucial for her to get to know the college and stay the course. Her biggest challenge to staying on course was wanting to do everything!

Who Are the Leaders?
Leaders changed significantly in the first couple years of the grant so it's important to know who the decision makers are regarding sustainability. Jessica advocated for the college to pick up funding of new positions post-grant. It was challenging to learn the process but she found that the Dean of Students had to vet all proposals for new positions which then went through an extensive process before the position is funded. Even though Amherst is fortunate enough to have a large endowment, new positions are still very challenging to get approved. Knowing and engaging key stakeholders is important.

Develop Relationships and Engage Allies
When face time with the Dean was at a minimum, Jessica offered to present the work at one of the department meetings which was helpful to give a broader understanding of the work. Jessica's direct supervisor became an ally and promoted it to the Dean after much strategizing with her was helpful. The second primary ally became the new director of the counseling center turnover was midway through the grant   o saw the value of the work on raising awareness, decreasing stigma around conversations around mental health and help seeking, raising awareness of support resources and gatekeeper training and wellness skill building work. , which followed a private practice model) became the second biggest ally and educated the Dean on the value of having a mental health promotion position and taking a public health approach. Students and faculty have more of a voice and power than staff. Faculty, though harder to engage, were more responsive to

specific individual invitations. Some sat on the mental health and wellness committee and some became speakers. Students care about mental health and stress so they were responsive from the beginning. staff so creating as much buzz on campus, writing articles for the campus paper

Creating campus conversation about mental health was helpful. Students have more access to leadership than. For example, the President has drop in hours for students so they were encouraged to use those hours to engage the President who then participated in the video project and was a speaker during suicide prevention week at one of their events.

Communicate Value
Most of the grant initiatives and the position(s) will be new so educate about what you do and talk about the impact of mental health on academic performance, retention, medical leaves and withdrawals, and student ("customer") satisfaction and alumni giving. Sharing with faculty that the mental health goals were actually in line with faculty goals was very helpful.

Share Impact Stories
Getting students to share their own stories personalizes the experience, increases visibility and leads to sustainability. Some examples from Amherst include:

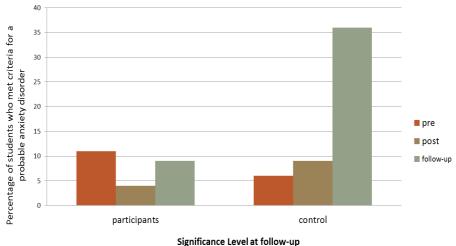> **Student Support Network** (SSN) training – 171 students trained
> *"I gained the confidence to approach difficult situations and conversations rather than shying away from them."*
>
> **Wellness Challenge:** 153 students completed this year, over 500 in last 4 years
> *"I found that my stress levels have decreased significantly and that I am able to focus much better on my work. This experience has taught me that self-care is extremely beneficial to being happier and more productive."*
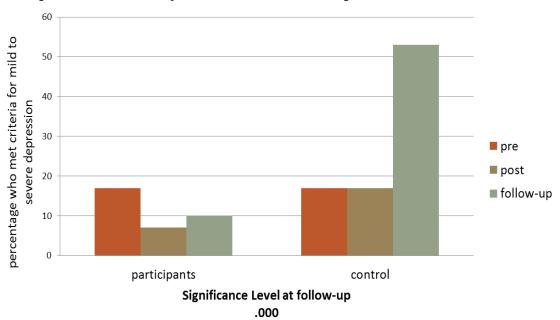
Sharing Data
Sharing data shows the concrete ways your program is impacting the campus. For example, the graphs below show the data from the Wellness Challenge where anxiety and depression scales were used in a pre, post and seven week follow up.

Wellness Challenge Results:
participants 4.5X less likely to meet criteria for anxiety disorder

Wellness Challenge Results:
participants 5X less likely to meet criteria for depression

Questions

What about superstar student turnover? Student turnover can be mitigated by making sure that graduation years are staggered and to get people involved as soon as they arrive as a freshman.

What kind of data did you share with the President? We presented extensive Wellness Challenge data, some of student support network training information and evidence based intervention called the "Belonging Intervention" to demonstrate valuable strategies and reasoning behind the particular interventions.

NEXT STEPS
What steps can you take or have taken to build momentum or foster leadership?
What inspires people?
Who can you reach out to partner with?

    Lisa: We're looking at our programming efforts for the fall semester so that has enabled me to meet with some of my collaborators and revisit where we are with those relationships and where we want to go as well as meeting with Vice Chancellor for Student Affairs to discuss sustainability. We will use the summer to refocus as we go into the second year of the grant.

    Diana: Edited yearly counseling center satisfaction survey to include academic retention piece, adding one item on a trial basis: If I had not attended counseling, I would have had trouble thriving at the university. *Irene: Leveraging existing surveys is a great strategy.*

    Cynthia: We had trouble making headway with faith-based organizations so will go to their fair and get to know them. Also with the solar eclipse, we are providing viewing glasses to the STEM Center for the one-time event. *Irene: Personal relationships help foster partnerships.*

WRAPPING UP
1. Homework can be found at http:glscampussustainability.com

✓ Look over your answers from the worksheet you filled out for Session 1: ***Prioritizing Your Work Worksheet.***

- ✓ Fill in worksheet **Sustainability Action Plan** (This will be emailed and can be found on website http:glscampussustainability.com**).** Think about what data you have to help you make these sustainability decisions.
- ✓ Please email your success stories to Bonnie and Irene by May 12, 2017.

2. Meeting notes and presentation will be posted on the SPRC website.

3. To keep in touch in between meetings, email addresses can be found on the *Sustainability Series Participants* excel spreadsheet

4. Next meeting > **May 22: SECURING RESOURCES AND FUNDING**

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