Philanthropic Opportunities for Well-Being in Higher Education

GLORIMAR BARRIOS

MALI LOCKE
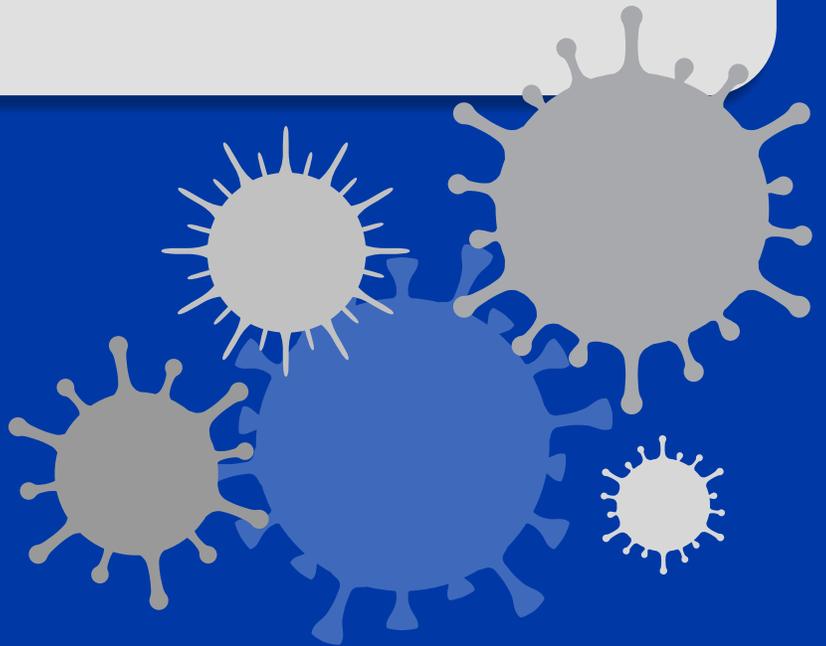
GIVING SMARTER IN THE AGE OF COVID-19

ABOUT US

About the Milken Institute

The Milken Institute is a nonprofit, nonpartisan think tank.

For the past three decades, the Milken Institute has served as a catalyst for practical, scalable solutions to global challenges by connecting human, financial, and educational resources to those who need them. Guided by a conviction that the best ideas, under-resourced, cannot succeed, we conduct research and analysis and convene top experts, innovators, and influencers from different backgrounds and competing viewpoints. We leverage this expertise and insight to construct programs and policy initiatives.

These activities are designed to help people build meaningful lives in which they can experience health and well-being, pursue effective education and gainful employment, and access the resources required to create ever-expanding opportunities for themselves and their broader communities.

About the Center for Strategic Philanthropy

The Milken Institute Center for Strategic Philanthropy advises philanthropists and foundations seeking to develop and implement transformative giving strategies.

TABLE OF CONTENTS

EXECUTIVE SUMMARY

In 2019, about 20 million students were enrolled at a college or university in the United States. Then COVID-19 came along and turned routine schooling on its head. Millions of students left campus to head home, unsure of their futures.

While the pandemic has affected well-being across all age groups in the United States, college students already had alarming rates of anxiety, depression, and suicidality. The pandemic exacerbated these problems across the board—especially for low-income and underrepresented populations—and forced a seismic shift in the way that universities interact with students.

Colleges and universities, because of the sheer size of the population they serve, are uniquely positioned to help students develop life-long stress management skills, resiliency, emotion regulation skills, and more. Such help would also alleviate strain on faculty and staff, who often serve as first responders for students who are facing issues that may compromise their mental health and well-being. Although many innovative professors, administrators, and students are already testing new ways to reach and engage with young people wherever they are, the higher education sector as a whole would greatly benefit from strategic and focused investments to help staff and students fortify their well-being and mental health.

Education giving takes many forms, such as funding for academic programs, scholarships, or capital projects, but has yet to truly invest in people. Student well-being—the state of good physical and mental health, productive relationships, a sense of purpose, and positive attitudes toward self and others—has never received sufficient attention. Therefore, higher education leaders are struggling to identify low-cost, high-impact, turnkey solutions for their campuses as COVID-19 drastically deepens the mental health and well-being crisis.

The Milken Institute Center for Strategic Philanthropy has identified a range of opportunities for higher education institutions and philanthropic partners to consider as they seek to put capital to work to address these salient issues. Recognizing that students are just one part of the ecosystem affected by the pandemic, we have categorized investment opportunities according to their applicability to the key stakeholders—students, faculty/staff, and the education sector as a whole.

PHILANTHROPIC OPPORTUNITIES FOR WELL-BEING

Support Students

- Provide emergency funds to help students meet basic physiological needs

- Fund telehealth options to support psychological needs

- Support the development or adoption and implementation of existing evidence-based programs (and related training or materials) to build emotional competencies

- Provide virtual social opportunities to foster deeper connections with the school and other students

- Offer stipends to complement virtual internships

Support Faculty and Staff

- Fund suicide prevention training

- Fund professional development on social-emotional learning, well-being, and trauma-informed practices

- Fund faculty fellowships to incentivize embedding well-being practices into existing courses

Support the Higher Education Sector

- Provide strategic consulting services to higher education institutions that focus on student well-being

- Donate to national organizations to help promote and prioritize student well-being across all institutions

- Facilitate learning networks and share learnings through open-source platforms
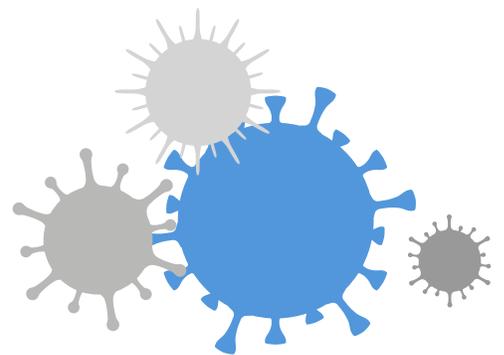
STATE OF GIVING: STUDENT MENTAL HEALTH AND WELL-BEING

Education is the second-largest area of philanthropic giving in the United States. **According to the Council for Advancement and Support of Education, gifts to higher education institutions approached $50 billion in 2019.** The majority of individual and alumni donors support capital projects (e.g., buildings, endowments, and loans), while institutional foundations support research, scholarships, and operations. Very little, if any, of this giving is dedicated to supporting the mental health and well-being of the people who attend and work at these institutions. In a 2018 analysis, the Center for Strategic Philanthropy found that the lack of knowledge of effective well-being interventions affected students' ability to thrive in college and beyond.

Institutional giving for higher education is showing signs of change, however. Over the past decade, for example, it has supported the expansion of college readiness and success initiatives, which often include mental health and well-being components. College *readiness* programs prepare middle and high school students academically and socially for post-secondary opportunities. College *success* programs provide supports to enrolled students, for example, mentors, funds for basic supplies, and access to internships to increase persistence and degree attainment. Generally, these programs have been targeted to specific populations such as low-income, racially and ethnically diverse, and/or first-generation students. They often incorporate peer or professional counseling to help students overcome historical trauma, imposter syndrome, and other social challenges. While not widespread, college success programs view students holistically and try to address the myriad dimensions of well-being.

In addition, social-emotional learning is garnering attention as institutional foundations have increasingly shifted funding to support "whole child" approaches over the past decade. Research has shown the important link between strong social-emotional skills (e.g., self-awareness, self-management, communication, and empathy) and positive life outcomes. Although social-emotional learning is primarily a focus of K-12 education, higher education philanthropy is demonstrating a growing interest in this philosophy.

MENTAL HEALTH AND WELL-BEING IN HIGHER EDUCATION PRE-PANDEMIC

The data suggest that a significant portion of students at higher education institutions were facing mental health challenges before the COVID-19 pandemic. Colleges and universities were already struggling to meet student demands for mental health services as well as business and industry demands for workers with strong social-emotional skills. Higher education leaders and employers all agree that essential skills and positive well-being should be developed through post-secondary training to ensure student success beyond the education setting. The opportunity exists for colleges and universities to rethink student success and to provide comprehensive and holistic learning experiences and supports.

The opportunity exists for colleges and universities to rethink student success and to provide comprehensive and holistic learning experiences and supports.

The Problem and Prevalence

The 2020 National College Health Assessment, conducted by the American College Health Association in fall 2019, captured the state of student well-being before the COVID-19 pandemic. **Of more than 30,000 students at 58 schools, 19 percent had clinical diagnoses of depression, and 24 percent had clinical diagnoses of anxiety. Twenty percent reported feeling isolated from their peers. Most alarmingly, close to 50 percent reported suicidal ideation.**

Studies have shown that college students' mental health has worsened during the past decade, with a dramatic acceleration after 2012. For example, while rates of anxiety increased by 92 percent from 2007 to 2018, they increased by greater than 120 percent in just the five years from 2013 to 2018. Rates of attempted suicide increased by 157 percent in those five years as well.

Mental health has a significant impact on student academic success. A 2016-2017 Healthy Minds survey of 8,000 students at 48 institutions showed that more than 30 percent of students screened positive for depression, and 94 percent of this subset of students reported that their depression affected their academic performance. Further, 30 percent of these students were not sure they could persist in college and ultimately graduate.

Studies have shown that college students' mental health has worsened during the past decade, with a dramatic acceleration after 2012.

Prioritizing Student Mental Health

The need to increase knowledge, tools, and skills for faculty and staff to better support students is clear. In a 2019 survey conducted by the American Council on Education, a majority of presidents reported that student mental health had become a higher institutional priority and that faculty were spending more time addressing student mental health concerns. **In fact, a report by The Jed Foundation and Kognito indicated that 95 percent of faculty and staff believe that part of their remit is to connect students who experience psychological distress with mental health support services, but 49 percent do not feel adequately prepared to do so**. Some leaders have allocated more on-campus counseling staff to meet the demand. While this is helpful, additional counseling staff is an expensive strategy that cannot be scaled sufficiently to address student needs.

Using a Tiered Public Health Approach to Address Mental Health

The World Health Organization recommends that mental illness be addressed from a public health perspective. Rather than focusing solely on individuals with mental health challenges, public health officials should deploy a tiered approach that encompasses the whole population.

In this model, all members of a community are introduced to positive health promotion and prevention strategies ("universal interventions") whether or not they demonstrate any signs of mental disorders. These strategies may promote, for example, exercise routines, healthy diets, yoga and meditation, or mentoring. Benefitting nearly anyone, these strategies build competencies such as resilience, empathy, mental agility, and self-regulation. Another benefit is the creation of a positive climate and shared language around health and well-being within the community. This effective, upstream approach prevents normal life challenges from becoming crises and allows clinicians to focus on those in need. The philanthropic recommendations in this guide build on this proven public health approach.
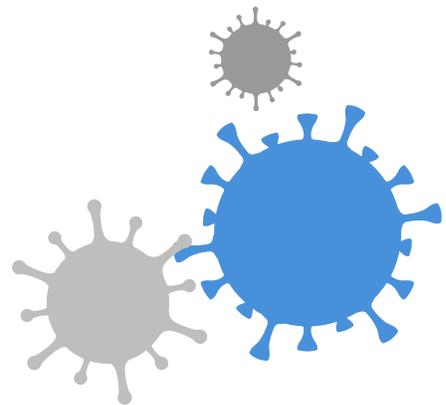
MENTAL HEALTH AND WELL-BEING DURING COVID-19

Colleges and universities faced many unexpected challenges when the pandemic was declared. They made historic decisions to end semesters early, hold classes online, and send students home (some students had to remain on campus for myriad reasons including homelessness, safety, or limited international travel). These actions exacerbated existing student mental health issues and brought new ones to bear. Because the pandemic is affecting the well-being of everyone, the health of faculty and staff also must be considered.

Impact on Students

Stay-at-home mandates, campus closures, academic insecurity, and a halt to all in-person social engagements during the pandemic have taken a toll on young people's well-being. Though the pandemic has impacted all students, students with preexisting mental health conditions or who rely on university resources have been deeply affected because of the lost access to their regular therapists, medications, or other critical needs such as food and housing. Racial injustices and the ongoing and growing civil rights crisis in our nation have further impacted the mental health and well-being of students of color.

In April 2020, a national survey led by Active Minds captured the impact of the COVID-19 pandemic on student mental health. **Eighty percent of college students reported that COVID-19 has negatively impacted their mental health; 20 percent said their mental health has significantly worsened.** Students reported stress, anxiety, depression, and isolation as the top effects of the pandemic on their mental health. Changes in students' lives have affected their ability to maintain a routine, be physically active, and connect with others—all necessary components to maintaining a holistic sense of agency and well-being.

Further, historically marginalized groups also struggle with a combination of academic and financial hurdles that can impact their ability to thrive. Hundreds of thousands of students rely on residence halls and campus dining rooms for food, shelter, and connection. They also earn money from on-campus jobs that are now gone. Many worry that the financial crises facing institutions will affect their financial aid packages, making returning to college impossible. Lastly, as unemployment reaches historic highs across the country, these students worry about securing jobs after college and defaulting on their student loans.

These concerns are immediate. Clinicians predict a groundswell of mental health challenges in the coming months as the pandemic, social distancing, and joblessness rates persist. According to a recent article in *JAMA Online*, large-scale disasters are usually followed by increases in anxiety, depression, loneliness, partner and child abuse, substance abuse, and myriad other challenges. These struggles will continue after the disaster. Disorders such as post-traumatic stress disorder (PTSD) and substance abuse may emerge months later. Although students are eager to return to campus, they will likely experience anxiety about participating in events, living in residence halls, or attending classes for fear of being exposed to or spreading the virus. Students may experience grief and loss as their collegiate lives change dramatically.

Impact on Faculty and Staff

More than one-third of Americans (36 percent) report coronavirus is having a serious impact on their mental health. Higher education administrators, faculty, and staff are no exception. Institutions are laying off and furloughing thousands of employees or significantly decreasing their hours. Many faculty who have no experience in high-impact remote institutional practices are now teaching classes online. They, too, may have children to homeschool, financial woes, or sick family members. Older faculty members express fear of returning to campus and contracting the virus. In other cases, faculty have been disconnected from their research labs, compounding stress about their scholarly productivity, and prospects for tenure. Faculty, who have the most direct and regular contact with students, could play an important role in improving student well-being; however, they cannot be effective if their own well-being is also suffering.

Impact on Leadership

Higher education presidents and trustees were forced to make rapid and significant decisions for their schools at a time of deep uncertainty. Ultimately, more than 1,100 colleges and universities closed campus and moved classes online. As recommendations for social distancing have continued, the financial status of these institutions, which were already dire, have worsened. Parents and students are requesting tuition deductions or refunds due to the poor quality of online instruction. Billions of dollars were refunded to students for housing, dining services, and parking. Accepted students delayed enrollment for weeks or months, concerned about their safety and the type of college experience they would have this fall. Presidents predict that donations from alumni will significantly decrease as many lose jobs or redirect their giving. Campus leaders, including trustees and administrators, recognize that the pandemic has affected everyone's mental health and well-being, including their own. While they worry about student and faculty well-being, financial stability and enrollment at the institution are at the top of their concerns.

OPPORTUNITY: HOW TO SUPPORT STUDENT MENTAL HEALTH AND WELL-BEING DURING COVID-19

The philanthropic response to the pandemic has grown over the past few months. Rapid response funding, even in education, has primarily focused on food, housing, and health (such as vaccine development). But since most colleges and universities plan to reopen campuses in some way in fall 2020, they must implement strategies now to prepare students and faculty mentally for their return.

Thousands of opportunities exist for education philanthropists. This guide is not intended to be comprehensive; we are prioritizing opportunities that can have a broad, lasting impact at relatively low cost in terms of dollars or time. Philanthropy can catalyze the adoption of proactive, scalable, research-based interventions to improve student mental health and well-being. However, for these interventions to take hold for the long term, institutions themselves must prioritize student well-being as integral to their missions and their survival.

Campus-Specific Solutions

PHILANTHROPIC SUPPORT FOR STUDENTS

- Provide emergency funds to help students meet basic physiological needs

- Fund telehealth options to support psychological needs

- Support the adoption and implementation of existing evidence-based programs (and related training or materials) to build emotional competencies

- Provide virtual social opportunities to foster deeper connections with the school and other students

- Offer stipends to complement virtual internships

Provide Emergency Funds to Help Students Meet Basic Physiological Needs

Colleges have used some of the funds allocated through the CARES Act to provide mini-grants directly to students who lack access to food or housing, reliable internet access, books, or laptops. In addition, some of the largest education funders in the United States—the Bill & Melinda Gates and Lumina Foundations, for example—are increasing funding to their current grant recipients to provide funds to students. **Donors can establish or give to similar emergency funds at their alma maters or to schools with high populations of low-income students such as community colleges.** Alternatively, donors can fund organizations such as Believe in Students that provide basic needs scholarships. This low-effort philanthropic opportunity would yield significant and immediate impact for affected students.

Fund Telehealth Options to Support Psychological Needs

Students who cannot physically access campus health centers need access to telehealth resources. Continued interaction with mental health professionals from their homes is critical, especially if distance learning continues through the fall and, potentially, the spring. These professionals may be psychiatrists for medication management, social workers for talk therapy, group counseling, or life coaches. University communications, faculty or staff members, or peer counselors can promote access to these services.

Support the Adoption and Implementation of Existing Evidence-Based Programs (and Related Training or Materials) to Build Emotional Competencies

Students need to learn how to manage stress, understand their emotions, and develop healthy relationships. The pandemic has underscored the importance of developing resilience and stress management competencies. Untreated stress can evolve into anxiety or depression and become debilitating. Helping students learn stress management strategies can prevent stress from escalating into more serious concerns. Many online classes and smartphone apps teach stress management and self-regulation through yoga, deep breathing, compassion practices, meditation, or tapping therapy, to name a few. Inward Bound Mindfulness Education and SKY Campus Happiness were developed specifically for adolescents and emerging adults, combining wellness practices with leadership development and socialization. Funders could underwrite the cost of licenses and courses so that colleges could offer the service free of charge.

Resilience, defined as the ability to recover quickly from challenges, is possibly life's most important core competency.

Several universities and nonprofit organizations have developed resilience credentials and webinars specifically for college students in response to COVID-19. Existing courses at the University of Pittsburgh and Stanford Life Design Lab may be adapted for specific campuses or populations.

As institutions adopt various programs to build emotional competency, well-being apps could serve as useful tools to measure the efficacy of these programs and changes in behaviors. Although universities might have the technical expertise to create these types of apps, they lack funding to support their development and ongoing maintenance. This is another area where philanthropic capital can play a key role.

Support for the adoption, implementation, and scaling of existing evidence-based programs to build these competencies would prepare many students for their return to campus and beyond—and reflects a universal public health prevention strategy. Colleges and universities can continue to offer these programs online or in-person because they build lifelong skills for success.

Provide Virtual Social Opportunities to Foster Deeper Connections between Students with Their Peers and the Institution

Feelings of loneliness and isolation in college students are persistent and pervasive concerns. According to an Active Minds survey, 80 percent of college students are experiencing loneliness or isolation due to the pandemic. In response, many institutions are contacting students individually by phone each week. **Universities can also offer live, online opportunities for students to connect regularly in small groups (for example, by age, interests, or region) that are facilitated by faculty, clinical staff, or peers.** These activities provide students with the direct contact they need and maintain their engagement with their college and university communities.

An important part of the college experience for emerging adults is learning how to build and maintain healthy relationships. Many online and on-campus resources can help students build these skills. For example, Nod was developed specifically to address loneliness with college students; a free version is now available to address COVID-19 isolation, but the full model is subscription-based. The University of Southern California (USC) is piloting an online version of its popular "Click! Making Meaningful Relationships" course that teaches students strategies to build friendships and engage with others. **Although feelings of loneliness may be exacerbated by "screen time," digital opportunities that encourage social connection should not be overlooked. Philanthropy could play a role by providing campus-wide access to such resources.**

In addition to facilitating ongoing engagement with peers and their universities, **philanthropy should support resources that will encourage help-seeking behaviors on campus. Student-led support, mentoring, and advocacy programs have demonstrated success in achieving this outcome**. Most students do not pursue formal treatment but will talk to their peers and professors. Active Minds is one of the largest student-led organizations that focus on mental health education and stigma reduction across the country. Newer models such as the Support Network and the Reflect Organization are popping up nationally. All combine mental wellness with a supportive social network. Funding would support chapter development, training, events, and conferences. Also, NASPA provides training for schools that want to develop their own peer educator/counselor models. Funding is needed to create well-being coaches (upper-level students, graduate students, or faculty and staff), allowing students to engage with a trained mentor/coach who can also provide additional learning resources that complement counseling center services and therapy.

Offer Stipends to Complement Virtual Internships

The pandemic has caused a sharp financial downturn, and millions of Americans are unemployed. Graduating seniors are entering a depressed job market. Thousands of students have lost their summer internships. For some students, summer jobs and internships are a primary source of income to sustain their higher education goals. In addition, internships are critical to gaining meaningful work experiences, meeting mentors and advisors, and building marketable skills. Losing access to a crucial source of income and significant work experience will

preclude many students—especially low-income students—from achieving their educational and career goals. Some may have to leave college altogether, or graduates may have to accept jobs outside of their desired field and/or become underemployed. Many organizations are now offering virtual internships, but most of them are unpaid. This further disadvantages low-income students who must prioritize a source of income over intern experience. Philanthropy can help low-income students gain the benefits of internships by paying stipends and alleviating financial worry.

Faculty and Staff Solutions

OPPORTUNITIES TO SUPPORT FACULTY AND STAFF

- Fund suicide prevention training
- Fund professional development on social-emotional learning, well-being, and trauma-informed practices
- Fund faculty fellowships to incentivize embedding well-being practices into existing courses

Fund Suicide Prevention Training

Faculty and staff can take online suicide prevention training—commonly called "gatekeeper training." Gatekeepers can be faculty members, deans, resident advisors, peer counselors, and staff across multiple departments with direct student interaction. The evidence-based training helps participants identify, approach, and refer students in psychological distress. Colleges and universities should have as many gatekeepers as possible in the online and in-person environment. Mental Health First Aid modules for higher education are now offered online for faculty, staff, and students.

Fund Professional Development on Social-Emotional Learning, Well-Being, and Trauma-Informed Practices

Faculty and staff would benefit from regular professional development on the science of learning and how to engender positive skill development in students in the classroom environment. The pandemic, with its social isolation, daily death tolls, protests, mask confusion and shaming, and so much more, has been nothing short of traumatic. Trauma-informed pedagogy helps young people feel psychologically safe, develop healthy relationships, and learn to manage emotions. Many students may experience PTSD in the coming months as well. Existing higher education centers for teaching and learning that help faculty design syllabi and incorporate technology and pedagogical practices into classes are natural partners and resources for this work. This is a universal, scalable approach to improving student mental health and well-being.

Fund Faculty Fellowships to Incentivize Embedding Well-Being Practices into Existing Courses

Faculty can embed well-being practices in the structure and content of their courses, from brief mindfulness practices at the beginning of class to major subject-based projects. However, most professors do not know which interventions to choose or how to incorporate them into lectures. To incentivize participation in course redesign, some institutions have offered stipends or fellowships to faculty members. These strategies can be used immediately in online courses and continue on campus. In addition, because many universities already have developed courses specifically on well-being, faculty members may choose to adopt and adapt existing courses and syllabi for their students.

Sector-Wide Solutions

SUPPORTING THE HIGHER EDUCATION SECTOR

- Provide strategic consulting services to higher education institutions that focus on student well-being

- Donate to national organizations to help promote and prioritize student well-being across all institutions

- Facilitate learning networks and share learnings through open-source platforms

Provide Strategic Consulting Services that Focus on Student Well-Being

A growing number of consulting services focus on strategic planning around student mental health and well-being. One of the best services, JED Campus, is a comprehensive, interdepartmental initiative that reorganizes institutions around mental health and well-being. **Donors could underwrite the costs of bringing JED Campus services to multiple colleges and universities.**

JED incorporates regular data collection in partnership with the Healthy Minds Study as part of its service. The Healthy Minds Study and the National College Health Assessment are the two largest annual web-based surveys used to assess the prevalence of mental health disorders among college students, service utilization, attitudes, and knowledge of mental health and well-being. **For a fee, colleges and universities can opt into these surveys to understand their students' needs prior to making significant redesign or programmatic investments.** Decision makers can use these data to influence policy and justify resource allocation. The Wellbeing Assessment is a newer survey that gauges holistic student well-being and provides recommendations on improving student well-being for that particular institution. For example, the survey might show that students do not feel a deep sense of belonging on their campus; leaders may then use that information to design programming that focuses on increasing belonging.

Donate to National Organizations to Help Promote and Prioritize Student Well-Being across All Institutions

Dozens of membership associations for community colleges and private and public institutions are located across the country. In addition, there are dozens more associations for higher education trustees, presidents, faculty, and student affairs personnel. **Strategic philanthropists can use these networks to campaign for policies and investments in student mental health and well-being across the higher education sector.** While presidents are expressing concern for the mental health needs of their students, most trustees believe their institutions are "prepared or very prepared" to address them. Understanding the prevalence of mental health challenges of this population across higher education stakeholders may be insufficient. These networks can also educate their members on the research and best practices in well-being.

## Facilitate Learning Networks and Share Learnings through Open-Source Platforms

Many effective initiatives, research, and best practices are in place on campuses across the country. However, information does not move easily across institutions, nor does it necessarily get to decision makers. **Leadership-endorsed, incentive-driven learning networks can ensure that best practices can be readily shared and is an area where philanthropy can play a role.** This learning should be readily accessible to any institution that wants it. Funders may wish to establish their own learning networks based on region or type of institution. However, Bringing Theory to Practice and the Wellbeing Collaborative are two existing organizations focused on advancing student well-being through collaboration.

CONCLUSION

Building social-emotional and well-being competencies throughout college or university prepares students to excel academically and professionally. Therefore, student mental health and well-being should be the focal point when thinking about success in higher education generally, and even more so in the COVID-19 context. Further, the high return on investment for student mental health and well-being makes financial sense for institutions. Students with strong mental health and well-being excel academically, persist in school, and graduate—the ultimate marker of success. Student well-being is a matriculation and retention strategy, and the payoffs will be incalculable with students bringing their knowledge and skills into the workplace when they graduate, impacting countless others.

Although some strategies have broad applications, responses should be contextualized to specific institutions and their populations. For example, faculty mentoring can be beneficial to most students, but research shows that it has a particular significance and impact for students of color. What works at a small private college might not at a large public university. College and university leaders are best positioned to address their unique set of student needs and implement relevant holistic student well-being models.

Colleges and universities could adopt, and philanthropists can support, the interventions outlined here, now and during this upcoming academic year. Targeted initiatives and efforts to enhance student well-being are valuable and necessary. However, institutions must commit to ensuring long-term sustainability and impact. Those outcomes will not happen without comprehensive strategies and policies in place that focus on student well-being.
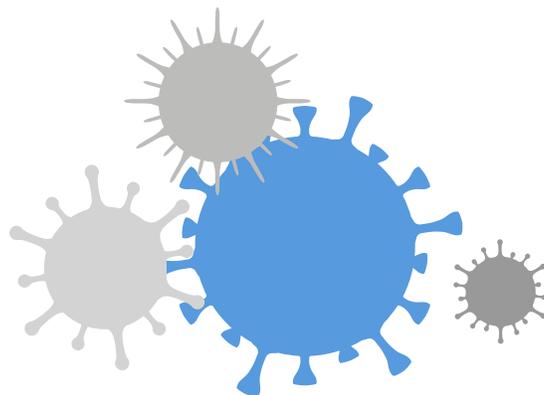
APPENDIX: ADDITIONAL RESOURCES

This guide describes many highly regarded initiatives, organizations, best practices, and research. We provide additional resources below.

Emergency Funds

Millions of college students face housing and food insecurity, lack access to laptops or WiFi, and cannot afford books. Especially now, during the pandemic, these students need money to cover their basic needs. The Hope Center at Temple University has produced a guide for establishing and running emergency fund programs for faculty members and administrators.

Telehealth Services

Most students are experiencing mental health challenges due to the pandemic. Students of color also face the strain of racism on and off campus. Moreover, underrepresented minorities face greater stigma around mental health in their communities. Culturally sensitive therapy incorporates these unique social perspectives into treatment. Inclusive Therapists is one of the few websites specifically for people of color seeking therapy. Funders may underwrite therapy for students through this website. The Boris L. Henson Foundation is underwriting five free teletherapy sessions to members of marginalized communities impacted by COVID-19 for as long as they have funding; this could be another philanthropic opportunity for interested donors. Lastly, the National Center for Institutional Diversity recently produced a video series, "Young, Gifted, @ Risk and Resilient: A Video Toolkit to Support the Well-being of Students of Color" for higher education faculty and staff. The toolkit can help educate stakeholders on the specific mental health needs of students of color.

Social-Emotional Skill Development

Teaching emotion and stress management is a highly impactful prevention strategy to maintain mental health and well-being. Online courses and apps are scalable and immediately accessible. Some additional examples include the following:

- Resilience
  - University of Virginia: The Art and Science of Human Flourishing
  - Yale University: The Science of Well-Being (through Coursera)

- Stress Management apps
  - Calm
  - Headspace
  - Healthy Minds Program

Strategies for well-being can be infused throughout regular course offerings. These two resources are ideal for those who want to learn how to do this effectively:

- Chronicle of Higher Education: Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive

- ACUE/Active Minds: Creating a Culture of Caring

Social Connection

Students who are away from campus activities need regular opportunities to interact with other students as well as with faculty and staff. For example, the University of Southern California has established "Virtual Campfires" as a way of maintaining open and regular communications with students. George Mason University contracted with Burnalong to provide shared, online, group fitness classes. These are innovative ways to keep students connected to the institution. Signal Vine, a text messaging platform for higher education, produced a free informative guide for engaging students during the pandemic.

Suicide Prevention Training

Faculty, staff, and students need training on how to identify and engage students in distress. Potential online training options include:

- Kognito: At-Risk for Faculty and Staff and At-Risk for Students

- QPR Institute

- Active Minds: V-A-R (Validate, Appreciate, Refer)

Learning Networks

Higher education leaders could address their students' needs faster if they had access to shared best practices, interventions, and research in mental health and well-being. While Achieving the Dream's Holistic Student Supports network is primarily focused on community colleges, it has produced a wealth of information that would be valuable to four-year institutions, graduate, and professional degree programs.

BIBLIOGRAPHY

"Achieving Success in Postsecondary Education: Trends in Philanthropy."
Rockefeller Philanthropy Advisors and TIAA Institute, June 2017.
https://www.rockpa.org/project/postsecondary-success/.

Active Minds. "COVID-19: Student Survey." Last modified April 2020.
https://www.activeminds.org/studentsurvey/.

"The AGB 2020 Trustee Index." AGB and Gallup, 2020.
https://agb.org/wp-content/uploads/2020/01/AGB_2020_Trustee_Index.pdf.

Albright, Glenn, and Victor Schwartz. "Are Campuses Ready to Support Students in Distress?"
The Jed Foundation, 2017. https://www.jedfoundation.org/wp-content/uploads/2017/10/
Kognito-JED-Are-Campuses-Ready-to-Support-Students-in-Distress.pdf.

"American College Health Association-National College Health Assessment III: Reference Group
Executive Summary Fall 2019." American College Health Association, 2020.
https://www.acha.org/documents/ncha/NCHA-III_Fall_2019_Reference_Group_Executive_
Summary.pdf.

Baker-Smith, Christine et al. "#RealCollege 2020: Five Years of Evidence on Campus Basic
Needs Insecurity." The Hope Center, February 2020. https://hope4college.com/wp-content/
uploads/2020/02/2019_RealCollege_Survey_Report.pdf.

Believe in Students. "COVID-19 Student Emergency Aid Initiative." Accessed 2020.
http://believeinstudents.org/index.php/covid-19-student-emergency-aid-fund/.

Blumenstyk, Goldie. "How the Coronavirus Is Prompting Higher-Ed Grantmakers to Change
Course." The Chronicle of Higher Education, April 1, 2020. https://www.chronicle.com/article/
How-the-Coronavirus-Is/248394?cid=wcontentlist_hp_latest.

Brenan, Megan. "Americans Say COVID-19 Hurting Mental Health Most." Gallup, April 15, 2020.
https://news.gallup.com/poll/308420/americans-say-covid-hurting-mental-health.aspx.

Brenner, Eliot. "The Crisis of Youth Mental Health (SSIR)." Stanford Social Innovation Review, 2020.
https://ssir.org/articles/entry/the_crisis_of_youth_mental_health.

Carapezza, Kirk. "How The Pandemic Is Harming College Students' Mental Health."
News. WGBH, May 26, 2020. https://www.wgbh.org/news/education/2020/05/25/
how-the-pandemic-is-harming-college-students-mental-health.

Chawla, Sakshee. "Provide Holistic Mental Health and Wellbeing Support for Your Faculty and
Staff during COVID-19." EAB, April 14, 2020. https://eab.com/insights/expert-insight/
strategy/mental-health-wellbeing-faculty-staff-covid-19/.

Chessman, Holly, and Morgan Taylor. "College Student Mental Health and Well-Being: A Survey of Presidents." *Higher Education Today*, August 12, 2019. https://www.higheredtoday.org/2019/08/12/college-student-mental-health-well-survey-college-presidents/.

Davidson, Shannon. Rep. "Trauma-Informed Practices for Postsecondary Education: A Guide." Education Northwest, August 2017. https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf.

"Ecological Model." American College Health Association, 2020. https://www.acha.org/HealthyCampus/HealthyCampus/Ecological_Model.aspx.

"Education Grantmaking during COVID-19: Early Trends." Grantmakers for Education, 2020. http://edfunders.org/sites/default/files/Education_Grantmaking_During_COVID-19_Early_Trends.pdf.

Eisenberg, Daniel, and Sarah Ketchen Lipson. Rep. "The Healthy Minds Study: 2016-2017 Data Report." Healthy Minds, 2017. https://healthymindsnetwork.org/wp-content/uploads/2019/04/HMS_national.pdf.

"Equity in Mental Health Framework." The Steve Fund and JED Foundation, n.d. https://equityinmentalhealth.org/wp-content/uploads/2017/11/Equity-in-Mental-Health-Framework-v17.pdf.

Every Moment Counts. "Tier Three: Individualized/Intensive, Those Identified with Mental Health Challenges." Accessed June 11, 2020. https://everymomentcounts.org/view.php?nav_id=48.

Fees, John. "College Student Mental Health and Well-Being: A Survey of Presidents." *Higher Education Today*, September 12, 2019. https://www.higheredtoday.org/2019/08/12/college-student-mental-health-well-survey-college-presidents/.

"Foundations Pledge Support for COVID-19 Relief – Update (05/14/2020)." *Philanthropy News Digest (PND)*, May 14, 2020. https://philanthropynewsdigest.org/news/foundations-pledge-support-for-covid-19-relief-update-05-14-2020.

Galea, Sandro, Raina M. Merchant, and Nicole Lurie. "The Mental Health Consequences of COVID-19 and Physical Distancing." *JAMA Internal Medicine*, April 10, 2020. https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/2764404.

"Giving USA 2019: Americans Gave $427.71 Billion to Charity in 2018 amid Complex Year for Charitable Giving." *Giving USA*, June 18, 2019. https://givingusa.org/giving-usa-2019-americans-gave-427-71-billion-to-charity-in-2018-amid-complex-year-for-charitable-giving/.

Gordon, Sherri. "How to Help Your College Student Cope with Loneliness." *Verywell Family*, February 28, 2020. https://www.verywellfamily.com/college-students-coping-with-loneliness-4589991.

Gramigna, Joe. "APA Poll Shows High Anxiety among Americans during COVID-19 Pandemic." *Healio*, March 25, 2020. https://www.healio.com/news/psychiatry/20200325/apa-poll-shows-high-anxiety-among-americans-during-covid19-pandemic.

Hess, Abigail. "How Coronavirus Changed College for over 14 Million Students." *CNBC*, March 26, 2020. https://www.cnbc.com/2020/03/26/how-coronavirus-changed-college-for-over-14-million-students.html.

Hess, Frederick M. "The State of Education Philanthropy." American Enterprise Institute, March 18, 2019. https://www.aei.org/articles/the-state-of-education-philanthropy/.

Joseph, Saumya. "Depression, Anxiety Rising among US College Students." *Reuters*, August 29, 2019. https://www.reuters.com/article/us-health-mental-undergrads/depression-anxiety-rising-among-us-college-students-idUSKCN1VJ25Z.

Kaplan, Ann E. "Voluntary Support of Education Key Findings, 2018-19." CASE, February 5, 2020. https://www.case.org/resources/voluntary-support-education-key-findings-2018-19.

Ketchen Lipson, Sarah et al. "Investing in Student Mental Health: Opportunities & Benefits for College Leadership." American Council on Education, 2019. https://www.acenet.edu/Documents/Investing-in-Student-Mental-Health.pdf.

Lawrence, Steven et al. "Trends in Education Philanthropy Benchmarking 2018-19." Grantmakers for Education, February 2019. http://edfunders.org/sites/default/files/GFE_Benchmarking_2018-19.pdf.

MacPhee, John. "Promoting Student Mental Health in Difficult Days." *Inside Higher Ed*, May 29, 2020. https://www.insidehighered.com/views/2020/05/29/advice-promoting-student-mental-health-during-pandemic-opinion.

National Center for Education Statistics (NCES) a part of the US Department of Education. "The NCES Fast Facts Tool: Back to School Statistics." Last modified 2019. https://nces.ed.gov/fastfacts/display.asp?id=372.

"New Poll: COVID-19 Impacting Mental Well-Being: Americans Feeling Anxious, Especially for Loved Ones; Older Adults Are Less Anxious." American Psychiatric Association, March 25, 2020. https://www.psychiatry.org/newsroom/news-releases/new-poll-covid-19-impacting-mental-well-being-americans-feeling-anxious-especially-for-loved-ones-older-adults-are-less-anxious.

Powell, Denise. "Student-Peer Organization Helps Erase Stigma Tied to Mental-Health Issues: Study." *ABC News*, June 27, 2018. https://abcnews.go.com/Health/student-peer-organization-helps-erase-stigma-tied-mental/story?id=56191111.
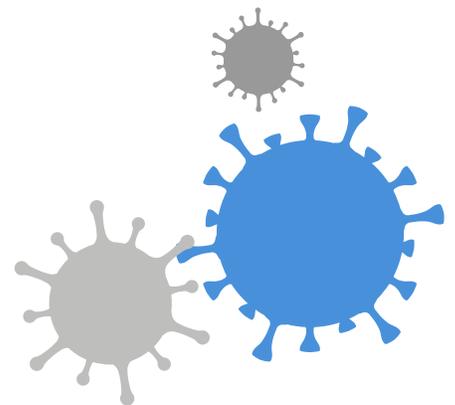
"Responding to the COVID-19 Crisis: A Survey of College and University Presidents." *Inside Higher Ed and Hanover Research*, March 2020. https://www.insidehighered.com/news/survey/college-presidents-fear-financial-and-human-toll-coronavirus-their-campuses.

"Responding to the COVID-19 Crisis, Part II: A New Survey of College and University Presidents." *Inside Higher Ed and Hanover Research*, April 2020. https://www.insidehighered.com/news/survey/presidents-biggest-covid-19-worries-low-income-students-and-colleges-financial-strain.

Roy, Nance. "The Rise of Mental Health on College Campuses: Protecting the Emotional Health of Our Nation's College Students." *Higher Education Today*, December 17, 2018. https://www.higheredtoday.org/2018/12/17/rise-mental-health-college-campuses-protecting-emotional-health-nations-college-students/.

Schwartz, Victor. "Chapter 9: A Comprehensive Model to Promote Mental Health and Address Risk for Suicide." In *Promoting Behavioral Health and Reducing Risk among College Students: A Comprehensive Approach*, edited by David Davar, 145–66. New York, NY: Routledge, 2018. https://www.jedfoundation.org/wp-content/uploads/2019/08/Promoting-Behavioral-Health-and-Reducing-Risk-among-College-Students-A-Comprehensive-Model-to-Promote-Mental-Health-and-Address-Risk-for-Suicide-6.00-by-9.00-in.pdf.

Srikanth, Anagha. "Coronavirus Is Closing Schools—but Many Students Don't Have a Place to Go." *The Hill*, March 26, 2020. https://thehill.com/changing-america/respect/poverty/487226-schools-out-because-of-coronavirus-but-not-all-students-have.

ACKNOWLEDGMENTS

Retreat Participants and Interviewees

David Arnold
National Association of Student Personnel Administrators

Katherine Bergeron, PhD
Connecticut College

Bridget Burns, EdD
University Innovation Alliance

Brandon Busteed
Kaplan, Inc.

Carla Chugani, PhD
University of Pittsburgh

Cindy Citrone
Citrone 33

Elena Cox
Vibeffect

Kyra deGruy
Young Invincibles

Kathleen deLaski
Education Design Lab

Deborah Donahue-Keegan, EdD
Tufts University

Richard Ekman, PhD
Council of Independent Colleges

Susan Fila, PhD
Santa Monica College

Kerry Healey
Milken Center for Advancing the American Dream

Laura Horne
Active Minds

Colleen Keith, PhD
Goldey-Beacom College

Harold Koplewicz, PhD
Child Mind Institute

Onrei Ladao
Georgetown University

Maura Lonergan
Citrone 33

Nance Lucas, PhD
George Mason University

John MacPhee
The Jed Foundation

Alison Malmon
Active Minds

Suzanne Mellon, PhD
Carlow University

Ben Nelson
Minerva

Elizabeth Paul, PhD
Nazareth College

Nance Roy, EdD
The Jed Foundation

David Scobey, PhD
Bringing Theory to Practice

Henry Stoever
Association of Governing Boards

Karen Stout, PhD
Achieving the Dream, Inc

Cameron Vigil
Young Invincibles

Jane Wood, PhD
Bluffton University

Jenny Zhang
Georgetown University

Milken Institute Staff

Cara Altimus, PhD

Kellie Luke

Mala Persaud

Daniel Pham, PhD

Sokol Shtylla

Melissa Stevens

ABOUT THE AUTHORS

Glorimar Barrios is an associate at the Milken Institute Center for Strategic Philanthropy, where she advises individual philanthropists and family foundations on implementing impactful giving strategies focused on education and workforce development. Her current portfolio includes prioritizing student mental health and well-being, community education, and elevating learning science (i.e., understanding the way the brain learns) and incorporating that research into teaching and learning. Barrios joined the Institute from the Community Scholars Program at Georgetown University, a program for high-achieving, first-generation students. She is a Gates Millennium Scholar and an active alumna within the network. Barrios received an MA in educational transformation with a focus on policy and advocacy from Georgetown University and a bachelor's degree in law and society with a minor in psychology from American University. She works in the Milken Institute's Washington, DC office.

Mali Locke served as a director of the Milken Institute Center for Strategic Philanthropy, where she led the center's design thinking and workforce development in higher education initiative. Her portfolio included projects focused on addressing mental health and well-being for adolescents and emerging adults as they prepare to enter the workforce. In her role, Locke provided executive leadership and implementation support to guide the philanthropic and social impact investments of family offices and foundations.

Prior to joining the Institute, Locke started and led the development team at CityBridge Education, focusing on large institutional gifts. Previously, she was the director of the Maverick Capital Foundation in New York City, the philanthropic arm of the hedge fund Maverick Capital. Locke started her career in philanthropy at the Robin Hood Foundation, where she was a senior program officer on the education team. She has a bachelor's degree in French literature from Yale University and an MS in organization change management from the New School University.