



DARTMOUTH'S STRATEGIC PLAN
FOR STUDENT MENTAL HEALTH AND
WELL-BEING



**Commitment
to Care**

October 2023



DARTMOUTH

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Our strategic plan for supporting student mental health and well-being strives through a comprehensive and evidence-based approach to create a campus culture where students feel valued and empowered, and where they have the resources they need to maintain their health and well-being. The plan commits to specific and immediate actions as well as long-term initiatives that will assess and strengthen the academic ecosystem, physical infrastructure, student support systems, and our campus community. At Dartmouth, our vision is to be a caring, inclusive community that prioritizes mental health and well-being and equips all students with the resources and skills to thrive on campus and beyond.



Dear Dartmouth community members,

The creation and cultivation of an environment where students can reach their potential is essential to our mission, and supporting student mental health and well-being is foundational to achieving this goal.

Commitment to Care, our strategic plan for supporting student mental health and well-being strives through a comprehensive and evidence-based approach to create a campus culture where students feel valued and empowered, and where they have the resources they need to maintain their health and well-being. The plan commits to specific and immediate actions as well as long-term initiatives that will assess and strengthen the academic ecosystem, physical infrastructure, student support systems, and our campus community. At Dartmouth, our vision is to be a caring, inclusive community that prioritizes mental health and well-being and equips all students with the resources and skills to thrive on campus and beyond.

Commitment to Care, which consolidates significant progress Dartmouth has made recently— including 24/7 teletherapy, a new Time Away for Medical Reasons policy, and the elimination of infirmary charges—has five strategic goals that will:

1. Center well-being in all we do, both inside and outside the classroom;
2. Create an inclusive community to foster mental health and well-being for students with diverse lived experiences;
3. Equip students with the resources and skills to navigate both success and failure with strength and confidence;
4. Proactively work with those experiencing mental illness to aid students in reaching their goals;
5. Invest in innovative applications of evidence-based approaches to respond to changing environments and needs.

To ensure meaningful progress, we will assess outcomes regularly, with a focus on metrics and data analysis by a dedicated working group.

This plan is the culmination of widespread effort, and we want to thank all those who played a part, especially the undergraduate, graduate, and professional school students who dedicated countless hours serving on committees, attending focus groups, and reviewing and vetting this plan. In addition, we want to express our appreciation to Geisel School of Medicine Assistant Professor of Psychiatry Matt Duncan, and JED Campus Project Manager Katie Lenhoff, for their dedication and leadership in bringing this plan to fruition.

Dartmouth's mission is to prepare students for a lifetime of learning and of responsible leadership. Through this plan and the work ahead, we will enable more students to realize this aspiration and to reach their potential. Each one of us can make a difference in the life of a student or peer, and we hope this plan will serve as a guide as we continue this important work.

Sian Leah Beilock
President

David Kotz '86
Provost

Our Vision and Five Strategic Goals

Our Vision: Dartmouth continually strives to be a caring, inclusive community that prioritizes mental health and well-being and equips all of its students with the resources and skills to thrive at Dartmouth and beyond.

To achieve this vision, the plan is organized around five main strategic goals:

1 Center well-being in all we do, both inside and outside of academics.

We believe developing the whole student is central to Dartmouth's identity and values. Centering well-being will be accomplished by taking a holistic approach that:

- prioritizes the well-being of our students,
- recognizes and draws upon students' inherent strengths,
- provides intentional and widely available support, and
- aligns our policies, environments, curricula, and resources with best practices for mental health and well-being.

Through this work, we will enhance students' abilities to achieve curricular and co-curricular objectives and help to ensure their immediate and long-term success.

2 Create an inclusive community to foster mental health and well-being for students with diverse lived experiences.

As a community attentive to the nuances of diverse experiences, we will reconfigure outdated systems, practices, and paradigms and continue to create new traditions in support of mental health and well-being. We will foster healthy connections, and within an environment of mutual respect students will discover a sense of place and find belonging at Dartmouth.

3 Equip students with the resources and skills to navigate both success and failure with strength and confidence.

We will lower barriers to support in our environment by:

- surrounding students with a well-informed network of staff, faculty, and students trained to support students' mental health and well-being,
- enhancing resources to ensure students have easy access to services, and
- redefining stereotypical notions of strength to promote healthy help-seeking behaviors.

Through the ongoing development of self-awareness, essential life skills, and supportive relationships, students will be prepared to adapt positively to the challenges they face.

4 Proactively address mental illness to aid students in reaching their goals.

Mental illness is common and takes many forms, including disordered eating and unhealthy substance use. At Dartmouth we will:

- promote mental illness awareness and reduce stigma,
- implement systems to identify students in need, and
- expand access to high-quality mental health services.

By optimizing delivery of Dartmouth's health care services, bolstering peer support programs, and connecting students to appropriate external resources, we will help students manage their mental illnesses and the related fluctuations in their health.

5 Invest in innovative applications of evidence-based approaches to respond to changing environments and needs.

By listening to our community's voices and applying an evidence-based approach to system improvement, we will use data to guide how we direct our resources to meet changing environments affecting students' mental health and well-being. By tracking meaningful outcomes, we will ensure we are making the intended improvements in student mental health and well-being and adapt when needed.

Definitions of key terms used above and throughout this plan can be found in Appendix A.



10 Action Items That Will Occur This Year

1. Dartmouth has created and will soon hire a chief health and wellness officer (CHWO) to lead work for student, staff, and faculty health and well-being.

The CHWO will report directly to President Beilock and will oversee the Dartmouth College Health Service (Dick's House Primary Care, Counseling Center, Inpatient Nursing Department, Pharmacy), the Student Wellness Center, and Wellness at Dartmouth program will move under the CHWO. The CHWO Office will meet regularly with representative leaders of Dartmouth's student governments. Dartmouth will also increase its health communications capacity to support work within this strategic plan that entails building stronger health communications systems with students, staff, and faculty.

2. Dartmouth has eliminated the fees for overnight observation at the Dick's House Inpatient Nursing Department.

To identify and support students with health and safety risks, Dartmouth is also creating a harm-reduction coordinator position in the Student Wellness Center, piloting a hazing prevention training for undergraduates participating in Greek Life and Student Societies, and asking additional evidence-based suicide screening questions using the Columbia-Suicide Severity Rating Scale in Dartmouth's primary care clinic. The health service already performs routine mental health and safety screenings at all student visits.

3. The updated Time Away from Dartmouth policy will include the hiring of a time-away director to assist students who are considering taking time away, and those returning to Dartmouth.

The updated policy also offers students taking time away for medical reasons extended time on the Dartmouth Student Group Health Plan (paid for by Dartmouth for students with demonstrated financial need) and email access for two years. With ongoing Dartmouth email access, students taking time away can access no-cost teletherapy through Uwill, as well as remote library services.

4. Dartmouth will continue to invest in mental health education for faculty and staff and will develop a policy for equipping newly hired faculty and staff with skills for recognizing when students may be experiencing a mental health challenge and linking students to resources.

Last year, Dartmouth trained 441 faculty and staff in Campus Connect Suicide Prevention Training (167 people), Creating a Culture of Care (149), and Adult Mental Health First Aid (125). Dartmouth will develop strategies for incentivizing faculty and staff participation in other effective skill-building trainings that support high-quality mentoring, advising, and teaching, for example Universal Design and Motivational Interviewing. Support work within this strategic plan that entails building stronger health communications systems with students, staff, and faculty.

5. Dartmouth will continue a systematic review of organizational structures to assess the equity of staffing focused on mental health and well-being across all student cohorts.

Sufficient staffing is essential to ensure equitable access to enriching programming. This work will review the capacity of staff to coordinate well-being programs across the undergraduate, graduate, and professional schools, in the Tucker Center for Spiritual and Ethical Living, and in the Outdoor Programs Office.

6. Dartmouth will begin assessing our academic calendars to understand their effects on student mental health and well-being and identify opportunities to strengthen the mental health environment at Dartmouth, with input from students, staff, and faculty.

This will include examining the undergraduate quarter system and D-Plan and the calendars for each of the graduate and professional schools. Comprehensively assessing the calendars and acting on the findings is a process that will take multiple years and will begin this year.

7. Dartmouth will conduct data-informed stakeholder engagement sessions with students with diverse lived experiences to vet evidence-based practices for potential implementation at Dartmouth.

As part of this process, we also aim to draw out other strengths-based strategies for supporting student mental health and well-being. This will enable students to provide input into the relevance and desirability of potential actions for supporting specific communities within Dartmouth and offer insight into how those actions can best be implemented to meet student needs. Stakeholder groups will be identified and engaged using data-informed approaches, for example, using Healthy Minds Study data to help inform the sequencing of stakeholder engagement.

8. Dartmouth will assess gaps in peer support.

Peer support is a strength at Dartmouth. The Mental Health Student Union, Sexual Violence Prevention Project ([SVPP](#)), Sexual Assault Peer Alliance ([SAPA](#)), Geisel Wellness Representatives, Geisel Student Needs and Assistance Program ([SNAP](#)) representatives, and the Tuck Mental Health and Wellness Initiative are some of the peer support structures most explicitly focused on student mental health and well-being. Many other peer support systems also play important roles in supporting student mental health and well-being. We will assess these programs and determine whether any need to be adjusted, expanded, or created to better cover student needs. Based on program evaluation and research findings to-date that demonstrate the efficacy of Dartmouth's unique Sexual Violence Prevention Project, staffing will be increased to facilitate the development of the undergraduate junior year SVPP curriculum.

9. Dartmouth will develop a comprehensive, cohesive website for student mental health and well-being.

This website will bring together information from across the undergraduate, graduate, and professional schools to make it easier for students to identify the resources available to them. Resources included will range from preventative mental health and well-being options to resources for urgent needs.

10. Dartmouth will define a set of metrics to track progress of this plan's implementation and a system to collect and analyze those metrics.

This work will enable the evaluation of pilot projects noted in this strategic plan, development of our multi-year strategic plan assessment, and regular sharing of progress with the community.

Context

Over the last 20 years, colleges across the United States have seen a significant increase in the volume and acuity with which college students are presenting with mental health challenges.¹ This upward trend was intensified by the COVID-19 pandemic. Other stressors adversely affecting population mental health include economic inequity, climate change, systemic racism, gun violence, inflation, and widespread health care shortages, especially in rural areas.

Our community has felt the impact of these challenges directly and deeply, and in recent years, Dartmouth has experienced several devastating deaths, including deaths due to suicide.

In summer 2021, as one part of our mental health review process, Dartmouth engaged the [JED Foundation](#) to help us better understand the mental health landscape at Dartmouth and expand our use of best practices. Evidence shows that students do better in educational systems that are broadly invested in supporting student mental health and well-being, across the spectrum of care from prevention to crisis response.⁴

Effectively supporting student mental health requires an ongoing, institution-wide commitment. Proactively addressing student mental health and well-being is a top priority for President Beilock, the Board of Trustees, and all leaders across Dartmouth. The president’s expertise as a cognitive scientist who studies anxiety and stress places her in a prime position to lead this work.

Healthy Minds Study (HMS) Data

In October 2021, Dartmouth invited all 7,258 active undergraduate, graduate, and professional students to take the Healthy Minds Study student survey. Responses were received from 2,506 students,¹ an overall response rate of 34.5%. Response rates were similar across undergraduates and students in each of the four graduate and professional schools.

In cases where notable differences were observed across Dartmouth’s student subpopulations, those differences are stated below. Differences observed in comparison with the national [HMS 2021-2022](#) report are also noted. The Healthy Minds Study has not published comparison data for all questions. A few data points of interest are listed below.

2,506

students completed the survey

34.5%

response rate

Data Points of Interest

Mental Health

Consistent with national trends, at the time of survey administration Dartmouth students reported:

33%

moderate to severe depression

27%

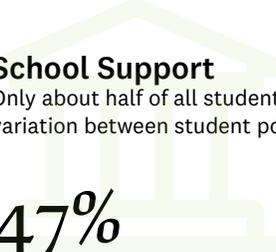
moderate to severe anxiety

12%

may be at risk for an eating disorder

11%

seriously thought about attempting suicide in the last year



School Support

Only about half of all students surveyed feel that mental health and well-being is a priority at Dartmouth. But there is considerable variation between student populations:

47%

all students

39%

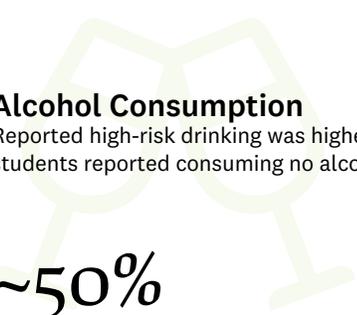
undergraduate students

72%

Tuck students



While most students surveyed identified one or more people at their school that they could talk with if a mental health problem were affecting their academic performance, about one in three students would not talk with anyone.



Alcohol Consumption

Reported high-risk drinking was highest among undergraduate and Tuck students. By comparison, in the national sample, 70% of students reported consuming no alcohol or at low-risk level and 30% reported high-risk drinking.

~50%

Reported consuming no alcohol or at a low-risk level in the two weeks prior to the survey.

~50%

Reported high-risk drinking at least once during the two preceding weeks.



Peer Support

Perceptions of peer support at Dartmouth are strong.

81%

Report Dartmouth is a campus where people look out for each other.

89%

Agree that students are working to promote mental health at their school.

Emerging Themes Pertaining to Dartmouth's Culture

Several prominent themes pertaining to Dartmouth's culture emerged from JED site visits. Areas of concern identified include:

- Need for improved communication
- Student perceptions of downtime as "wasted time"
- Perfectionism and fear of failure
- Rural isolation-related challenges
- Social isolation Inequitable resourcing for graduate and professional students
- High-risk alcohol consumption

Peer support was identified as an area of distinguished strength, with multiple undergraduate, graduate, and professional school groups recognized.

Some themes were acknowledged as both strengths and areas of challenge. Dartmouth's connection to deep-rooted traditions and highly engaged alumni, whose involvement brings many opportunities for current students, can also contribute to Dartmouth feeling like a privileged and closed community for some students.

Additional details about each of the themes pertaining to Dartmouth's culture that emerged out of the JED site visits can be found in Appendix C.

Work Groups, Steering Committee, and Community Engagement

In September 2022, Dartmouth formed several work groups to process initial feedback, and in March 2023, Provost David Kotz convened a steering committee charged with creating a comprehensive, collaborative, and consistent all-Dartmouth strategic plan for student mental health and well-being.

From May-September in 2023, at least 250 stakeholders were engaged to provide input into the strategic planning process, primarily consisting of students, staff, and faculty, resulting in the vision and five main strategic goals below. As a part of this stakeholder engagement, we have endeavored to align with several intersecting efforts across Dartmouth.

- A more detailed overview of the mental health review process can be found in Appendix D.
- A table of the undergraduate, graduate, and professional school co-leads can be found in Appendix E.
- A table of the undergraduate committee and the graduate and professional school committee can be found in Appendix F.
- A table of work groups and their members can be found in Appendix G.
- A table of the steering committee members can be found in Appendix H.
- A description of intersecting efforts across Dartmouth whose leaders we have consulted with can be found in Appendix I.



Putting the Plan Into Action

Our Guiding Vision

Dartmouth continually strives to be a caring, inclusive community that prioritizes mental health and well-being and equips all of its students with the resources and skills to thrive at Dartmouth and beyond.

To achieve this vision the strategic plan is organized around five main goals.

- 1 Center well-being in all we do, both inside and outside of academics.**
- 2 Create an inclusive community to foster mental health and well-being for students with diverse lived experiences.**
- 3 Equip students with the resources and skills to navigate both success and failure with strength and confidence.**
- 4 Proactively address mental illness to aid students in reaching their goals.**
- 5 Invest in innovative applications of evidence-based approaches to respond to changing environments and needs.**

Implementation Timeline

Seventy-three (73) actions have been identified for immediate action in the first year (September 2023-August 2024) of this five-year strategic plan. This includes:

14	21	17	21
actions that have already been accomplished concurrent with the development of the strategic plan	actions that are now in progress	actions that will begin within the next six months, and	actions that will begin following the hiring and onboarding of a Chief Health and Wellness Officer.

Our intent is to implement this strategic plan over the next five years, through August 2028. Implementation of many of the items will begin over the next 12 months, through August 2024. In some cases, work begun this year will span multiple years to fully realize the objective.

We recognize that our work occurs in an ever-changing environment of challenges and opportunities. To ensure that our work remains relevant in this dynamic environment, we commit to an approach of data-informed continuous process improvement. As a part of this commitment, Dartmouth senior leadership will engage stakeholders to review this strategic plan on at least an annual basis to assess progress, determine the possible inclusion of new commitments warranted by evolving contexts, and decide how such changes may affect the order in which the numerous, specific priorities are addressed.

The following section lists the immediate actions we will pursue in the first year, through August 2024. In subsequent years, we will pursue further actions for each of the five strategic goals, as listed in Appendix J.

Strategic Plan Actions for September 2023-August 2024

ACTION KEY
+ = Action accomplished
* = Action in progress as of October 2023
(no symbol) = Action will begin within six months (October 2023-April 2024)
^ = Action will not commence until chief health and wellness officer is hired to guide this work

Guiding Vision 1
Center well-being in all we do, both inside and outside of academics.

We believe developing the whole student is central to Dartmouth’s identity and values. Centering well-being will be accomplished by taking a holistic approach that:

1. Prioritizes the well-being of our students.
2. Recognizes and draws upon our students’ inherent strengths.
3. Provides intentional and widely available support.
4. Aligns our policies, environments, curricula, and resources with best practices for mental health and well-being.

Through this work, we will enhance students’ abilities to achieve their curricular and co-curricular objectives and help to ensure their immediate and long-term success.

Actions for Strategic Goal 1

STRATEGY 1A: Center and prioritize mental health and well-being through resources, policies, environments, and curricula.

- Update policies and procedures related to Time Away from Dartmouth and develop accompanying communications.*
- Create and fill a director position to support students considering and taking Time Away from Dartmouth.*
- Create and fill a chief health and wellness officer position to lead work for student, staff, and faculty health and well-being.*
- Continue work reviewing postvention protocols, with alignment across the undergraduate, graduate, and professional schools.*
- Situate Dartmouth College Health Services (Primary Care, Counseling Center, Inpatient Nursing Department, Pharmacy), Student Wellness Center, and Wellness at Dartmouth (for faculty and staff) under chief health and wellness officer in the Dartmouth organizational structure.*
- Continue systematic review of organizational structures to assess the equity of mental health and well-being-focused staffing, for example well-being coordinators in each of the schools, Tucker Spiritual Center for Spiritual and Ethical Living, and Outdoor Programs Office.^

CHIEF HEALTH AND WELLNESS OFFICER

In recent years, colleges and universities across the United States have been creating chief health and wellness officer positions; however, this role is still uncommon on higher education senior leadership teams. A chief officer can provide proactive leadership, content area expertise, and accountability in institutions working to advance student, staff, and faculty wellness.

In August 2023, President Beilock announced the creation of the chief's position, with a search launched the same month. The officer will report directly to President Beilock and will oversee implementation of this strategic plan for student mental health and well-being. The Dartmouth College Health Service and Student Wellness Center will be resituated under a new chief of health and wellness office, and office members will meet regularly with representatives of Dartmouth's student governments.

STRATEGY 1B: Align academics with student mental health and well-being

- Pilot faculty sessions, trainings, and collaborations to develop and disseminate pedagogical approaches that support well-being in academics.*
- Begin assessing Dartmouth's academic calendars to understand their effects on student mental health and well-being and opportunities for strengthening the mental health environment at Dartmouth, with input from students, staff, and faculty.

REVIEW OF ACADEMIC STRUCTURES

Over a multi-year period, Dartmouth will conduct several phases of work related to academics within and across the undergraduate, graduate, and professional schools. This year, Dartmouth will begin systematically assessing academic calendars, and continue integrating well-being supportive practices into academic courses through pilot projects and partnerships.

ACADEMIC CALENDAR REVIEW

This year, we will begin systematically assessing our academic calendars to understand their effects on student mental health and well-being and opportunities for strengthening the mental health environment at Dartmouth, with input from students, staff, and faculty. This work will include examining the undergraduate quarter system and D-Plan and the calendars for each of the four graduate and professional schools. Comprehensively assessing the calendars and acting on the findings is a process that will take multiple years.

DEGREE REQUIREMENT REVIEW

Building on the work that already occurs for the regular review of degree requirements, each of our four faculties (Arts and Sciences, Geisel, Thayer, and Tuck) and the Guarini School of Graduate and Advanced Studies will study the structure of degree programs. This work will aim to understand whether and how those structures may present barriers to mental health and well-being that impede learning.

COURSE REVIEW

Currently, faculty have access to specialized support for reviewing and modifying curricula through the Dartmouth Center for Advancement of Learning's [Accessible Dartmouth Initiative](#). Systematically reviewing individual courses across Dartmouth, with an emphasis on introductory and required courses, will be addressed in a future phase of strategic plan implementation.

INTEGRATE WELL-BEING SUPPORTIVE PRACTICES INTO ACADEMIC COURSES

This year, Dartmouth will continue to pilot faculty sessions, trainings, and collaborations to develop and disseminate pedagogical approaches that support well-being in academics. Examples of this work include: [German FLOW](#), [Deer Park monastics residency](#) course integrations, a monthly [faculty learning community](#) through DCAL, educating Thayer faculty on well-being resources and practices within a faculty retreat, and embedding well-being practices across multiple departments, for example: anthropology, biology, history, geography, psychological and brain sciences, and writing.

STRATEGY 1C: Integrate mental health and well-being into the student experience.

- Begin assessing selective and non-selective social communities to understand their impacts on student mental health and well-being and opportunities for strengthening the mental health environment.[^]
- Catalogue existing activities that support mental health and well-being, evaluate their efficacy, and determine the support needed to sustain, expand, and/or enhance those activities.[^]

STRATEGY 1D: Cultivate well-being and safety in the physical environment.

- In partnership with Advance Transit, increase public transit service on weekday evenings and weekends.⁺
- Develop a digital resource to aid individuals with mobility limitations in navigating the Dartmouth campus.^{*}
- Develop a standardized system for determining how buildings and other prominent campus features are labeled with signage and/or labeled on digital maps to aid in navigating the campus with confidence, independence, and ease.^{*}
- Assess safety features in residential facilities, and develop a plan for sequencing identified renovation needs beginning in summer 2024.
- Identify opportunities to increase well-being supportive outdoor features on the Dartmouth campus in Hanover.

STRATEGY 1E: Make information pertaining to mental health and well-being easy-to-find, accurate, accessible, and frequently encountered throughout the physical and virtual environments.

- Create and maintain an accessible mental health and well-being website for use by students, staff, faculty, and families.

Strategy 1 actions planned beyond summer 2024 are listed in Appendix J.



Guiding Vision 2

Create an inclusive community to foster mental health and well-being for students with diverse lived experiences.

As a community attentive to the nuances of diverse experiences, we will reconfigure outdated systems, practices, and paradigms and continue to create new traditions in support of mental health and well-being. We will foster healthy connections, and within an environment of mutual respect students will discover a sense of place and find belonging at Dartmouth.

Actions for Strategic Goal 2

STRATEGY 2A: Reconfigure outdated systems, practices, and paradigms to support mental health and well-being, with attention to diverse experiences.

- Pilot the StandUp to Hazing training for hazing prevention as a prerequisite for undergraduate student participation in a Greek Organization or Student Society.*
- Create and fill a prevention and harm-reduction coordinator position within the Student Wellness Center to reduce high-risk substance use and interpersonal violence in Dartmouth's social settings.*
- Explore improvements to the Alcohol Management Program process that considers the intersectionality between alcohol service, mental health, and violence.
- Facilitate greater integration of and support for graduate and professional students with diverse lived experiences.
- With an emphasis on strengthening mental health and wellbeing through more inclusive traditions, conduct stakeholder engagement sessions with students with diverse lived experiences to vet evidence-based practices for potential implementation at Dartmouth and draw out other strengths-based strategies^

CLIMATE HOPE

Climate change disproportionately affects younger generations and marginalized populations. With so many climate disasters unfolding within the U.S. and around the globe, climate anxiety and climate despair are increasingly weighing on mental health. Addressing climate change through investments in research and sustainability is a priority for President Beilock. This year, the Office of Sustainability will pilot programming focused on climate hope as a force of resistance against climate despair. These events will highlight innovative and effective approaches that we can learn from and amplify to make meaningful progress addressing climate change.

STRATEGY 2B: Create new traditions that support mental health and well-being, with attention to diverse experiences.

- Continue the Unwind Your Mind mental health awareness and resource event each spring, based on pilots in 2022 and 2023.+
- Launch an annual intercultural conference to support community-building through diversity, equity, inclusion, and belonging.+
- Establish a memorial location near Rollins Chapel for grieving and reflection.+
- Pilot programming centered on climate hope as a force of resistance against climate despair.
- Explore the feasibility of creating a first-year experience well-being education course for all Dartmouth undergraduates to complement new student orientation.^

INTERCULTURAL ENGAGEMENT CONFERENCE

Dartmouth's first Intercultural Engagement Conference was held on October 14, 2023, with the theme "Every culture has a story. Every community has a story. Every person has a story."

This conference was open to all undergraduate, graduate, and professional students and was organized by leaders in the Office of Pluralism and Leadership, Geisel Office of Diversity, Inclusion, and Community Engagement, and the William Jewett Tucker Center for Spiritual and Ethical Living. Participants had an opportunity to learn about cultures and communities similar or different from their own, gain skills and insight, and create connections.

STRATEGY 2C: Cultivate mutual respect and care.

- Pilot an interfaith residence community within undergraduate housing as one pathway to equip students to facilitate and connect across differences and respect differing worldviews.+
- Pilot a program for communal grief-processing, for example E-motion.+
- Equip faculty and staff to facilitate and engage in difficult conversations, for example, the Dartmouth Dialogue Project.
- Increase opportunities to promote social connection through the arts.

CONVERSATIONS IN MOTION GRIEF PROCESSING

Conversations in Motion is an eight-week movement-based experience being piloted for any student who has experienced a loss. Each week, students take part in a program that integrates exercise (walking or running) with intentional grief practices and invites them to "move with" the hardest experiences, as opposed to "moving on" from them. Conversations in Motion is an E-Motion offering led by Myra Sack '10 and sponsored by Dartmouth Hillel, with assistance from the Tucker Center. This year, Dartmouth will educate select staff on grief and related skills for supporting students and families most affected when a death occurs.

Strategy 2 actions planned beyond summer 2024 are listed in Appendix J.

Guiding Vision 3

Equip students with the resources and skills to navigate both success and failure with strength and confidence.

We will lower barriers to support in our environment by:

1. Surrounding students with a well-informed network of staff, faculty, and students, trained to support students' mental health and well-being.
2. Enhancing resources to ensure students have easy access to services.
3. Redefining stereotypical notions of strength to promote healthy help-seeking behaviors.

Through the ongoing development of self-awareness, essential life skills, and supportive relationships, students will be prepared to adapt positively to the challenges they face.

Actions for Strategic Goal 3

STRATEGY 3A: Cultivate a well-informed network of staff and faculty trained to support students' mental health and well-being.

- Through the Dartmouth Center for Advancement of Learning and the Student Wellness Center, pilot a learning community for faculty discussion and skill-building related to mental health and well-being in the classroom.⁺
- Incentivize faculty and staff participation in effective skill-building trainings that support high-quality mentoring, advising, and teaching, for example, [Universal Design](#) and [Motivational Interviewing](#).^{*}
- Educate staff and faculty on the [Time Away](#) policy.
- Educate select staff on grief and related skills for extending support to students and families most affected when a death occurs.
- Create an online platform that faculty can easily access for guidance on supporting student mental health and well-being.[^]
- Educate faculty and staff on the Americans with Disabilities Act and best practices in supporting students.[^]

STRATEGY 3B: Cultivate a well-informed network of students trained to support students' mental health and well-being.

- Pilot consistent training content for undergraduate first-year student mentors—such as orientation leaders, international student mentors, and undergraduate advisors—related to mental health, well-being, and belonging.^{*}
- Create consistency in student leader trainings related to well-being, belonging, and mental health support to foster comparable baseline skills.[^]

STRATEGY 3C: Enhance resources to ensure students have easy access to services.

- With an emphasis on enhancing resources, conduct stakeholder engagement sessions with students with diverse lived experiences to vet evidence-based practices for potential implementation at Dartmouth and draw out other strengths-based strategies for supporting student mental health and wellbeing.[^]

STRATEGY 3D: Promote healthy help-seeking behaviors

- Print the 988 Mental Health Crisis and Suicide Prevention logo on all newly issued student IDs, starting in fall 2023.⁺

- Develop a recurring communications campaign to circulate health services information.[^]
- Create a communications campaign to address perceived norms and data about service utilization to encourage help-seeking behavior.[^]

STRATEGY 3E: Develop self-awareness and other essential life skills.

- Begin design of the expanded undergraduate Sexual Violence Prevention Project curriculum to promote life skills among upper-level students.[^]
- Integrate self-awareness skill-building throughout the Dartmouth experience.

STRATEGY 3F: Develop supportive relationships.

- Pilot a first-year mentoring program at Guarini School of Graduate and Advanced Studies⁺ and use the findings to strengthen that program and inform possible expansion across Dartmouth.
- Pilot the Interfaith Passport program at Dartmouth to help students explore diverse worldviews.⁺
- Pilot new alternative spring break opportunities, such as the interfaith spring break.^{*}
- Assess life-coaching programs successful across higher education to determine whether elements of coaching should be incorporated into Geisel's coaching program.^{*}
- Assess the international student mentoring programs at Guarini and Thayer and use the findings to strengthen programs and inform possible expansion.

UNIVERSAL DESIGN FOR LEARNING

The Dartmouth Center for the Advancement of Learning's Accessible Dartmouth Initiative uses Universal Design for Learning framework developed by the CAST Institute to remove barriers to student success with the goal of enhancing the learning environment for neurodiverse students. CAST defines UDL as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Since 2022, DCAL in collaboration with Learning Design and Innovation and Student Accessibility Services, has offered multiple UDL programs, including funding faculty to integrate UDL in their teaching and curricula. As of September 2023, some 23 faculty have completed at least one multi-day UDL Institute, receiving tailored mentoring to make manageable yet meaningful revisions to their courses. ADI is extending offerings to staff educators as well.

Strategy 3 actions planned beyond summer 2024 are listed in Appendix J.

4 Proactively address mental illness to aid students in reaching their goals.

Mental illness is common and takes many forms, including disordered eating and unhealthy substance use. At Dartmouth we will:

1. Promote mental illness awareness and reduce stigma.
2. Implement systems to identify students in need.
3. Expand access to high-quality mental-health services.

By optimizing delivery of Dartmouth's health care services, bolstering peer support programs, and connecting students to appropriate external resources, we will help students manage their mental illnesses and the related fluctuations in their health.

Actions for Strategic Goal 4

STRATEGY 4A: Promote mental illness awareness and reduce stigma.

- Increase the number of employees trained to deliver Dartmouth Campus Connect and Mental Health First Aid and increase faculty, staff, and student participation in these programs.[^]
- Develop a human resources policy that requires newly hired employees to complete an approved mental-health training from a menu of options.[^]
- Increase awareness of individuals managing mental illnesses and living well by piloting a panel of students, staff, faculty, and/or alumni speaking about their experiences.[^]

STRATEGY 4B: Identify students in need of healthcare services for mental health.

- Administer the UCLA Three-Item Loneliness Scale to students using Dartmouth College Health Services Primary Care.^{*}

STRATEGY 4C: Identify students at risk of harm to themselves or others.

- Eliminate fees for overnight observation at Dick's House Inpatient Nursing Department.⁺
- Train Dartmouth College Health Service Primary Care staff to ask additional evidence-based suicide screening questions using the Columbia Suicide Severity screening tool.⁺
- Post information about the Good Samaritan policy in all residence halls.

STRATEGY 4D: Expand mental health support for students experiencing mental illness.

- Send letters to matriculating students with reported health histories of mental health diagnoses about Dartmouth's health and well-being resources.⁺
- Form an integrated care team in the Dartmouth College Health Service and expand the physician assistant role to support behavioral-health management as part of that team.⁺
- Continue evaluating resources and support for students who have ongoing higher levels of care needs.^{*}
- Increase the availability of Naloxone for opioid overdose.^{*}
- Continue regular assessment of the diversity of staff experience in relation to the experiences of the student population (disaggregated) and pursue greater alignment through hiring practices, for example in language fluency.^{*}

- Based on utilization data and review of the evolving landscape of teletherapy services, renew a teletherapy contract to extend support for students beyond the initial two-year Uwill contract, which runs through September 25, 2024.
- Develop Dartmouth College Health Service case management roles and responsibilities, inclusive of how those roles and responsibilities align with other case management roles across Dartmouth.^
- Assess gaps in peer support needs, especially for students with diverse identities.^

MENTAL HEALTH SKILLS TRAINING AND PRACTICE FOR FACULTY AND STAFF

Dartmouth offers a range of trainings for faculty and staff to learn about mental health challenges and skills for responding, including approaches for linking students to the Dartmouth Counseling Center and other campus resources. Last year, Dartmouth trained 441 faculty and staff in [Campus Connect Suicide Prevention Training](#) (167 people), [Creating a Culture of Care](#) (149), and [Adult Mental Health First Aid](#) (125). Dartmouth also offers a Campus Connect Booster for prior participants looking to refresh knowledge and skills. In a story about [Dartmouth Athletics' commitment to training](#), Interim Head Football Coach Sammy McCorkle described some of his key take-aways: "Entering the training, you go in a little intimidated, not quite sure how to handle certain situations. [The trainers] were adamant that your job is not to diagnose. Your job is not to try and fix it. Your job is not to be in charge and try to develop a medical plan. Your job is to learn and have the ability to recognize something that might occur and point it in the right direction."

Strategy 4 actions planned beyond summer 2024 are listed in Appendix J.

5

Invest in innovative applications of evidence-based approaches to respond to changing environments and needs.

By listening to our community’s voices and applying an evidence-based approach to system improvement, we will use data to guide how we direct our resources to meet changing environments affecting students’ mental health and well-being. By tracking meaningful outcomes, we will ensure we are making the intended improvements in mental health and well-being and adapt when needed.

Actions for Strategic Goal 5

STRATEGY 5A: Listen to our community’s voices to inform systems improvement.

- Define a set of quantitative metrics to track progress of this plan’s implementation, and a system to collect and analyze those metrics.
- Develop methods for qualitative input from students, staff, and faculty.
- Establish regular meetings between student government wellness representatives and the office of the chief health and wellness officer. ^

STRATEGY 5B: Apply evidence-based approaches to system improvement in innovative ways.

- Convene a group of faculty and staff engaged in innovative research, program development, and pedagogical practice supportive of student mental health and well-being to identify opportunities for bridging research and practice.
- Catalogue existing funding opportunities that support innovative approaches to improving mental health and well-being and then identify gaps and opportunities. ^

STRATEGY 5C: Collect and analyze data

- Coordinate administration and use of new and existing surveys that measure student mental health and well-being.*
- Build a platform for Dartmouth leaders to compare Healthy Minds Study and other institutional mental health and well-being survey data across time.*
- Build a public dashboard to track progress on implementing the strategic plan.
- Establish a system for regular review of student mental health and wellness services, programs, and initiatives, to ensure adjustment and adaptation to evolving conditions and new evidence.*

Strategy 5 actions planned beyond summer 2024 are listed in Appendix J.

MEASURING PROCESSES

The central aim of strategic goal five is to ensure we are making the needed and intended improvements and adapting our strategic plan to evolving contexts and concerns. This will require tracking progress on the implementation of the key actions in this strategic plan and thoughtfully selecting quantitative and qualitative indicators that can help us assess whether those actions are yielding the intended benefits for students. As we advance this work, one priority is to regularly post updates on implementation actions and the outcomes of data-collection efforts.



Appendix A. Definitions

Numerous definitions exist for the terms defined below. For the purpose of establishing a shared understanding of this strategic plan, we have selected the definitions below.

TERM	DEFINITION	SOURCE
Barrier	Alienating, individual or situational impediments that prevent students from participating, often unintentionally and in ways that are invisible to those who aren't facing those impediments.	Dartmouth Center for Advancement of Learning; Adapted from the Oxford English Dictionary , the World Health Organization , and the United States Centers for Disease Control and Prevention
Belonging	Belonging refers to a personal sense of feeling seen and valued for being our authentic selves.	Adapted from Dartmouth Office of Institutional Diversity and Equity's Toward Equity plan, fall 2022, page 7
Challenge	Intentional encounters or experiences that invite participation and are meant to assess student ability (e.g., skills, subject expertise) or help students identify themselves as part of a learning community (e.g., establish belonging).	DCAL; Adapted from the Oxford English Dictionary and the World Health Organization
Dimensions of well-being	Multiple domains, or dimensions, of well-being combine to support overall well-being and can be organized into seven categories: intellectual, emotional, physical, social, spiritual, environmental, and financial well-being. This grouping of seven categories is just one of several ways of organizing the dimensions of well-being.	Adapted from Dartmouth Student Wellness Center's Roots of Wellness
Disordered eating	Disordered eating sits on a spectrum between normal eating and an eating disorder and may include symptoms and behaviors of eating disorders, but at a lesser frequency or lower level of severity. Disordered eating may include restrictive eating, compulsive eating, or irregular or inflexible eating patterns.	Adapted from National Eating Disorders Collaboration
Diversity	Diversity includes attributes such as race, gender identity, age, ethnicity, ability, national origin, religion, sexual orientation, and socio-economic status, among other aspects of identity.	Adapted from Dartmouth Office of Institutional Diversity and Equity's Toward Equity plan, fall 2022, page 7
Equity	Equity is successfully creating structures and systems that disrupt existing and potential barriers to individual success and ensuring that all persons are treated fairly.	Adapted from Dartmouth Office of Institutional Diversity and Equity's Toward Equity plan, fall 2022, page 7
Evidence-based	Programs, policies, services, or interventions that are guided by the best research evidence with practice-based expertise, cultural competence and the values of the persons receiving the services, and that promote individual-level or population-level outcomes.	Substance Abuse and Mental Health Services Administration's report on Connecting Communities to Substance Use Services , page VII

Health	A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.	World Health Organization's Constitution: https://www.who.int/about/governance/constitution
Inclusion	Inclusion is an active, intentional, and ongoing individual and organizational effort in which people from different backgrounds or identities are treated equitably, culturally and socially welcomed, and included in decision-making. The result of effective inclusion efforts is belonging.	Adapted from Dartmouth Office of Institutional Diversity and Equity's Toward Equity plan, fall 2022, page 7
Life skills	<p>A group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills are cross-cutting applications of knowledge, skills, values and attitudes which are important in the process of individual development and lifelong learning.</p> <p>Examples of life skills identified by the JED Foundation for supporting student mental health and well-being include skills for bystander intervention, career planning, conflict management, supporting diversity, equity, inclusion, and belonging (DEIB), healthy relationships, social justice and advocacy, stress management, and study.</p>	Adapted from UNESCO International Bureau of Education with examples from the JED Foundation
Lived experience	Personal knowledge gained through direct, first-hand involvement.	Adapted from Substance Abuse and Mental Health Services Administration's report on Connecting Communities to Substance Use Services , page VIII
Mental health	A state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.	World Health Organization's Mental health page
Mental illness or mental disorder	A clinically significant disturbance in an individual's cognition, emotional regulation, or behavior. It is usually associated with distress or impairment in important areas of functioning.	World Health Organization's Mental disorders page
Paradigm	A conceptual or methodological model underlying the theories and practices of a science or discipline at a particular time, hence a generally accepted worldview.	Oxford English Dictionary
Peer support (broad)	Broadly defined, "peer support" refers to a process through which people who share common experiences or face similar challenges come together as equals to give and receive help based on the knowledge that comes through shared experience.	Advocates for Human Potential, Inc's report on Defining "Peer Support" Implications for Policy Practice and Research , page 1

Peer support (mental health)	Mental health support provided by people with lived (first-hand) experience to others who wish to benefit from their experience and support.	Adapted from World Health Organization's report on Peer support mental health services , section 1, page 1 (PDF download)
Proactive	Acting in anticipation of future problems, needs, or changes.	Merriam Webster Dictionary definition 1
Respect	Due regard for the feelings, wishes, rights, or traditions of others.	Oxford Languages and Google
Self-awareness (external)	Understanding how other people view us, in terms of our values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others.	Adapted from Harvard Business Review article
Self-awareness (internal)	How clearly we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others.	Adapted from Harvard Business Review article
Stigma	A set of negative and unfair beliefs that a society or group of people have about something; a mark of shame or discredit.	Merriam Webster Dictionary
Trauma	An event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or threatening, and has lasting adverse effects on the individual's physical, emotional, social, and/or spiritual well-being. Traumatic events may be experienced by an individual, a generation, or an entire community or culture.	Substance Abuse and Mental Health Services Administration's report on Connecting Communities to Substance Use Services , page IX
Trauma-informed practice/approach/care	Typically used in reference to healthcare delivery, a program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.	Adapted from Substance Abuse and Mental Health Services Administration's report on Connecting Communities to Substance Use Services , page IX
Trauma-sensitive practice	In an educational system, a practice that 1) is supportive of all students feeling safe, welcomed, and supported and 2) addresses trauma's impact on school-wide learning as a priority at the center of the educational mission.	Adapted from Helping Traumatized Children Learn FAQs about Trauma-Sensitive Schools
Unhealthy substance use or substance misuse	The use of any substance in a manner, situation, amount, or frequency that can cause harm to users or those around them. For some substances or individuals, any use would constitute a misuse (e.g., underage drinking, injection drug use).	Adapted from Substance Abuse and Mental Health Services Administration's report on Connecting Communities to Substance Use Services , page IX

Well-being	<p>A positive state experienced by individuals and societies that encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose.</p> <p>Similar to health, well-being is a resource for daily life, determined by social, economic, and environmental conditions, which may or may not be equitably distributed.</p> <p>A society's well-being can be determined by the extent to which it is resilient, builds capacity for action, and is prepared to transcend challenges.</p>	Adapted from World Health Organization's Promoting well-being page
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Appendix B. Healthy Minds Study Data

In October 2021, Dartmouth invited all 7,258 active undergraduate, graduate, and professional students to take the Healthy Minds Study (HMS) student survey. From October 26 through November 18, 2021, responses were received from 2,506 students, an overall response rate of 34.5%. Response rates were similar across undergraduates and each of the four graduate and professional schools. About half of the responses were from undergraduate students and about half from graduate and professional students.

In cases where notable differences were observed across Dartmouth's student subpopulations, those differences are stated below. Differences observed in comparison with the national [HMS 2021-2022 dataset](#) are also noted. HMS has advised that the 2021-2022 dataset is the best temporal comparison dataset for Dartmouth. HMS has not published comparison data for all questions; therefore, in some cases, national comparisons are not presented. A few data points of interest are listed below.

Consistent with national trends, at the time of survey administration:

- About one in three Dartmouth students reported moderate to severe depression
- About one in four Dartmouth students reported moderate to severe anxiety
- About one in eight Dartmouth students may be at risk for an eating disorder
- About one in nine Dartmouth students report having seriously thought about attempting suicide in the past year

High-risk drinking is another concern. Overall, about half of Dartmouth students reported either consuming no alcohol (27%) or consuming alcohol at a low-risk level (23%) in the two weeks prior to taking the survey. However, about half reported having engaged in high-risk drinking at least one time during the preceding two weeks. Reported high-risk drinking was highest among undergraduates and Tuck students. By comparison, in the national sample, 54% of students reported no alcohol consumption, 17% consumed alcohol at a low-risk level, and 30% reported high-risk drinking.

Most students report that their school is a place where people look out for each other (81%). Perceptions of peer support at Dartmouth are especially strong, with 89% of students agreeing that students are working to promote mental health at their school.

Only about half of students (47%) reported feeling that mental health and well-being is a priority at their school, with considerable variation ranging from 39% of undergraduates to 72% of Tuck students.

While most students identified one or more people at their school that they would talk with if a mental health problem were affecting their academic performance, about one in three students would not talk with anyone.

Stigma is one factor that can prevent students from seeking help, including mental health treatment. Even though only about 10% of students report that they would think less of someone who gets that help, many students (38%) believe that most people will think less of someone who has received mental health treatment. In the national sample, 6% of students report that they would think less of someone who gets that help, and 40% believe that most people will think less of someone who has received mental health treatment.

Overall, 72% of students agreed that their school is actively working to combat racism; however, responses differed by race. Only about 63% of underrepresented minority students felt that their school is actively working to combat racism, compared with 73% of Asian American/Asian students and 76% of white students. By comparison, in the national sample, 85% of respondents agreed that their school is actively working to combat racism.

Data for underrepresented minority (URM) students includes students reporting African American/Black, American Indian or Alaska Native, Hispanic/Latin(x), Middle Eastern Arab or Arab American, Native Hawaiian or Pacific Islander, or multiracial identities. URM does not include students reporting their identity as white, Asian American/Asian, or unknown.

Appendix C. Themes Pertaining to Dartmouth's Culture From the Jed Site Visits

The JED Campus advisors described their impressions of Dartmouth's campus culture based on data collected via the Healthy Minds Study survey, interviews with students, and their own experiences and observations during their campus visit.

Some of the prominent themes that emerged were:

Communications: The JED Campus Advisors identified communications as an important area for improvement and essential to creating a culture in which mental health and well-being is an institutional priority and is experienced by students as a priority. They noted that clear, concise, and consolidated information about resources can be difficult to locate due to the dispersed nature of this information across Dartmouth webpages. They recommend that Dartmouth improve its web presence and initiate additional, complementary strategies for communicating key values, resources, and policies.

Perceptions of down time as wasted time: Recruitment and admissions practices encourage students to be engaged in numerous activities before they arrive at Dartmouth. When students are presented with an even richer, overwhelming, array of organizations and activities from which to choose, an expectation of busyness is further normalized. The rapid pace of terms and pressure to distinguish oneself from peers in preparation for future careers lead many students to maintain exceptionally busy and stressful schedules.

Perfectionism and fear of failure: Dartmouth recruits and admits students who, by and large, are accustomed to high-level achievement and have excelled in numerous activities prior to admission. As a result, many students have limited experience with disappointment or failure and need additional support for navigating those experiences when they occur during their time at Dartmouth.

Highly engaged alumni: Dartmouth's alumni maintain strong connections with their alma mater. Their high-level of involvement offers students unparalleled opportunities and extensive networks. Many alumni send their children to Dartmouth, passing down knowledge and a sense of familiarity with the campus that in turn equips their children to better navigate Dartmouth. In turn, Dartmouth can feel like a privileged and closed community for other students, especially for undergraduates who are first-generation college students or other marginalized identities.

Deep-rooted traditions: Well-established traditions can facilitate a sense of connectedness to Dartmouth during students' time at Dartmouth and beyond. However, strong attachments to traditions can slow the pace of adaptation in a world where the diversity of our student population is rapidly evolving and the work of cultivating equity, inclusion, and belonging must keep up. For example, JED advisors noted Dartmouth's strong connections to outdoor environments and activities as a strength that supports student mental health and well-being, while also noting the longstanding historical exclusion of students with disabilities and students of color, which requires further work to address. They also noted Dartmouth's historic architecture, which under the Americans with Disabilities Act is often exempt from renovation requirements, and the limited representation of diverse lived experiences in the campus aesthetic, which in many cases does not reflect the diversity of students' lived experiences or interests.

Centering of undergraduates and inequitable resourcing for graduate and professional students: Dartmouth originated as an undergraduate institution. Even though graduate and professional students now comprise about a third of all Dartmouth students, those students are distributed across four very different graduate and professional schools. As a result, policies, procedures, and other communications are often developed with a greater emphasis on the undergraduate experience, without sufficient consideration for the graduate and professional schools. In some cases, graduate and professional schools also have less robust resourcing. Notable areas of inequitable resourcing were identified with regard to graduate and professional student access to student affairs staff support and tailored programming for students with marginalized identities.

Rural New England location: Dartmouth's location, combined with limited public transportation offerings, leave many students dependent on the array of programming offered through Dartmouth to meet their social support needs. This can make it especially challenging for students from underrepresented backgrounds to make cultural connections beyond campus. The JED advisors recommended creating more opportunities for strong, health and well-being supportive social connectedness within Dartmouth and in surrounding communities.

Social isolation: Many students engage in high-risk drinking. Alcohol consumption was a point of particular discussion in relation to undergraduate, Tuck, and Geisel students. The JED advisors recommended that Dartmouth offer more attractive, peer-driven social activities that do not involve alcohol, continuing to provide existing educational programming, such as AlcoholEdu, ECheck-up, and Brief Alcohol and Screening and Intervention for College Students, and increasing education about the relationship between substance use and mental health.

Alcohol consumption: Many students engage in high-risk drinking. Alcohol consumption was a point of particular discussion in relation to undergraduate, Tuck, and Geisel students. The JED advisors recommended that Dartmouth offer more attractive, peer-driven social activities that do not involve alcohol, continuing to provide existing educational programming, such as AlcoholEdu, ECheck-up, and Brief Alcohol and Screening and Intervention for College Students, and increasing education about the relationship between substance use and mental health.

Faculty and staff training: JED advisors recommended that Dartmouth continue to increase the number of faculty and staff who participate in trainings about mental illness, such as Campus Connect. The advisors recommended that Dartmouth add training for faculty in areas that support mental health, such as best practices in graduate student mentoring and in diversity, equity, inclusion, and belonging.

Peer mentoring: Dartmouth has multiple peer mentoring systems that contribute to a strong culture of caring among students. The Sexual Violence Prevention Project, Mental Health Student Union, Geisel Wellness Representatives, Geisel Student Needs and Assistance Program representatives, and the Tuck Mental Health and Wellness Initiative are among the groups recognized by the JED advisors for their leadership supporting student mental health and well-being.

Appendix D. Detailed Background and Process Description

In summer 2021, as one part of our mental health review process, Dartmouth worked with the [JED Foundation](#) to help us better understand the mental health landscape at Dartmouth and expand our use of best practices. The foundation has worked with nearly 400 college and university campuses in the U.S. Dartmouth established three contracts with JED's flagship four-year JED Campus program to ensure a thorough examination and engagement across the entire institution: undergraduate, graduate, and professional schools.

JED Campus Framework

The JED Campus framework centers on assessing and addressing seven, interconnected, evidence-based domains, which are relevant to promoting mental health and preventing suicide among college students.

Those domains, all of which demand consideration of health equity and should be integrated into a comprehensive JED-facilitated strategic planning process, are:

1. Develop life skills
2. Promote social connectedness
3. Identify students at risk
4. Increase help-seeking behavior
5. Provide mental health and substance misuse services
6. Follow crisis management procedures
7. Restrict access to potentially lethal means³

Actions to address these seven domains are integrated into this strategic plan.



JED CAMPUS PROCESS

The JED Campus process was guided by a combination of quantitative and qualitative data collection, as follows:

1. **Healthy Minds Study Student Survey:** Quantitative data were collected via the online HMS student survey. This survey was developed by the Healthy Minds Network, a research organization focused on adolescent and young adult mental health and led by experts from several colleges and universities.

In October 2021, Dartmouth invited all 7,258 active undergraduate, graduate, and professional students to take the Healthy Minds Study student survey. Responses were received from 2,506 students, an overall response rate of 34.5%. Response rates were similar across undergraduates and each of the four graduate and professional schools.

The HMS student survey consists of multiple modules, such as:

- Mental health status and services utilization
- Substance use
- Eating and body image
- Sexual assault
- Upstander/bystander behaviors
- Climate for diversity and inclusion
- Demographics

2. Policy Review: The JED Foundation gathered qualitative information by reviewing campus policies. A list of materials provided to the foundation for review. Examples of policies reviewed include:

- Alcohol and Drug policy
- Good Samaritan (Good Sam) policy
- Medical withdrawal policies (updated and renamed the Time Away policy)
- Sexual and Gender-based Misconduct policy

3. Website Review: The foundation explored Dartmouth’s website to better understand campus systems and assess the navigability of the website for mental health purposes.

4. Site Visits: Three site visits occurred over winter and spring 2022, each led by two assigned representatives from the foundation: a campus advisor and a subject matter expert. Each site visit with JED representatives was conducted over two days. Each site visit included:

a. Guided campus tour (Hanover campus and Dartmouth Hitchcock Medical Center student spaces)

b. Meeting with health, counseling, and/or wellness staff

c. Student focus group facilitated by JED campus representatives, with support from each student government to identify and engage students for participation

d. Day-long stakeholder meeting facilitated by JED representatives and attended by Dartmouth staff, faculty, and student representatives convened by the undergraduate, graduate, and professional school committees

In September 2022, Dartmouth formed several work groups to process initial feedback. These work groups were largely formed by the undergraduate committee, which had its site visit earlier than the graduate and professional schools. Those work groups were for:

- Communications for Health, Well-being and Crisis
- Clinical Infrastructure Enhancement
- Alignment of Academics with Mental Health and Well-being
- Crisis Policies and Response
- Integration of Mental Health and Well-Being into the Student Experience
- Well-being and Safety in the Physical Environment

Employees and students from the graduate and professional schools contributed to several of the work groups.

In March 2023, Provost David Kotz convened a steering committee charged with creating a comprehensive, collaborative, and consistent all-Dartmouth strategic plan for student mental health and well-being. The steering committee is made up of 18 faculty, staff, and student leaders from across Dartmouth.

From May through September 2023, more than 250 stakeholders provided input into the strategic planning process, primarily consisting of students, staff, and faculty. Leaders from the following entities played an important role in helping to convene and/or co-facilitate several community engagement sessions with students, who provided input into the strategic vision and goals:

- Geisel Diversity, Inclusion, Community, Engagement (DICE) Office
- Tuck Diversity, Equity, and Inclusion (DEI)
- Mental Health Student Union
- Tucker Center for Ethical and Spiritual Living
- Office of Pluralism and Leadership (OPAL)
- Undergraduate, Graduate, and Professional School student governments
- Thayer Diversity, Equity, Inclusion (DEI)

Staff, faculty, alumni, and other stakeholders were engaged through other pathways. For example, the undergraduate JED mental health committee led by Mark Reed and Rebecca Biron, the Geisel School of Medicine Strategic Plan Work Group 5A led by Will Torrey, and the Thayer Well-Being Committee played critical roles engaging faculty and staff.

The final vision statement, five strategic goals, strategies, and action items presented in this strategic plan represent the synthesis of information gathered through the numerous processes described above:

- Written feedback and verbal discussions with the JED Foundation, including our JED Campus Advisors
- Student, staff, and faculty input during the three JED Campus site visits (winter and spring 2022)
- Student, staff, and faculty input via multiple committees and work groups over the 2022-2023 academic year
- Approximately 100 student, staff, and faculty members who participated in community engagement sessions in May 2023
- Additional meetings with leaders and departments across Dartmouth and Dartmouth Health

Additional details pertaining to the process from summer 2021 through September 2023 are noted in the timeline below. The actions listed below are intended to provide a sense of the work over this time and are not a full representation of the work involved.

Table 1. Sample Actions in Dartmouth’s Mental Health Review, by month (summer 2021-September 2023)	
Month	Core Component(s)
Summer 2021	<ul style="list-style-type: none"> • Welcomed the JED CEO and medical director to meet with then-President Philip J. Hanlon ’77, senior leadership, and the Board of Trustees to outline the four-year JED Campus partnership • Joined the JED Campus program • Appointed two co-leads each for undergraduate, Geisel, Guarini, Thayer, and Tuck to facilitate engagement in the JED Campus process and provide leadership in the respective undergraduate, graduate, and professional school units • Formed an undergraduate committee
September 2021	<ul style="list-style-type: none"> • Posted a JED campus project manager position • Conducted baseline institutional self-assessments for JED Campus Advisors, per JED Campus protocols
October 2021	<ul style="list-style-type: none"> • Continued and submitted self-assessment documentation to the JED Foundation for review • Created and convened Time Away for Medical Reasons committee • Convened undergraduate committee to discuss actions taken in the JED campus process and needed preparations for launch of Healthy Minds Study survey and site visit
November 2021	<ul style="list-style-type: none"> • Launched the Healthy Minds Study survey, with all active Dartmouth students invited to participate
December 2021	<ul style="list-style-type: none"> • Received preliminary JED Foundation feedback based on advisor review of the previously submitted self-assessment materials
January 2022	<ul style="list-style-type: none"> • Prepared logistics for undergraduate JED Campus site visit by JED campus advisor Erlinda Delacruz and subject matter expert Louise Douce
February 2022	<ul style="list-style-type: none"> • Hired JED campus project manager Katie Lenhoff • Hosted the undergraduate JED site visit by JED Campus Advisor Erlinda Delacruz and Louise Douce (Feb. 23-24) • Presented about Time Away for Medical Reasons to senior leadership, with content preparation and delivery by Heather Earle and the TAMR Committee
March 2022	<ul style="list-style-type: none"> • Convened graduate and professional school co-leads and prepared logistics for the graduate and professional school site visits (one site visit for Geisel; one site visit for Guarini, Thayer, and Tuck) • Hosted a plenary presentation from the Healthy Minds Network for the Board of Trustees • Presented about Time Away for Medical Reasons to trustees

April 2022	<ul style="list-style-type: none"> • Convened the undergrad committee • Hosted the Geisel site visit (April 25-26) by JED Campus advisor Ryan Bunts and subject matter expert Doris Iarovici • Hosted the Guarini, Thayer, and Tuck site visits (April 25-26) led by JED Campus advisor Diana Cusumano and Louise Douce
May 2022	<ul style="list-style-type: none"> • Received first draft of JED strategic planning guidance report and reviews report and met with campus advisors to answer their questions and provide clarification • Convened undergraduate committee co-leads to meet with their JED Campus advisors • Convened undergraduate committee co-leads and JED project manager to meet with the Office of Institutional Diversity and Equity, the first of numerous meetings between IDE leaders and leaders of this strategic plan • Tested Headspace, Healthy Minds, and Calm apps with an audience of students, staff, and faculty to identify the preferred app • Organized the second annual <u>Unwind Your Mind</u> led by Dartmouth Counseling Center (expansion of the prior Fresh Check tradition begun in 2016)
June 2022	<ul style="list-style-type: none"> • Undergraduate committee co-leads meet with campus advisor Erlinda Delacruz • Convened graduate and professional schools committee co-leads to meet with their JED Campus advisors • Presented undergraduate student representatives with information from four telehealth companies services, organized by the Dartmouth Counseling Center, Uwill • Identified Uwill as a leading contender for a teletherapy contract with Dartmouth, based on feedback from undergraduate student representatives
July 2022	<ul style="list-style-type: none"> • Received strategic planning guidance reports from the undergraduate, graduate, and professional school JED Campus Advisors • Convened the undergraduate committee • Convened Geisel, Guarini, Thayer, and Tuck representatives to meet with Uwill teletherapy representative and a Dartmouth Counseling Center clinician to assess its suitability for graduate and professional students
August 2022	<ul style="list-style-type: none"> • Customized messages about campus resources sent by Dartmouth College Health Services to incoming students based on their reported health histories (repeated in 2023) • Hired an additional Dartmouth Counseling Center counselor with time protected for suicide prevention outreach • Began contract negotiation with Uwill teletherapy • Began biweekly graduate and professional school committee meetings
September 2022	<ul style="list-style-type: none"> • Launched six work groups, commissioned by the undergraduate committee, to review JED Campus feedback and identify opportunities for action • Launched <u>German FLOW</u> pilot between the Department of German Studies and the Student Wellness Center • Launched the Headspace app for Dartmouth students, staff, and faculty

October 2022	<ul style="list-style-type: none"> • Relocated Student Wellness Center to Baker-Berry Library • Conducted a Day of Caring panel presentation about student mental health and offered Day of Caring well-being activities with support from numerous departments and trustees • Acquainted undergraduate students with Uwill (how to use it) through three sessions with Uwill and Dartmouth Counseling Center representatives • Convened Uwill representatives, Dartmouth Counseling Center, Dartmouth Primary Care, and Dartmouth Inpatient Nursing Department providers • Familiarized Uwill teletherapy with emergency protocols to ensure accurate and equitable protocols in place prior to launch of Uwill • Hosted a KORU Mindfulness train the trainer, organized by the Student Wellness Center • Work group led by Anne Hudak and Eric Ramsey convenes from April-May to conduct preliminary listening sessions with staff, faculty, and students pertaining to postvention procedures and compiles findings
November 2022	<ul style="list-style-type: none"> • <u>Launched Uwill teletherapy services</u>, available to all students with an active email address • Launched KORU Mindfulness teacher community, organized by the Student Wellness Center • Presented to trustees on student mental health and related actions • Reviewed, created, and integrated baseline training content for undergraduate first-year mentor groups related to wellness, mental health, diversity, equity, inclusion and belonging, with leadership from the Integration of Well-being and the Student Experience work group
December 2022	<ul style="list-style-type: none"> • Appointed Matt Duncan, MED '01, a psychiatrist, as Geisel co-lead • Convened the undergraduate committee • Began dissemination of 988 stickers for student IDs as an intermediary step until IDs could be obtained for distribution in fall 2023
January 2023	<ul style="list-style-type: none"> • Convened student, staff, and faculty listening sessions from January through March pertaining to Time Away from Dartmouth for Medical Reasons and compiled findings, with leadership from the Crisis Policies and Response work group
February 2023	<ul style="list-style-type: none"> • Published Healthy Minds Study data on Dartmouth website • Solicited a Dartmouth-specific Healthy Minds Study report
March 2023	<ul style="list-style-type: none"> • Presented to trustees on student mental health and related actions • Launched all-Dartmouth Steering Committee for Student Mental Health and Well-Being • Drafted strategic vision and goals • Conducted preliminary campus lighting review, with leadership from the Safety and Well-Being in the Physical Environment Work Group
April 2023	<ul style="list-style-type: none"> • Continued drafting strategic vision and goals with input from Steering Committee for Student Mental Health and Well-being and advanced planning for community engagement sessions • Convened student, staff, and faculty listening sessions from April-May pertaining to postvention procedures, with leadership from the Crisis Policies and Response work group • Continued preliminary campus lighting review, with leadership from the Safety and Well-being in the Physical Environment Work Group • Drafted strategic vision and goals • Conducted preliminary campus lighting review, with leadership from the Safety and Well-Being in the Physical Environment Work Group

May 2023	<ul style="list-style-type: none"> • Conducted approximately 20 community engagement sessions with approximately 100 students, staff, and faculty to provide input on the overall direction of the strategic plan and the drafted vision and goals
June 2023	<ul style="list-style-type: none"> • Formed metrics work group to provide preliminary guidance on establishing metrics for measuring progress on this strategic plan
July 2023	<ul style="list-style-type: none"> • Organized daylong, on-campus steering committee retreat to clarify strategic priorities for September 2023-August 2024
August 2023	<ul style="list-style-type: none"> • Continued meetings with staff, faculty, and student stakeholders to collect input on strategic plan content • Announced a search for a chief health and wellness officer • Launched a search for a harm reduction coordinator role in Student Wellness Center • Launched Mindfulness at Dartmouth website with input from the Mindful Dartmouth Initiative • Issued student IDs to matriculating students pre-printed with 988 National Suicide and Crisis Hotline information
September 2023	<ul style="list-style-type: none"> • Released the updated Time Away from Dartmouth policy • Eliminated fees for overnight observation at Inpatient Nursing Department took effect • Presented a draft of the strategic plan for student mental health and well-being to trustees • Solicited and received review of drafted strategic plan from JED Campus advisors • Convened all living U.S. surgeons general at Dartmouth to discuss mental health (Sept. 28) and the future of health at Dartmouth Hitchcock Medical Center (Sept. 29)

Appendix E. Provost-Designated Co-Leads, By School

Table 2. Co-Leads Appointed by Provost David Kotz, by School (summer 2021-October 2023)

Name	Title
Arts & Sciences	
Rebecca Biron (summer 2021-June 2023)	Professor of Spanish with a joint title in Comparative Literature; Director, Leslie Center for the Humanities; Chair, Department of Theater
Scott Pauls (July 2023-present)	Professor of Mathematics; Cheheyl Professor and Director, Dartmouth Center for Advancement of Learning
Mark Reed	Director, Dartmouth College Health Service
Geisel School of Medicine	
Sonia Nagy Chimienti	Dean of Educational Affairs and Professor of Medicine, Geisel
Matthew Duncan	Special Advisor to the Provost for Student Mental Health and Well-Being; Assistant Professor of Psychiatry and Medical Education
Guarini School of Graduate and Advanced Studies	
Kerry Landers	Assistant Dean of Graduate Student Affairs
F. Jon Kull '88	Guarini Dean, Rodgers Professor of Chemistry
Thayer School of Engineering	
Petra Bonfert-Taylor	Professor of Engineering and Associate Dean for Diversity and Inclusion
Holly Wilkinson	Assistant Dean for Academic and Student Affairs
Tuck School of Business	
Sally Jaeger	Associate Dean, Master of Business Administration Program
Brian Tomlin	William and Josephine Professor of Management and Senior Associate Dean for Faculty and Research

Appendix F. Undergraduate and Graduate & Professional School Committee Membership

The undergraduate committee and the graduate and professional school committee played key roles in the JED site visits, including arranging the campus tours and engaging additional stakeholders to participate. These committees also took a leading role in the initial phase of processing feedback from the JED Campus Advisors.

Table 3. Undergraduate Committee Membership, September 2021-May 2023

Name	Committee Role	Campus Role
Mark Reed	Co-Lead	Director, Dartmouth College Health Service
Rebecca Biron	Co-Lead	Professor of Spanish with a joint title in Comparative Literature; Director, Leslie Center for the Humanities; Chair, Department of Theater
Douglas Babcock	Member	Associate Director of Safety and Security
Caitlin Barthelmes	Member	Director, Student Wellness Center
La-Tarri Canty	Member (starting 2023)	Associate Dean of Community Life and Inclusivity
Rachael Class-Giguere	Member	Director of Undergraduate Housing, Office of Residential Life
Ian Connoles	Member	Senior Associate Athletics Director for Peak Performance
Shontay Delaloe	Member (through February 2022)	Senior Vice President and Senior Diversity Officer
Matthew Delmont	Member (through December 2022)	Sherman Fairchild Distinguished Professor of History; Frank J. Guarini Associate Dean for International Studies and Interdisciplinary Studies
Heather Earle	Member	Director, Dartmouth College Counseling Center
Bryant Ford	Member (through February 2022)	Associate Dean for Community Life and Inclusivity
Anne Hudak	Member	Associate Dean for Student Support Services
Katie Lenhoff	Member	JED Campus Project Manager, Student Wellness Center
Alison May	Member	Assistant Dean and Senior Director, Student Accessibility Services
Kayanat Paracha	Member (through August 2022)	Assistant Dean of Pluralism and Leadership
Eric Ramsey	Member	Associate Dean for Student Life, Office of Student Life

Rev. Dr. Nancy Vogele	Member	College Chaplain and Director of the William Jewett Tucker Center for Spiritual and Ethical Living
Jessica Chiriboga '24	Member	Undergraduate Student
Pulkit Nagpal '23	Member	Undergraduate Student

Table 4. Graduate and Professional Schools Committee Membership, March 2023-May 2023

Katie Lenhoff	Lead	JED Campus Project Manager, Student Wellness Center
Petra Bonfert-Taylor	Member	Professor of Engineering and Associate Dean for Diversity and Inclusion
Matthew Duncan	Member	Special Advisor to the Provost for Student Mental Health and Well-being; Assistant Professor of Psychiatry and Medical Education, Geisel
Sally Jaeger	Member	Associate Dean, Master of Business Administration Program, Tuck
F. Jon Kull '88	Member	Rodgers Professor of Chemistry; Guarini Dean
Kerry Landers	Member	Assistant Dean of Graduate Student Affairs, Guarini
Holly Wilkinson	Member	Assistant Dean for Academic and Student Affairs, Thayer

Appendix G. Work Groups and Members

These work groups were formed by the undergraduate committee, with engagement from the graduate and professional schools. These work groups played a key role in processing feedback from the JED Campus advisors and identifying opportunities for initial action.

Individuals who joined a work group but attended fewer than three meetings are not listed.

Table 5. Work Groups and Membership, September 2022-June 2023

Name	Committee Role	Campus Role
A. Communications for Health, Well-being, and Crisis		
Elizabeth Ellis	Co-Lead	Director of Communications, Student Affairs
Marianne Thomson	Co-Lead	Associate Dean of Student Affairs
Brailyn Davis	Member	Healthy Relationships Specialist, Student Wellness Center
Paul Sunde	Member	Director, Undergraduate Admissions
Holly Wilkinson	Member	Assistant Dean for Academic and Student Affairs, Thayer
Brook Byrd, PhD TH '23	Member	Guarini Graduate Student
Caroline Conway '24	Member	Undergraduate Student

David Millman '23	Member	Undergraduate Student
B. Alignment of Academics with Mental Health and Well-being		
Rebecca Biron	Co-Lead	Professor of Spanish with a joint title in Comparative Literature; Director, Leslie Center for the Humanities; Chair, Department of Theater
Alison May	Co-Lead	Assistant Dean and Senior Director, Student Accessibility Services
Matthew Delmont	Member (throughout December 2022)	Sherman Fairchild Distinguished Professor of History; Frank J. Guarini Associate Dean for International Studies and Interdisciplinary Studies
Mary Nyhan	Member	Director, Undergraduate Deans Office; Senior Assistant Dean of Undergraduate Students
Scott Pauls	Member	Professor of Mathematics; Cheheyl Professor and Director, Dartmouth Center for the Advancement of Learning
Tor Wager	Member	Diana L. Taylor Distinguished Professor of Psychological and Brain Sciences; Director of the Dartmouth Brain Imaging Center and the Dartmouth Center for Cognitive Neuroscience
Laura Beth (LB) White	Member	Assistant Director for Well-Being, Student Wellness Center
Benjamin Brody '22	Member (January 2023-June 2023)	Undergraduate Student
Abigail Johnson '23	Member	Undergraduate Student
Sarah Kent '24	Member (February 2023-April 2023)	Undergraduate Student
C. Integration of Well-being and Belonging into the Student Experience		
Jessica Chiriboga '24	Co-Lead	Undergraduate Student
Ian Connole	Co-Lead	Senior Associate Athletics Director for Peak Performance
Caitlin Barthelmes	Co-Lead	Director, Student Wellness Center
Chandra Anderson	Member	Program Coordinator for Community and Leadership Development, Native American Program
La-Tarri Canty	Member	Associate Dean of Community Life and Inclusivity
Kristi Clemens	Member	Assistant Vice President for Equity and Compliance and Title IX Coordinator
Shontay Delalue	Member (through February 2023)	Senior Vice President and Senior Diversity Officer
Rachele Hall	Member	Senior Assistant Dean and Director, Office of Pluralism and Leadership
Mae Hueston '86	Member (through February 2023)	Assistant Director, Native American Program
David Pack	Member	Director of Student Involvement
Jenna Brown '25	Member (through March 2023)	Undergraduate Student
D. Clinical Infrastructure Enhancement		
Heather Earle	Co-Lead	Director, Dartmouth College Counseling Center
Pulkit Nagpal '23	Co-Lead	Undergraduate Student

Brian Bowden	Member	Lead Counselor for BASICS, Student Wellness Center
Ann Bracken	Member	Director of Clinical Medical Services; Staff Physician
Matthew Duncan	Member	Special Advisor to the Provost for Student Mental Health and Well-being; Assistant Professor of Psychiatry and Medical Education, Geisel
Sally Jaeger	Member	Associate Dean, Tuck
Mark Reed	Member	Director of Health Services
E. Crisis Policies and Response		
Anne Hudak	Co-Lead	Associate Dean for Student Support Services
Eric Ramsey	Co-Lead	Associate Dean for Student Life, Office of Student Life
Kerry Landers	Member	Assistant Dean of Graduate Student Affairs, Guarini
Katharine Maguire	Member	Director, Community Standards and Accountability
Rob McClung	Member	Chair, Department of Biological Sciences; Professor of Biological Sciences; The Patricia F. and William B. Hale 1944 Professor in the Arts and Sciences; Professor in the Molecular and Cellular Biology Graduate Program
Alex Lenzen	Member	Associate Director, Dartmouth Counseling Center; psychologist
Keiselim Montas	Member	Director, Department of Safety and Security
Rev. Nancy A. G. Vogeles '85	Member	College Chaplain and Director of the William Jewett Tucker Center for Spiritual and Ethical Living
Adithi Jayaraman '24	Member	Undergraduate Student
Maiah Newell '24	Member (through November 2022)	Undergraduate Student
Jon Pazen '25	Member (January 2023-June 2023)	Undergraduate Student
F. Well-being and Safety in the Physical Environment		
Douglas Babcock	Co-Lead	Associate Director, Department of Safety and Security
Chris M. Johnson	Co-Lead	Facilities Manager, Residential Operations
Megan Buntin	Member	Assistant Director of Residential Life, Allen House Community
Joe Castelot	Member	Director, Collis Student Center
Amanda Childress	Member	Associate Director and Director of Sexual Violence Prevention, Student Wellness Center
Abi France-Kelley	Member	Assistant Dean and Director, Residential Education
Erik Pietrowicz	Member	Research and Biological Safety Officer, Office of Environmental Health and Safety
Caroline Balick '24	Member (March 2023-June 2023)	Undergraduate Student
Haley Banta '25	Member (through November 2022)	Undergraduate Student
D. Solinger Jeffers '23	Member (through February 2023)	Undergraduate Student
Alison Jennings '23	Member (through March 2023-June 2023)	Geisel Graduate Student

Appendix H. Steering Committee Membership

Table 6. All-Dartmouth Steering Committee for Student Mental Health And Well-being (March 2023-October 2023)

Name	Title
Executive Committee Members	
David Kotz '86	Provost; Pat and John Rosenwald Professor, Computer Science
Matthew Duncan, MED '01	Special Advisor to the Provost for Student Mental Health and Well-being; Assistant Professor of Psychiatry and Assistant Professor of Medical Education, Geisel
Katie Lenhoff	JED Campus Project Manager, Student Wellness Center
School Leaders	
Sonia Nagy Chimienti	Dean of Educational Affairs and Professor of Medicine, Geisel
Sally Jaeger	Associate Dean, Master of Business Administration Program, Tuck
Kerry Landers	Assistant Dean of Graduate Student Affairs, Guarini
Rebecca Biron (summer 2021-June 2023)	Professor of Spanish with a joint title in Comparative Literature; Director, Leslie Center for the Humanities; Chair, Department of Theater
Scott Pauls (starting July 2023)	Professor of Mathematics; Cheheyl Professor and Director, Dartmouth Center for Advancement of Learning
Holly Wilkinson	Assistant Dean for Academic and Student Affairs, Thayer
Content Area Experts – Dartmouth Employees	
Steven Abbott	Associate Director and Coordinator of Native/Indigenous Outreach, Undergraduate Admissions; Live-in advisor, Native American House
Caitlin Barthelmes	Director, Student Wellness Center
Shontay Delalue	Senior Vice President and Senior Diversity Officer, Office of Institutional Diversity and Equity
Elizabeth Ellis	Director of Communications, Student Affairs
Laura Hercod	Board Secretary, Office of the President
Mark Reed	Director, Dartmouth College Health Service
Rev. Nancy Vogele '85	Chaplain and Director, William Jewett Tucker Center
Content Area Experts – Students	
Jessica Chiriboga '24	Student body president, Dartmouth Student Government
Zachary Panton, '19, Med/Tuck '24	MD/MBA student
Bishal Dev Sharma, Thayer/Guarini '24	MD/MBA student

Appendix I. Collaboration With Intersecting Efforts Across Dartmouth

In developing this strategic plan, we endeavored to align with intersecting efforts underway across Dartmouth. Descriptions of several ongoing efforts and points of alignment with this strategic plan are noted below.

Toward Equity: Aligning Action and Accountability 3-Year Strategic Plan for Diversity, Equity, and Inclusion

Under the leadership of Dr. Shontay Delalue, Senior Vice President and Senior Diversity Officer, the Division of Diversity and Equity's Toward Equity strategic plan is spearheading work to unify Dartmouth's institutional diversity, equity, and inclusion efforts.

Dr. Delalue and Dr. Chloe Poston, Vice President for Culture, Belonging, and Strategic Engagement, have provided significant input into this strategic plan for student mental health and well-being to ensure that it is aligned with and not duplicative of the objectives of Toward Equity.

Examples of work being championed under Toward Equity that complements the goals of this strategic plan include:

- Assessing DEIB staffing across undergraduate, graduate, and professional schools
- Piloting a multi-session training for faculty and staff pertaining to Diversity, Equity, Inclusion, and Belonging

Dartmouth Libraries Strategic Plan

In Fall 2022, the Dartmouth libraries initiated a strategic planning process in conjunction with the Council on the Libraries and the Dartmouth community. The values of community, curiosity, respect, service, and trust that are guiding their work to finalize and publish that strategic plan are in line with goals of this strategic plan for student mental health and well-being, and in the year ahead we anticipate that additional opportunities for collaboration across these two strategic plans will be identified and integrated into implementation plans.

At the same time, in Fall 2022 the Dartmouth relocated the Student Wellness Center to the Baker-Berry Library to increase student access to this well-being resource and underscore the connections between nurturing well-being and nurturing academics. This was one important step in bringing together this work.

The Hop Reimagined

The Hopkins Center (Hop) is under reconstruction, with a reopening of the Hop facilities expected in 2025 and programming taking place at alternative venues across the College in the interim. The Hopkins Center's emphasis on cultivating places to gather, spaces for creation, experiential education, and a sense of place, which are at the center of the vision for the renovated facilities, complements the goals of this strategic plan for student mental health and well-being.

William Jewett Tucker Center External Review

The Tucker Center is undergoing an external review to systematically identify the Center's strengths and opportunities for enhancement. To facilitate alignment across these complementary processes, Dr. Matt Duncan, special advisor to the provost for student mental health, and Katie Lenhoff, JED campus project manager, met with the Tucker Center's lead external reviewer, Benjamin Selznick '07, an associate professor at James Madison University, and external reviewer Tricia Shalka '05, associate professor at the University of Rochester. The Tucker Center's advisory board also provided input into the strategic plan at an early phase of development.

One Geisel, Leading Forward!

In November 2022, Geisel School of Medicine launched its five-year (2023-2028) strategic plan, One Geisel, Leading Forward! While multiple strategic goals within that plan complement the interests of this strategic plan for student mental health and well-being, goal #5A to "Develop and implement programs and systems that will enhance the health and well-being of our students, faculty, and staff" is most closely aligned. Under the leadership of Dr. Will Torrey, Geisel has formed a work group around strategic goal #5A, and an additional work group specific to student mental health and well-being. These work groups have provided input into this all-Dartmouth strategic plan for student mental health.

Thayer Diversity, Equity, and Inclusion Strategic Plan

Thayer School of Engineering at Dartmouth's multi-year strategic plan for diversity, equity, and inclusion (DEI) is aimed at providing the school with a comprehensive roadmap for building a community that is more open, accessible, welcoming, inclusive, and truly human-centered, in every sense of the word. Launched in September 2023, following an 8-month process, Thayer's Strategic DEI Plan reflects the voices, contributions, and insights of numerous staff, faculty and students. Strategic goal #2 aimed at cultivating an inclusive culture at Thayer and goal #4 focused on integration of Diversity, Equity, and Inclusion into numerous dimensions of the Thayer student experience are particularly well aligned with this strategic plan for student mental health and well-being.

Appendix J. Tactics and Actions Items For Consideration Beyond August 2024

The tables below outline potential strategies, tactics, and actions to support the five strategic goals outlined in the Commitment to Care plan, with a focus on actions from September 2023-2024. Many of the actions articulated in the earlier sections of this plan can be found in the tables below, as well. Additional action items for consideration in future years of implementation are outlined in the table below, too.

STRATEGIC GOAL #1. Center well-being in all we do both inside and outside of academics.	
Strategy 1A. Center and prioritize mental health and well-being.	
Tactic 1A.1. Review organizational alignment for well-being	<p>Action Item 1A.1.i. Review organizational structures for well-being-focused staffing across the College for equitable and collaborative resourcing and effective action</p> <p>Action Item 1A.1.ii. Continue systematic review of other organizational structures for well-being-focused staffing across the College for equitable and collaborative resourcing and effective action</p>
Tactic 1A.2 Ensure appropriate personnel to advance student mental health and well-being at Dartmouth	<p>Action Item. 1A.2.i. Create and fill a chief health and wellness officer position to work for student, staff, and faculty health and well-being leadership and accountability</p> <p>Action Item 1A.2.ii. Adjust key department level staffing for equity across schools in addressing student mental health and well-being</p> <ul style="list-style-type: none"> • Student Affairs, inclusive of DEIB (school equity) • Marketing/Communications • Well-being coordination • Project management and administration • Data management and administration
Tactic 1A.3. Review policies and procedures prioritized by the JED Foundation and Dartmouth senior leaders for effects on student well-being, revise policies as needed, and communicate updates to stakeholders	<p>Action Item. 1A.3.i Review and update policies and procedures related to Time Away from Dartmouth for Medical Reasons</p> <p>Action Item 1A.3.ii. Review postvention procedures</p> <p>Action Item 1A.3.iii. Review firearms policy and procedures</p> <p>Action Item 1A.3.iv. Review undergraduate, graduate, and professional school attendance policies</p>

<p>Tactic 1A.4. Review core institutional language for alignment with mental health and well-being</p>	<p>Action Item 1A.4.i. Review mission statement</p> <p>Action Item 1A.4.ii. Review mottos and slogans (e.g., “Be Extraordinary”)</p> <p>Action Item 1A.4.iii. Review Admissions materials and experiences (e.g., campus tours)</p>
<p>Strategy 1B. Align academics with student mental health and well-being.</p>	
<p>Tactic 1B.1. Assess Dartmouth’s academic calendars to enhance student mental health and well-being</p>	<p>Action Item 1B.1.i. Begin assessing academic calendars to understand their effects on student mental health and well-being and opportunities for strengthening the mental health environment at Dartmouth, with input from students, staff, and faculty</p>
<p>Tactic 1B.2. Assess Dartmouth’s degree requirements to enhance student mental health and well-being</p>	<p>Action Item 1B.2.i. Each of Dartmouth’s faculties (Arts & Sciences, Geisel, Thayer, and Tuck) and the Guarini School of Graduate and Advanced Studies will study the structure of degree programs to understand whether and how those structures may present unnecessary barriers to mental health and well-being</p>
<p>Tactic 1B.3. Assess individual courses to enhance student mental health and well-being</p>	<p>Action Item 1B.3.i. Systematically review individual courses across Dartmouth, with an emphasis on introductory and required courses, to understand whether and how structures may present unnecessary barriers to mental health and well-being</p>
<p>Tactic 1B.4. Develop and disseminate pedagogical approaches that support well-being in academics</p>	<p>Action Item 1B.4.i. Develop guidance and/or materials for faculty who design/manage the curriculum and individual courses to help them make decisions that maximize pedagogical goals while alleviating undue stress among students</p> <p>Action Item 1B.4.ii. Expand institutional commitment to training faculty and staff on Universal Design Learning</p> <p>Action Item 1B.4.iii. Pilot a learning community for discussion and skill-building related to mental health and well-being in the classroom</p>
<p>Tactic 1B.5. Embed well-being and trauma-sensitive practice in academics</p>	<p>Action Item 1B.5.i. Pilot mindfulness and trauma-informed practices in interested departments</p> <p>Action 1B.5.ii. Pilot increased wellness education offerings for undergraduate course credit</p> <p>Action 1B.5.iii. Require mental health resource link in all Dartmouth syllabi</p>
<p>Strategy 1C. Integrate mental health and well-being into the student experience.</p>	
<p>Tactic 1C.1. Identify and assess resourcing needs for structures that support mental health, inclusion, and well-being outside of academics</p>	<p>Action 1C.1.i. Collect information from stakeholders about the strengths and needs of departments and organizations that offer programming supporting of student mental health well-being</p> <p>Action 1C.1.ii. Catalogue existing activities that support mental health and well-being and evaluate their efficacy, and determine the support needed to sustain, expand, and/or enhance those activities</p>
<p>Tactic 1C.2. Review selective and non-selective social communities at Dartmouth to understand their impacts on student mental health and well-being and opportunities for strengthening the mental health environment at Dartmouth</p>	<p>Action 1C.1.i. Review selective social communities, including:</p> <ul style="list-style-type: none"> • Greek Life • Athletics • Living Learning Communities • Leadership programming through centers and departments • Student leadership roles (e.g., student governments) <p>Action 1C.1.ii. Review non-selective social communities</p> <ul style="list-style-type: none"> • House Communities • Dartmouth Outing Club • Other student organizations

Strategy 1D. Cultivate well-being and safety in the physical environment at Dartmouth.

<p>Tactic 1D.1. Improve health and wellness facilities</p>	<p>Action 1D.1.i. Create a state-of- the-art health and wellness center</p> <p>Action 1D.1.ii. Refurbish select features of the current Dick’s House facility to support function, inclusion, and belonging until a new health and wellness center is created</p>
<p>Tactic 1D.2. Improve navigability on the Dartmouth campus</p>	<p>Action 1D.2.i. Develop a digital resource to aid individuals with mobility limitations in navigating the Dartmouth College campus*</p> <p>Action 1D.2.ii. Develop a standardized system for determining how buildings and other prominent campus features are labeled with signage and/or labeled on digital maps to aid in navigating the campus with confidence, independence, and ease*</p>
<p>Tactic 1D.3. Conduct a comprehensive, systematic environmental scan of the Dartmouth campus to positively support mental health and well-being and develop a plan for sustaining this practice</p>	<p>Action 1D.3.i. Assess safety features in residential facilities and develop a plan for sequencing identified renovation needs starting summer 2024</p> <p>Action 1D.3.ii. Identify opportunities to increase well-being supportive outdoor features on the Dartmouth campus in Hanover</p> <p>Action 1D.3.iii. Assess additional safety and well-being features. Examples include:</p> <ul style="list-style-type: none"> • Connecticut River access • Exterior lighting features • Availability of communal gathering spaces, including for students with diverse lived experiences • LGBTQIA+ inclusive restroom/bathroom availability • Prayer space availability
<p>Tactic 1D.4. Improve transportation on and near campus.</p>	<p>Action 1D.4.i. In partnership with Advance Transit, increase public transit service on weekday evenings and weekends</p> <p>Action 1D.4.ii. Increase the Dartmouth Campus Connector Shuttle frequency and hours of operation during the summer</p>

Strategy 1E. Make information pertaining to mental health and well-being easy-to-find, accurate, accessible, and frequently encountered throughout the physical and virtual environments.

<p>Tactic 1E.1. Create and maintain an accessible mental health and well-being website for use by students, staff, faculty, and families</p>	<p>Action 1E.1.i. Ensure the website includes complete and up-to-date information about core College resources, policies, and procedures or easy-to-navigate links to specific pages containing that information</p> <p>Action 1E.1.ii Centralize information on how to report various issues of concern (e.g., Title IX, harassment, physical safety)</p> <p>Action 1E.1.iii. Develop content pertaining to well-being domains (e.g., financial well-being, nutritional well-being, spiritual well-being) and pair content with information about Dartmouth resources</p>
<p>Tactic 1E.2. Promote reporting of issues of concern</p>	<p>Action 1E.2.i. Educate student leaders and other stakeholders about the LiveSafe app</p>
<p>Tactic 1E.3. Communicate broadly and regularly to promote a positive campus culture</p>	<p>Action item 1E.3.i. Develop and launch a communications campaign that addresses one or more facets of positive campus culture (e.g., growth mindset, perfectionism, belonging, emphasizes self-care)</p> <p>Action 1E.3.ii. Assess the desirability and feasibility of launching a curated, student-facing weekly newsletter of key information</p>

STRATEGIC GOAL #2. Create an inclusive community to foster mental health and well-being for students with diverse lived experiences.

Strategy 2A. Reconfigure outdated systems, practices, and paradigms to support mental health and well-being with attention to diverse experiences.

<p>Tactic 2A.1. Broaden programs and systems that support student mental health and well-being, with attention to the nuances of diverse experiences</p>	<p>Action 2A.1.i. Conduct stakeholder engagement sessions with students with diverse lived experiences to vet identified evidence-based practices for potential implementation at Dartmouth and draw out other strength-based strategies</p> <p>Action 2A.1.i. Facilitate greater integration of support for graduate and professional students with diverse lived experiences</p>
<p>Tactic 2A.2. Reduce the role of alcohol in Dartmouth’s social settings</p>	<p>Action Item 2A.2.i. Explore improvements to the Alcohol Management Program(AMP) process that considers the intersectionality between alcohol service, mental health, and violence</p> <p>Action 2A.2.ii. Create and fill a prevention and harm-reduction coordinator position within the Student Wellness Center to reduce high-risk substance use and interpersonal violence in Dartmouth’s social settings</p> <p>Action 2A.2.iii. Explore the possible need for graduate and professional school oversight analogous to AMP</p> <p>Action 2A.2.iv. Encourage consumption of non-alcoholic beverages at social events, including through bartender training and increased availability of non-alcoholic beverages at events</p>
<p>Tactic 2A.3. Explore opportunities for alumni to examine their activities and behaviors that may negatively affect current students and develop solutions</p>	<p>Action 2A.3.i. Pilot alumni peer education to support alumni accountability</p> <p>Action 2A.3.ii. Collaborate with Alumni Relations and Conferences and Events to communicate expectations to alumni</p> <p>Action 2A.3.iii. Incorporate content on responsible behavior as an alum into the undergraduate Sexual Violence Prevention Project curriculum</p>

Strategy 2B. Create new traditions that support mental health and well-being

<p>Tactic 2B.1. Establish or enhance recurring events that strengthen community life across Dartmouth</p>	<p>Action 2B.1.i. Launch an Intercultural Conference to support Dartmouth-wide community-building through diversity, equity, inclusion, and belonging</p> <p>Action 2B.1.ii. Pilot programming centered on climate hope as a force of resistance against climate despair</p>
<p>Tactic 2B.2. Create positive shared experiences to onboard new members of the Dartmouth community</p>	<p>Action 2B.2.i. Explore feasibility of creating first-year experience well-being course to complement new student orientation for undergraduates</p>
<p>Tactic 2B.3. Establish a collective memorial location on campus for grieving and reflection</p>	<p>Action 2B.3.i. Consult with JED Foundation representatives regarding best practices</p> <p>Action 2B.3.ii. Establish a memorial location near Rollins Chapel for grieving and reflection</p>

Strategy 2C. Cultivate mutual respect and care

<p>Tactic. 2C.1. Create opportunities for students to foster friendships across difference</p>	<p>Action 2C.1.i. Pilot an interfaith residence community within Dartmouth undergraduate housing</p>
<p>Tactic 2C.2. Equip students to facilitate and engage in difficult conversations</p>	<p>Action 2C.2.i. Pilot a program for communal grief-processing (e.g., E-motion)</p>

Tactic 2C.3. Equip faculty and staff to facilitate and engage in difficult conversations	<p>Action 2C.3.i. Leverage select programming through the Dartmouth Dialogues Project to equip faculty and staff with skills transferable for supporting student mental health and well-being</p> <p>Action 2C.3.ii. Leverage DCAL to help faculty develop structures for effective and respectful discussion around difficult topics</p>
Strategy 2D. Foster connections that support mental health and well-being	
Tactic 2D.1. Expand connectedness to community beyond Dartmouth	Action 2D.1.i. Strengthen support for facilitating student engagement with United Campus Ministries
Tactic 2D.2. Assess and expand the availability of family-friendly events	Action 2D.1.ii. Examine how events are marketed to communicate when events are family friendly
Tactic 2D.3. Increase opportunities promote social connection via the arts	Action 2D.3.i. Expand select programming at the Hood for greater reach (e.g., escape room sessions)
Tactic 2D.4. Assess the availability and gaps of peer support	Action 2D.4.i. Assess the availability and gaps of peer support for students with diverse lived experiences

STRATEGIC GOAL #3. Equip students with the resources and skills to navigate both success and failure with strength and confidence.

Strategy 3A. Cultivate a well-informed network of staff and faculty trained to support student mental health and well-being

Tactic 3A.1. Increase participation in evidence-based trainings that address mental health, well-being, and trauma-sensitive professional practice	<p>Action 3A.1.i. Incentivize faculty and staff participation in effective skill-building trainings that support high-quality mentoring, advising, and teaching (Universal Design, Motivational Interviewing, etc.)</p> <p>Action 3A.1.ii. Educate select staff on grief and related skills for extending support to students and families most affected when a death occurs</p>
Tactic 3A.2. Educate relevant faculty and staff on Dartmouth policies, procedures, and resources important to student mental and well-being	<p>Action 3A.2.i. Educate staff and faculty on the Time Away from Dartmouth policy</p> <p>Action 3A.2.ii. Educate faculty and staff on the Americans with Disabilities Acts and supporting students</p> <p>Action 3A.2.iii. Equip staff with information about optional tuition reimbursement insurance so that they can educate students and families, when appropriate</p> <p>Action 3A.2.iv. Create an online platform that faculty can easily access for guidance on supporting student mental health and well-being</p>

Strategy 3B. Cultivate a well-informed network of students trained to support student mental health and well-being

Tactic 3B.1. Create consistency in student leader trainings related to well-being, belonging, and mental health support to foster comparable baseline skills	<p>Action 3B.1.i. Pilot consistent training content for undergraduate for undergraduate first-year student mentors (e.g., Orientation Leaders, International Student Mentors)</p> <p>Action 3B.1.ii. Review and adjust the training provided to graduate and professional school leaders pertaining to mental health and DEIB and consider shared training opportunities</p>
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Strategy 3C. Enhance resources to ensure students have easy access to services	
Tactic 3C.1. Identify and implement additional culturally specific, evidence-based programming and service delivery	<p>Action 3C.1.i. Conduct stakeholder engagement sessions with students with diverse lived experiences to vet evidence-based practices for potential implementation at Dartmouth and draw out other strengths-based strategies for supporting student mental health and well-being</p> <p>Action 3C.1.ii. Implement education for international students on alcohol and mental health culture in the United States and strategies for navigating</p>
Strategy 3D. Promote healthy help-seeking behaviors	
Tactic 3D.1. Promote positive attitudes and behaviors regarding help-seeking, bystander intervention, well-being, and belonging	<p>Action 3D.1.i. Print the 988 Mental Health Crisis and Suicide Prevention logo on all newly issued student IDs, starting Fall 2023</p> <p>Action 3D.1.ii. Develop a recurring communications campaign to circulate Dartmouth College Health Service information</p> <p>Action 3D.1.iii. Create a communications campaign to address perceived norms and data about service utilization to encourage help-seeking behavior</p> <p>Action 3D.1.iv. Implement strategically timed messaging campaigns about the risks and consequences of substance use/misuse</p>
Strategy 3E. Develop self-awareness and other essential life skills	
Tactic 3E.1. Increase the availability of well-being skills development	<p>Action 3E.1.i. Pilot a course on storytelling to build self-awareness and empathy skills</p> <p>Action 3E.2.ii. Pilot a course that uses movement as a tool for narrative self-expression</p> <p>Action 3E.2.iii. Pilot programming that uses narrative storytelling to support other skill-building</p>
Tactic 3E.2. Develop and implement educational programming that addresses bystander intervention, fostering equity and belonging, utilizing resources, and creating positive relationships	Action 3E.2.i. Begin design of the expanded last undergraduate Sexual Violence Prevention Project curriculum
Tactic 3E.3. Integrate self-awareness skill-building throughout the Dartmouth experience	<p>Action 3E.2.i. Grow the Mindful Dartmouth Initiative to coordinate, promote, and offer mindfulness opportunities across Dartmouth</p> <p>Action 3E.2.ii. Equip a diverse network of Dartmouth students, faculty, and staff to offer contemplative practices (such as mindfulness) within their communities and spheres of influence</p> <p>Action 3E.2.iii. Expand the KORU Mindfulness offering, a small group introduction to self-awareness tools</p>
Strategy 3F. Develop supportive relationships	
Tactic 3F.1. Strengthen peer mentoring for graduate and professional students	<p>Action 3F.1.i. Pilot a first-year mentoring program at Guarini School of Graduate and Advanced Studies+ and use the findings to strengthen that program and inform possible expansion across Dartmouth</p> <p>Action 3F.1.ii. Assess the international student mentoring programs at Guarini and Thayer and use the findings to strengthen those programs and inform possible expansion across Dartmouth</p>
Tactic 3F.2. Strengthen coaching/mentoring for graduate and professional students	Action 3F.2.i. Assess life coaching programs that are successful across higher education to determine whether elements of coaching should be incorporated in Geisel's coaching program

<p>Tactic 3F.3. Strengthen opportunities for students to explore diverse worldviews while building supporting relationships</p>	<p>Action 3F.3.i. Pilot the Interfaith Passport program at Dartmouth to help students explore diverse worldviews</p> <p>Action 3F.3.2. Pilot new alternative spring break opportunities (e.g., interfaith spring break)</p>
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STRATEGIC GOAL #4. Proactively address mental illness to aid students in reaching their goals

Strategy 4A. Promote mental illness awareness and reduce stigma

<p>Tactic 4A.1. Increase awareness of individuals managing mental illnesses and living well</p>	<p>Action 4A.1.i. Pilot an alumni panel that addresses their lived experiences managing mental illnesses (for a student audience)</p> <p>Action 4A.1.ii. Pilot a staff and faculty panel that addresses their lived experiences managing mental illnesses (for a student audience)</p> <p>Action 4A.1.iii. Pilot a student panel that addresses their lived experiences managing mental illnesses (for a student audience)</p> <p>Action 4A.1.iv. Engage alumni to do short wellness videos for students pertaining to mental health</p>
<p>Tactic 4A.2. Increase participation in evidence-based trainings that address mental health diagnoses and crises</p>	<p>Action 4A.2.i. Increase the number of employees trained to deliver Dartmouth Campus Connect and Mental Health First Aid and increase faculty, staff, and student participation in these programs</p> <p>Action 4A.2.ii. Develop a human-resources policy that requires newly hired employees (faculty and staff) to complete an approved mental-health training</p>
<p>Tactic 4A.3. Increase awareness of harm-reduction strategies</p>	<p>Action 4A.3.i. Develop and launch a recurring, adaptable communications campaign to educate students about how harm-reduction strategies can support mental health (e.g., related to interactions between alcohol consumption and medication, medication disposal)</p>

Strategy 4B. Identify students in need of healthcare services for mental health

<p>Tactic 4B.1. Strengthen screening for concerns related to mental health and well-being</p>	<p>Action 4B.1.i. Administer the UCLA Three-Item Loneliness Scale to students utilizing Dartmouth College Health Services Primary Care</p> <p>Action 4B.1.ii. Consolidate validated online self-screening tools for mental and wellness and curate their online presentation to students to aid students in recognizing when seeking professional healthcare services may be beneficial</p>
<p>Tactic 4B.2. Increase knowledge and utilization of reporting pathways when concerned about a student’s mental health and well-being.</p>	<p>Action 4B.2.i. Develop guidance and/or tools to help faculty, staff, and students communicate concerns about student mental health and well-being</p>

Strategy 4C. Identify students at risk of harm to self or others.

<p>Tactic 4C.1. Strengthen screening for suicide risk in Dartmouth College Health Service primary care</p>	<p>Action 4C.1.i. Train Dartmouth College Health Service Primary Care staff to ask additional evidence-based suicide screening questions using the Columbia Suicide Severity screening tool</p>
<p>Tactic 4C.2. Increase knowledge of and access to professional help for unhealthy use of substances</p>	<p>Action 4C.2.i. Eliminate fees for overnight observation at Dick’s House</p> <p>Action 4C.2.ii. Post information about the Good Samaritan policy in all residence halls</p>

Strategy 4D. Expand mental health support for students experiencing mental illness

<p>Tactic 4D.1. Optimize Dartmouth College Health Services staffing</p>	<p>Action 4D.1.i. Continue regular assessment of the diversity of staff experience in relation to the experiences of the Dartmouth student population (disaggregated) and pursue greater alignment through hiring practices (e.g., language fluency)</p> <p>Action 4D.1.ii. Strengthen support for health services staff carrying higher responsibilities supporting students with diverse experiences</p>
<p>Tactic 4D.2. Optimize Dartmouth College Health Services delivery of services</p>	<p>Action 4D.2.i. Send tailored letters to matriculating students with reported health histories of mental health diagnoses about health and well-being resources at Dartmouth</p> <p>Action 4D.2.ii. Form an integrated care team in Dartmouth College Health Service and expand a physician’s assistant role to support behavioral health management as part of that team</p> <p>Action 4D.2.iii: Strengthen local recovery groups’ ability to support students with unhealthy substance use</p> <p>Action 4D.2.iv. Expand the use of tolerance breaks and other evidence-based harm-reduction practices for cannabis use</p> <p>Action 4D.2.v. Increase the availability of Naloxone for opioid overdose</p> <p>Action 4D.2.vi. Pilot in-person Dartmouth College Counseling in a graduate- or professional-school building</p> <p>Action 4D.2.vii. Develop Dartmouth College Health Service case management roles and responsibilities, inclusive of how those roles and responsibilities align with other case management roles across Dartmouth</p>
<p>Tactic 4D.3. Bolster student peer-support services for student mental health</p>	<p>Action 4D.3.i. Assess gaps in peer support needs, especially for students with diverse identities</p> <p>Action 4D.3.ii. Assess the staffing capacity for supporting mental health and well-being peer support services</p> <p>Action 4D.3.iii. Standardize baseline training across Dartmouth peer supporters and increase regular mentoring and supervision</p>
<p>Strategy 4D.4. Connect students to external resources</p>	<p>Action 4D.4.i. Based on utilization data and review of the evolving landscape of teletherapy services, renew a teletherapy contract to extend support for students beyond the initial 2-year Uwill contract, which runs through September 25, 2024</p> <p>Action 4D.4.ii. Continue evaluating resources and support for students who have ongoing higher levels of care needs</p> <p>Action 4D.4.iii. Explore formalizing written Memorandums of Understanding with local clinics for common, high priority, and/or higher levels of clinical needs</p> <p>Action 4D.3.iv. Explore formalizing written Memorandum of Understanding with local emergency transport services</p>

STRATEGIC GOAL #5. Invest in innovative applications of evidence-based approaches to respond to changing environments and needs

Strategy 5A. Listen to our community’s voices to inform systems improvement

<p>Tactic 5A.1. Collect and use student-reported data responsibly and effectively</p>	<p>Action 5A.1.i. Define a set of quantitative metrics to track progress of this plan’s implementation and a system to collect and analyze those metrics</p> <p>Action 5A.1.ii. Develop methods for qualitative input from students, staff, and faculty</p>
<p>Tactic 5A.2. Support community feedback and dialogue on issues of mental health and well-being</p>	<p>Action 5A.2.i. Establish regular meetings between student government wellness representatives and the chief health and well-being officer</p> <p>Action 5A.2.ii. With input from student, staff, and faculty leaders, identify additional channels for effective bidirectional communication</p>

Strategy 5B. Apply evidence-based approaches to system improvement in innovative ways

<p>Tactic 5B.1. Strengthen relationships with faculty and staff engaged in innovative research, program development, and/or pedagogical practice supportive of student mental health and well-being</p>	<p>Action 5B.1.i. Convene a group of faculty and staff engaged in innovative research, program development, and/or pedagogical practice supportive of student mental health and well-being to identify opportunities to bridging research and practice</p>
<p>Tactic 5B.2. Fund pilot projects, including associated administrative costs</p>	<p>Action 5B.2.i. Catalogue existing funding opportunities within Dartmouth that support innovative approaches to improving mental health and well-being; identify gaps and opportunities</p>

Strategy 5C. Collect and analyze data

<p>Tactic 5C.1. Create data management systems for measuring progress on the strategies, tactics, and action items outlined in this strategic plan</p>	<p>Action 5C.1.i. Coordinate administration and use of new and existing surveys that measure student mental health and well-being</p> <p>Action 5C.1.ii. Build a platform for Dartmouth leaders to compare Healthy Minds Study and other institutional mental-health and well-being survey data across time</p> <p>Action 5C.1.iii. Build a public-facing dashboard to track progress on implementing the strategic plan</p> <p>Action 5C.1.iv. Establish a system for regular review of student mental health and wellness services, programs, and initiatives, to ensure adjustment and adaptation to evolving conditions and new evidence</p>
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