

Exploring Mental Health Resources at Princeton University: Working Group of the Undergraduate Student Government, Office of Campus Life, and University Health Services

Dear Members of the Princeton University Community,

This summer, we had the pleasure of working with members of the Undergraduate Student Government (USG) to review current mental health resources in order to identify gaps, address unmet needs and explore ways to improve access to and awareness about mental health resources on our campus and beyond. Our conversations were thoughtful and constructive and represent an intentional collaboration between Campus Life, University Health Services, USG and other campus partners to address this important issue.

Throughout the summer, we benefited greatly from student feedback and student perspectives. Our shared goal is to ensure that we are, as a community, addressing student mental health needs in a holistic and inclusive manner. And, together we learned a great deal. We paid attention to where there is need for greater awareness about services already available and to where greater resources and new approaches are needed.

The resulting report and recommendations are a beginning to an on-going community conversation. Addressing the mental health needs and overall well-being of our students are topics that have and are deserving of our full attention at all times. In addition, this report represents an increased partnership with students in addressing student needs. We are confident that the recommendations in this report move us in a positive direction that will result in positive changes and make Princeton a stronger community.

We are grateful to the Undergraduate Student Government, especially the work of Stephen Daniels, Hannah Kapoor and Mayu Takeuchi, who convened our meetings throughout the summer, drafted minutes and solicited feedback from the student body. Their efforts were joined by Austin Davis, Charlotte Selover and Anna Sivaraj to whom we are also grateful. We are also thankful for the work with our colleagues in the Office of the Dean of the College. Deans Colagiuri, Doan, Fowler and Swanson gave generously of their time to discuss academic issues.

Our best,

W. Rochelle Calhoun, Vice President for Campus Life
Calvin Chin, Director of Counseling and Psychological Services
Dear Princeton University Community,

At the start of the 2022 Undergraduate Student Government (USG) administration, we committed to pursuing mental health and wellbeing as a core priority.

That commitment came at a pivotal time. The University was resuming a range of fully in-person activities, but we as students continued to navigate various pandemic impacts, including grief from personal and community losses and extended disruptions to academic, social, and co-curricular opportunities. Recognizing this, the USG took this moment as an opportunity to spark dialogue and action to improve support for student mental health.

We knew that USG lacks the power to unilaterally bring about the changes in mental health resources that students wanted to see. To advocate for these changes, we convened a University working group consisting of USG representatives, the Vice President of Campus Life, and the Director of Counseling and

Psychological Services. Together, we present this final report; here are just a few examples of recommendations that the University plans to implement by the end of this academic year:

- **Identify and implement ways to offer 24/7 on-demand counseling through CPS**
- **Identify funding to support transportation to off-campus care**
- **Build out a robust system for well-being checks that does not rely entirely on the Department of Public Safety**
- **Pursue fundraising to expand the number and diversity of CPS counselors, particularly through the Outreach Counselor program**

The launch of this report is still only the beginning. The University has committed to delivering quarterly updates on the report's recommendations, and we invite you to join a broader discussion about mental health resources at Princeton: What have we missed, and what would you like to see? Please share your honest feedback with us at usg@princeton.edu.

We acknowledge that increased **mental health resources are only one part of what's needed to improve student mental health.** Across USG, the Campus and Community Affairs Committee is continuing to develop Tigers in Town opportunities to foster meaningful social connections and breaks during academically stressful times; the Mental Health Initiative is convening campuswide conversations about the campus climate around mental health; and the Academics Committee is working to address stressors such as concerns around examinations, leaves of absence, and the disciplinary process. All of this work and more comprise the USG's continued commitment to student mental health and wellbeing as a core priority.

We express our gratitude to our administrative partners and their willingness to listen to student perspectives, examine existing systems, and consider new solutions. We believe these efforts demonstrate the importance of students being directly in conversation with University decision-makers, and we hope this working group will serve as a model for meaningful change across our campus.

Sincerely,

Stephen Daniels '24, USG Mental Health Resources Task Force Co-Chair

Anna Sivaraj '23, USG Mental Health Resources Task Force Co-Chair

Hannah Kapoor '23, USG Vice-President

Mayu Takeuchi '23, USG President

Executive Summary

The Working Group to explore mental health resources at Princeton University resulted from a Senate sponsored referendum that was passed in Spring 2022¹. The Working Group consisted of members of the Undergraduate Student Government (USG)², Vice President of Campus Life W. Rochelle Calhoun, and Director of Counseling & Psychological Services (CPS) Calvin Chin. Other administrators³ from the Office of the Dean of the College (ODOC) also attended sessions specifically focused on the academic experience of Princeton students. The following broad topic areas were explored: Residential Colleges, Transition to Princeton and Navigating Resources, Outreach Counselors and Counselors at CPS, Off-Campus Mental Health Care, and Telehealth. Meetings were held on throughout the summer, 2022.

Over the course of the seven meetings, the Working Group generated recommendations and action steps to improve access to and awareness about mental health resources.

In the session devoted to Residential Colleges, we discussed utilizing staff in the new Residential Life

Coordinator role to address crisis response and safety checks, and to act as an information hub to distribute real time information about mental health resources throughout the year, especially during high-stress periods of the semester. We also discussed making processes around emergency funding more transparent and easier to navigate, and exploring moving from a reimbursement model to one where students can have their providers be paid directly.

In the session devoted to Transition to Princeton and Navigating Resources, we discussed reconstituting the Student Health Advisory Committee to facilitate improved communication between University Health Services (UHS) and students, clarifying the departments across the university who have received the Princeton Distress Awareness & Response (PDAR) trainings to demonstrate the important role of academic departments in supporting student mental health, developing and implementing strategies to use University social media channels to promote resources and support students, and redesigning the CPS staff directory website to include photos and areas of expertise to aid students in selecting counselors.

In the session on counselors at CPS and off-campus care, we discussed prioritizing fundraising plans to ensure the long-term viability of the CPS Outreach Counselor program, and potentially expanding it; partnering with the Office of Communications to improve communications strategies about CPS resources, including information about the CPS group therapy program; developing a rubric or flowchart to help students navigate the many resources on campus; developing a partnership with a ride-share company to provide free transportation to therapy appointments off-campus; and improving accessibility to emergency funds to pay for mental health treatment.

In the session on telehealth, we discussed developing a 24/7 care line that students could access directly without an appointment; ways to support the Princeton Peer Nightline in expanding its availability, perhaps through offering more intensive training during Wintersession; and making sure students have updated information about private spaces available on campus for telehealth appointments.

We also discussed how we can better support Asian and Pacific Islander (API) students, especially after the tragic loss of two students at the end of last semester. An API Mental Health Working Group of administrators and staff who expressed an interest in issues facing the API community was formed, and

¹ [Mental Health Advocacy — Princeton USG](#)

² USG representatives who attended the meetings included Stephen Daniels, Austin Davis, Hannah Kapoor, Charlotte Selover, Anna Sivaraj, and Mayu Takeuchi.

³ ODOC administrators included Dean Elizabeth Colagiuri, Dean Jill Dolan, Dean Claire Fowler, and Dean Cecily Swanson.

CPS has met with members of the Asian American Student Alliance (AASA) to discuss and plan collaborative programs.

The full report details all of the specific recommendations. Next steps include following through on the recommendations generated in the report and providing quarterly updates around progress toward each of the goals.

Common Acronyms

AASA Asian American Student Association

API Asian and Pacific Islander

CPS Counseling & Psychological Services

DSL Director of Student Life

HPPS Health Promotion & Prevention Services

ODUS Office of the Dean of Undergraduate Students
ODOC Office of the Dean of the College
PAA Peer Academic Adviser
PHA Peer Health Adviser
SHARE Sexual Harassment/Assault Advising, Resources and Education Office UHS
University Health Services
USG Undergraduate Student Government
RCA Residential College Adviser
RLC Residential Life Coordinator

Progress Definitions

Under review - Recommendation is being reviewed by relevant stakeholders

In progress - Recommendation has been accepted and work towards completion has begun

Completed - Recommendation is complete

Completed and ongoing - Recommendation is complete and implementation will continue

Introduction

In the Spring 2022 election, the Undergraduate Student Government (USG) Senate sponsored Referendum Question 2 “calling on the Office of Campus Life to work with USG and other stakeholders to investigate unmet demand in University-provided mental health care resources, publish findings by the start of the Fall 2022 semester, and then work with the Office of the Provost to allocate the necessary financial resources to fill the identified gaps in a timely manner.” The referendum passed with 96% of the votes in support of the referendum. In [response](#) to the referendum, the USG convened a series of meetings with Vice President of Campus Life W. Rochelle Calhoun, Director of Counseling & Psychological Services (CPS) Calvin Chin, and various other university stakeholders to discuss five general topic areas relating to mental health: Residential Colleges, Transition to Princeton and Navigating Resources, Outreach Counselors and Counselors at CPS, Off-Campus Mental Health Care, and Telehealth. Meetings were held on throughout the summer. Summaries of each of the meetings can be found in Appendix 1.

Transition to Princeton and Navigating Resources

Issues: The transition to Princeton brings unique challenges and experiences for first-year students in particular. Most students understand and appreciate the full scope of generous resources available to them upon matriculation to Princeton, not just for mental health but across all aspects of the student experience. However, this abundance of resources can be overwhelming when information is disseminated through dozens of hours of first-year orientation and training, hundreds of University websites, multiple weekly newsletters, and more. While we recognize that much of this information exists to support students’ transitions to Princeton, we believe it is necessary to assess the availability and visibility of mental health care information and resources provided to first-year students, emphasizing quality over quantity with an eye towards streamlining the deliverance of information where possible.

We recommend that

- 1) The Executive Director of UHS, working with the UHS Directors Group, re-establish and institutionalize a student health advisory board to UHS to discuss issues and institutional communications and move solutions forward [in progress, by Spring 2023]
- 2) The Director of CPS maintain an updated list of offices/departments that have completed Princeton Distress Awareness & Response (PDAR) training [completed and ongoing]
- 3) The Vice President for Campus Life, working with the USG and in consultation with TigerWell, continue to promote opportunities for community-wide conversations about mental health and well-being more broadly, similar to the Mental Health Luncheon sponsored by the USG Mental Health Initiative this past Spring [completed and ongoing]
- 4) The Director of CPS, working with HPPS and SHARE under the UMATTER initiative, utilize a calendar mapping out higher stress times and events during the year so they can tailor communications in a timely manner. Additionally, data on utilization of clinical services should be assessed to identify peak times, and explore whether sub-clinical interventions or resources might be utilized and bolstered during these times, to alleviate the burden on clinical services and increase accessible support services. [completed and ongoing]
- 5) The Director of CPS, working with University Health Services include photos of counselors on the main directory of CPS staff (on the main list, before users have to click into individual biographies) [in progress, by Spring 2023]

Residential Colleges

Issues: Residential colleges are central to the undergraduate student experience, especially as first- and second-year students navigate a variety of academic and co-curricular challenges and opportunities. USG feedback indicates that there exists concerns amongst some students, including Residential College Advisors (RCAs) and Peer Academic Advisors (PAAs), regarding interactions with residential college staff, particularly in moments of distress. Students take seriously the role of the residential college staffs to “create a strong sense of community, collaboration and mutual respect, and to support individual initiative and personal growth.” Thus, we look for ways to address gaps and strengthen these important relationships.

We recommend that

- 1) The Director of CPS, working with the Associate Dean of Undergraduate Students, build out a system for well-being checks that does not rely entirely on Public Safety (recognizing that interacting with fully outfitted officers can exacerbate situations). Ensure Residential Life Coordinators, as live-in staff, are appropriately trained to triage and to support students through mild-moderate situations [in progress, by Spring 2023]
- 2) The Director of CPS make sure Directors of Student Life (who are often the first point of contact) and other Residential College staff have the most updated information about current CPS resources so the referral isn’t just to “CPS” broadly, but to specific services within CPS (e.g. grief group) and beyond CPS. [completed and ongoing]
- 3) The Director of HPPS, and University Health Services more broadly, work to ensure that DSLs, RCLs, and other Residential College staff are also aware of resources and support related to subclinical needs – such as those available through the PHAs, SHARE, and the Office of Religious Life (ORL) among others [in progress, by Spring 2023]
- 4) The Director of CPS, working with the Associate Dean of the College for Academic Advising, should enlist Peer Academic Advisors (PAA) as another resource to support the mental health of

students, recognizing the impact of academics on student mental health. Consider augmenting their training around how to proactively support students in anticipation of times of high academic stress. Include in their protocol steps to provide a warm hand-off of these students to Peer Health Advisers for support, and consider a regular PDAR workshop in the PAA training, to proactively encourage noticing and referring students to clinical services in more urgent situations [in review]

- 5) The Associate Dean of Undergraduate Students, working with University Services, consider developing a process for DSLs to reference students' dining hall meal swipe utilization levels when assessing concerns about student well-being [in review]
- 6) The Associate Dean of Undergraduate Students, working with Directors of Student Life, consider augmenting communication about underutilized mental health resources that go beyond CPS, including those mentioned in recommendation #3 above. Explore the possibility of the Residential Life Coordinator sending out this information every two weeks, and polling students to identify different mental health supports that are helpful that go beyond CPS. [in review]
- 7) The Vice President of Campus Life, working with the Executive Director of Campus Engagement, ensure students re-enrolling in spring (from leave of absence) can actively use their MyPrincetonU login on campus groups and register for Wintersession. [Completed and on-going]
- 8) The Director of CPS provides information about funding resources for off-campus care at the point of referral. [completed]

TigerWell Outreach Counselors, Counselors at CPS, and Off-Campus Care

Issues: CPS exists as a central mental health resource to all undergraduate students, and we celebrate and appreciate the efforts of CPS counselors and staff who offer meaningful support to undergraduates here at Princeton. To inform ourselves about student satisfaction with CPS services, we reviewed data around satisfaction with CPS services from the CPS Spring 2022 Satisfaction Survey (Appendix 2) as well as feedback from students through the USG Feedback Form around Mental Health Resources.

Although client satisfaction with CPS services was very high across a number of dimensions, we discovered that there exist two predominant concerns and perceptions regarding CPS: long wait times and inadequate support for students of color, LGBTQ+ students, and other students of underrepresented backgrounds and identities. These perceptions exist despite the actual diversity of CPS staff. Currently, according to the Director of CPS, 42% of CPS counselors self-identify as Black, Indigenous, People of Color and 39% of CPS counselors are members of the LGBTQ community.

Wait time for an initial consultation during FY 2022 was 5.22 days and the average wait time between the initial consultation and intake was 14.75 days. While students are able to schedule their initial consultation within a week, students have reported dissatisfaction with the wait time between their consultation and formal intake, as well as the frequency of counseling appointments once treatment is initiated. Wait times for specific counselors may be longer, especially for counselors with particular skills or identities. As of 2022, there are three TigerWell Outreach Counselors—who are available to all students and specialize in supporting student-athletes, students holding (multiple) marginalized identities, and international and graduate students—who are part of the TigerWell initiative (and whose positions are funded by the initial gift to campus that enables TigerWell, the Elcan Family Fund for Wellness Innovation). Students appreciate these Outreach Counselors, as demonstrated by high utilization and strong positive feedback.

Unfortunately, the gift supporting TigerWell, including the Outreach Counselor program, is set to expire in the near future. Simultaneously, we notice that despite the popularity of Outreach Counselors among certain student communities, many students remain unfamiliar with the program. The working group completed a targeted assessment of the current and potential capacities of the outreach counselor program as outlined above as well as a comprehensive review of opportunities and methods for increasing the visibility and accessibility of this resource.

These efforts regarding the TigerWell Outreach Counselors happened alongside an assessment specifically of CPS, including wait times and the training of CPS counselors to ensure quality care for students of all identities, anticipating the expansion of the undergraduate student body and potentially of UHS facilities and capacity.

According to the CPS website, CPS “offers short-term psychological and psychiatric services, but when students require ongoing, long-term or specialized treatment or if students prefer to seek treatment in the community, they are referred to an off-campus provider.” The USG has heard from students about a variety of challenges navigating off-campus care. To inform our assessment of off-campus care options, the USG and CPS jointly developed and sent out a targeted survey to students who have been referred to off-campus providers by CPS in the past two years. We reviewed the results of the CPS survey of students who have been referred out and potential barriers to accessing referrals (Appendix 2). We used the information provided by the off-campus referral survey to guide our investigation into how funding, transportation, and other needs affect the ability for students to follow through with referrals.

We recommend that

- 1) The Vice President for Campus Life, working with the Office of Advancement, pursues fundraising efforts for the continuation of TigerWell, including the Outreach Counselor program, beyond FY 2024 as a priority. Continue these fundraising efforts to expand and institutionalize the Outreach Counselor program. [in progress, by Summer 2023]
- 2) The Director of CPS consider ways for CPS counselors other than Outreach Counselors to more actively engage in programming and outreach efforts, in consultation with HHPS on was these programmatic efforts can offer sustainable benefits to students (e.g., around skill-building). [completed and ongoing]
- 3) The Director of CPS increase the number of counselors who are part of the Outreach Counselor program. Currently, one Outreach Counselor is dedicated to working with students who hold marginalized identities and SIFP students, another Outreach Counselor is dedicated to working with graduate students, international students, and SEAS students and another Out Reach Counselor is dedicated to working with student-athletes. Other potential areas of focus for Outreach Counselors include counselors dedicated towards students with disabilities or chronic pain/illness. [in progress, by Summer 2023]
- 4) The Director of CPS send community care-providers (off-campus therapists) routine updates about the services that CPS provides so students they see aren't cut off from additional programming like groups or workshops. [completed and ongoing]

- 5) The Director of CPS increase awareness about support groups offered through CPS. [completed and ongoing]
- 6) The Director of CPS consult with the Office of Communications to develop a strategy for communicating about various resources within CPS. When consulting with Communications, ask: what resources and systems do we need to execute our communications plan? [in progress, by Spring 2023]
- 7) The Director of CPS consider developing a flow chart or some other reference tool to help folks better navigate the variety of resources, including resources to support sub-clinical needs such as those mentioned in recommendation #3 of the “Transition to Princeton and Navigating Resources” section above. [in progress, by Spring 2023]
- 8) The Director of CPS initiate periodic and repeated contact with partners across the University to ensure they are constantly aware of and engaging students with appropriate and updated resources [completed and ongoing]
- 9) The Director of CPS, working with the Gender + Sexuality Resource Center and the SHARE Office, continue to build upon existing programming geared towards male-identified students, including a focus on healthy masculinity (e.g., MAVRIC). Explore what cross-sector (reaching students, faculty, admin) opportunities are there for programming. [in progress, by Spring 2023]
- 10) The Vice President for Campus Life identify funding to support transportation to off-campus care, including the possibility of purchasing vouchers to Lyft, or possibly creating a [Well Ride program](#) here at PU. [in progress, by Spring 2023]
- 11) The Vice President of Campus Life, working with the Director of CPS, continue process improvements around emergency funding and funding to assist in paying for costs of off-campus mental health care. Explore direct payment vs. a reimbursement model in awarding of emergency funds. Provide explicit guidance and details needed to both apply for emergency funds and to receive payments. [In Review]

Telehealth

Issues: In addition to in-person counseling options offered through CPS and other providers, there is demonstrated student interest in telehealth options. The utilization of virtual counseling options became more prevalent with the pandemic, and now students view telehealth as a convenient and accessible mode of care. The predominant concern raised by students regarding telehealth is a lack of private, reservable spaces on campus to take telehealth appointments. We plan to take steps that include further examining the quantity and quality of private spaces available to reserve for telehealth appointments and identifying avenues to make these resources more visible and accessible to students. These efforts should be complemented by an assessment of the Princeton Peer Nightline (PPN), a text-based hotline hosted by trained student volunteers; this assessment should include consideration of PPN’s current and potential capacities, utilization, training, and program structure.

We recommend that

- 1) The Director of CPS revise messaging around how after-hours counseling line is described to lower the bar for access. [in progress, by Spring 2023]
- 2) The Director of CPS identify and implement ways to offer 24/7 on-demand counseling. [in progress, by Fall 2023]
- 3) The Director of CPS identify and implement ways to expand drop-in hour availability as new counselors are hired. [in progress, by Spring 2023]
- 4) The Director of CPS, working with the Office of Institutional Research, develop a mental health

screening tool that students would complete during the re-enrollment period at the start of every year to check in about their mental health and point students to available resources. [under review]

- 5) The Vice President for Campus Life, working with the Director of CPS, get in touch with Princeton Peer Nightline and explore options for encouraging participation in trainings during Wintersession, given the new academic calendar [under review]
- 6) The Director of CPS make sure that students who book a telehealth appointment receive in the appointment reminder a link to a document which lists all of the telehealth spaces available on campus. [complete]
- 7) The Director of CPS keep a list of private rooms on campus up to date (updated annually) and add a line at the bottom of the webpage: “Do you know of a space not on this list? Let us know!” Check spreadsheets of available spaces and ensure the updated webpage includes rooms in residential college spaces. [complete and ongoing]
- 8) The Vice President for Campus Life, working with the Office of the University Architect, ensure that active construction considers opportunities to expand the number of soundproof spaces on campus. [in review]

Additional Topics: Academics and Mental Health

In the early stages of the working group’s formal meetings over the summer, both discussions and student feedback illuminated a need to address mental health resources as they relate to academics. USG surveys suggest that academic stressors are major underlying drivers of mental health issues at Princeton. Student feedback indicates a desire for classroom and University policies and practices that better support student mental health. For example, students would like faculty to consider the impact of mental health distress on their learning as well as considering the need for real breaks in the academic calendar (such as encouraging faculty not to assign work to be due right after spring or fall break). Students also express a wish for more flexible P/D/F policies, though data shows most students don’t take full advantage of the existing P/D/F policy.

The working group was joined by the Dean and other administrators from the Office of the Dean of the College (ODOC) and by the USG Academics Chair in two discussion sessions. They addressed topics including academic advising, breaks in the academic calendar, grading and P/D/F policies, and leaves of absence. They discussed expanding access to resources for students taking leaves of absence (for example, the Emma Bloomberg Center’s new Assistant Director for External Resource Support and Student Success offers holistic support for students seeking to connect with external resources and student testimonials through the soon-to-be created Advising website will also be illuminating); examining P/D/F grading practices by class year to determine if differential policies might provide more flexibility for students; and exploring opportunities for the USG to communicate more directly with faculty to share feedback regarding the student experience. These conversations are part of ongoing efforts by the USG Academics Committee and ODOC to address stress caused by the typical rigor of Princeton’s academic expectations.

Additional Topics: Supporting Asian and Pacific Islander (API) Students

In addition to the issues raised in the formal referendum which were articulated above, specific concerns about how the university could better support students from the Asian and Pacific Islander (API) community were also discussed. These conversations were prompted in part by the tragic loss of two students at the very end of the Spring 2022 semester. The Director of CPS reached out to the leaders of

the Asian American Student Association (AASA) to discuss potential partnerships that would help inform API students about mental health resources, and also help to decrease stigma around accessing care. We also established an API Mental Health Working Group made up of administrators who have expressed interest in issues facing the API community, along with two API alumni, to look at potential areas of collaboration and improvement to better support the mental health of API students at Princeton.

Outcomes:

- 1) CPS and AASA will partner to create the following programs which are open to all who are supportive of the objectives, but center on decreasing the stigma around accessing care that has historically been prevalent in the API community:
 - 9/29/22 (Thurs) - [AASA x CPS] U Matter Event/tabling raising awareness about mental health concerns in the API community.
 - 10/3/22 (Tues) - [AASA x CPS] Parents' Info Session on Mental Health Before Midterm Week
 - 10/12/22 (Weds) - [AASA x CPS] Study Break
 - 11/17/22 (Thurs) - [AASA x CPS] Video Dinner Discussion Mid November
 - 12/4/22 (Sun) - [AASA x CPS] PDAR Training Session End of Semester
- 2) The API Mental Health Workgroup was formed and includes the following members:
 - Joyce Chen Shueh, Senior Associate Dean, Office of the Dean of Undergraduate Students
 - Calvin Chin, Director, Counseling & Psychological Services (CPS)
 - Stephen Kim, Associate Director, Communication and Information, Art Museum, Co-President, Asian Staff @ Princeton Employee Resource Group (ERG)
 - Sue Kim, Outreach Counselor, CPS
 - Nancy Lin '77 S76 P10, Co-Chair, Asian American Alumni Association of Princeton (A4P)
 - Lily Secora, Assistant Dean, Student Affairs, Office of the Dean of the Graduate School
 - Jasmine Ueng-McHale '97, Community Psychologist
 - Shirley Wang, Senior Associate Director for Teaching Initiatives and Programs, McGraw Center for Teaching and Learning
 - Victoria Yu, Assistant Director, Carl A. Fields Center
 - Julie Yun, Associate Dean for Diversity & Inclusion, Engineering and Applied Science
- 3) The API Mental Health Working Group will actively collaborate with students as we consider interventions. This may include inviting AASA co-chairs or other students to be formally part of the workgroup.
- 4) The API Mental Health Workgroup will meet over the course of the year to discuss ideas about how to improve mental health support for API students.

Next Steps

The Working Group will follow-up on the list of recommendations and provide quarterly updates regarding progress towards each goal. Several recommendations involve continuing productive discussion between students and administration about their mental health needs and ways to improve mental health resources on campus, including prevention resources. We look forward to continuing this productive conversation.

Appendix 1. Meeting Summaries

June 2nd, 2022: Residential Colleges

Meeting Summary: In this first meeting, the Mental Health Resources Working Group established core principles and discussed issues pertaining to mental health care through residential colleges, among other items. This Working Group will build on ongoing work to: examine both awareness and resource gaps in mental health care, engage health and well-being as institutional priorities, recognize issues affecting the campus community as a whole as well as the unique experiences and challenges affecting students of diverse student identities, and address both proactive/preventive care and crisis response resources.

On crisis response, we discussed the importance of having systems not reliant solely on Public Safety, and the training and positioning of Residential Life Coordinators (new positions starting Fall 2022) necessary to help fill these needs. We also discussed several approaches to proactive, preventive care—including regular communication of underutilized resources, built-in alert systems, and integrated support regarding academic stresses—as well as targeted support for students returning from leaves of absence. We will continue discussing academic dimensions of mental health care resources in a separate meeting, including representatives from ODOC and SEAS.

June 20th, 2022: First Years

Meeting Summary: In this meeting, the Mental Health Resources Working Group discussed mental health resources with respect to their sharing/communication with incoming first-year students and the student body more generally. We discussed topics including: the sharing of an intro video walkthrough for CPS developed by USG and CPS, the revamping of CPS communications including social media, the publication of staff photos on the CPS directory, the publication of faculty/staff/admin entities that have received training via CPS, and the re-establishment of an advisory board for ongoing admin-student dialogue. We also discussed, more broadly, the relationship between and the responsibilities of students and administrators on issues of mental health.

July 2nd, 2022: Outreach Counselors, Counselors at CPS, and Off-Campus Care

Meeting Summary: The Mental Health Resources Working Group discussed issues and ideas relating to CPS counselors (including outreach counselors) and off-campus care. In particular, we discussed future plans for expanding the outreach counselor program as a source of specialized care for students of diverse or marginalized backgrounds and identities; the need to improve and expand communications from CPS regarding its variety of services (e.g. support groups and outreach counselors); and potential ways to provide transportation for off-campus care free of cost.

August 3rd, 2022: Telehealth

Meeting Summary:

In this meeting, the Mental Health Working Group discussed both resource and awareness gaps relating to telehealth-style mental health resources. We began by defining telehealth to include contracting with outside companies that provide virtual appointments and text-based therapy, as well as a variety of on-demand services that can be accessed not in-person. Recommendations include pursuing steps to increase the availability and visibility of private rooms for telehealth appointments across campus and exploring the possibility and feasibility of establishing a phone line open 24/7 for students who want

someone to talk to.

July 13th, 2022 and August 18th, 2022: Academics and Mental Health

Meeting Summaries: In this July 13 meeting, representatives from USG and the Office of the Dean of the College met to discuss issues of mental health resources as they relate to the academic experience. We discussed modes of engaging faculty in conversations to ensure students can have true breaks, P/D/F policies and the first-year experience with grading as part of a broader conversation about meaningful feedback and learning, and the support offered by various academic advisors. The P/D/F policy is determined by the Committee on Examinations and Standing, and there is concern from faculty that taking classes P/D/F leads to diminished engagement in the class. The Deans also noted that most students do not use their full allotment of opportunities to take classes P/D/F.

During the August 18th meeting, representatives of the Mental Health Working Group met with representatives of the Office of the Dean of the College to discuss matters relating to leaves of absence. Topics discussed included resources offered to students taking medical leaves of absence; possibilities and complications of semester-long leaves; processes of re-enrolling in the University (including housing re-enrollment) and relevant legal considerations; and opportunities to improve ongoing efforts to support students taking leaves (e.g. the timeaway.Princeton.edu website and new staff at the Emma Bloomberg Center).