FINDINGS AND RECOMMENDATIONS OF THE MENTAL HEALTH AND WELL-BEING TASK FORCE

PHASE TWO: FACULTY AND STAFF

March 2022

Worcester Polytechnic Institute

Content Warning: This report of WPI's Mental Health and Well-Being Task Force (the Task Force) presents the initial findings and the perspectives of the campus community gathered through surveys, a student listening session, and virtual and in-person town halls. The subjects of death, suicide, conflict, mental health, and mental illness—and a wide range of emotions, particularly negative emotions like stress, anxiety, loneliness, anger, fear, and frustration, among others—are discussed.

This report also provides national and WPI-based context and a snapshot of the well-being aspects of the university's strategic plan; it outlines steps already taken and the work ahead to better acknowledge and focus on the mental health and well-being of our community and to strengthen and maintain a culture of support, inclusion, and acceptance.

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A Mental Health Crisis

A National Issue

Nationally, feelings of disconnection, fear about the future, hopelessness and increased anxiety are more common than ever, especially among the college-age population.

At colleges nationwide, students are grappling with increased stress and anxiety that has only been exacerbated by the pandemic. Some students' existing mental-health challenges have worsened during Covid-19, while other students have experienced such concerns for the first time.

In early December 2021, the U.S. Surgeon General issued an advisory pointing to a crisis in youth mental health and calling for systemic change.

"It would be a tragedy if we beat back one public health crisis only to allow another to grow in its place … This isn't an issue we can fix overnight or with a single prescription. Ensuring healthy children and families will take an all-of-society effort, including policy, institutional, and individual changes in how we view and prioritize mental health."

Read the full advisory:

Protecting Youth Mental Health: The U.S. Surgeon General's Advisory

This in turn has drawn into sharp focus the mental health concerns of faculty and staff, who, in addition to being on the front lines of student needs, bear their own challenges at work and at home. The pandemic, in particular, has intensified work/life balance stressors for faculty and staff of all ages—those forced to manage young children at home as K-12 schools closed, as well as those caring for a family member at risk, and those with their own health issues that make working on a college campus a concern.

Similarly, according to a report from the Boston University School of Public Health (*Faculty's dual role as gatekeepers of student mental health*) "nearly 80 percent of higher education faculty surveyed report dealing with student mental health issues and almost 90 percent of faculty believe those issues have worsened during the pandemic." Additionally, one in five faculty surveyed said that students' mental health has taken a toll on their own mental health.

More broadly, outside higher education, mental health concerns have increased among adults nationwide. Some reports indicate that one in five Americans manages a diagnosable mental health condition every year, and three-quarters of full-time employees surveyed experienced at least one symptom of a mental health condition over the course of 2021, up from nearly 60% in 2019. The most common symptoms were burnout, depression, and anxiety. (See 2021 "Mental Health at Work Report" from MindShare, with Qualtrics and Survey Point: https://www.mindsharepartners.org/mentalhealthatworkreport-2021-dl.)

Our WPI Community

A rigorous, STEM-focused institution with an immersive and fast-paced approach to education, WPI began to see that graduate and undergraduate student mental health needs were increasing in intensity and severity based on the university's own data and its attention to and participation in national assessments, including those from the Healthy Minds Network and the American College Health Association (ACHA) National College Health Assessment (NCHA).

Those needs, intensified by student stressors being exacerbated by the COVID pandemic, led to the vision and plan for a Center for Well-Being at WPI, an initiative of the 2021–2026 WPI Strategic Plan that was reinforced as critical by the Mental Health and Well-Being Task Force, whose members were included in the interview process for the center's director. The new Center is expected to take form in the coming weeks on campus. As part of a holistic approach to student mental health, spanning academic and non-academic aspects of the student experience, the Center for Well-

Being at WPI will apply evidence-based practices to promote well-being for students and the broader WPI campus community, recognizing the importance of faculty and staff in creating, maintaining, and modeling a healthier environment for all.

Fundamentally, we need to disrupt three steadfast college realities: academic pressure isn't helping anyone (especially in this time of COVID and isolation stress); asking for help is not a weakness; and being constantly busy is not a badge of honor.

At WPI, we are working together to more effectively strengthen our community by increasing connections across all groups; decreasing pressure points; and redoubling our efforts to destigmatize mental health concerns as we support the wellness of all students, faculty, and staff.

WPI Student Deaths

From July 2021 through January 2022, seven WPI students died: three deaths are known to have been suicides; two are still under investigation; and another resulted from a medical issue. The university is not able to provide details on the other student's death.

One death is too many. That three are known suicides is unprecedented in the university's history. Between 2006 and June of 2021, WPI saw a total of two deaths by suicide. Prior to 2006, when many of WPI's most effective suicide prevention efforts began, the university's suicide completion rates were on the national average (6.5–7.5 per 100,000 students, which translates to one every three years). Up until this year, that rate dropped to well below the national average.

News media have also explored on the issue, highlighting WPI as one of many universities responding to heightened levels of student distress:

> "In the 2020–2021 academic year, 41 percent of students nationally reported symptoms of depression and 34 percent reported anxiety, according to data from the 2021 Healthy Minds Study …"

> 'The Urgency is Greater Than It Has Ever Been': Four Suicides Rock WPI Campus as Colleges Grapple with Student Mental Health Concerns—*The Boston Globe*, December 18, 2021

> "Over the past decade, the rate of depression, anxiety, and serious thoughts of suicide has doubled among college students …"

> Another Surge in the Virus Has Colleges Fearing a Mental Health Crisis —*The New York Times*, December 22, 2021

Convening the Mental Health and Well-Being Task Force

In late September 2021, to focus the university's response and better understand the intersection of mental health/well-being and the rigors of higher education as they impact our own community, President Leshin convened a Mental Health and Well-Being Task Force. The Task Force was charged with generating recommendations for specific near-term interventions and longer-term steps to advance the goal of creating a campus centered on supporting mental health and well-being while fostering the development and success of students, faculty, and staff.

Composed of more than 35 students, faculty, and staff, the Task Force is led by co-chairs **Jean King**, Peterson Family Dean of Arts & Sciences, and **Matt Barry**, assistant director of the Student Development & Counseling Center (SDCC). The Task Force, which meets weekly, reports to President Leshin and an Advisory Panel. (See Appendix Item 2 for a list of members.) It has four subcommittees, which meet at least weekly, or more as necessary:

Academics

- Community Input and Cultural Change

- Leveraging Technology

- Wellness Programming/ Center for Well-Being

The Task Force submitted its "Initial Findings and Recommendations of the Mental Health & Well-Being Task Force, Phase One: Students" in January and shared it with the campus community. This Phase Two report focuses on faculty and staff.

Confirming Needs, Trends, and Opportunities

The Task Force first focused on information gathering to identify urgent needs, to understand trends in stressors and factors impacting mental health, and to seek opportunities for the university to mitigate those stressors where appropriate and feasible.

Recommendations and findings from the Task Force subcommittee were grouped according to these themes and findings, a summary of which is shared here.

While many of these recommendations and actions will require new or realigned current resources and activities, several recommendations are already being implemented. See Completed Actions, Page 15.

Emerging Themes and Findings

As with its review of student-related feedback, the Task Force focused on information gathering to identify urgent needs, to understand trends in stressors and factors impacting mental health, and to seek opportunities for the university to mitigate those stressors where appropriate and feasible.

While there were some difference in concerns expressed by faculty and those expressed by staff, **major themes, or areas of difficulty, emerged** in the findings of the Mental Health and Well-Being Survey, Town Halls, and other feedback:

1. Overwork

2. Work/Life Balance

3. Lack of Appreciation

4. Mental Health Challenges

A comprehensive analysis of both faculty and staff feedback is included in PowerPoint presentations in Appendix Items 4 and 5.

Data Gathering

In the fall, the university hosted a series of town hall-style meetings, which drew 90 faculty and more than 200 staff to voice their concerns and perspectives of factors impacting mental health and well-being. Task Force members were present to capture information and qualitative data. See Appendix Item 3.

- 117 faculty (23%) and 194 staff (27%) submitted a Mental Health and Well-Being Survey opened Nov. 17 and distributed via several channels.

- Data was analyzed over the course of hundreds of hours by Kimberly LeChasseur in the Morgan Teaching and Learning Center and Task Force Member Professor Stacy Shaw with generous assistance from Professor Sarah Riddick and graduate students Andrew McReynolds and Kirk Vanacore. See Appendix Items 4 and 5.

- A great deal of additional qualitative data was gleaned from emails from the community to deans, faculty, staff, and members of the Task Force, and via discussions on social media, Discord, and other platforms.
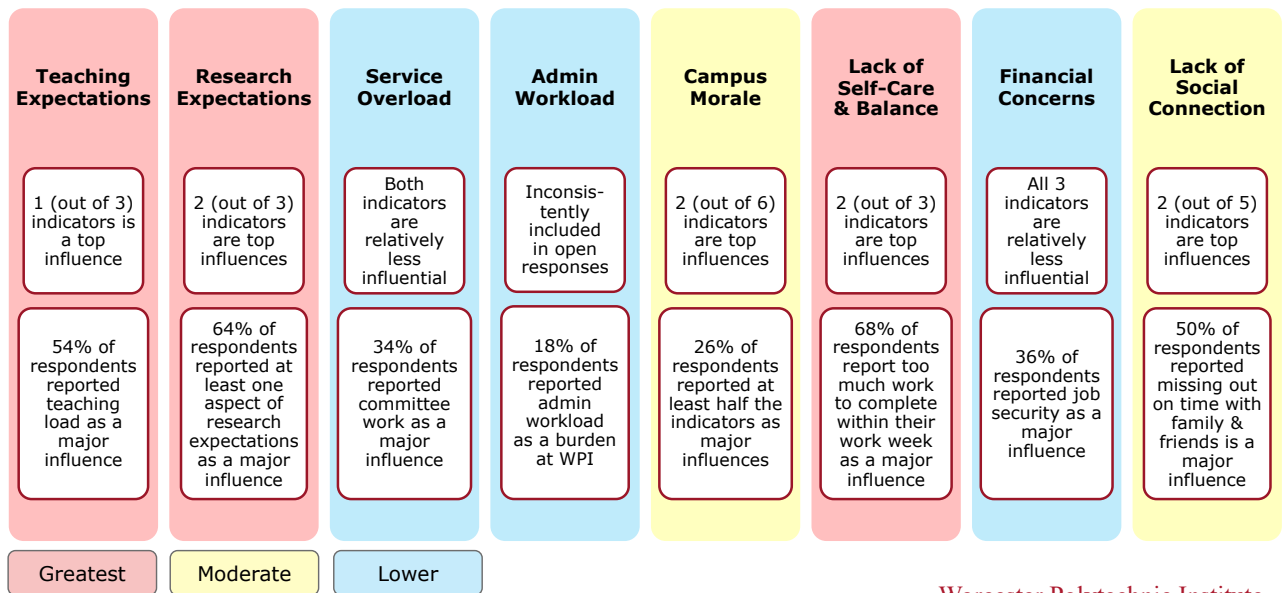
Faculty

This report provides frank feedback about the faculty's current concerns and is based upon data from the MHWB survey (23 percent of faculty responded) and numerous listening sessions and other sources.

To provide further context, since 2014, WPI has participated in the Collaborative on Academic Careers in Higher Education (COACHE) faculty job satisfaction survey. Sixty four percent of the faculty responded to the Spring 2021 survey and indicated overall high levels of satisfaction in the nature of the work (research, service, and teaching), collaboration, interdisciplinary work, mentoring, tenure and promotion policies, appreciation and recognition, personal and family policies, and more. Of the 25 survey areas, 20 were identified as strengths compared to other universities and none were identified as areas of concern. Compared to 2017, WPI faculty satisfaction in 2021 was higher in all areas except health and retirement benefits. (Probing deeper within that benchmark, the decline in satisfaction was entirely related to retirement benefits.) Analysis of the data is ongoing to explore differences in satisfaction by faculty demographics and discipline.

The 2021 COACHE survey provides insight into the experiences of a very active and dedicated faculty who now, in 2021-22, are facing truly unprecedented loss in their community.

The charts below provide a snapshot of the themes that emerged from the Task Force's review of data from the Mental Health and Well-Being Survey and other sources listed on page 6.

Faculty: Overview of Influences

Teaching Expectations	Research Expectations	Service Overload	Admin Workload	Campus Morale	Lack of Self-Care & Balance	Financial Concerns	Lack of Social Connection
1 (out of 3) indicators is a top influence	2 (out of 3) indicators are top influences	Both indicators are relatively less influential	Inconsistently included in open responses	2 (out of 6) indicators are top influences	2 (out of 3) indicators are top influences	All 3 indicators are relatively less influential	2 (out of 5) indicators are top influences
54% of respondents reported teaching load as a major influence	64% of respondents reported at least one aspect of research expectations as a major influence	34% of respondents reported committee work as a major influence	18% of respondents reported admin workload as a burden at WPI	26% of respondents reported at least half the indicators as major influences	68% of respondents report too much work to complete within their work week as a major influence	36% of respondents reported job security as a major influence	50% of respondents reported missing out on time with family & friends is a major influence

Greatest	Moderate	Lower

Worcester Polytechnic Institute

Finding—Faculty Overwork

Faculty feel overworked with teaching, research, service work, administrative, and other duties. WPI is a culture of systemic overwork; individuals feel pressure to do more and more, at the expense of self-care and campus morale.

Recommendations

- Evaluate optimal teaching load, including credits delivered. Hire more faculty in overloaded areas and/or those pertaining to strategic initiatives.

- Work with Admissions Office to explore/develop opportunities and strategies to grow enrollment in majors that have capacity.

- Evaluate the distribution of faculty advising expectations.

- Acknowledge labor by marginalized faculty as part of their workload.

- Build more days into the schedule give faculty the time to allow for more student/faculty interaction outside of the classroom (e.g., advising meetings).

- Schedule/facilitate a collaborative retreat or weekend "getaway" to foster connection on both a professional and social level (e.g., ski trips, dinners, game nights).

- Schedule time for professional development for faculty.

- Assess and support appropriate full-time staffing and administrative resources for the Morgan Teaching and Learning Center.

- Assess and support appropriate full-time staffing and administrative resources for the STEM Education Center.

- Complete compensation analysis for faculty; assess cost of living in Central Massachusetts housing market and inflation.

- Implement "No Meeting Fridays."

- Provide a regular term off for teaching faculty; no one should be teaching 8 courses per year for XX years in a row.

- Evaluate TA and PLA budgets; develop metrics to align with growth in undergraduate student population.

- Create an additional level of professional administrative support to provide assistance with administrative tasks (e.g., additional support for PLA training).

- Re-evaluate the effectiveness of academic/educational weeks (e.g., Engineering Week, Arts & Sciences Week) and consider scaling back to alleviate workload.

- Implement a Walking Challenge via the Center for Well-Being/Talent & Inclusion to encourage social connection and physical activity.

- Establish common hours (e.g., 10 am to 11 am) to shut down or reduce operations to allow for comingling, connecting, building relationships, etc.

Finding —Faculty and Staff Work/Life Balance

Work/life is out of balance. There is a need for clearer boundaries between work and life, and a more thoughtful distribution of work load and more balanced work habits/expectations.

(Note: This finding and recommendations are the same for faculty and staff.)

Recommendations

- Establish 35-hour work week; start the work week at 10 am on Mondays.

- Reconsider "working hours" 8:30 to 4:30 or 9 to 5, instead of 8 to 5. Acknowledge that 8 to 5 is no longer the norm and allow for flexibility; encourage the use of email signatures such as "I understand my work hours are not necessarily the same as yours…"

- Re-evaluate meeting schedules:

  o Consider prohibiting meetings during the lunch hour to allow for breaks to eat, recharge, and make work time more efficient.

  o Consider prohibiting meetings before 10 am on Mondays.

  o Establish a "no meeting" time every morning or afternoon (e.g., 10 to11 am, or 2 to 3 pm) to allow for dedicated work time each day to email, complete tasks and projects, and take a break.

- Establish email etiquette for times to engage and respond; reverse the expectation for night/weekend emails. Discourage 24/7 work.

- Encourage all to schedule "time to think."

- Establish meeting etiquette to allow breaks/downtime; make meetings 25 or 50 minutes, instead of 30 and 60, to allow for breaks in between.

- Lead by example. Support idea that it's OK to seek balance; model self-care and "powering down" behavior.

- Streamline work: too many hands are required to touch things when fewer is often enough.

- Foster an environment where it is OK to say no; work is increasingly complex and there are fewer people to do it, leading to stress.

- Discourage working through illness/injuries and encourage using sick time when needed.

Finding—Faculty Appreciation

Faculty do not feel appreciated and wish to be recognized for more than "just research." Campus morale is low.

Recommendations

- Eliminate the label of "merit-based" pay increases; increases are not about merit but rather how a very limited amount of funds can be distributed.

- Prioritize, recognize, and signal greater value of service and engagement within the WPI community in addition to teaching and research. Ask this in Faculty Annual Report and other evaluations.

- Make mental health and well-being support and community engagement an explicit part of merit, tenure, and promotion to show its value, while also recalibrating expectations overall.

- Give broader attention to recognition of faculty accomplishments and impacts beyond those that bring in big funding.

- Support rewards of teaching buyout or other opportunities for faculty who go above and beyond in providing student support service or who have administrative roles.

- Explore new award models: less competitive, less work to nominate, perhaps based on reporting (make the invisible visible).

- Encourage leaders to show appreciation for faculty by calling out/calling in/holding accountable those faculty who are harming students (e.g., those who say they are "too old to learn your pronouns") and requiring training and performance improvement plans.

Finding —Faculty Mental Health Challenges

Faculty feel unprepared to deal with students' mental health challenges or provide resources for students and themselves. There is an imbalance in faculty ability/willingness to support students.
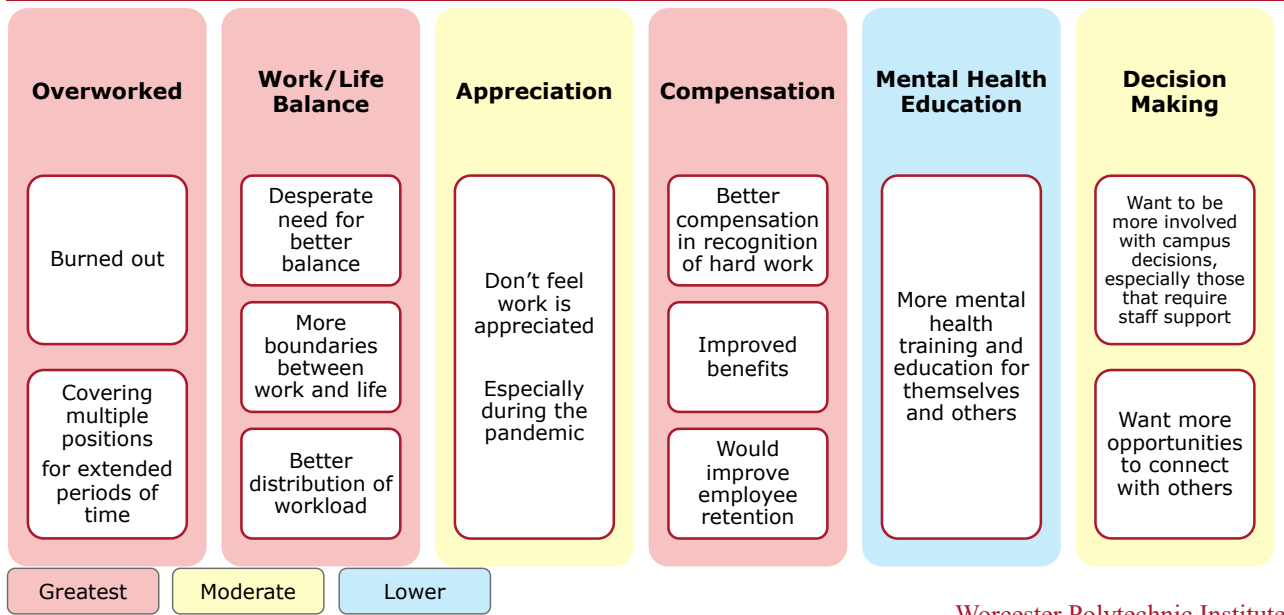
Recommendations

- Increase efforts to destigmatize mental health challenges.

- Increase resources for faculty and staff beyond referrals to the EAP.

- Improve relationships/respect among TRT and TTT faculty, who are perceived to "look down on" TRT faculty.

- Support TRT faculty who are taking on disproportionate mentorship responsibilities, for which they are not recognized or compensated.

- Address feelings of exclusion or not belonging by faculty, especially in humanities, social sciences, and business.

- Address disproportionate feelings of overwhelm by junior, female, BIPOC, and TRT faculty.

- Correct unevenness in faculty members' willingness to be flexible and treat students well, which places more stress on the faculty who are willing to be flexible.

- Set realistic expectations and boundaries for work and working hours for faculty, department heads, and deans. Communicate work hours and availability explicitly.

- Provide training on how to interact with other populations on campus around mental health.

STAFF

The chart below provides a snapshot of the themes that emerged from the Task Force's review of staff-related data.

Staff: Summary of Top Mental Health Factors

Overworked	Work/Life Balance	Appreciation	Compensation	Mental Health Education	Decision Making
Burned out	Desperate need for better balance	Don't feel work is appreciated	Better compensation in recognition of hard work	More mental health training and education for themselves and others	Want to be more involved with campus decisions, especially those that require staff support
Covering multiple positions for extended periods of time	More boundaries between work and life	Especially during the pandemic	Improved benefits		Want more opportunities to connect with others
	Better distribution of workload		Would improve employee retention		

Greatest Moderate Lower

Worcester Polytechnic Institute

Finding—Staff Overwork

Staff feel overworked and burned out; they're covering multiple positions and are asked to do more with fewer staff.

Recommendations

- Hire more staff in student-facing offices to expand resources and assist with responsibilities.
- Establish a Staff Council that is staff–created and –governed as an advocacy group to liaise with administration and Talent & Inclusion.
- Implement "No Meeting Fridays."
- Improve Workday functionality to communicate data needed for student support.
- Provide Workday training on burdensome tasks such as how to delegate approval tasks within departments for time sheets and budget requests.

Finding —Faculty and Staff Work/Life Balance

Work/life is out of balance. There is a need for clearer boundaries between work and life, and a more thoughtful distribution of work load and more balanced work habits/expectations.

(Note: This finding and recommendations are the same for faculty and staff.)

Recommendations

- Establish 35-hour work week; start the work week at 10 am on Mondays.

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- Re-evaluate meeting schedules:

  o Consider prohibiting meetings during the lunch hour to allow for breaks to eat, recharge, and make work time more efficient.

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- Establish email etiquette for times to engage and respond; reverse the expectation for night/weekend emails. Discourage 24/7 work.

- Encourage all to schedule "time to think."

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- Lead by example. Support idea that it's OK to seek balance; model self-care and "powering down" behavior.

- Streamline work: too many hands are required to touch things when fewer is often enough.

- Foster an environment where it is OK to say no; work is increasingly complex and there are fewer people to do it, leading to stress.

- Discourage working through illness/injuries and encourage using sick time when needed.

Finding —Staff Appreciation, Compensation

Staff do not feel appreciated or well compensated for their work.

Recommendations

- Complete compensation analysis for staff; assess cost of living in Central Massachusetts housing market and inflation. There is a perception that staff salaries are not competitive. Improve compensation.

- Eliminate the label of "merit-based" pay increases; increases are not about merit but rather how a very limited amount of funds can be distributed.

- Provide clearer messaging/explanation of the 3% salary increases, how they are calculated, and how they impact department budgets and other employees.

- Allow for greater flexibility of remote work as a signal of appreciation.

- Provide non-financial rewards, such as afternoons off, work weeks of less than 40 hours; additional vacation time; two hours per week for mental health; a floating mental health holiday; a no-work lunch hour.

- Provide more visibility for staff contributions and more ways to be recognized.

- Identify flexible models rather than one-size-fits-all: benefits that work for some may not work for others.

Finding —Staff Mental Health Challenges

Staff feel unprepared to deal with students' mental health challenges or provide resources for students and themselves. There is lack of connection on campus.

Recommendations

- Increase efforts to destigmatize mental health challenges.

- Provide training on how to interact with other populations on campus around mental health.

- Address and resolve faculty treatment of staff: some faculty treat staff poorly.

- Include staff in decisions that impact the greater community.

- Provide free subscriptions for Calm or Headspace apps for the campus community.

- Help staff set realistic expectations—and boundaries—around working hours and communicating different working hours.

- Recognize economic pressures facing staff in lower-paying positions.

- Schedule meetings at 25 or 50 minutes instead of 30 or 60 minutes to allow for breaks in between.

- Support break for time away from the computer or desk and time for exercise.

- Provide more opportunities for staff recognition.

- Support opportunities for flexibility without repercussion.

- Analyze and increase staffing to alleviate workload in understaffed areas.

- Recognize and address the unequal balance of workloads within teams.

- Review academic calendar and events to avoid overlaps and stress.

Finding—Staff Decision Making

Staff do not feel involved or heard in decisions being made on campus, particularly those that require staff support or changes.

Recommendations

- Establish a Staff Council that is staff-created and -governed as an advocacy group to liaise with administration and Talent & Inclusion.

- Provide greater opportunities for staff to connect with others and drive/engage in change.

Completed Actions

Fall 2021

- Mid-September: intensified an ongoing outreach/support of students via internal and online communications channels, social media, personal interactions, and a new Be Well Together Resources webpage: www.wpi.edu/bewelltogether.

- Sept. 16: Faculty governance hosted a special faculty meeting focused on factors impacting wellness.

- Oct. 25: an initial report of short-term recommendation and actions was presented to President Leshin and the Advisory Committee.

- Nov. 2: Hosted Be Well Together Day, a day intended to be free of classes and meetings to allow the community to come together for reflection and wellness activities.

- Nov. 4 and 5: Drop-in grief counseling in the wake of recent losses.

- Nov. 4: Student-led vigil and listening session, noted above.

- Oct: The Morgan Center for Teaching and Learning hosted workshops to help faculty and staff incorporate wellness strategies into their course curricula.

- Oct: The Student Development and Counseling Center (SDCC) hosted 12 Recognizing and Responding to Student Distress (RRSD) training sessions and several Student Support Network sessions for faculty, staff, and students to learn about signs of stress and how to guide students to help.

- Nov. 9–19: Hosted a series of 16 town hall-style listening sessions for students, faculty, staff, parents, and families.

- November 17: Launched a comprehensive, campus-wide survey to gather feedback from all students, faculty, and staff; additional outreach began to alumni and parents.

- Dec. 6: The Task Force convened for a five-hour retreat to review data and begin developing longer-term recommendations.

- Dec. 15: Launched Be Well Together biweekly email series to provide the community with updates on Task Force activities and wellness tips.

- Dec. 17: The Task Force chairs and subcommittee co-chairs presented initial findings, preliminary survey data, town hall feedback, and draft recommendations to President Leshin and the Advisory Committee.

- SDCC recruited three additional full-time counselors, alongside additional per diem counselors. Current wait times for an initial intake appointment are 1 to 3 days.

January–February 2022

- Start of Spring semester/C-Term, the Morgan Teaching and Learning Center developed a tool, Supporting Students Through Challenging Times, to help faculty and staff talk with students and direct them to resources.

- Jan. 12: SDCC launched an after-hours telehealth service to augment its Counselor-on-Call system, providing students with access to mental health counselors when the SDCC is not open in the evenings and on weekends. See www.wpi.edu/BeWellTogether.

- Jan. 12: SDCC launched an online scheduling function, providing students with the option of scheduling appointments at any time. See www.wpi.edu/BeWellTogether. (Within hours, 27 new appointment requests were received, quadruple the usual rate.)

- Jan. 19: Completed *Initial Findings and Recommendations of the Mental Health & Well-Being Task Force, Phase One: Students* and shared with the campus community. See Appendix Item 1.

- Actively recruiting additional staff in Academic Advising, Student Activities, and to support the CARE Team.

- Feb. 18: Through a faculty vote, approved a policy allowing students to choose a Pass/NR grade instead of A/B/C grade for C- and D-Term 2022, Spring Semester 2022, and Summer 2022 courses to help alleviate grade-related pressures.

- Feb. 24: Shared an independent review of WPI protocols and practices, conducted by Riverside Trauma Center. See Appendix Item 6.

- Feb. 24: Led by students for students, WPI hosted WeConnect, a voluntary day of activities to foster connection between students, faculty, and staff.

- Feb. 28: Welcomed to campus the inaugural Director of the Center for Well-Being, Dr. Paula Fitzpatrick.

Next Steps

Following the work of the Task Force and subcommittees to develop recommendations and suggest actions, the university is assembling an implementation team, led by S**enior Vice President for Student Affairs Philip Clay and Director of Emergency Management Ron Bashista**, to ensure progress on recommendations from internal and external sources around mental health and well-being on our campus. Notably, these are the same leaders who worked hand-in-hand with partners across campus to manage the university's COVID response over the past two years.

Sub-teams are being created and aligned with actions to be taken, including Student Life, Academics, Center for Well-Being, Communications, and the First Year Experience. Regular updates are being shared through the Be Well Together website and other platforms.

Appendix

Item 1: Initial Findings and Recommendations of the Mental Health & Well-Being Task Force, Phase One: Students

Item 2: Mental Health and Well-Being Task Force

President's Advisory Panel

- Philip Clay, Senior Vice President for Student Affairs
- Joyce Kline, Chair of the WPI Board of Trustees Committee on Student Affairs
- Laurie Leshin, President
- Charlie Morse, Associate Dean and Director of the Student Development & Counseling Center
- Mark Richman, Secretary of the Faculty
- Wole Soboyejo, Provost
- Lauren Turner, Senior Vice President, Talent & Inclusion

Task Force Co-Chairs

- Matt Barry, Assistant Director, Student Development & Counseling Center
- Jean King, Peterson Family Dean of Arts & Sciences

Task Force Members

Students

Cameron Cronin '23	Isabelle Mellor '22
Lindsey Fletcher '22	Brandon Persons '22
Zoe Januszewski '22	ML Tlachac, graduate student
Darren Kwee '24	Robbie Starr, graduate student *
Jacquelyn Lopez '23	Danielle Upton '22
Sean McGovern, graduate student	Casey Willis '22

Faculty

Emmanuel Agu, Computer Science	Doug Petkie, Physics
Scott Barton, Humanities & Arts, Chair, Committee on Advising and Student Life	George Pins, Biomedical Engineering
Chrys Demetry, Morgan Teaching & Learning Center	Zoe Reidinger, Biomedical Engineering
Katherine Foo, Integrative & Global Studies	Carolina Ruiz, Arts & Sciences
Arne Gericke, Undergraduate Studies	Stacy Shaw, Social Science & Policy Studies
Adrienne Hall-Phillips, Business	Jeanine Skorinko, Social Science & Policy Studies
Stephen Kmiotek, Chemical Engineering	

Staff

Veronica Brandstrader, Information Technology	Steve Marsh, Campus Police
Alison Duffy, Marketing Communications	Lisa Pearlman, Health Services
Diana Fiorentino, Marketing Communications	Emily Perlow, Student Affairs
Rory Flinn, Graduate Studies	Paul Reilly, Academic Advising
Cherise Galasso, Physical Education & Athletics	Brianne Ross, Advancement
Erika Hanlan, Career Development Center	Matt Thaler, Office of the General Counsel
Arnold Lane Jr., Multicultural Affairs	

Special assistance was graciously provided by Kimberly LeChasseur, Morgan Teaching & Learning Center; Carrie West, School of Arts & Sciences; and Erin Silva, General Counsel's Office. Additional assistance for the analysis of student data and/ or faculty/staff data was generously provided by Task Force Members Professor Stacy Shaw and Rory Flinn, with Jeanne Hubelbank, Professor Sarah Riddick, and graduate students Pinak Jani, Andrew McReynolds, Siddhi Patil, Gabriela Rovi, and Kirk Vanacore.

Item 3: Task Force Town Halls and Listening Sessions

A series of 16 sessions were held for specific groups, to allow for freer exchange of feedback, and at different times to accommodate participants' schedules. Of those, six were dedicated to faculty and staff; more than 300 attended. Overall, more than 630 faculty, staff, students, and parents attended all 16 sessions. Registration was not recorded and it is not known how many attendees participated in more than one session.

Faculty (90+)

- 40+   Thursday, November 11, 2:00 PM– In-person and Zoom

- 30+   Friday, November 12, 5:00 PM– Zoom

- 20+   Thursday, November 18, 10:00 AM– In-person and Zoom

Staff (205+)

- 80+   Wednesday, November 10, 4:00 PM– In-person and Zoom

- 75+   Friday, November 12, 3:00 PM– In-person and Zoom

- 50+   Friday, November 19, 3:00 PM– Zoom

Item 4: Mental Health and Well-Being Survey and Analysis: Faculty

[Mental Health and Well-Being Survey, Part 2: Faculty](#)

Item 5: Mental Health and Well-Being Survey and Analysis: Staff

[Mental Health and Well-Being Survey: Part 2, Staff](#)

Item 6: Riverside Trauma Center: Independent Review of WPI Mental Health Practices

[Riverside Trauma Center; Independent Review of WPI Mental Health Practices](#)