

A PATH FORWARD – TOGETHER

**MAPPING OF ACTION TEAM  
RECOMMENDATIONS TO  
IMPLEMENTATION  
OBJECTIVES**

Student Mental Health Action Team



## A Path Forward – Together

Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
<p>MH.1 Establish resources for centralized campus leadership and coordination of mental health support on campus with the goal of monitoring trends, improving mental health service provision, and reducing what appears to be higher-than-peer-average rates of stress, anxiety, and suicidal thinking.</p>	<p>9.1.1 Establish a Mental Health and Well Being advisory council with oversight and coordination of key stakeholders and resources on campus with a goal of monitoring the needs of campus, trends in the climate of campus, improving mental health service provision, and reducing what appears to be higher-than-peer average rates of stress, anxiety, and suicidal thinking; This council should have an administrative lead</p>	<ul style="list-style-type: none"> <li>-Increase involvement of campus entities that are not traditionally thought of by students as "mental health" entities (i.e. Office of the Arts, Academic Advisors, etc.)</li> <li>-Serve as a bridge between auxiliary units supporting mental health and academic units</li> <li>-Oversee long-term and short-term implementation of Action Team recommendations as well as previous task force recommendations</li> </ul>	<p>Health and Well Being</p>
<p>MH.2 Designate an administrative leader who will head a Mental Health Advisory Council (with students involved), serve as a bridge between auxiliary units supporting mental health and academic units, and oversee short-term and long-term implementation of MHAT and previous task force recommendations.</p>	<p>9.1.1 Establish a Mental Health and Well Being advisory council with oversight and coordination of key stakeholders and resources on campus with a goal of monitoring the needs of campus, trends in the climate of campus, improving mental health service provision, and reducing what appears to be higher-than-peer average rates of stress, anxiety, and suicidal thinking; This council should have an administrative lead</p>	<ul style="list-style-type: none"> <li>-Increase involvement of campus entities that are not traditionally thought of by students as "mental health" entities (i.e. Office of the Arts, Academic Advisors, etc.)</li> <li>-Serve as a bridge between auxiliary units supporting mental health and academic units</li> <li>-Oversee long-term and short-term implementation of Action Team recommendations as well as previous task force recommendations</li> </ul>	<p>Health and Well Being</p>
<p>MH.3 Establish a budget and develop a strategic plan to coordinate campus efforts to support student mental health needs.</p>	<p>9.1.1 Establish a Mental Health and Well Being advisory council with oversight and coordination of key stakeholders and resources on campus with a goal of monitoring the needs of campus, trends in the climate of campus, improving mental health service provision, and reducing what appears to be higher-than-peer average rates of stress, anxiety, and suicidal thinking; This council should have an administrative lead</p>	<ul style="list-style-type: none"> <li>-Increase involvement of campus entities that are not traditionally thought of by students as "mental health" entities (i.e. Office of the Arts, Academic Advisors, etc.)</li> <li>-Serve as a bridge between auxiliary units supporting mental health and academic units</li> <li>-Oversee long-term and short-term implementation of Action Team recommendations as well as previous task force recommendations</li> </ul>	<p>Health and Well Being</p>

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Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
<p>MH.4 Establish a campus wide Student Mental Health Advisory Council (or other "standing committee") made up of key stakeholders and undergraduate/graduate students.</p>	<p>9.1.1 Establish a Mental Health and Well Being advisory council with oversight and coordination of key stakeholders and resources on campus with a goal of monitoring the needs of campus, trends in the climate of campus, improving mental health service provision, and reducing what appears to be higher-than-peer average rates of stress, anxiety, and suicidal thinking; This council should have an administrative lead</p>	<ul style="list-style-type: none"> <li>-Increase involvement of campus entities that are not traditionally thought of by students as "mental health" entities (i.e. Office of the Arts, Academic Advisors, etc.)</li> <li>-Serve as a bridge between auxiliary units supporting mental health and academic units</li> <li>-Oversee long-term and short-term implementation of Action Team recommendations as well as previous task force recommendations</li> </ul>	<p>Health and Well Being</p>
<p>MH.5 Implement continuing periodic student surveys on mental health (last time was 2011).</p>	<p>6.2.1 Evaluate a comprehensive approach for examining student experiences around areas such as: mental health, academics, campus culture, LGBTQIA experience, etc. that allows for information to be consistently and rapidly interpreted and accessible</p>	<ul style="list-style-type: none"> <li>-Current surveys should be reviewed for utility toward this objective</li> <li>-Anonymized survey results and action items should be publicly available following the completion of data collection and analysis.</li> <li>-Look for examples of effective practices by other schools</li> </ul>	<p>Student and Community Life</p>
<p>MH.6 Widen the accessibility of de-identified survey results to campus constituents.</p>	<p>6.2.1 Evaluate a comprehensive approach for examining student experiences around areas such as: mental health, academics, campus culture, LGBTQIA experience, etc. that allows for information to be consistently and rapidly interpreted and accessible</p>	<ul style="list-style-type: none"> <li>-Current surveys should be reviewed for utility toward this objective</li> <li>-Anonymized survey results and action items should be publicly available following the completion of data collection and analysis.</li> <li>-Look for examples of effective practices by other schools</li> </ul>	<p>Student and Community Life</p>
<p>MH.7 Provide resources/support for implementation following surveys (e.g., Grad Student Experience Survey has some key recommendations, but no clear resources for implementation).</p>	<p>6.2.1 Evaluate a comprehensive approach for examining student experiences around areas such as: mental health, academics, campus culture, LGBTQIA experience, etc. that allows for information to be consistently and rapidly interpreted and accessible</p>	<ul style="list-style-type: none"> <li>-Current surveys should be reviewed for utility toward this objective</li> <li>-Anonymized survey results and action items should be publicly available following the completion of data collection and analysis.</li> <li>-Look for examples of effective practices by other schools</li> </ul>	<p>Student and Community Life</p>

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MH.8 Improve how students gain access to information about mental health resources and seek help in a mental health crisis.	12.1.1 Explore new technologies and mediums for students to get information about mental health resources and seek help in a mental health crisis (specifically on mobile devices)	-Establish mechanisms for one-time funding (e.g., SPAG or VIP) for innovative projects that develop and pilot these technologies with the goal of bringing to full implementation for campus use	Health and Well Being
MH.9 Explore new technologies, tele-health, one-touch apps, centralized e-portal for information access (e.g., easy link to get guidance and resource numbers on their mobile devices).	12.1.1 Explore new technologies and mediums for students to get information about mental health resources and seek help in a mental health crisis (specifically on mobile devices)	-Establish mechanisms for one-time funding (e.g., SPAG or VIP) for innovative projects that develop and pilot these technologies with the goal of bringing to full implementation for campus use	Health and Well Being
MH.10 Lower the help-seeking barriers. Go to where the students are (don't wait for them to come to Georgia Tech Counseling Center); expand reach to students who may be at greater risk for mental health concerns.	9.7.1 Lower the help seeking barriers by going to where students are with satellite counseling drop-in hours, programming and education in non-traditional spaces, and Peer Coaching/Grad Fellows outreach	-Increased visibility and options for students to seek support -Expanded reach to a greater population of students who are at risk of mental health concerns	Health and Well Being
MH.11 Satellite counseling centers or drop-in hours.	9.7.1 Lower the help seeking barriers by going to where students are with satellite counseling drop-in hours, programming and education in non-traditional spaces, and Peer Coaching/Grad Fellows outreach	-Increased visibility and options for students to seek support -Expanded reach to a greater population of students who are at risk of mental health concerns	Health and Well Being
MH.12 Expand outreach abilities of the counseling center (e.g., more frequent depression screenings across campus, "Let's Talk" programming).	9.7.1 Lower the help seeking barriers by going to where students are with satellite counseling drop-in hours, programming and education in non-traditional spaces, and Peer Coaching/Grad Fellows outreach	-Increased visibility and options for students to seek support -Expanded reach to a greater population of students who are at risk of mental health concerns	Health and Well Being

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Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
<p>MH.13 Expand mental health information in FASET and GT1000; implement similar learning opportunities for sophomores/juniors/seniors. Current information is insufficient, not standardized. Ensure that PLs/RAs are adequately trained and have all the information they need. Get information to parents.</p>	<p>1.2.1 Identify and strengthen existing and potentially new courses and programs that can enhance students' mental health and well being</p>	<ul style="list-style-type: none"> <li>-Increased student knowledge on mental health and well being</li> <li>-Increased opportunities to integrate students' academic and personal well being</li> </ul>	<p>Academic</p>
<p>MH.14 Expand mental health information to graduate students: Increase unit encouragement for attendance to Institute Grad Orientation; promote onboarding grad students programs such as "Grad Groups."</p>	<p>7.5.1 Enhance graduate student engagement in areas such as: Orientation/Transition programming (e.g., Grad Groups, Grad Orientation, etc.), Mental Health, Student Programming/Events, Finances and other opportunities</p>	<ul style="list-style-type: none"> <li>-Graduate Students are actively engaged in programming offered by the Institute</li> <li>-Increase communication of events to Graduate Students</li> <li>-Grad Students are efficiently and effectively prepared for life at Georgia Tech</li> </ul>	<p>Student and Community Life</p>
<p>MH.15 Look to other institutions for model programs/approaches.</p>	<p>6.2.1 Evaluate a comprehensive approach for examining student experiences around areas such as: mental health, academics, campus culture, LGBTQIA experience, etc. that allows for information to be consistently and rapidly interpreted and accessible</p>	<ul style="list-style-type: none"> <li>-Current surveys should be reviewed for utility toward this objective</li> <li>-Anonymized survey results and action items should be publicly available following the completion of data collection and analysis</li> <li>-Look for examples of effective practices by other schools</li> </ul>	<p>Student and Community Life</p>
<p>MH.16 Initiate programming, events, education, and physical spaces that build student's stress resilience, sense of belonging, and reduces mental health stigma.</p>	<p>9.7.1 Lower the help seeking barriers by going to where students are with satellite counseling drop-in hours, programming and education in non-traditional spaces, and Peer Coaching/Grad Fellows outreach</p>	<ul style="list-style-type: none"> <li>-Increased visibility and options for students to seek support</li> <li>-Expanded reach to a greater population of students who are at risk of mental health concerns</li> </ul>	<p>Health and Well Being</p>

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<p>MH.17 Give additional consideration to those students from groups that may be especially at-risk for emotional distress, stress, and isolation (e.g., URM-in context students, international students, "reentry" students following academic dismissal/warning/probation; survivors of sexual assault and interpersonal violence).</p>	<p>9.7.1 Lower the help seeking barriers by going to where students are with satellite counseling drop-in hours, programming and education in non-traditional spaces, and Peer Coaching/Grad Fellows outreach</p>	<ul style="list-style-type: none"> <li>-Increased visibility and options for students to seek support</li> <li>-Expanded reach to a greater population of students who are at risk of mental health concerns</li> </ul>	<p>Health and Well Being</p>
<p>MH.18 Understand that graduate student needs (and the mental health stressors) are different than undergraduates in that they fall more onto advisor relationships, lab dynamics, work-life balance, financial stress); re-publicize information on campus resources for graduate students to seek help (e.g., consider adding this information to the Mutual Expectations for Research Advisors/Advisees document); improve dialogue between academic units' graduate student councils and their unit administration</p>	<p>7.5.1 Enhance graduate student engagement in areas such as: Orientation/Transition programming (e.g., Grad Groups, Grad Orientation, etc.), Mental Health, Student Programming/Events, Finances and other opportunities.</p>	<ul style="list-style-type: none"> <li>-Graduate Students are actively engaged in programming offered by the Institute</li> <li>-Increase communication of events to Graduate Students</li> <li>-Grad Students are efficiently and effectively prepared for life at Georgia Tech</li> </ul>	<p>Student and Community Life</p>

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<p>MH.19 Increase involvement of campus entities that are not traditionally thought of by students as “mental health”: Georgia Tech Arts; Health &amp; Well-Being, Campus Recreation Center, Academic Advisors, and other entities from whom students seek support (e.g., campus chaplain community).</p>	<p>9.1.1 Establish a Mental Health and Well Being advisory council with oversight and coordination of key stakeholders and resources on campus with a goal of monitoring the needs of campus, trends in the climate of campus, improving mental health service provision, and reducing what appears to be higher-than-peer average rates of stress, anxiety, and suicidal thinking; This council should have an administrative lead</p>	<p>-Increase involvement of campus entities that are not traditionally thought of by students as "mental health" entities (i.e. Office of the Arts, Academic Advisors, etc.)                      -Serve as a bridge between auxiliary units supporting mental health and academic units                      -Oversee long-term and short-term implementation of Action Team recommendations as well as previous task force recommendations</p>	<p>Health and Well Being</p>
<p>MH.20 Promote programming that is meaningful to underrepresented minorities on campus (e.g., LGBTQIA, OMED, Women’s Resource Center, Office of Disabilities).</p>	<p>7.3.1 Increase the availability of general information courses on well being and LGBTQIA issues</p>	<p>-All students, faculty, and staff at all levels of the Institute can access training materials when, where, and how they want</p>	<p>Student and Community Life</p>
<p>MH.21 Increase the number of full-time counseling staff at GTCC, with attention to diversity, and reevaluate salary levels to ensure Georgia Tech is competitive in recruitment and retention of GTCC staff.</p>	<p>9.7.2 Conduct an organizational review of the counseling center and the relationship between the related offices providing mental health services, including an evaluation of staffing, resources, and space requirement of different offices</p>	<p>-Increased case managers to handle student volume                      -Appropriate number of counselors who have diverse experience to meet the needs of student groups who may be at risk for mental health concerns</p>	<p>Health and Well Being</p>
<p>MH.22 Add an additional full-time psychiatrist to Stamps Psychiatry Clinic to meet increasing demand for services.</p>	<p>9.2.1 Allocate resources, including funding, space and staffing, to improve and expand (as appropriate) services and programming for mental health services on campus; this also includes hiring mental health staff with particular expertise in LGBTQIA students</p>	<p>-Provide support and resources for the growing mental health needs of students on campus while being cognizant of the difference in needs from mental health services for different student groups</p>	<p>Health and Well Being</p>

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Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
MH.23 Increase “case manager” staff at GTCC to follow up on student-clients to ensure they are receiving the support they need, continuing verification of referral network.	9.7.2 Conduct an organizational review of the counseling center and the relationship between the related offices providing mental health services, including an evaluation of staffing, resources, and space requirement of different offices	-Increased case managers to handle student volume -Appropriate number of counselors who have diverse experience to meet the needs of student groups who may be at risk for mental health concerns	Health and Well Being
MH.24 Evaluate quality of care offered by external providers and address transportation (and other concerns) to off-campus clinicians.	10.2.1 Maintain current referral list of high-quality external counselors that are accepting student clients with information kept in an easily accessible information, as well as information about transportation options for students referred off campus	-Lists of external counselors are updated monthly -Students understand process of going off campus for counseling services as well as transportation options	Health and Well Being
MH.25 Provide funds to expand number and type of clinicians available to help students. For example, we could include more licensed master’s-level clinical staff, postdocs, interns (compared to licensed psychologists).	9.2.1 Allocate resources, including funding, space and staffing, to improve and expand (as appropriate) services and programming for mental health services on campus; this also includes hiring mental health staff with particular expertise in LGBTQIA students	-Provide support and resources for the growing mental health needs of students on campus while being cognizant of the difference in needs from mental health services for different student groups	Health and Well Being
MH.26 Ensure that “interim” status of GTCC director is resolved soon.	9.2.1 Allocate resources, including funding, space and staffing, to improve and expand (as appropriate) services and programming for mental health services on campus; this also includes hiring mental health staff with particular expertise in LGBTQIA students	-Provide support and resources for the growing mental health needs of students on campus while being cognizant of the difference in needs from mental health services for different student groups	Health and Well Being
MH.27 Address space constraints in GTCC in order to accommodate the greater needs, increased staff, and recommendations for additional programs/services.	9.7.2 Conduct an organizational review of the counseling center and the relationship between the related offices providing mental health services, including an evaluation of staffing, resources, and space requirement of different offices	-Increased case managers to handle student volume -Appropriate number of counselors who have diverse experience to meet the needs of student groups who may be at risk for mental health concerns	Health and Well Being

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<p>MH.28 Evaluate roles, scope, and coordination of GTCC, Stamps Psychiatry, Health &amp; Well-Being (e.g., What treatment should they offer? How might they more efficiently coordinate and share records so as to reduce student frustration with repeating forms?)</p>	<p>9.1.1 Establish a Mental Health and Well Being advisory council with oversight and coordination of key stakeholders and resources on campus with a goal of monitoring the needs of campus, trends in the climate of campus, improving mental health service provision, and reducing what appears to be higher-than-peer average rates of stress, anxiety, and suicidal thinking; This council should have an administrative lead</p>	<ul style="list-style-type: none"> <li>-Increase involvement of campus entities that are not traditionally thought of by students as "mental health" entities (i.e. Office of the Arts, Academic Advisors, etc.)</li> <li>-Serve as a bridge between auxiliary units supporting mental health and academic units</li> <li>-Oversee long-term and short-term implementation of Action Team recommendations as well as previous task force recommendations</li> </ul>	<p>Health and Well Being</p>
<p>MH.29 Evaluate intake process, time to first appointment (evaluation) and second appointment, how to get into support groups, process of referrals, and usage of other services.</p>	<p>9.2.2 Conduct a review of mental health, student health, and related campus services to ensure that they are supportive and inclusive of LGBTQIA needs</p>	<p>-Advisory council determines a process for reviewing organizational structure of MH and HWB services for LGBTQIA students.</p>	<p>Health and Well Being</p>
<p>MH.30 Currently, Georgia Tech Counseling Center is a short-term clinic. Given our preliminary review of usage statistics, we do not see a need to enforce a fixed session limit; rather, we see the need for better Student:Staff ratio (Recommend: 1000:1), improving education to students about the scope of GTCC services, and improving the referral and "hand off" process so that students can get appropriate and adequate long-term care if they need.</p>	<p>9.2.3 Improve education to students about the scope of GTCC (give specific attention to intake process), referral and "hand off" process for students who require long-time services, and explore the option to expand GTCC to offer longer term counseling where appropriate to students on a fee-for-service basis</p>	<p>-Allow for longer term counseling experiences before students have to be referred off-campus</p>	<p>Health and Well Being</p>

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Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
<p>MH.31 Explore the option to expand Georgia Tech Counseling Center to offer longer term counseling where appropriate to students on a fee-for-service basis or develop standing relationships with local off campus clinics to reduce the evident gaps in Atlanta-area referral network.</p>	<p>9.2.3 Improve education to students about the scope of GTCC (give specific attention to intake process), referral and "hand off" process for students who require long-time services, and explore the option to expand GTCC to offer longer term counseling where appropriate to students on a fee-for-service basis</p>	<p>-Allow for longer term counseling experiences before students have to be referred off-campus</p>	<p>Health and Well Being</p>
<p>MH.32 Address structural challenges and legal barriers to providing mental health support to Georgia Tech students who are not physically on campus (e.g., Georgia Licensure prevents GTCC staff from providing tele-health support to study abroad students or out-of-state co-op or internship students) or temporarily not registered (e.g., in summer term); possible “cobra” extensions of Student Blue Health Insurance during leaves of absence.</p>	<p>9.3.1 Explore structural challenges and legal barriers to providing mental health support for GT students who are not physically on campus, or are temporarily not registered</p>	<p>-Provide support and resources for students who are affiliated and receiving academic services from the Institute even when they are not physically going to class every day</p>	<p>Health and Well Being</p>
<p>MH.33 Increase training and use of academic advisors and faculty directors to support students.</p>	<p>3.1.1 An introduction to inclusive pedagogical practices (e.g., race, gender, ethnicity, sexuality, learning differences, etc.) should be included in new faculty orientation making it clear the expectation thereof. Additional ongoing workshops and professional development on this topic should be considered by CTL.</p>	<p>-Faculty are equipped to foster an inclusive classroom environment</p>	<p>Academic</p>

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MH.34 Enhance faculty understanding of student mental health issues and increase empathy through required (short and periodic) training, e.g., new faculty orientation and online modules.	11.2.1 Communicate and make aware to faculty, TAs, and academic advisors the resources available to students during times of stress and the best ways to direct or refer students towards those resources; Specific focus should be given to communicating the resources available during the job or graduate school search, application and interview processes	-Equip faculty, TAs, and academic advisors to be supportive by relaying resources and workshops during their job search and grad school application process as well as being understanding of the increased stress that students are under during this period of time	Academic
MH.35 Enhance TA training related to mental health support resources, procedures, identifying students in distress, and increasing empathy.	11.2.1 Communicate and make aware to faculty, TAs, and academic advisors the resources available to students during times of stress and the best ways to direct or refer students towards those resources; Specific focus should be given to communicating the resources available during the job or graduate school search, application and interview processes	-Equip faculty, TAs, and academic advisors to be supportive by relaying resources and workshops during their job search and grad school application process as well as being understanding of the increased stress that students are under during this period of time	Academic
MH.36 Promote and support C2D2's holistic view of career development, recognizing the pressures that the job search or graduate program application process adds.	11.2.1 Communicate and make aware to faculty, TAs, and academic advisors the resources available to students during times of stress and the best ways to direct or refer students towards those resources; Specific focus should be given to communicating the resources available during the job or graduate school search, application and interview processes	-Equip faculty, TAs, and academic advisors to be supportive by relaying resources and workshops during their job search and grad school application process as well as being understanding of the increased stress that students are under during this period of time	Academic
MH.37 Increase and enhance peer education strategies (e.g., QPR, "Let's Talk") and programs focusing on how to help a peer in distress.	12.1.2 Enhance peer education strategies and incorporate the Health & Well-being scope to provide programming in more inviting spaces such as the CRC or Residence Halls	-Increase in programs offered as well as increased student attendance at these programs	Health and Well Being

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MH.38 Expand peer coaching (including “Grad Fellows”), wellness activators, and “buddy escorts to GTCC” for broader mental health support.	9.7.1 Lower the help seeking barriers by going to where students are with satellite counseling drop-in hours, programming and education in non-traditional spaces, and Peer Coaching/Grad Fellows outreach	<ul style="list-style-type: none"> <li>-Increased visibility and options for students to seek support</li> <li>-Expanded reach to a greater population of students who are at risk of mental health concerns</li> </ul>	Health and Well Being
MH.39 Publicize and expand Health & Well-Being scope: helping students with multiple strategies to build stress resilience and emotional regulation; offering more de-stress activities, exercise, strength finders, and coping strategies to the students at CRC and in other spaces that may be more inviting (e.g., in their dorm, at Clough Commons, etc.)	12.1.2 Enhance peer education strategies and incorporate the Health & Well-being scope to provide programming in more inviting spaces such as the CRC or Residence Halls	<ul style="list-style-type: none"> <li>-Increase in programs offered as well as increased student attendance at these programs</li> </ul>	Health and Well Being
MH.40 Recommend revising curriculum [of APPH 1040/1050] and adding instructor(s) with formal training in mental health to create co-teaching teams that more fully integrate mental and physical health, while reducing student to- faculty ratio enabling additional small group discussions and exercises.	1.2.1 Identify and strengthen existing and potentially new courses and programs that can enhance students' mental health and well being.	<ul style="list-style-type: none"> <li>-Increased student knowledge on mental health and well being</li> <li>-Increased opportunities to integrate students' academic and personal well being</li> </ul>	Academic

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<p>MH.41 Consider adding additional "forgiveness" grade replacement beyond freshman year; explore increasing number of pass/fail options permitted. (Interestingly, MIT has first semester all Pass/Fail.)</p>	<p>1.3.1 Review current policies and practices around grading and related academic policies and the perception of its effectiveness to ensure that they align with the needs of faculty and students (e.g., grading on the curve, plus/minus grading)</p>	<p>-Establish a process to determine the feasibility, benefits, and concerns of implementing a modified grading policy and its impact to the campus community</p>	<p>Academic</p>
<p>MH.42 Address the often unclear/inconsistent/ever-changing grading policies in Georgia Tech courses (e.g., students report that a professor who grades on a curve creates a learning context where students never know where they stand, and this may increase competition between students).</p>	<p>1.3.1 Review current policies and practices around grading and related academic policies and the perception of its effectiveness to ensure that they align with the needs of faculty and students (e.g., grading on the curve, plus/minus grading)</p>	<p>-Establish a process to determine the feasibility, benefits, and concerns of implementing a modified grading policy and its impact to the campus community</p>	<p>Academic</p>
<p>MH.43 Improve coordination of exams throughout the semester. For example, there are many more exams assigned the week before Progress Reports are due.</p>	<p>1.5.1 Conduct a review of exams assigned during a given semester to determine opportunities for enhanced academic support services during heavy test periods. Engage academic advising in the study to best understand what combination of courses typically result in a more manageable course load</p>	<p>-Provide more support to students in planning for heavy testing periods</p>	<p>Academic</p>

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MH.44 Improve faculty communication about due dates for homework assignments and quizzes — assigning them at least one week in advance, and with definite due dates (preferably already clearly scheduled at the beginning of the semester so that students can better plan).	3.2.1 Assess the need for a policy or policy changes requiring that faculty communicate due dates for assignments at least a week in advance with a strong encouragement for them to be planned at the beginning of the semester. Additional efforts should be taken to enforce policies related to the syllabi and require the inclusion of campus resources pertaining to academic success and mental health in the same way that academic integrity and disability accommodations are included.	-Students will be able to plan their work more evenly and consistently to help lessen the stress of last minute exams and assignments	Academic
MH.45 Better enforcement of compliance to syllabus requirements and other policies related to classes. Require statement within all course syllabi that points students toward campus resources for mental health and academic success (similar to academic integrity and disability statements).	3.2.1 Assess the need for a policy or policy changes requiring that faculty communicate due dates for assignments at least a week in advance with a strong encouragement for them to be planned at the beginning of the semester. Additional efforts should be taken to enforce policies related to the syllabi and require the inclusion of campus resources pertaining to academic success and mental health in the same way that academic integrity and disability accommodations are included.	-Students will be able to plan their work more evenly and consistently to help lessen the stress of last minute exams and assignments	Academic
MH.46 Provide students with clear information regarding financial consequences of falling below GPA or progress requirements of their academic program (e.g. Hope/Zell minimums, research milestones in graduate programs), what their financial options are, and how to access emergency loans.	4.2.1 Increase information and materials provided to student who are at risk of losing their financial aid; Increase opportunities for need based financial aid	- For the 2018 freshman class, students are equipped with the necessary information regarding their scholarship, student loans, and other financing options in order to relieve the stress related with losing funding as is common with some state scholarships.	Academic

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MH.47 Provide more financial education workshops for students to reduce stress associated with not knowing how to plan or find support (e.g., follow through with recent successful pilot program on Financial Advising).	7.5.1 Enhance graduate student engagement in areas such as: Orientation/Transition programming (e.g., Grad Groups, Grad Orientation, etc.), Mental Health, Student Programming/Events, Finances and other opportunities	<ul style="list-style-type: none"> <li>-Graduate Students are actively engaged in programming offered by the Institute</li> <li>-Increase communication of events to Graduate Students</li> <li>-Grad Students are efficiently and effectively prepared for life at Georgia Tech</li> </ul>	Student and Community Life
MH.48 Enforce policy that requires academic units to conduct annual review of graduate stipend levels.	5.3.1 The Office of Graduate Studies should review and enforce policies related to graduate stipends across colleges	-Transparency and consistency in the application and enforcement of policy	Academic
MH.49 Encourage deans of Colleges to conduct comparative reviews of graduate stipends within their Colleges.	5.3.1 The Office of Graduate Studies should review and enforce policies related to graduate stipends across colleges	-Transparency and consistency in the application and enforcement of policy	Academic
MH.50 Provide clear financial information regarding stipend, fees, costs to prospective and incoming graduate students to enable them to better plan for their financial needs.	7.5.1 Enhance graduate student engagement in areas such as: Orientation/Transition programming (e.g., Grad Groups, Grad Orientation, etc.), Mental Health, Student Programming/Events, Finances and other opportunities	<ul style="list-style-type: none"> <li>-Graduate Students are actively engaged in programming offered by the Institute</li> <li>-Increase communication of events to Graduate Students</li> <li>-Grad Students are efficiently and effectively prepared for life at Georgia Tech</li> </ul>	Student and Community Life
MH.51 Investigate how Georgia Tech might be able to reduce student fees for graduate students outside of the tuition waiver.	5.3.1 The Office of Graduate Studies should review and enforce policies related to graduate stipends across colleges	-Transparency and consistency in the application and enforcement of policy	Academic

## A Path Forward – Together

Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
MH.52 Review inconsistent policies across units regulating graduate students' workload, e.g., some units forbid students working beyond 20 hours/week, taking part-time work off campus.	7.5.2 Develop more consistent and transparent practices and policies within units pertaining to graduate student expectations (e.g., academic expectations, workload, funding levels)	-Graduate Studies develops guidelines/templates for policies, resources, and practices for use and adaptation across different units; Grad studies regularly audits departmental graduate handbooks to ensure they are in alignment with GT and other relevant policies	Academic
MH.53 Reduce stigma of taking a one-semester leave of absence to work/replenish funds for education.	7.5.2 Develop more consistent and transparent practices and policies within units pertaining to graduate student expectations (e.g., academic expectations, workload, funding levels)	-Graduate Studies develops guidelines/templates for policies, resources, and practices for use and adaptation across different units; Grad studies regularly audits departmental graduate handbooks to ensure they are in alignment with GT and other relevant policies	Academic
MH.54 Make it easier for peers to report their concern for a fellow student in distress (e.g., current online form with Dean of Students requires input of the distressed student's GTID number, which may not be easy for a peer to obtain).	9.5.1 Make it easier for peers to report their concern for a fellow student in distress (e.g., current online form with Dean of Students requires input of the distressed student's GTID number, which may not be easy for a peer to obtain)	-Students who feel they see a warranted concern in peer's mental health can refer their peer without embarrassing them or unknowingly creating a barrier for that person in seeking help	Health and Well Being
MH.55 Explore the use of existing databases and predictive tools to identify students who may be at greater risk.	6.2.2 Evaluate the use of predictive technology to identify students who may be at greater risk for academic or mental health concerns	-A working group is established to determine the benefit and risks of implementing predictive analytics (as trends or individual data)	Health and Well Being
MH.56 Better coordinate existing databases of shared notes/actions from different units pertaining to students needing support; this will reduce student frustration with repeating forms.	9.6.1 Better coordinate existing databases of shared notes/actions (e.g., GradesFirst for advising) from different units pertaining to students needing support	-Reduce student frustration with repeating forms in order to receive services from different offices	Health and Well Being

## A Path Forward – Together

Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
<p>MH.57 Inadequate staffing of Office of Disability Services needs immediate attention. This includes increasing the staff (including testing center staff) and filling the open leadership position now. Fall 2017 was wrought with many challenges for this office, resulting in greatly increased stress placed on students requiring accommodation.</p>	<p>9.4.1 Provide resources for the Office of Disability Services to enhance services provided to students with disabilities. As part of these, the campus should initiate a plan to review and establish an appropriate testing center.</p>	<p>-The office has adequate staffing to support the number of students with disabilities -All students have access to a space that accommodates their needs for taking tests and exams</p>	<p>Health and Well Being</p>
<p>MH.58 Evaluate effectiveness of the new "Accommodate" program for management of accommodation requests, test scheduling, notetaking. The system was implemented in Fall 2017 with no instructions to faculty.</p>	<p>10.1.1 Ensure that the processes and tools for disability services reporting and management (currently the "accommodate" system) are working effectively and efficiently</p>	<p>-The process is clear to students on how to request accommodations -Decrease the amount of time it takes to process accommodation requests</p>	<p>Health and Well Being</p>
<p>MH.59 Find space for a testing center that appropriately accommodates student testing needs (inadequate space for low distractibility testers).</p>	<p>9.4.1 Provide resources for the Office of Disability Services to enhance services provided to students with disabilities. As part of these, the campus should initiate a plan to review and establish an appropriate testing center.</p>	<p>-The office has adequate staffing to support the number of students with disabilities -All students have access to a space that accommodates their needs for taking tests and exams</p>	<p>Health and Well Being</p>
<p>MH.60 Evaluate multi-use testing center (revenue generating for LSAT, GRE, etc.) as part of Library or other building projects.</p>	<p>9.4.1 Provide resources for the Office of Disability Services to enhance services provided to students with disabilities. As part of these, the campus should initiate a plan to review and establish an appropriate testing center.</p>	<p>-The office has adequate staffing to support the number of students with disabilities -All students have access to a space that accommodates their needs for taking tests and exams</p>	<p>Health and Well Being</p>

## A Path Forward – Together

Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
MH.61 Better training for faculty around the importance of accommodations and legal ramifications of not providing accommodations.	3.1.1 An introduction to inclusive pedagogical practices (e.g., race, gender, ethnicity, sexuality, learning differences, etc.) should be included in new faculty orientation making it clear the expectation thereof. Additional ongoing workshops and professional development on this topic should be considered by CTL.	-Faculty are equipped to foster an inclusive classroom environment	Academic