

University	UBOT Approval	Public Safety Enhancement Plans	Mental Health Enhancement Plans
FAMU	Pending Approval - Plans will be presented to FAMU BOT November 30, 2017.	Public Safety Enhancement Plan: 1. Six additional officers over the next 3 years 2. Three additional dispatchers over the next three years 3. Provide equipment and gear for new officers Spending Plan: \$486,750	Mental Health Counseling Enhancement Plan: 1. One additional psychologist (FY 2017-18) 2. One additional psychologist (FY 2018-19) Spending Plan: \$638,600
FAU	October 25, 2017	Public Safety Three-Year Plan: 1. Four additional officers (FY 2017-18) 2. Four additional officers (FY 2018-19) 3. Three additional officers (FY 2019-20) 4. Purchase additional police barricades, medical response kits, breaching tools, riot gear, ballistic shields, and metal detectors. Spending Plan: \$1,111,066	Student Mental Health Proposal: 1. 6 additional therapists (Fall of FY 2017-18) 2. 1 additional case manager, 1 additional psychiatrist, and 4 additional therapists (Spring of FY 2017-18) 3. 3 additional therapists (Fall of FY 2018-19) 4. 3 additional therapists (Spring of FY 2018-19) Spending Plan: \$1,887,720
FGCU		FY 2017-18 Plan: 1. Emergency Phones around campus will be increased and ones needing replacement will be 2. Increase cameras on campus. 3. License Plate Recognition program, quickly sending information on wanted or stolen vehicles In the long-term, FGCU looks to invest in officers. The initial investment will support and expand the resources in place, with future investments building upon the fortified infrastructure constructed in the first year of this initiative.	FY 2017-18 Plan: 1. Provide enhancements to the equipment training and systems in place to address mental health needs In the long-term, FGCU looks to invest in counselors and case managers. The initial investment will support and expand the resources in place, with future investments building upon the fortified infrastructure constructed in the first year of this initiative.
FIU	September 7, 2017	Public Safety Officers Implementation Plan: 1. Continue to benchmark to the IACP standard by adding additional officers with the goal of adding two officers per year 2. Continue to make required investments in training, equipment, and duty gear to ensure that the focus remains on the highest level of trained officers Spending Plan: \$164,000	Mental Health Counseling Implementation Plan: 1. Fund salary equity for retention (FY 2017-18). 2. Two additional psychologist positions for specialty needs including risk assessment (FY 2017-18) 3. Two additional psychologist positions with specialization in areas of greatest need (FY 2018-19) 4. Student Mental Health Taskforce created. Recommendations will be made by July 1, 2018
FPU	Plan submitted by the FPU BOT Chairman.	The police department will hire three additional police officers to meet the standard officer to student ratio.	The university employs one full-time counselor and one part-time counselor and 24/7 Bay Care (contracted healthcare agency) to support 1460 students. The standards state the minimum staffing ratios should strive to be one FTE professional staff member to ever 1,000-1,500 students. FPU is compliant with that standard.
FSU		Public Safety Officers Implementation Plan: 1. Eight additional officers (FY 2016-17) 2. Two additional officers (FY 2017-18) 3. Two additional officers (FY 2018-19) 4. Three additional officers (FY 2019-20) 5. Three additional officers (FY 2020-21)	Mental Health Counseling Implementation Plan: 1. Six additional counselors (FY 2017-18) 2. Six additional counselors (FY 2018-19) 3. Five additional counselors (FY 2019-20) 4. Six additional counselors (FY 2020-21)

University	UBOT Approval	Public Safety Enhancement Plans	Mental Health Enhancement Plans
NCF/ USF-SM		Plans to Enhance Campus Law Enforcement: 1. One additional law enforcement officer and one additional police communications officer (FY 2017-18) 2. Funding for police equipment needs including two additional vehicles (FY 2017-18) 3. Two additional law enforcement officers (FY 2018-19) 4. Two additional law enforcement officers (FY 2019-20)	Plans to Enhance Student Mental Health Services: 1. Two additional positions - case manager and counselor (FY 2017-18) 2. Funding for electronic outreach programming (FY 2017-18) 3. One additional psychologist position (FY 2018-19)
UCF	September 27 ,2017	Public Safety Officers Implementation Plan: 1. Four additional officers for the new Downtown Campus Fall 2019 opening. (FY 2017-18) 2. Five additional officers for the new Downtown Campus (FY 2018-19) 3. One additional sergeant and four additional officers for the main campus (FY 2018-19) 4. Nine additional officers and a sergeant (FY 2019-20) Spending Plan: \$2,448,000	Mental Health Counseling Implementation Plan: 1. Continue to front load initial assessment appointments for 2017-18 2. Maximize use of OPS providers from the community who are able to devote service time to providing therapy to students 3. Explore the expansion of CAPS' post-doctoral training program to maximize student service and advance goals for achieving preeminent status 4. Reallocate the student health fee so that it will go to support CAPS, resulting in close to \$1 million of new mental health resources
UF	August 29 ,2017	Public Safety Officers Staffing Plan 1. Two additional officers (FY 2018-19) 2. Two additional officers (FY 2019-20) 3. One additional officer (FY 2020-21) 4. Fund personnel equipment-gear and vehicles associated with additional positions Spending Plan: \$994,146	Student Mental Health Staffing Plan 1. Four additional mental health counselors (FY 2017-18) 2. Four additional mental health counselors (FY 2018-19) 3. Four additional mental health counselors (FY 2019-20) Spending Plan: \$1.46 million
UNF	Reviewed and approved as part of the FY 2017-18 operating budget.	Public Safety Officers Implementation Plan: 1. Two additional officers (FY 2017-18) 2. Upgrades and improvements made to the Cooper system to stabilize the reliability and performance of the outdoor communication system 3. Multi-directional antennae have been installed around the campus in an effort to eliminate dead spots and increase communications	Mental Health Counseling Implementation Plan: 1. University has purchased and begun to implement preventative tracking and management software used to identify students at risk, allowing staff to intervene as quickly as possible to prevent further academic or personal decline 2. Student Government has chosen to redistribute a portion of existing fee funding to the Counseling Center, along with an investment from the University's base budget, funds will support a new pre-doctoral psychology internship program 3. Hire temporary clinicians until the new interns can take over in FY 2018-19 Spending Plan: \$587,850

University	UBOT Approval	Public Safety Enhancement Plans	Mental Health Enhancement Plans
USF - Tampa		<p>USFSPD Staffing Plan: Moving forward, the University community will continue to seek out opportunities to address ongoing safety needs with existing resources. The fundamental issue relates to our ability to recruit, retain, and house viable candidates in order to meet public safety expectations. Areas of significance include salaries; recruiting and retention initiatives; and police facilities. The most practical approach to addressing these issues is through a multiyear process affording us the opportunity to spread costs over several fiscal cycles as outlined below:</p> <p>FY 2017-18 Reallocation of Resources netting 1 additional position FY 2018-19 1-2 additional officers depending on resources FY 2019-20 1-2 additional officers depending on resources FY 2020-21 1-2 additional officers depending on resources</p>	<p>MWell4Success: <i>USF Tampa</i></p> <ol style="list-style-type: none"> 1. Mental Health Literacy Social Marketing, one additional social marketing staff (FY 2017-18) 2. Mental Health Outreach, one additional mental health outreach specialist (FY 2017-18) 3. Health & Wellness Coaching Satellite Stations (2 stations), three additional certified Health & Wellness Coaches (FY 2017-18). 4. Extended Hours for Counseling Services, two additional licensed counselors (FY 2017-18) 5. Add counseling services to Health & Wellness Coaching Satellite Stations, three additional counselors (Spring of FY 2017-18) 6. Implement Coordinated Care Management System, hire one Care Manager (Spring of FY 2017-18) 7. Two additional Satellite Stations, two post-docs (FY 2018-19) 8. Add an additional Care Manager for Coordinated Care (Spring of FY 2018-19) <p>Total Cost: \$978,100 (by FY 2018-19)</p> <p><i>USF - St. Pete</i></p> <ol style="list-style-type: none"> 1. Mental Health Outreach, one mental health outreach specialist (FY 2017-18) 2. Health & Wellness Coaching, one certified health and wellness coach (FY 2017-18) 3. Coordinated Care Management System, one care manager (FY 2017-18) <p>Total Cost: \$189,000 (by FY 2018-19)</p>
UWF	September 26 ,2017 (mental health)	The university has determined no changes are needed in public safety at this time.	<p>Mental Health Counseling Services Staffing Plan:</p> <ol style="list-style-type: none"> 1. One additional psychologist and one additional mental health counselor (FY 2017-18) 2. One additional psychologist and one additional mental health counselor (FY 2018-19) 3. One additional mental health counselor and one additional clinical social worker (FY 2019-20) 4. One additional clinical social worker (FY 2020-21) 5. Develop innovative programs such as Recovery (drug and alcohol dependence and abuse) support services, expanded support services for students on the Autism Spectrum, Learning Disability and Attention Deficit Disorder Testing and Assessment, and facilitate programs for academically at-risk students



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date – October 2017

Agenda Item _____

Item Origination and Authorization

Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board

Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____
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Subject: Campus Safety Enhancement Plan

Rationale

In response to the Board of Governors' request to develop a plan to address the critical need for campus safety enhancements, Florida A&M University (FAMU) will hire six officers and three dispatchers over the next three years. The FAMU Department of Campus Safety and Security will be able to increase the number of officers and certified dispatchers per shift by one (1), to accommodate 24/7 coverage on campus.

The hiring of additional officers will place FAMU police officers slightly above the International Association of Chiefs of Police standard for community-oriented policing ratio of two officers per 1,000 students (2:1,000).

Estimated Investment

The total cost to fund six (6) additional officers and three (3) dispatchers and associated personnel equipment-gear will be \$486,750. The funds will be provided from vacant lines, parking services (auxiliary) and budget requests.

The goal of hiring additional officers and staff are to support University's ongoing efforts to provide a safe and secure environment for students, faculty, staff and visitors.

The University is requesting that the Board of Trustees approve the campus safety plan.

Recommendation: Approval of the University's Campus Safety Plan.



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date – November 30, 2017

Agenda Item _____

Item Origination and Authorization

Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board

Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____
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Subject: Mental Health Counseling Enhancement Plan

Rationale

In response to the Board of Governors' request to develop a plan to address the critical need for student mental health coverage, Florida A&M University will hire one (1) licensed psychologist in FY 2017-2018 and an additional licensed psychologist in FY 2018-19.

The International Association of Counseling Services (IACS) recommends one professional staff to every 1,000 students. FAMU currently employs five FTE clinical staff in addition to the director. The current staff to student ratio is 1:1,960, using Fall 2017 enrollment of 9,800. Adding one (1) FTE in FY 2017-18 would decrease the ratio to 1:1,633; adding an additional FTE in FY 2018-19 would further decrease the ratio to 1:1,400, providing the current student enrollment remains the same. However if enrollment increases to the projected 10,473 for fall 2018, the professional staff to student ratio would be 1:2,095.

Estimated Investment

Estimated investment includes \$624,500 in recurring funding for two (2) additional counselors and non-staff counseling related services, phased in over three years and \$14,100 in non-recurring funding for equipment in the first year. The estimated investment is detailed in Appendix A. Health Fee funds will be reallocated toward recurring cost of hiring the two (2) additional counselors the first two years, with one (1) position being reallocated to E&G through budget request allocation in the third year. One-time, non-recurring E&G funds will be used to cover the non-recurring, one-time cost.

The goals of hiring additional professional staff and providing on-call telephonic and self-help services at FAMU are to:

1. Directly assist students in their mental and behavioral health needs so that they can reach their academic goals.
2. Provide prevention and outreach (including online self-help modules) so that students can mentally thrive without the need for treatment.

The University is requesting that the Board of Trustees approve the proposed mental health plan.

Recommendation: Approval of the University's Mental Health Counseling Enhancement Plan.

FAU Counseling and Psychological Services

Division of Student Affairs

Student Mental Health Proposal

2017-2020

Goal

Florida Atlantic University (FAU) Counseling and Psychological Services (CAPS) proposes to increase the number of therapists providing services in CAPS to meet the needs of the FAU student body and to achieve the recommended number of therapists from our accrediting body.

Achieving this end will bring CAPS in line with national ratios, reducing our overall legal exposure, increasing response rates, increasing outreach, and continuing committee participation (Behavioral Intervention Teams, Student of Concern Awareness Committees, Exceptional Circumstances, Title IX consultation, and others)

Background

The Center for Collegiate Mental Health publishes data representative of our Florida State University System students:

- 1 out of 2 have been in previous counseling;
- 1 out of 3 have taken a psychiatric medication;
- 1 out of 10 have been hospitalized for psychiatric reasons;
- 1 out of 4 have self-injured;
- 1 out of 3 have seriously considered suicide;
- Nearly 1 out of 10 have made a suicide attempt;

FAU CAPS' high utilization and our professional services are critical to the University's well-being and, more importantly, to student retention and success. Specifically, 81% of students surveyed last year suggest that their experience at CAPS has positively impacted their chances of staying at FAU and 52% of students agreed that our services have helped improve their academic performance.

Appointment Type	2015/16 Academic Year	2016/17 Academic Year
Initial Appointments	1117	1295
Individual Ongoing Counseling Appointments	3490	4309
Emergency/Crisis Appointments	324	306
Group Appointments	213	220
Psychiatric Appointments	768	644

FAU CAPS is accredited by the International Association of Counseling Services (IACS), who states that minimum staffing ratios should strive to be "in the range of one FTE professional staff member to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies." Currently, FAU, like most of the SUS counseling centers, is operating outside the IACS standards for minimum staffing.

CAPS aims to escalate our current 16.85 FTEs toward the desired 30 FTEs and decrease our ratio from 1:1780 to within the desired range.

Return on Investment

Using Eisenberg, Golbersteiny and Huntz (2009), with additional work in 2011 and 2012, we forecast that FAU can achieve a return on investment (ROI) of around **\$4.2 million** dollars.

Based on the studies' findings, it is likely that 1,259 students drop out of the university for depression and associated mental health connected reasons. If we were able to deliver care to these students, the best quantitative estimates would suggest our ability to retain approximately 85 students annually.

The bottom line is that for an investment of \$1,887,720 in recurring costs, not only will 85 students be retained, but FAU will increase revenues by around \$2.6 million.

Critical Note: The above calculations were completed estimating the number of students assisted when presenting with depression only. When calculating true impact, the ROI would increase when adding anxiety, relationship concerns, stress, and other common presenting complaints.

Salaries:

Average funding required for the requested positions is \$70,000 annually. The additional positions of Case Manager, Mental Health Counselor and Psychiatric Nurse Practitioner are estimated at \$52,000, \$55,000, and \$100,000 respectively. Additional costs include benefits, start-up, capital outlay, overhead.

Plan Summary

Phase	Completion	Hires	Resulting Ratio	Cost
Phase 1	Fall 2017	6 Therapists	1:1564	\$627,000
Phase 2	Spring 2018	OPS Case Manager OPS Psychiatrist 4 Therapists	1:1350	\$633,720
Phase 3	Fall 2018	3 Therapists	1:1157	\$313,500
Phase 4	Fall 2019	3 Therapists	1:1017	\$313,500
				\$1,887,720*

* Funds provided by the student health fee (\$9.42 per credit hour)

Phase 1

Goal: Increase the number of therapist CAPS has to contribute to student care

Completion Date: Fall 2017

FTEs: 18.85

Resulting Ratio: 1:1564

Add six staff members on the Boca Campus and replace the counselor on the Jupiter Campus.

Space

CAPS has been allocated space formerly occupied by Student Affairs Marketing and Communications. Additionally, we have been granted the permission for funding to renovate it. This project began in May and will add five more offices by the start of fall semester, 2017.

Hiring

Our current area of need coordinates with the following roles:

- Diversity Coordinator
- CAPS Housing Coordinator
- Assistant Clinical Director
- Assessment Coordinator
- Spectrum Related Issues Specialist
- LGBTQ Coordinator
- Research Coordinator

Five candidates accepted with anticipated start dates in either June or August. With the attrition of our Jupiter therapists in March of 2017, this will bring our net gain to 4, with 18.85 FTEs.

Phase 2

Goal: Explicating and filling additional roles from Phase One

Completion Date: Spring 2018

FTEs: 22.5

Resulting Ratio: 1:1350

- Evaluate expertise of new hires to determine any gaps in area expertise.
- Prioritize roles in accordance with CAPS' strategic plan and the student population.
- Examine the fall client and emergency demands to determine need for temporary clinicians.

Space

Adequate space will be available to hire the full time staff. Additional space or scheduling may have to be sought to complete this phase of hiring.

Hiring

We anticipate our hiring priorities to include:

- CAPS Housing Coordinator
- Community Resource Specialist
- Psychiatric Coverage
- Assessment Coordinator

- Research Coordinator

CAPS will develop an embedded housing coordinator model on schedule with previous submissions. The coordinator will work a portion of their time in housing to provide stabilization and referral services, but not ongoing counseling.

Regarding the Community Resource Specialist Case Manager, we will partner with the School of Social Work in selecting and cultivating the right expertise and fit for the role. While we anticipate it initially being a .5 FTE, our expectation is to raise it up to full time. To meet our supplementary and supportive psychiatry needs, we plan to add a psychiatrist to the team for 5-10 hours' work.

Furthermore, we will fill roles for Assessment and Research to bring greater depth to our training program, to improve collaboration with Student Accessibilities Services, to contribute to CAPS Faculty in Unity research productivity, and to meet the divisional aspirations associated with research.

We anticipate that the first weeks in September will have four different position descriptions and four separate searches occurring simultaneously.

With the addition any positions of attrition and the selection of these 3.65 FTEs our CAPS offering will be at 22.5 FTEs

Phase 3

Goal: Increase the support for existing services and programs and increasing a manageable number of new hires.

Completion Date: Fall 2018

FTEs: 25.5

Resulting Ratio: 1:1157

With the current student body population and the submitted IACS ratio near 1:1000, it is anticipated that we would need to hire an additional 6.5 FTEs to meet that mark. Expanding the Community Resource Specialist to 1.0 FTE and hiring three new therapists will allow for support of current programs and the expansion of services offered.

Space

Additional space will need to be created or renovated to accommodate this, and the next, phase. Depending on the space available, Phases 3 and 4 may be combined.

While the plan to follow national trends in developing a one-stop Health and Wellness services building is still being considered, financing, bonding, logistic, and location issues keep this from being a feasible solution during the requested BOG timeframe. However, it is believed that with the renovation of one space currently under the auspices of Student Affairs and an addition/reconfiguration of a building, enough space could be created to satisfy the needs of Counseling and Psychological Services (including Phase 4), Student Health Services, and Owls Care Health Promotion.

Hiring

CAPS will reevaluate student needs during October of 2017. While other areas may require coordinators, it is anticipated that more support for previous services will be required.

We plan to post a single position description in November/December for all three positions. We will interview and make offers in February for June-August hires as this the traditional timeline. Should the pool prove to be unusually deep, should space accommodations be available, we would look to hire some positions from Phase 4.

Phase 4

Goal: Completing the number of therapists proposed to the BOG in the Legislative Budget Request (LBR) and meeting the IACS standard noted therein.

Completion Date: Fall 2019

FTEs: 29

Resulting Ratio: 1:1017

With the current student body population and the submitted IACS ratio near 1:1000, it is anticipated that we would need to hire an additional 3 FTEs to meet that mark.

Space

As with Phase 1 in the summer of 2017, careful coordination of construction and hiring will need to be accomplished in order to accommodate the new hires.

Hiring

CAPS will reevaluate student needs during October of 2018. While other areas may require coordinators, it is anticipated that more support for previous services will be required.

We plan to post a single position description in November/December for all three positions. We will interview and make offers in February for June-August hires as this the traditional timeline.



Item: III.b.

Wednesday, October 25, 2017

SUBJECT: PUBLIC SAFETY THREE-YEAR PLAN

PROPOSED BOARD ACTION

Approve the FAU Police Department's plan to increase the number of officers to the Florida Board of Governors standard of 52.

BACKGROUND INFORMATION

The Florida Atlantic University Police Department (FAUPD) currently has 41 sworn positions, placing the Department 11 officers short of the required number to fulfill the staffing ratio as determined by the BOG. The FAUPD is a multi-campus operation, maintaining a law enforcement presence at all six locations. The staffing allocation is as follows:

- Boca Raton – 30 officers (including 5 administrators)
- Jupiter – 7 officers (including 1 administrator)
- HBOI – 2 officers (including 1 administrator)
- Downtown Fort Lauderdale, SeaTech & Davie – 2 officers (including 1 administrator)

Because of the current staffing level, the Department is more often responding to incidents rather than in a proactive mode as dictated by the community-oriented policing strategies. Therefore, the additional 11 officers would allow the FAUPD to be more proactive and engaged in community policing, crime prevention programs, community engagement and community partnership programs.

IMPLEMENTATION PLAN/DATE

This proposal utilizes a phased approach with full implementation to be completed in three (3) years between January 2018 and January 2020.

FISCAL IMPLICATIONS

The plan summary estimates a total cost for all three phases of \$1,111,066, which include salary and equipment.

Supporting Documentation: FAU Office of Public Safety Three-Year Plan

Presented by: Ms. Stacy Volnick

Phone: 561-297-6319



FLORIDA ATLANTIC UNIVERSITY POLICE DEPARTMENT

COMMITMENT | PROFESSIONALISM | INTEGRITY | RESPECT | ACCOUNTABILITY | SERVICE



Division of Administrative Affairs ***Office of Public Safety***

October 2017

Plan Summary:

The Florida Atlantic University Police Department (FAUPD) proposes a plan to increase the number of officers providing services to the FAU community to achieve the recommended number of 52 officers per the Florida Board of Governors (BOG) standard which utilizes a ratio of 1 officer to 600 enrolled students. This proposal utilizes a phased approach with full implementation to be completed in three (3) years.

Phase	Hires	Resulting Ratio	Cost
Current	N/A	1:756	N/A
Phase 1 – January 2018	4 Officers	1:689	\$404,024.00
Phase 2 – January 2019	4 Officers	1:633	\$404,024.00
Phase 3 – January 2020	3 Officers	1:596 (rounded to 600)	\$303,018.00

Descriptions	Positions	Salary/Costs	Totals
Sworn law enforcement	11	@\$56,990.00	\$626,890.00
Equipment	11	@\$44,016.00	\$484,176.00
			\$1,111,066.00

Recurring Need	Current FY	FY 18-19	FY 19-20
Hire 11 Officers	\$404,024	\$808,048	\$1,111,066

In addition to the personally assigned officer equipment, there is a need for emergency equipment, including:

- Police barricades to facilitate peaceful protests
- Mobile medical response kits to save lives until fire rescue arrives
- Breaching tools to engage barricaded subjects
- Riot gear
- Ballistic shields capable of stopping rifle fire
- Metal detectors to be utilized throughout the campus at highly vulnerable areas and large events

Emergency Response Equipment	Cost
Police Barricades	\$22,000.00
Medical Response Kits (3 variations)	1. 40 units - \$6,840.00
1. Mobile – officer deployed	2. 40 units - \$63,000.00
2. Backpack – vehicle	3. 10 units - \$20,497.50

3. Stationary – fixed to walls	
Breaching tools	\$5,000.00
Riot Gear	\$17,000.00
Ballistic Shields	\$8,000.00
Metal Detectors	10 units - \$36,000.00

Introduction

The roles and responsibilities of university law enforcement agencies have continued to evolve in response to the national increase in the number and severity of campus crimes. The critical need for adequate law enforcement staffing was realized during major incidents of the past two years at universities within the State University System (SUS), where police were called to respond to active shooters on campus, requiring immediate action by all available officers. There is a critical need to ensure universities have the resources necessary to maintain campuses that are safe and supportive for the university community.

In recent years, there has been an increase in students who need mental health services, driving the requirement for officers who are trained in crisis intervention. There has also been an increase in protests and civil unrest related to social and political issues. The increased presence of the FAUPD will provide a deterrent to criminal activity, and allow officers to invest and build trust within the University community.

Background:

The Florida Atlantic University Police Department (FAUPD) currently has 41 sworn positions, placing the Department 11 officers short of the required number to fulfill the staffing ratio as determined by the BOG. The FAUPD is a multi-campus operation, maintaining a law enforcement presence at all six locations. The staffing allocation is as follows:

- Boca Raton – 30 officers (including 5 administrators)
- Jupiter – 7 officers (including 1 administrator)
- HBOI – 2 officers (including 1 administrator)
- Downtown Fort Lauderdale, SeaTech & Davie – 2 officers (including 1 administrator)

Because of the current staffing level, the Department is more often responding to incidents rather than in a proactive mode as dictated by the community-oriented policing strategies. Therefore, the additional 11 officers would allow the FAUPD to be more proactive and engaged in community policing, crime prevention programs, community engagement and community partnership programs.

The following chart demonstrates that calls for service, as well as the FAU community population, have steadily increased while FAUPD staffing levels have not changed to match the

demand. This also does not include the increased requests to provide security at special events and/or as other needs require.

Year	Student Population	Calls for Service
2017 (as of 10/16/17)	30,197	57,801
2016	30,509	60,960
2015	30,269	52,515
2014	30,175	52,319

This chart reflects the number of students living on the Boca campus and the steady increase of occupancy each year.

Year	Housing Population/Occupancy
FY 2017-18	4189
FY 2016-17	4124
FY 2015-16	4003
FY 2014-15	3710

The FAUPD currently provides staffing and services for all FAU functions, as well as trainings and other services, including but not limited to the following:

1. All athletic events
 - a. All football away games – officer travels with the team
 - b. All football home games
 - c. All basketball home games
 - d. All baseball home games
 - e. All volleyball home games
 - f. All soccer home games
2. Pre-K - 12 University School System
 - a. School Resource Officer assigned to the school system
 - b. Events
 - o Graduations
 - o Field trips
 - o Dances
 - o Winter formal
 - o Boomers trip
 - o Halloween Howl

3. Patrol of the Research Park
4. Patrol of Palm Beach State College
5. Commencement Ceremonies
6. All large-scale events – FAU had more than 787 planned events over a 2-year period. These large-scale events become “soft targets” due to the large area to cover and high number of participants. The Federal Bureau of Investigations (FBI) defines a "soft target" as "a person or thing that is relatively unprotected or vulnerable, especially to military or terrorist attack." Soft targets are contrasted with hard targets, which typically restrict access to the public and are well-protected.
 - a. Concerts
 - b. Student organized events – speakers, Greek life, social events, etc.
 - c. Student Union events
 - d. External events, including those controversial in nature
 - e. Dignitary visits, including security details for staff and visitors
 - f. Oversight of the Night Owls Program
 - g. Community Service Officer Program – Police Dept. & Housing serve as desk assistants
7. Partnerships with External Organizations
 - a. FBI Joint Terrorism Task Force (JTTF)
 - b. Palm Beach County Task Force, addressing burglaries and auto-theft
 - c. Drug Interdiction Unit
 - d. Regional Intelligence multi-agency meetings
 - e. Palm Beach County Chiefs
 - f. Palm Beach Fusion Center
 - g. Counter Surveillance Measures
 - h. Threat Assessment Team
 - i. Sexual Assault Response Team – Palm Beach County
 - j. Florida Police Chief’s Association – SUS Chief’s Committee
 - k. Drug Enforcement Agency – combating the opiate crisis
 - l. Mutual Aid Agreements
 - o Palm Beach County Chiefs
 - o State University System Chiefs
 - o Florida Department of Law Enforcement
8. Safety Education Programs On-Campus (*statistics for the past two years*)
 - a. Rape Aggression Defense (RAD) – requires a minimum of 3 instructors
 - o 40 classes taught with over 450 participants
 - o Had to turn away participants due to lack of instructors
 - b. Crime Prevention through Environmental Design Surveys (CPTED)
 - o 14 assessments completed; 10 buildings remain
 - c. Crime Prevention Programs On-Campus
 - o 65 Active Shooter Trainings for staff & students

- 46 Crime Prevention classes
- 4 Active Shooter simulated drills
- Shelter in Place – nearly 2,000 participants
- Owls Night Out with Five-O – FAUPD community event
- It's On Us – awareness campaign to stop sexual assaults focused on bystander intervention
- Walk in Her Shoes – sexual assault awareness
- Denim Day – sexual assault awareness
- Domestic Violence Month
- Human Trafficking Awareness Month
- Coffee with the Chief/Cops
- Safety Walk w/Student Government
- Let's Talk About It – partnership with Student Government President to discuss campus climate and potential issues
- OWLS with COPS – Housing initiative where cops adopt residential halls
- Student of Concern and Awareness Committee
- Healthy Campus 2020
- School of Criminology and Criminal Justice Summer Youth Programs
- d. Workplace Violence Training
- e. Threat Assessment Team
- f. Police Communications Center
 - Secondary Public Safety Answering Point (PSAP) – receiving 911 calls from the FAU community (60,960 calls in 2016)
 - Monitoring of the FAU safety app, Owl Guardian (1067 users)
 - Monitoring of FAU fire alarms; intrusion alarms; panic alarms
 - Monitoring and dispatching police officers
 - Dispatching medical calls
 - Monitoring and dispatching parking and transportation

Community Policing

The Office of Community Oriented Policing Services (COPS Office) is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territory, and tribal law enforcement agencies through information and grant resources. Community policing is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues. Rather than simply responding to crimes once they have been committed, community policing concentrates on preventing crime and eliminating the atmosphere of fear it creates. Earning the trust of the community and making those individuals stakeholders regarding their own safety enables law enforcement to better understand and address both the needs of the community and the factors that contribute to crime.

Staffing police departments is a continuous challenge and one that has become more complex in recent years. Immediately prior to the onset of the 2008 recession, police agencies had difficulty recruiting officers and responded by implementing a number of creative recruitment incentives. Shortly thereafter, the depressed economy caused police agencies to implement hiring freezes, furloughs, lay-offs, salary and benefit cut-backs, and retirement incentives. Such difficulties spurred 7,272 applications to the COPS Hiring Program requesting \$8.3 billion to support more than 39,000 sworn-officer positions (*COPS 2009*). Altogether, both the supply of and demand for qualified officers are changing in a time of increasing attrition, expanding law-enforcement responsibilities and decreasing resources (*Wilson, Dalton, Scheer, and Grammich 2011*). While agencies give much attention to recruitment and retention, they often overlook a more fundamental question: How many police officers does a particular agency need? Answering this question is essential to any discussion about managing workforce levels, regardless of whether there is a shortage of qualified officers or an inability to support previous staffing levels. The critical question is, what number of officers would help an agency most cost-effectively meet the demands placed on it?

Universities are directly responsible for providing a safe educational, working, and living environment for students, faculty, staff, and visitors. SUS leaders have identified a number of current campus security challenges and focused on two issues: (1) law enforcement staffing needs in an expanding SUS, and (2) the increasing need for well-trained, professional counseling services to address the mental and behavioral health of university students.

University police officers, as first responders, bear the responsibility for the investigation of all campus-related criminal activities, and the larger campus police departments also must provide security for large sporting venues, hospitals, high-rise buildings, research facilities, and regional campuses and instructional sites which may be miles away from the main campus. Campus police have had to provide more security coverage and services with fewer resources.

The International Association of Chiefs of Police (IACP) has long utilized a national average for community-oriented policing of 2:1,000 population. Utilizing a police officer to student enrollment ratio, FAU is currently at 2:1,550 based on the IACP standards. In consideration of the IACP criteria and policies, the SUS Chiefs of Police report an ongoing challenge of obtaining funding that is adequate to maintain professional standard levels of operation and to purchase needed equipment, supplies, training programs, and technology.

The Board of Governors (BOG) standard is based on a simple calculation of six hundred (600) enrolled students to one (1) officer; which is the standard primarily used in this document. With the BOG standard, FAU is currently at 1:732.

Strategic Priorities:

Studies conducted by the University of Princeton show a correlation between an increased police presence and crime reduction. The studies indicated that police departments that

invested in hiring law enforcement officers to match their populations were more likely to have fewer crimes.

The FAUPD has established strategic priorities to maintain a safe and stable University community:

- Continue efforts to support and enhance University programming, to include working with existing University groups and organizations
- Expand housing initiatives that encourage and foster a safe environment for all
- Expand the Community Oriented Policing Program (campus-wide, as well as at partner campuses)

Improve operational support systems to enhance productivity:

- Develop strategies to ensure sustainability of operations
- Increase diversity of staff communication with key stakeholders

Partner with federal, local, regional and state entities to expand cooperative opportunities:

- Develop and implement mutually beneficial initiatives with surrounding agencies to include The Federal Bureau of Investigations, Boca Raton Police Department, Jupiter Police Department, St. Lucie County Sheriff's Office, Davie Police Department, Broward County Sheriff's Office, and others
- Explore revenue-enhancing and cost-saving opportunities with other constituents

Expand housing opportunities:

- Develop initiatives and provide incentives for development of housing on the 20th Street corridor, as well as on-campus housing. This will be a collaborative approach with FAU's Housing, as well as working with surrounding agencies to implement procedures for the projects off campus
- Analyze demand for student housing, identify areas of growth and select specific areas for continued development

Public spaces and community infrastructure:

- Implement a Neighborhood Sustainability Report and then conduct a comparative analysis report to be prepared by the crime prevention unit to improve the safety concerns of identified areas.

Current Events:

With increased radicalization occurring across the country for international and domestic terrorism, there is a need to be extra vigilant with training and staffing of events, especially on University campuses. U.S. government agencies agreed upon a definition for an Active Shooter as "an individual actively engaged in killing or attempting to kill people in a *confined and*

populated area.” Implicit in this definition is the subject’s criminal actions involve the use of firearms.

A study conducted by the FBI of active shooter incidents identified the following:

- 160 active shooter incidents in the United States between 2000 and 2013
- Of the 160 incidents, 11.4 occurred annually with an increasing trend during that period
 - 6.4 incidents occurred in the first seven years and an average of 16.4 occurred the last seven years
- 70% of the incidents occurred in a commerce/business or educational environment
- As a result of the initial 160 incidents:
 - 1043 casualties (486 killed and 557 wounded)
- Since then, 20 incidents have occurred per year for the last 3 years (2014, 2015, 2016)
- FBI studies have shown that a quick law enforcement response triggered the subjects to end the violence by taking their own lives

Previous incidents with the highest casualty counts are shown below:

- Virginia Polytechnic Institute and State University in Blacksburg, Virginia:
 - 49 people (32 killed, 17 wounded), April 16, 2007
- Ft. Hood Soldier Readiness Processing Center in Ft. Hood, Texas:
 - 45 people (13 killed, 32 wounded), November 5, 2009
- Cinemark Century 16 Theater in Aurora, Colorado:
 - 70 people (12 killed, 58 wounded), July 20, 2012
- Sandy Hook Elementary School and a residence in Newtown, Connecticut:
 - 29 people (27 killed, 2 wounded), December 14, 2012

Two of these incidents occurred in an educational environment. More recently, there have been four major incidents:

August 2017 – Charlottesville, Virginia

- A protest in opposition to taking down a statue started on the campus of the University of Virginia and flowed into the city
 - 32-year-old woman killed due to a vehicle driving into the crowd
 - 19 others injured in the car crash; no barricades to protect the protestors
 - 34 total injuries at the protest

September 2017 – Atlanta, Georgia

- Georgia Tech student shot by campus police at the downtown Atlanta campus
 - 911 call of a student with a knife and a gun

October 2017 – Las Vegas, Nevada

- Active shooter took aim at concert goers from a high-rise hotel
 - Over 40+ fully automatic weapons found at hotel and in home
 - 58 killed
 - 400+ injured
 - No motive

October 2017 – Lubbock, Texas

- Texas Tech University police officer shot and killed by student
 - Campus police called to the residential halls to conduct a welfare check on a student
 - Found drugs and drug paraphernalia
 - Transported to the police department, where he pulled out a gun and shot the officer.

Conclusion:

As outlined in the summary, the approval of this plan for the noted sworn law enforcement positions will bring FAUPD in-line with the standards outlined by the Florida BOG. In addition, there is a need for emergency equipment to help the FAUPD protect the university community and the visitors FAU hosts every day. Through effective and impactful community policing, the FAUPD will reduce crimes against persons and property, decrease response times, increase outreach, and facilitate more crime prevention and safety programs. Ultimately, FAU students, faculty and staff will all have a greater sense of safety and can remain focused on the academic mission of Florida Atlantic University.

Florida Gulf Coast University

Mental Health and Public Safety Initiatives Plan for FY 2017-18

In order to maintain a safe and healthy campus, Florida Gulf Coast University is initiating steps leading to a healthier community. These plans must be done within the constraints of the resources that are available. Thus, in the near term non-recurring investments are being made to augment equipment and systems already in place to increase their effectiveness and capacity. In the long-term, FGCU looks to invest in counselors, case managers, and sworn police officers. The initial investment will support and expand the resources in place, with future investments building upon the fortified infrastructure constructed in the first year of this initiative. These plans may be accelerated or expanded upon should additional resources present themselves.

Public Safety

Any given college campus is easily accessible to the public, which while allowing for a greater connection to the community also increases certain safety risks. Furthermore, as a campus grows it becomes more and more difficult to observe all that occurs merely through the eyes of law enforcement personnel. Given that, the university hopes to achieve greater campus safety through the utilization of time tested technological solutions. Currently the University maintains a series of emergency phones on campus under the program name "Code Blue". These phones are located on blue colored poles around campus, allowing for a rapid line of communication with the University Police Department. With added funding, poles that need replacement will be, and added stations will be placed on campus. Next, the University will increase the number of cameras on campus, allowing for greater monitoring of the campus. Lastly, the University intends to install a License Plate Recognition program, which connects cameras to a license plate database. Through this camera system, the University can quickly receive alerts for wanted or stolen vehicles, along with providing investigative leads for major crimes. The combination of the above initiatives will provide more information and therefore safety about what is and has occurred on campus.

Mental Health

The majority of surveyed higher education professionals rate mental health outside of the classroom as their greatest concern. At the forefront to address these concerns, the counseling center on the Florida Gulf Coast University campus provides direct care to students through individual and group counseling. Evidence indicates counseling centers positively influence retention, graduation, academic success and economic return on investment. With funding, the institution would provide enhancements to the equipment, training and systems in place to address student's mental health needs. Improving the tools will help our mental health professionals further assess and treat the student body. Efforts would go

beyond treatment to include identification and prevention as well, providing faculty and staff the training needed to identify and assist students who may need some sort of assistance or intervention.

Agenda Item 4

FF1

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Finance and Facilities Committee
September 7, 2017

Subject: Mental Health Counseling and Public Safety Officers Implementation Plans

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) adoption of the Mental Health Counseling and Public Safety Officers Implementation Plans.

Background Information:

The 2016-17 and 2017-18 State University System Legislative Budget Requests included funding for Mental Health Counseling Services and Campus Safety and Security. These requests were designed to increase campus counseling and public safety in order to address the critical need for student mental and behavioral health coverage and campus safety in a state university system that is steadily expanding in size, scope, and complexity. Universities are directly responsible for providing a safe educational, working, and living environment for students, faculty, staff and visitors.

Although the Legislature has not funded these system-wide requests, FIU and the other universities are committed to ensuring that our campuses are safe and secure and that students have access to well-trained, professional counselors and counseling services to address the mental health and behavioral health of our students. Accordingly, each university has developed an implementation plan to address the mental health counseling and public safety needs at their institutions.

Supporting Documentation:	Mental Health Counseling and Public Safety Officers Implementation Plans
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Facilitator/Presenter:	Kenneth A. Jessell
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MENTAL HEALTH COUNSELING IMPLEMENTATION PLAN

The Division of Student Affairs' Counseling and Psychological Services (CAPS) manages the services and programs addressing student mental health at FIU. CAPS includes the Victim Empowerment Program, and offers a series of specialized counseling services that include group counseling, individual and couple's counseling, victim services, psychological testing, de-stressing clinic, psychiatric services and a series of social services. The safety and wellbeing of our students is paramount, and critically important to their academic performance. There are two local factors and four inherent college student factors that have influenced FIU's efforts to address student mental health.

Unique local factors:

- FIU is a university with a complex mix of full-time, part-time, commuter and residential students.
- FIU is situated in a large metropolitan location.

Inherent college student factors:

- Regardless of levels of mental health services available, a majority of students never seek out the mental health services that are accessible to them. *Nationally, only 11% of all students seek the mental health services that are available to them*, and the vast majority of students that die as a result of suicide had never sought treatment prior to the suicide. *Among students with mental illness, only 40% seek help*. This indicates that universities need to focus efforts on providing opportunities for students in need of mental health services to actually seek the help they need. To bridge this gap, the more successful universities have focused on *expanding prevention efforts, promoting the mental health of all students*, and addressing the *social and environmental risk factors that influence student mental health*.
- Most mental health disorders have their peak onset during young adulthood.
- The most prevalent psychiatric disorders among college students are Anxiety and Depression.
- The use of alcohol and illicit drugs peaks during young adulthood and slowly declines with age.
- The presence of substance use disorders is the most prevalent problem among college students.

From 2012-13 to 2017-18, FIU has:

- Increased CAPS staffing by 41%, from 14.5 to 20.5 FTEs.
- Increased CAPS overall expenditures by 38%, from \$2.4 million to \$3.3 million.

CAPS quality of professional services:

- FIU has focused on maintaining and improving the quality of CAPS services. CAPS has been accredited by the International Association of Counseling Services (IACS), maintains an American Psychological Association (APA) approved internship program, and is registered with the Association of Psychology Postdoctoral and Internship Centers (APPIC) as a postdoctoral training site.

CAPS clinical services aligned with local and college student factors:

- *Student Outreach:*
 - Student outreach has been expanded. Every FIU student receives the *Student Health 101* monthly newsletter, which reports high utilization and positive outcomes with 17,189 unique visitors and 24,776 visits annually.
 - CAPS participates in orientations and Week of Welcome (first week of classes). This is important given the fact that national data indicates that freshmen are more vulnerable to sexual assault early in the semester; thus, a period of weeks have been designated the Red Zone to signal high alert.
 - CAPS is directly connected to the Disability Resource Office, Student Conduct and Conflict Resolution (SCCR) Committee, Residential Life, Student Health, and University Police. By serving as consultants to the SCCR Admissions Screening Committee, CAPS staff are involved in student mental health issues from the beginning to the end of students' educational experience at FIU. To document and support institutionally integrated efforts to address incidents as well as students of concern, FIU utilizes, Maxient, a nationally recognized electronic behavior management system at colleges and universities. Maxient serves as an integral component for FIU's efforts in helping to identify students in distress and coordinate the efforts of various departments to provide follow-up.
- *Training of Faculty and Staff:*
 - CAPS has taken steps to address prevention and accessibility of mental health services to students through increased training and education of faculty and staff. For example, CAPS conducts the "Dealing with Disruptive Students" workshop, as well as the "Friends of Student Affairs" roundtable, which provides an opportunity to update strategic faculty and staff partners on student mental health issues. Furthermore, Housing and Residential life staff are trained to identify and deal with students experiencing mental health problems.
- *Student Substance Abuse:*
 - The use of alcohol and illicit drugs peaks during young adulthood. The most prevalent problem among college students is the presence of substance disorders. Approximately one in five college students meets the criteria for alcohol use disorders, and binge drinking (defined as consuming four standard drinks for women and five for men in a two-hour period) is a common mode of drinking among college students. Hazardous drinking and other drug consumption is commonly found together with other mental health problems among college students. To address this problem, CAPS has partnered with FIU Bridge, a research center in the Robert Stempel College of Public Health and Social Work. CAPS taps into FIU Bridge's expertise, and also provides opportunities for students with substance use issues to receive services.

Current CAPS Clinical Services and Utilization:

- CAPS provides a variety of treatment resources to students in need of mental health services, including an online mental health screening, online Cognitive Behavioral Treatment (CBT), Acceptance and Commitment Therapy (ACT), and behavioral programs for anxiety and depression.

- CAPS has specific programs consisting of Group Counseling, Individual and Couples Therapy, Victim Services, Psychological Testing, a De-stressing Clinic, Psychiatric Services, and case management.
- CAPS provides 24/7 crisis service and consultation through ProtoCall, which answered 503 calls last year. Students who access this service are assessed and if deemed necessary, FIU staff or police are contacted. CAPS staff accordingly follow up with students the next business day. Data indicates that this service has increased CAPS' ability to facilitate emergency services to students.
- Through greater outreach within the University, CAPS utilization has been increasing. Between 2014 and 2017, utilization increased 40%. Victims Empowerment Program direct services increased by 79%. Additionally, CAPS crisis walk-in increased by 4% this past year.

Plans for the next three years:

- In FY 2017-18, FIU will fund salary equity for retention. Given that counseling centers nationwide are dealing with similar circumstances, staff retention has become increasingly challenging.
- In FY 2017-18 two new psychologist positions will be added to fill specialty needs, including risk assessment.
- In FY 2018-19 two additional psychologist positions will be added with specialization in areas of greatest need.
- A Student Mental Health Taskforce will be created. The Taskforce will make recommendations to the Provost by July 1, 2018. The Taskforce will have representation from CAPS, academic units with expertise in student mental health (e.g., CAPS, psychology, psychiatry, social work, nursing) and will focus on the following:
 1. Creating programs/initiatives designed to increase student awareness and utilization of mental health resources through developmentally relevant communication approaches.
 2. Increasing coordination and collaboration of CAPS with existing mental health resources in relevant FIU academic units (i.e., psychology, psychiatry, social work, nursing, and research centers focusing on youth mental health).
 3. Refining and enhancing online tools that will allow students in need of help to realize such need without stigma.
 4. Implementing required online gatekeeper training for faculty and staff.
 5. Increasing engagement of existing student organizations on campus.
 6. Making recommendations on how budgets directed at mental health and health services should be allocated on the basis of needs.
 7. Adding an evaluation component that will assess the ongoing effectiveness of the implemented student mental health initiatives.

PUBLIC SAFETY OFFICERS IMPLEMENTATION PLAN

In addition to ensuring the day-to-day safety and security of the Florida International University community, the Florida International University Police Department (FIUPD) bears the responsibility for investigating all campus-related criminal activities, providing security for our facilities, campuses, instructional sites, and University events. As a growing University within a complex external environment, FIU has provided significant resources in public safety and security to provide for the safety and security of our students, faculty, staff and visitors.

From 2009-10 to 2017-18, FIU has:

- Increased police staffing from 47 to 63
- Increased the public safety expenditures from \$5.1 million to \$8.6 million
- Implemented a very robust Collective Bargaining Agreement (2016-19) in order to attract and, more importantly, retain the most qualified police officers, including:
 - Salary increase of 6 percent for year 2015-16
 - Salary increase of 3 percent for year 2016-17
 - Salary increase of 3 percent for year 2017-18
 - Shift differential of 5 percent for those working evenings
 - Shift differential of 8 percent for those working midnights
 - Pay supplement of 5 percent for those performing as Field Training Officer, Field Training Supervisor and those who have been assigned to a specialty unit
 - Certification pay of \$10 per pay period to those officers maintaining law enforcement certification standards
- Increased the number of senior staff to ensure that experienced leadership is always on duty and to initiate the FIUPD's succession plan for continued outstanding leadership
- Invested in state-of-the art equipment and technology
- Increased both internal and external training programs and opportunities for police officers
- Entered into mutual aid agreements with 6 local law enforcement agencies to provide mutual assistance in the event of emergencies or other unique circumstances

The International Association of Chiefs of Police (IACP) has long utilized a national standard of two officers per 1000 students, with a minimum standard of two officers per 1,200 population. FIU will continue to benchmark to the IACP standard by adding additional officers, with the goal of adding two officers per year while recognizing that changes in University mission, campus locations, number of students, and other factors could increase or decrease the need for police officers. Additionally, FIU will continue to make required investments in training, equipment, and duty gear to ensure that the focus remains on the highest level of professionally trained public safety officers and not simply the quantity of officers. It is anticipated that the annual salary and benefits cost of adding two officers per year, including recurring expenses for training, uniform allowance, and equipment maintenance will be approximately \$140,000. Additionally, there will be one-time officer equipment costs for uniforms and duty gear of approximately \$24,000.

**Florida Polytechnic University
Counseling Services and University Police
Update
September 15, 2017**

Counseling Services

Florida Polytechnic University Counseling Services is housed within the Academic Support Services unit within Academic Affairs.

The University employs one, full-time counselor, one part-time counselor, and 24/7 Bay Care (contracted healthcare agency) to support for 1460 students. The International Association of Counseling services standards state the minimum staffing ratios should strive to be “in the range of one FTE professional staff member to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies”. Florida Poly is compliant with this standard.

In the 2016-2017 Academic Year, 72 unique students were served in 298 sessions by Florida Poly Counseling Services. Issues covered in the counseling sessions were as follows:

# of Clients Served by Issue	
Academic Stress	23
Alcohol / Drugs	13
Anxiety	25
Depression	36
Fear of Losing Control & Acting Violently	11
Previous Suicide Attempt	15
PTSD	10
Relationship Issues	32
Suicidal Ideation	32
Thoughts of Hurting Others	11
Counseling Requests/Inquiries	23

All Florida Polytechnic University students have access to an **online self-help portal** that provides a variety of resources to manage stress, anxiety, loss and grief;

<https://floridapolytechnic.personaladvantage.com/portal/subject/10000488> **Access Code:** poly

To further support students' focus on positive mental health, three Success Coaches support Counseling Services by advising students on skills that with academic performance and persistence.

FL Poly counselors offer individual and group therapy sessions. Individual counseling sessions can be requested for an assortment of reasons including but not limited to: depression, anxiety, grief,

relationships, and eating disorders. The number of visits a student receives varies; however, we offer six counseling sessions per academic year depending on the needs of the student.

Group therapy sessions are open, psychoeducational groups that focus on social skills, relationship building, stress management, coping skills and so on. All Florida Poly students are welcome to attend. The group curriculum is flexible to meet the needs of the students and what is happening in the room/group.

Counseling Services are also supported through peer education. RISE UP, a student organization, provides peer education trainings to Florida Poly students throughout the academic year for bystander intervention, consent, stalking, relationship red flags and healthy relationships, responsible behavior and communication.

Counseling Services is considered an essential campus service, and it functions within the Campus Continuity of Operations Plan.

University Police

Florida Polytechnic University Police are under the Department of Finance and Administration, which answers to the Chief Financial Officer. The University Police employs nine police officers providing full police services to 1,460 students and approximately three hundred faculty/staff. The International Association of Campus Law Enforcement Association (IACLEA) standard states that the minimum staffing ratios should strive to be "two (2) police officers per 1000 students" per shift. For 24/7 365-day coverage with vacations, holidays and sick time, the University should have three additional police officers to meet this standard.

The Florida Polytechnic University Police Department is a mix of sworn law enforcement and non-sworn members who provide 24-hour police services on campus. The University Police Department supports the mission of the Florida Polytechnic University by promoting a safe and secure environment for higher education. The department combines proactive, reactive and educational law enforcement services for the University campus ensuring that diverse social, cultural and academic values are allowed to develop and prosper.

There have been six crimes reported from January 1, 2017 to September 25, 2017. One crime was an attempted burglary and five crimes were larcenies. Although three of the five larcenies were either scams or fraud, there did not appear to be any other similarities in the incidents.

Currently, the University Police provide twenty-three (23) safety programs annually to further educate the campus on safety. Safety programs that are offered are Active Shooter, Women's Basic Self Defense, Crime Prevention, Conversation with the Cops (Pizza, Pool and Ping Pong), See Something/Say Something, Anonymous Witness, Operation Identification and Student Orientation covering Florida and Polk County laws.

University Police is considered an essential campus service, and it functions within the Campus Continuity of Operations Plan.

Sincerely,

A handwritten signature in blue ink, appearing to read "Frank T. Martin", with a stylized flourish extending from the end.

Frank T. Martin
Chairman, Board of Trustees




Florida State University Office of Institutional Research

318 Westcott Building
Tallahassee, FL 32306-1359

email: ir@fsu.edu
web: ir.fsu.edu

MEMORANDUM

TO: Tim Jones, Vice Chancellor

FROM: James Hunt, Director of Institutional Research 

SUBJECT: Mental Health Counseling and Public Safety Officers Implementation Plans

DATE: October 9, 2017

Florida State University has developed a multi-year plan to increase staffing in both our University Counseling Center and Public Safety Department, beginning in FY2017. The University Counseling Center (UCC) began a four-year hiring plan in FY2018 and has completed the hiring of five additional counselors as of September 30 with a sixth counselor to be added shortly, meeting the year one milestones. In total, the UCC plans to add 23 new positions over the four-year period.

The Public Safety Department began a five-year hiring plan in FY2017 and has completed its year one portion of the plan with the hiring of eight additional officers. In total, the Public Safety Department plans to add 18 new positions over the five-year period.

Table 1: Mental Health Counseling and Public Safety Officer Multi-Year Staff Plans

	FY2017	FY2018	FY2019	FY2020	FY2021
University Counseling Center					
New Hires	N/A	6	6	5	6
Total Staffing	N/A	21	27	32	38
Public Safety Department					
New Hires	8	2	2	3	3
Total Staffing	75	77	78	81	84



**New College of Florida and the University of South Florida Sarasota-Manatee
Report to the Florida Board of Governors
Current and Future Plans to Enhance Student Mental Health Services and Campus Law Enforcement
September 29, 2017**

New College of Florida (NCF) and the University of South Florida Sarasota - Manatee (USFSM) recognize the value of shared services and contracts in terms of generating efficiency of scale savings and enhanced value to all participants per dollar expended. Two long-standing operational efficiencies involve the institutions sharing operating costs for the following functions:

- Student Counseling and Wellness Services
- Campus Police Services

This report summarizes the current and future plans to enhance student mental health services and campus law enforcement.

Student Mental Health Services

The overall strategy for the Counseling and Wellness Center with respect to mental health services has been to provide individual psychotherapy to students who most need it, and triage students to other models where possible. In an attempt to broaden therapeutic interventions, the Counseling and Wellness Center utilizes a variety of ways to meet student need. It has implemented Therapist Assisted Online (TAO) interventions for anxiety and depression. This program tries to increase therapy services by utilizing web-based modules for students, supported by a brief weekly (15-20 minute) video session with a therapist. In addition, the CWC has continued a program from the American Foundation for Suicide Prevention with an Interactive Screening Program. This is an anonymous screening program in which students complete a questionnaire on stress and depression, followed by online web-based interactions with a therapist. In this case, students in need are invited to individual counseling if the need warrants it, otherwise they are directed to informational resources. Finally, the Center has implemented a group therapy program in which students can meet with therapists on a variety of topics as groups over the course of a semester. This “stepped care” model has been suggested in a variety of mental health contexts, and is something many Counseling Centers consider as they ration services to students in the face of great needs. Increasing counseling hours is critical, nevertheless.

NCF/USFSM’s mental health counseling meets or exceeds IACS’ recommended counselor:student ratio standard. There are 5.0 FTE professional counseling positions (of which two, the Director and Associate Director spend about half their time on administrative tasks). However, NCF has the highest utilization rate for any SUS institution, with 38%-44% of the student body seeking counseling in a given year (vs. a national average of 11%). This has resulted in the need to establish a waitlist for services for NCF students during 2016-17 with an average time of almost 19 days.

For USFSM, recent enrollment growth fueled by robust freshman and sophomore admissions has increased demand for mental health services. At present 3-5% of the USFSM student body is seen for

individual counseling in a given year, which is consistent with national averages for non-residential campuses. Given this lower, average demand, no USFSM students have been assigned to a wait list. However, as enrollment grows the need for more counseling services will grow as well.

The Board of Governor's FY 2017-18 System request for mental health services contained four positions for NCF/USFSM including two Case Managers, one Psychologist, and one clerical position, and some funds for operations support. It was anticipated that it would take two fiscal years (2017-18 and 2018-19) to complete this funding.

Mental Health Enhancements Funded in FY 2017-18

- Two new positions have been funded this year - a Mental Health Counselor (1.0 FTE) and a Case Manager (1.0 FTE) - along with recurring expense dollars. The Case Manager has been hired and is now on staff. The Mental Health Counselor position has just been authorized and will be filled in the near future.
- USFSM provided funding for a Mental Health Counselor and associated expense dollars. NCF funded the Case Manager and associated expense dollars from its 2017-18 enrollment growth appropriation.
- NCF also utilized enrollment growth funding to provide recurring funding to support electronic outreach programming that has heretofore been funded with non-recurring funds.

Mental Health Enhancements Planned for FY 2018-19

- A Psychologist (1.0 FTE) along with recurring expense dollars will be funded by NCF in 2018-19. This position is in lieu of the previously planned second Case Manager position as it will allow for more counseling capacity as enrollments grow at both institutions. Once this has been accomplished, the need for the clerical position will be evaluated to determine if the workload necessitates adding this forth position.

With this additional step, these Student Mental Health Services should be well positioned to meet student mental health counseling needs at both institutions over the next several years.

Campus Police Services

The Campus Police Department (CPD) provides a full range of police services 24 hours per day throughout the year to NCF and USFSM. Police officers are certified by the State of Florida. Police services include: mobile and foot patrols, criminal investigation of all misdemeanors and felony crimes committed on campus, traffic enforcement, response to all types of emergencies, and crime prevention programs. The Department serves and protects approximately 3,000 students and 470 faculty and staff housed in 69 buildings containing more than 800,000 square feet of space. Over 630 students of traditional college age reside on the NCF campus.

The Department's sworn officer staffing has fluctuated between 12 and 13 positions (fewest in the SUS and the bare minimum for 24/7/365 staffing) for the past 15 years. CPD's goal is not one of a minimum ratio of one officer per 600 FTE students; it already exceeds that ratio. It is to ensure that the department can staff at least two officers on patrol at any given time of day. At present, during certain hours of the 24 hour day there may only be a single officer on duty serving both campuses, after allowing for absences due to annual leave, sick leave and required officer training. This is a less than desirable situation for the safety of the campus community and the Police Officers.

During this same 15-year period the growth on both campuses, including relocation of USFSM to a new campus north of the NCF campus in 2006, and changes over the years in required law enforcement training has increased demand for Police services and further strained the Department's ability to manage with only 12 officers.

Effective Fall Semester 2013, USFSM began enrolling lower division students on its traditionally upper division campus. Additional staffing and equipment is needed to ensure that at least two Police Officers are on patrol at any given time (one on each campus that can support each other) 24/7/365.

It is important to note that the combined E&G funding for police operations as a percentage of the institutions' total E&G budgets is among the highest, if not the highest, in the State University System. The Board of Governor's FY 2017-18 System request for police services contained seven (7.0FTE) positions for CPD with funding spread over a two-year period.

Law Enforcement Enhancements Funded in FY 2017-18

- NCF funded one law enforcement officer (1.0 FTE) and one police communications officer (1.0) from Year 1 of the College's enrollment growth appropriation. In addition, it funded approximately \$100,000 in police equipment needs from its cash reserves, including replacing two very high mileage police vehicles.

Law Enforcement Enhancements Planned for FY 2018-19 and FY 2019-20

- NCF and USFSM plan to fund one law enforcement officer position each in 2018-19 (2.0 FTE) and 2019-20 (2.0 FTE), for a total of 4.0 FTE. The USFSM portion of this plan is contingent on at least restoration of the significant recurring budget reduction experienced in 2017-18. This plan will be revisited following conclusion of the 2018 legislative session.

With this additional staffing, CPD will have sufficient base funding to provide top quality safety, security and emergency response services in support of both campuses. The Department will continue to be among the lowest staffed in the SUS, while serving as an exemplar of how services shared among two or more SUS institutions can save costs while providing excellent service.

Points of contact regarding this report:

Name	Position	Email	Phone
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Mr. Eddie Beauchamp	Regional Vice Chancellor for Business & Financial Affairs (USFSM)	erb1@sar.usf.edu	941-359-4279

**University of Central Florida
Board of Trustees**

SUBJECT: Mental Health Counseling and Public Safety Officers Implementation Plan

DATE: September 27, 2017

PROPOSED BOARD ACTION

Approve the university's Mental Health Counseling and Public Safety Officers Implementation Plans for submission to the Florida Board of Governors.

BACKGROUND INFORMATION

During 2016-17, UCF participated in two State University System Legislative Budget Requests (LBR) for new state funding to support the following goals:

- 1) Increase staffing levels of SUS counseling centers closer to staffing ratios recommended by the profession's accreditation association, the International Association of Counseling Services (IACS), and
- 2) Increase SUS officer staffing closer to the International Association of Chiefs of Police (IACP) recommended national standard for community-oriented policing.

Although state funding for these initiatives was not available this year, UCF remains committed to implementing multiple-year plans that will bring the university closer to these standards while providing a healthy and safe campus environment.

Mental Health Counseling Services

During 2016-17, UCF's Counseling and Psychological Services (CAPS) experienced an increase of 18 percent in the number of students served and a 2 percent increase in student utilization of crisis intervention services.

To accommodate the university's increasing demand for mental health services, CAPS has implemented programs and services along a continuum including the following.

1. Developed a stepped-up model of care delivery.
2. Front loaded initial assessment appointments at the beginning of each semester, which allowed more students to access services quickly.
3. Assessed student needs and referred them for multiple modalities of therapeutic interventions including group, online, self-help, or individual counseling services.
4. Met with students receiving individual therapy on a bi-weekly basis and met with students with the greatest need on a weekly basis.
5. Funded four additional full-time positions to the CAPS staffing structure to support service delivery.

To increase the university's capacity to meet future demand for mental health services, CAPS will do the following.

1. Continue to front load initial assessment appointments for the 2017-18 academic year, with students referred to multiple modalities of therapeutic intervention based on their identified needs.
2. Maximize use of Other Personal Services (OPS) providers from the community who are able to devote 100 percent of their service time to providing individual therapy to students.
3. Explore the expansion of CAPS' post-doctoral training program to maximize student service and advance the university's goals for achieving preeminent status.
4. Reallocate the student health fee so that an additional \$0.63 per student credit hour will go to support CAPS. This will result in close to \$1 million of new resources to directly support UCF's mental health counseling programs.

Public Safety Officers

UCF is working to implement a multiple-year plan that will allow the Police Department to increase staffing to enhance campus safety without overburdening its field training program while bringing the department closer to the IACP recommended standard. Funding has already been approved in 2017-18 to hire four officers in preparation for the new Downtown Campus Fall 2019 opening, with another five anticipated from the 2018-19 budget, pending University Budget Committee approval.

Additionally, UCF proposes to hire a sergeant and four officers for the main campus next fiscal year, and a corporal and an additional four officers in 2019-20, pending University Budget Committee approval. This will allow initial equipment, vehicle, and training costs to be distributed over several years. Additionally, these positions can be incorporated in the February and August hiring and training cycles with the new officers for the UCF Downtown Campus.

<u>UCF Police Budget Plan</u>	<u>2017-18 Approved</u>		<u>2018-19 Planned</u>		<u>2019-20 Planned</u>		<u>Total</u>
	<u>Number of Officers</u>	<u>Estimated Total Cost</u>	<u>Number of Officers</u>	<u>Estimated Total Cost</u>	<u>Number of Officers</u>	<u>Estimated Total Cost</u>	
Lieutenant	1	\$ 110,000		-		-	\$ 110,000
Sergeant	1	\$ 75,000	1	96,300		-	171,300
Corporal	1	67,000		-	1	85,200	152,200
Officers	1	61,000	9	715,500	4	318,000	1,094,500
Equipment, Vehicle, and Training		191,670		498,330	5	230,000	920,000
Total	4	504,670	10	1,310,130	10	633,200	2,448,000

Supporting documentation: None

Prepared by: Maribeth Ehasz, Vice President for Student Development and
Enrollment Services

Richard Beary, Associate Vice President and Chief of Police

Submitted by: Maribeth Ehasz, Vice President for Student Development and
Enrollment Services

William F. Merck II, Vice President for Administration and Finance
and Chief Financial Officer



Public Safety Officers Staffing Plan

UF intends to augment the number of police officers by hiring five additional officers over three fiscal year periods. In FY 2018-19, the University of Florida Police Department (UFPD) will add two officers to its staff, in FY 2019-20 the department will add two more officers to its staff and in FY 2020-21 it will add one more officer to its staff.

There are currently 87 UFPD officer positions, and the officer to student ratio is approximately 2:1200.

Adding five officers to UFPD over three years will bring the total number of officer positions to 92, which will benefit the university in a number of ways.

UFPD will be able to increase the number of officer per shift by one, to accommodate 24/7 coverage on campus.

It will also allow the ratio of UF police officers to come closer to meeting the International Association of Chiefs of Police standard for community-oriented policing of two officers per 1,000 population, when taking into consideration the student population. However, this does not account for the faculty, staff, visitors, sporting spectators and patients who also come onto the UF campus each day.

This increase in officers will support the University of Florida's preeminence efforts in striving to provide a safe and secure environment for its students, faculty, staff and visitors.

The total cost to fund five additional officers, associated personnel equipment-gear and vehicles will be \$994,146. The funds will be provided initially from nonrecurring sources as we work to find a recurring source for this significant and important investment.

Approved by the University of Florida Board of Trustees on August 29, 2017.



Student Mental Health Staffing Plan

UF intends to augment the number of student mental health counselors by hiring 4 additional staff in FY 2017-18, 4 staff in addition to that in FY 2018-19, and 4 staff in addition to that in FY 2019-20. The additional staff will thus total 12.

The current staff numbers 33.5, and the student to counselor ratio is approximately 1 to 1,400.

With the addition of 4 this fall, the staff will number 37.5. We expect to have 47,000 students taking courses on the main campus in Gainesville. That is a ratio of 1 counselor to 1,253 students.

With the addition of 4 more in FY 2018-19, the staff will number 41.5. The student body is projected to grow at no more than 1% per year. So if we assume there are 47,500 students taking courses on the main campus in Gainesville that year, the ratio becomes 1: 1,145.

With the addition of 4 more in FY 2019-20, the staff will number 45.5. If we assume there are 48,000 students taking courses on the main Gainesville campus that year, the ratio becomes 1:1,055.

This program constitutes a significant improvement in the student to mental health counselor ratio over three years, from 1:1,400 to 1:1,055.

The growth in student mental health staff from 33.5 to 45.5 is expected to cost \$1.46 million per year. The funds will be provided initially from nonrecurring sources as we work to find a recurring source for this significant and important investment.

Approved by the University of Florida Board of Trustees on August 29, 2017.



September 29, 2017

The Honorable Thomas Kuntz, Chair
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399

RE: UNF Mental Health Counseling and Public Safety Officers Implementation Plans

Dear Chair Kuntz:

Thank you for your commitment to ensuring that we are doing all that we can to provide for the safety and well-being of our students, faculty and staff. Accordingly, this will serve as the University of North Florida's response to your request for information on how we have implemented mental health and public safety initiatives utilizing our existing resources.

Mental Health Counselors

In 2015, a Legislative Budget Request (LBR) was written to increase the availability of counseling services to UNF students. This LBR was repeated and revised in 2016. The proposal was part of an organized effort by all SUS campuses.

In short, UNF proposed that a total of \$587,850 be provided to hire two psychologists, two mental health counselors, a psychiatric nurse practitioner and a case manager (i.e., a total of six new personnel specifically credentialed and licensed in their field of practice). Some of the funds requested were associated with the six recommended hires, including additional office expenses and professional development funds. Additionally, UNF dedicated a smaller portion of the request for purchasing technology to help identify and manage students who demonstrated risk-related behavior.

UNF's Counseling Center is in compliance with the International Association of Counseling Services (IACS) accreditation standards. However, this includes all providers (psychological, psychiatric and nutritional). To be more specific, the calculation of the staff to student ratio includes the psychologists, the counselors, the psychiatric nurse practitioners, the registered dietitian, the psychiatrist and the administrators with clinical credentials. Overall, the ratio of clinicians to students is at best at its upper limit and cannot withstand continued increases in utilization. Yet, the trend at UNF is toward greater student utilization despite static enrollment.

Although the 2017 legislature did not fund the request, UNF has made progress within current resources. In a campus-wide effort, UNF selected Maxient as the provider of preventative tracking and management software. UNF has purchased and begun to implement the software, which is used to identify students at risk, allowing staff to intervene as quickly as possible to prevent further academic or personal decline, and to lend support to the student in the least invasive and most efficient manner. Its startup cost (not including University personnel) was approximately \$15,000. This cost, plus the yearly \$8,000 maintenance cost, is being covered by the University.

UNF's Student Government is aware of the increasing need for counseling services and has worked with UNF administrators to identify resources that may assist the Counseling Center in moving toward its goal of lowering wait times for initial sessions and between counseling appointments. Without additional state funding or the ability to raise fees, Student Government made a decision to redistribute a portion of existing fee funding to the Counseling Center, which together with an investment from the university's base budget equates to an additional \$124,800 per year, or approximately 21% of the proposed LBR. These funds were explicitly designated to partially pay for a new pre-doctoral psychology internship program. This program adds personnel for relatively little cost.

Finally, since the funds are available for FY 2017-2018 and developing this type of training program will take no less than one year, the majority of these funds will be used to hire temporary clinicians to bridge the gap until the new interns can take over in FY 2018-2019.

Police & Public Safety

UNF has provided two additional police officer positions to bring our total to 31 sworn officers. This is only one away from the 32 required by the BOG. At current staffing UNFPD is adequately staffed for the current student population.

UNF's Police Department applied for a Department of Justice grant to receive an additional 22 body cameras and related equipment. If the grant is approved by the DOJ this will satisfy the requirement of the BOG and additional State funding will not be necessary. UNFPD should know if the grant was approved by the end of October or beginning of November.

The Cooper system has been on the agenda of the Crisis Management Team for quite some time. As a result, the system has had necessary upgrades and improvements that have proven to stabilize the reliability and performance of the outdoor communication system.

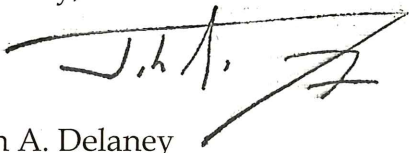
Finally, the radio repeater tower has been discussed repeatedly at the Technical Security Meeting. As a result, multi-directional antennae have been installed around the campus

in an effort to eliminate dead spots and increase communications. So far this seems to be working. Additionally, Physical Facilities has implemented language requiring any new or renovated buildings to be equipped with antennae that meet national standards for communications networks.

All budgetary items referenced above were reviewed and approved by UNF's Board of Trustees as a part of their approval of the FY 2017-18 operating budget for UNF.

Thank you again for your attention and commitment to these important initiatives and for the opportunity to report on our progress.

Sincerely,

A handwritten signature in black ink, appearing to read "J. A. Delaney", with a long horizontal line extending to the right.

John A. Delaney
President

C: Marshall Criser, III
Chancellor, State University System of Florida

The Honorable Norman D. Tripp, Chair
Academic & Student Affairs Committee

MWell4Success

A Systems-thinking and Public Health Approach for Improving Mental Wellbeing among USF Students

A White Paper

August 3, 2017

USF Tampa Student Affairs & Student Success

**Prepared by: Rita DeBate, PhD, MPH, FAED, FAAHB
Associate Vice President, Health & Wellness**

In Collaboration with

Joe Puccio, MD Interim Co-Director USF Tampa Counseling Center

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Table of Contents	Page(s)
Executive Summary	3
Problem Statement	
• USF Strategic significance	4
• Significance of Mental Well-being on Discontinuation	4-5
• USF Economic significance	5
USF Supporting Data on Student Mental Well-being	
• Self-reported diagnosis and treatment of mental health disorders	5
• Factors affecting academic performance	5-6
• Depressive symptoms	6
• Factors Indicated as Traumatic or Very Difficult to Handle	6
• Baker Acts	6-7
• Counseling Center Resources and Utilization	7
• Student Demand for Mental Well-being Services	8
• Priority Populations	8-9
Proposed Solutions	
• Legislative Budget Request	9
• USF System Response	9
○ Systems-thinking	10
○ Public Health approach	10-11
○ Mwell4Success Initiative	11
▪ Tier 1: Universal	11-13
▪ Tier 2: Targeted	13-15
▪ Tier 3: Intensive	15
○ Summary	15
Implementation Time Line and Budget	16-17
References	18-20
Appendix	
• Table 1. USF NCHA Data: Mental Wellbeing Diagnosis and Treatment	21
• Table 2. USF NCHA Data: Mental Wellbeing and Academic Performance	22
• Table 3. USF NCHA Data: Depressive Symptoms in past 30 days	23
• Table 4. USF NCHA Data: Presence of factors that students reported being traumatic and very difficult to handle	24
• Table 5. USF NCHA Data: Wellness Service Use and Information Needs	25

Executive Summary

Analogous to universities across the country, the Florida State University System (SUS) counseling centers have seen increasing numbers of students with mental health problems including depression, suicide ideation, and students taking medications for psychiatric conditions. Correspondingly, SUS counseling centers and student health centers have seen a dramatic increase in the number of students seeking assistance for mental health issues.

With regard to the University of South Florida system, the Tampa, St. Petersburg, and Sarasota-Manatee campuses have all confronted increases in the number of students served at their counseling centers over the past 2 academic years (31%, 16%, 8% respectively), in addition to an increase in the number of crisis visits (127%, 7%, 2% respectively) and Baker Acts (132%). Moreover, over the last 5 years, a longitudinal comparison of student specific data reveals increasing trends in the percentage of students diagnosed with anxiety, depression, and panic attacks, in addition to the proportion of students reporting that stress, anxiety, and depression as major impediments to academic performance. Nonetheless, both the Tampa and St. Petersburg campuses are well below the International Association of Counseling Services standards for care with regard to a counselor to student ratio of 1:1,000-1:1,500 (currently 1:1,990 and 1:1,572 respectively).

In an effort to address the growing mental health needs of SUS students, a \$14.4 million legislative budget request (LBR) was submitted by the Florida State University System (SUS) to address the need for additional resources. Although the LBR was not funded, this white paper proposes a USF system plan aimed at addressing the mental health needs of USF students in a way that maximizes existing resources while employing evidence-informed strategic initiatives.

The proposed USF system MWell4Success initiative is a collaborative systems-thinking and public health based approach to ensure that the best services are in place to increase the capacity of our university to meet the mental health needs of our students on a continuum of care needs. Using a tiered approach, the table below provides a snapshot of the programming, activities, and resources requested. These initiatives and corresponding budget are described in detail within the contents of this white paper.

Programming TIERS	Proposed MWell4Success Interventions	Resources Needed	Tampa	St. Pete	SM
			FTE	FTE	FTE
TIER 1 Universal	Increasing Mental Health Literacy	Social Marketing Staff	1		
	Mental Health Outreach	Mental Health Outreach Specialist	1	1	1
	Health & Wellness Coaching (HWC)	Certified HWC	3	1	
TIER 2 Targeted	Extended Counseling Center Service Hours	Licensed Counselors	4		
	Establish Satellite Counseling Stations	Post-Docs Interns	2 3		
TIER 3 Intensive	Implement Coordinated Care Management	Care Manager	2	1	

PROBLEM STATEMENT

USF Strategic Significance. The University of South Florida’s Strategic Plan for 2013-2018 is comprised of strategic priorities that represent the following metrics: a) Key Performance indicators; b) Tier 1 Performance Metrics; and, AAU Metrics. A critical variable impacting several indicators “needing improvement” is student discontinuance. In a five-year national study of students who left college during their first year, one-third never returned, and only 17% of those who did return earned their bachelor’s degree, as compared with 61% among students who persisted into their second year (3). Not only is discontinuance a critical issue for achieving USF’s strategic plan, the National Report Card on Higher Education (2008) indicates, “Low college completion rates are depriving the nation of college-educated and trained workers need to keep the American workforce competitive globally.”

Significance of Mental Well-being on Discontinuation. Current evidence regarding determinants of discontinuation among college students notes the association between poor mental health and academic problems making it more difficult for students to stay enrolled and complete their degree on time (4-10). Stressors related to higher education pursuits might precipitate an underlying mental health condition--such as depression, or lead to poor coping and self-descriptive patterns such as escalation of substance use. In addition to academic problems, poor mental health can negatively affect decisions and behaviors (e.g., withdrawal, over-commitment leading to failure) in both academic pursuits and extracurricular activities, thereby reducing the student’s sense of connectedness to the college environment.

Mental health and substance use among young adults are major public health concerns because of their impact on well-being, safety, and individual productivity. College students have high rates of excessive drinking and drug use (19,20), and Counseling Centers across the country have seen increasing numbers of students with mental health problems including depression and suicide ideation (21) and students taking medications for psychiatric conditions (22). Nationally, one in ten college students sought counseling during the past year (22), with the most recent data showing that 28% of students “felt so depressed in the past year that it was difficult to function” (23). Regardless of college enrollment, young adulthood is a high-risk period for many psychiatric disorders (24), especially the onset of substance use disorders (25, 26). Likewise, a student experiencing the onset of a new psychiatric disorder during college may not be equipped to recognize the problem and/or communicate his/her feelings and concerns also leading to social and academic disengagement (4). Accordingly, counseling centers and student health centers nationwide have seen a dramatic increase in the number of students seeking assistance for mental health issues, particularly anxiety and depression (22).

Eisenberg et al. (5) examined the longitudinal relationships of depression, anxiety, and eating disorders with subsequent grade point average (GPA) and college graduation among a random sample of undergraduate and graduate students (n=2,798). **Results indicated a 10% departure rate among students who were identified as depressed as compared to only 6% among those non-depressed.** In a more recent study, Aria et al. developed an explanatory model predicting enrollment interruptions during the first four years of college on the basis of student characteristics in year one (e.g., substance use, psychiatric symptoms, pre-college and college psychiatric diagnoses); and developed an explanatory model predicting “early” and “late” enrollment interruptions during college (i.e., years 1–2 and years 3–4 of college) on the basis of year one substance use and psychiatric symptoms, pre-college and college psychiatric diagnoses, and background characteristics (8). Data were also collected in the College Life Study (n=1,253), an ongoing longitudinal study of health-risk behaviors

ascertained at baseline as incoming first-time first-year students at one large, public university in the mid-Atlantic region (9). **Results indicate that being diagnosed with depression during college was strongly associated with interruptions in college enrollment, independent of other psychiatric diagnoses, psychiatric symptoms, and background characteristics.** For example, the regression model predicted overall discontinuous enrollment: college depression diagnosis was associated with more than a two-fold increase in risk for discontinuity, even controlling for gender, high school GPA, and other background characteristics. These findings extend prior evidence that depressive symptoms in college students—but not necessarily depressive disorders—predict increased risk for college non-completion (5-6, 10). **The present findings suggest that year one depressive symptoms might be an important indicator of risk for retention problems, and comport with the notion that early departures from college are often attributable to difficulties with adjusting to college (17-18).**

Economic Significance. As part of the larger study described above, Eisenberg and colleagues developed an economic case for university mental health initiatives (5). Data analyses revealed that a university mental health program serving 500 depressed students would cost approximately \$500,000. However, the tuition GAINED from retained students would be over \$1 million with a lifetime earnings for students of over \$2 million.

USF SUPPORTING DATA on STUDENT MENTAL WELLBEING

In an effort to monitor the health and wellbeing of USF students, USF Wellness implements the National College Health Assessment survey every 2 years (2011 n=1163; 2014 n=947; 2016 n=865). Samples were fairly representative of the undergraduate student body, but less than 1% were of graduate student status. The following sections describe findings related to: a) self-reported diagnosis and treatment of mental health and mental disorders; b) self-reported factors affecting academic performance, and percentage of students reporting depressive symptoms; and, c) factors self-reported as traumatic and/or difficult to handle among USF study respondents that support the contents of this proposal. Although the data presented here are representative of USF, it is important to note that many colleges and universities in the state, nation, and abroad are observing the same trends. Nonetheless, it is critical that we address the mental wellness needs of our students so as to improve their overall quality of life and potential for academic and lifelong success

Self-Reported Diagnosis and Treatment of Mental Health and Mental Disorders. Table 1 (p. 21) represents trends regarding self-reported diagnosis and treatment of mental health and mental disorders from 2011-2016. *Notable findings include the following:*

- Increasing trends: percentage of students diagnosed with anxiety, depression, and panic attack.
- Decreasing trends: percentage of students treated for anxiety, depression, panic attack, insomnia, and other mental health disorder.
- Fewer males report being treated for mental health issues.

Factors Affecting Academic Performance. Table 2 (p. 22) displays the 8 uppermost factors reported by USF students that are impediments to his/her academic performance. Academic performance was considered adversely affected if the student reported: receiving a lower grade on an exam or project; receiving a lower

course grade; an incomplete or dropped course; or experiencing significant disruption in thesis, dissertation, or research. *Noteworthy findings include the following:*

- Increasing trends are observed regarding the percentage of students who report depression, stress and anxiety as impediments to academic performance
- In all years, compared to on-campus students, a higher proportion of off-campus students reported that work affected their academic performance

Supporting this evidence are findings from the 2014 BCSSE (Beginning College Survey of Student Engagement) data which revealed 44% of incoming freshman self-reporting that managing their time will be difficult or very difficult, and 39% indicating that paying college expenses will be difficult or very difficult.

Depressive Symptoms Reported among USF Participants. Table 3 (p. 23) displays information regarding reported depressive symptoms experienced within the past 30 days. Students were asked to check all that applied. *Noteworthy findings include the following:*

- Increasing trends observed for the percentage of students who reported the following: “felt things were hopeless”, “felt very lonely”, “felt very sad”, and “felt so depressed it was difficult to function”.

Factors Indicated as Traumatic or Very Difficult to Handle among USF Participants. Table 4 (p. 24) displays information regarding the presence of factors that students reported as being traumatic or very difficult to handle. Students were asked to check all among the following that applied to them. *Findings of note include the following:*

- Although still relatively high, decreasing trends in the percentage of students that indicated the following factors as difficult to handle: academics, family problems, intimate relationships, death of a family member/friend
- Aside from academic issues, the top three factors self-reported as traumatic or very difficult to handle included sleep difficulties, personal appearance, career related issues, and intimate relationships
- Increasing trends in the percentage of students who indicated that personal appearance and other relationships are very difficult to handle
- Static trends regarding the percentage of students reporting that personal health issues and sleep difficulties were traumatic or very difficult to handle, the top three stressors included: family problems, intimate relationships, and other relationships. Other relationships was observed with the largest increase at 4.5 percentage points from 2011 to 2014
- In terms of level of stress, a higher proportion of off-campus students reported a tremendous level of stress compared to on-campus students
- A higher proportion of off campus students reported stress from career related difficulties.

Baker Acts. With regard to suicide ideation and attempted suicide, data from both USF Office of Student Outreach and Support and the USF Police Department both indicate a significant increase in Baker Acts from the 2014-2015 academic year to the current academic year. *Noteworthy findings include the following:*

- There was a 132% increase in Baker Acts from academic year 14-5 to 15-16. (See table below)
- Data from the USF Office of Student Outreach and Support from the current 2015-2016 academic year indicate the following:
 - Of the students who were referred to USF SOS, 26% of students presented with elevated and severe level of concern followed by 43% moderate, 59% mild, and 3% no concern.
 - The top four presenting issues reported through referrals are as follows: Mental health concern (24%); General Well-being Concern (19%); Academic Issues (18%), Suicidal Ideation (12%). These are followed by Alcohol/drug (.05%), medial, intoxication, financial, family death, family issues, suicide attempt, self-harm, disordered eating, and homeless.

USF Counseling Center Resources and Utilization. Standards set by the International Association of Counseling Services suggest a counselor/student ratio of 1:1000-1,500. As depicted in the figure to left, the USF Tampa

counseling center is currently comprised of 21.5 FTE counselors resulting in a counselor/student ratio of **1: 1,990**; and the St. Petersburg campus with **1:1,572** ratio. Although both campuses do not meet the accreditation standards regarding counselor/student ratio, the Tampa campus is almost **2x** over the suggested ratio for campus mental health care. To supplement this low ratio, the Tampa Campus also engages in several training programs including 3 master's level internships, 3 PhD psychology internships, and 2 post-docs.

Nonetheless, as depicted in the table below, these additional resources do not meet the increased demand for services via increased student usage, crisis visits, and Baker Acts. All campuses observed an increase in the number of students served in addition to the number of crisis visits. The increased number of crisis visits coupled with the high student to counselor ratio points towards the need for additional resources.

Counseling Center Statistics 2014-15 and 2015-16 Academic Years					
	Ac. Yr	TOTAL	Tampa	St. Pete	Sarasota-Manatee
Students Served	14	2,884	2,299 (5%)	249 (5%)	336 (12%)
	15	3,636	3,002 (7%)	272 (6%)	362 (12%)
	% Increase		31%	9%	8%
Crisis Visits	14	457	392	38	42
	15	975	891	41	43
	% Increase		127%	7%	2%
Baker Acts <small>* <10 not reported to protect student privacy</small>	14	38	22	*	16
	15	51	51	*	*
	% Increase		132%		

Student Demand for Mental Wellbeing Services. Mental health statistics from various USF Wellness departments support the increase in demand for services related to student stress over the last 3 years. Mirroring national statistics, the demand for USF Counseling Center services has dramatically increased since last year with a year to date increase of 61% for scheduled individual sessions, and a 98% increase for urgent on-call appointments while psychiatric hospitalizations have tripled. Moreover, USF Student Health initiated psychiatric services in the past year and provided 3590 visits to students with mental health needs requiring medication and the USF Office of Student Outreach and Support has seen a 20% increase in referrals.

Table 5 (p. 25) displays information regarding wellness service use and information needs as reported in the 2011 and 2014 NCHA study. *Findings of note include the following:*

- A statistically significant increase was observed in the number of students who either used the counseling center or would consider using the counseling center from 2011-2014.
 - Females reported a higher rate of receiving mental health services from a counselor/psychologist (35.3% v. 24.3%, $p < .008$) and from university health/counseling (13.4% v. 7.1%, $p < .008$).
 - Females also had a higher rate of reporting that they were considering seeking help from a mental health professional in future (71.6% v. 58.4%, $p < .008$).
 - Off campus students reported a higher rate of receiving services from an “other medical provider” (13.9% v. 7.8%, $p < .008$).
 - In terms of race, Asian students had a lower rate of receiving services by a counselor/psychologist (10.4%) compared to both White students (37.0%) and biracial or other race students (40.4%; $p < .008$). Similarly, Asian students reported a lower rate of considering seeking help from a mental health professional in future (48.7%) compared to both White students (69.6%) and Hispanic students (75.1%; $p < .008$).
- A statistically significant increase was observed in the number of students who are interested in receiving more information on topics related to mental well-being.

Priority Populations. As indicated by the aforementioned data above, evidence suggests that USF **male, international, and off-campus students** are observed with the greatest need of mental wellbeing, but are also the population that has low help-seeking behaviors. Data from the 2015 BSSE revealed a statistically significant difference (all $p < .05$) between males and females regarding the following help-seeking behaviors. For all, males were statistically significantly less likely to engage in the following:

- Talk about career plans with a faculty member
- Discuss academic performance with a faculty member
- Discuss course topics, ideas, or concepts with a faculty member outside of class
- Find additional information for course assignments when you don’t understand the material
- Ask instructors for help when you struggle with course assignments
- Support to help students succeed academically

USF Male Student Mental Health Literacy. The current author implemented a study of mental health literacy and help-seeking behaviors among 917 (73.8%) undergraduate males and 325 (26.2%) graduate males enrolled at the USF Tampa campus. Mental health literacy (MHL) can be defined as the lack of knowledge of relationship between mental well-being and student performance, attitudes regarding and valuation of mental well-being, awareness of signs and symptoms of poor mental well-being among students, skills in student

approach and protocol, and awareness of USF resources; and b) decreased student skill capacity regarding stress management, time management, resiliency, etc. Results revealed statistically significant differences between undergraduate and graduate male students with undergraduates observes with lower Mental Health (MH) Knowledge ($p < 0.001$), MH Attitudes ($p < 0.001$), Self-stigma toward help seeking ($p < 0.001$), Impact of help seeking on self-confidence ($p = 0.003$), Intention to seek care for MH issues ($p < 0.001$), Intention to seek help for Academic Issues ($p = 0.004$), Intention to seek help for difficulty with self or others ($p < 0.001$), and overall MHL ($p = 0.006$). Moreover, further assessment regarding demographic variables revealed international students and students enrolled in STEM degree programs with lower mental health literacy and help-seeking behaviors.

Consequently, if we want to increase the number of students, especially male students, who seek assistance for mental health, interpersonal, and academic issues, tailored social marketing campaigns aimed at increasing knowledge on signs and symptoms of mental health issues in addition to decreasing self-stigma of help-seeking is a key leverage point for moving the needle toward getting the assistance they need to be successful.

PROPOSED SOLUTION

Legislative Budget Request. A \$14.4 million legislative budget request (LBR) was submitted by the Florida State University System (SUS) to address the need for additional resources to address the mental health needs of SUS students. Although the LBR was not funded, the following represents the approximate \$2.9 million request made by USF system campuses:

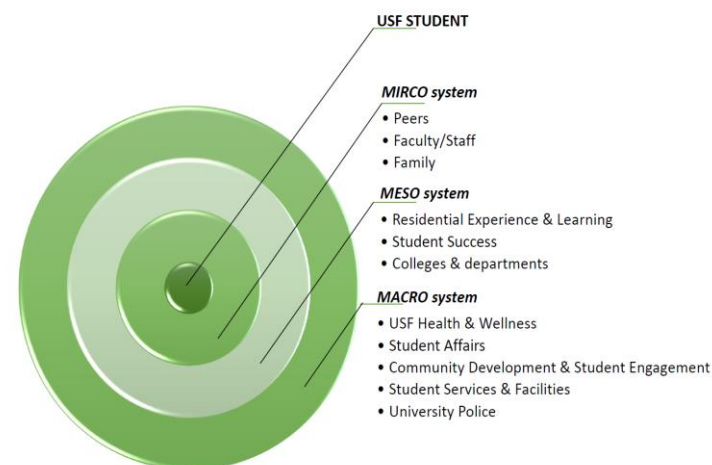
TAMPA (\$2,276,460)	ST. PETERSBURG (\$338,435)	SARASOTA-MANATEE (\$232,130)
<ul style="list-style-type: none"> • Hire additional staff (n=22) to expand service accessibility and availability • Develop specialized care teams • Develop embedded counselor service delivery • Let's Talk consultation services • Extend service delivery hours • Increase skill-based groups 	<ul style="list-style-type: none"> • Hire full-time Victim Advocate/Sexual Assault Prevention Specialist • Hire full-time Licensed Clinical Social Worker • Hire full-time Psychological Resident/Post-Doc • Hire additional Psychologist (n=3) 	<ul style="list-style-type: none"> • Increase on-campus clinic option (currently 8hrs/week) • Hire additional Psychologist • Hire Case Managers (n=2) • Hire part-time Psychiatrist

Although the LBR was not funded, the USF system has collaborated to design a plan to improve student mental wellbeing in a way that maximizes existing resources while employing evidence-informed strategic initiatives.

USF System Response. The proposed MWell4Success (Mental Well-being for Student Success) program is an innovative and *BULLISH* approach to addressing the mental well-being of USF students through a collaborative systems-thinking and public health framework. Supported by USF student data, college mental health literature indicates that even when mental health services are readily available on a college campus, only a small number of college students who report being depressed are receiving treatment (26). ***That said, although increasing access and providing high-quality mental health treatment services are critical, expanding efforts to prevent and promote the mental health of all students is essential.*** To that end, many universities are adopting a systems-thinking public health approach with tiered prevention strategies that address multi-level factors that influence student mental health (27, 28).

Systems-thinking. Systems-thinking approaches require an understanding of the complex adaptive systems involved in both causing and solving issues such as community mental wellbeing. With a systems-thinking perspective, each separate activity to address mental wellbeing is necessary (e.g., counseling center, SOCAT), but *insufficient in itself*. Consequently, improving mental wellbeing among the USF student body requires collaboration across micro, meso, and macro systems in addition to the creation of communication infrastructures in order to foster improvements in organizational structures and functions.

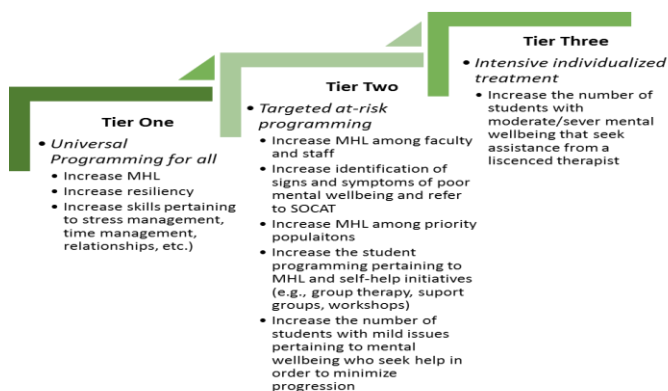
With the student at the center, the Microsystem is the system closest to the student and contains those which have direct contact with the student including: guardians, peers, and university faculty and staff. Connecting



two or more Microsystems, the Mesosystem includes various university entities including, but not limited to, Residential Experience & Learning, Student Success, Undergraduate studies, Graduate studies, and the various colleges and departments. The Macrosystem is comprised of norms and university-based resources. These include, but are not limited to, the units within USF Health & Wellness (Counseling Center, Student Health Center, Student Outreach & Support (SOS), Victim Advocacy, Center for Student Wellbeing, Campus Recreation), Community Development & Student Engagement, Student Services & Facilities,

and University Police. All of these systems function within established university values and norms (e.g., mental health literacy). In order to achieve maximal functioning and student outcomes, a systems-thinking approach requires interaction within and between systems. For example, establishing a culture that values mental wellbeing may increase the number of faculty who refer students to SOS who then may refer to the Counseling Center. In addition, the student is more likely to seek help from the Counseling Center with the reduced stigmatization of mental health due to the cultural value of mental well-being.

Public health. Public health approaches aim to provide the maximum benefit for the largest number of people. As such, a whole-population, strength-based approach that proactively addresses the mental health needs of all students through tiered interventions. More specifically, recommendations from the Institute of



Medicine (IOM) and National Research Council (NRC) state that mental health action plans should implement programs along a continuum which address a) all students regardless of risk, b) at-risk students and, c) students needing intensive individualized treatment (29). As depicted in the figure to the left, the overall goal of *Tier 1: Universal* mental health promotion is to enhancing competencies and optimizing positive mental health among all USF students. *Tier 2: Targeted and at-risk* programming includes primary and

secondary prevention initiatives with the goal of reducing risks, minimizing health problems, and ensure early detection. *Tier 3: Intensive individualized* programming focuses on secondary and tertiary interventions to increase the number of students who receive mental health treatment, reduce the effects of mental illness, and restore mental health and overall quality of life.

USF MWell4Success Initiative. The USF system MWell4Success initiative is a collaborative systems-thinking and public health based approach to ensure that the best services are in place to increase the capacity of our university to meet the mental health needs of our students on a continuum of care needs. The table below provides a snapshot of the programming, activities, and resources requested for this innovative approach. Details for each tier are described in following sections.

MWell4Success: Collaborative system-thinking and public health approach to mental wellbeing among USF students		
Tier	Initiatives	System Level
TIER 1: Universal	Increase mental health literacy among USF students.	Micro
	Increase mental health literacy among staff & faculty to increase capacity for identifying signs and symptoms of poor mental wellbeing among USF students.	Meso & Macro
	Establish Success & Wellness Coaching to increase effective coping mechanisms and resiliency among USF students.	Macro
TIER 2: Targeted	Create tailored and culturally-competent social marketing campaigns to improve mental health literacy among USF students especially among the following priority populations: FTIC, SSS, Transfer, racial/ethnic minorities, males, and international students.	Micro
	Market and implement TAO e-mental health to improve access to sub-clinical mental wellbeing resources especially among male, international, STEM, and working students.	
	Establish team of Mental Health Outreach Specialists to increase resiliency among USF students especially among the following priority populations: FTIC, racial/ethnic minorities, males, STEM and international students.	Micro
	Establish satellite mental wellbeing offices to improve access to USF licensed mental health providers	Micro
	Extend USF CC service delivery hours to improve access to USF licensed mental health providers.	
TIER 3: Intensive	Create a Care Management program to increase tertiary care of USF students.	Macro
	Continue medication management through psychiatry services.	Micro

Tier 1: Universal Programming.

Increasing Mental Health Literacy. Evidence-base: Mental health literacy pertains to knowledge (causes, signs and symptoms), attitudes (stigma), and beliefs (self-help, professional help) about mental health which influence recognition, management or prevention. Specific components of mental health literacy include: (a) the ability to recognize specific disorders or different types of psychological distress; (b) knowledge and beliefs about risk factors and causes; (c) knowledge and beliefs about self-help interventions; (d) knowledge and beliefs about professional help available; (e) attitudes which facilitate recognition and appropriate help-seeking; and (f) knowledge of how to seek mental health information (30, 31).

Limited health literacy is associated with worse health outcomes and higher costs and in the collegiate population can also lead to impaired student success (32). Health literacy is not only about individuals' skills; in the United States, health literacy reflects the efforts of health systems and professionals to make health

information and services understandable and actionable. Interventions across multiple sectors need to focus on improving individual skills and making health service, education, and information systems more health literate (32).

Social Marketing. Evidence-base. With its components of marketing and consumer research, advertising and promotion (including positioning, segmentation, creative strategy, message design and testing, media strategy and planning, and effective tracking), Social Marketing can play a central role in communicating important health issues. By using marketing techniques to generate discussion and promote information, attitudes, values and behaviors, Social Marketing helps to create a climate conducive to social and behavioral change. We propose to improve mental health literacy among students, faculty, and staff through social marketing initiatives in an integrated student-centered planning and action framework that utilizes advances in communication technology and marketing skills.

As such, activities proposed for universal prevention include hiring 1 FTE Social Marketing staff to provide human resource for developing social marketing campaigns focused on mental health literacy, self-stigma for help-seeking behaviors, in addition to university resources. The Social Marketing Staff will also target marketing efforts to focus on priority populations including faculty/staff, males, international students, STEM, and off-campus students. The social marketing staff would serve all USF system campuses and work collaboratively with other USF units and current student groups (e.g., REACH Peer Educators, ActiveMINDS, etc.) to inform these campaigns to ensure that they are tailored and include specific “calls to action” for the student, faculty and staff.

KOGNITO. Evidence-base: Mental health education has been established internationally as a critical component of comprehensive suicide prevention strategies and as a method to engage the community in identifying and connecting distressed individuals with support services. Several studies have shown that mental health education is effective in changing knowledge and attitudes but has moderate effect on actual behavior in terms of approaching distressed students and referring them to support services. Included in SAMHSA’s National Registry of Evidence-Based Programs and Practices, the At-Risk for College Students is a 30-minute online mental health simulation and the At-Risk for University and College Faculty and Staff is a 45-minute online professional development simulation. In both simulations, users enter a virtual environment and engage in three conversations with virtual students that exhibit signs of psychological distress including anxiety, depression, and suicidal ideation. In this process, they learn to recognize warning signs and use motivational interviewing tactics to build trust and motivate the student to seek help. The simulation is listed in SAMHSA’s National Registry for Evidence-Based Programs and Practices (NREPP) and in Section III of the SPRC/AFSP Best Practices Registry. Introduced in 2012, the simulation has been adopted by over 250 colleges in the US, Canada, UK, and Australia.

We will incorporate Kognito on-line modules with current USF Life Skills modules that all incoming students complete. In addition, we will work with staff in human resources and college deans to establish protocol and procedures for having new faculty and staff complete the modules. Kognito is available for all USF campuses.

Success and Wellness Coaching. Evidence-base: The need to prevent, improve, or treat lifestyle-related mental and physical health issues has led to the emergence of new roles in health care including health and wellness coaching (HWC). Current published reviews of HWC suggest its effectiveness in multiple psychosocial variables, behavioral outcomes, a variety of mental and physical health issues (33). The HWC approach employs health professionals trained in patient-centered coaching competencies (e.g., coaching tasks, knowledge, and skills) based upon evidence-based theories of behavior change, self-determination, self-efficacy, self-regulation, positive psychology, and motivational interviewing. HWC helps patients or clients identify a personal vision of thriving mentally and physically while assisting in developing autonomous motivation, improving positive emotions, resources, and self-efficacy, and sustaining changes in mindset and behavior that generate improved health and well-being (34). The National Consortium for Credentialing Health & Wellness Coaches completed a best-practices job task analysis to enable a national health and wellness coach certification.

Analysis of data from the USF Tampa campus counseling center revealed that approximately 23% of students who go to the counseling center seek assistance for minor mental wellbeing issues centered on behavior change (e.g., time management, stress management, effective communication, relationship issues, etc.). Employing less costly certified HWC coaches could address the mental wellbeing needs of these students enabling the counseling center staff to focus on the needs of the students with moderate/severe mental wellbeing needing therapy and, possibly medications. In addition, HWC reduces stigma of help-seeking behaviors increasing the likelihood of addressing issues with poor mental wellbeing before they escalate.

The present author is currently piloting a USF Success & Wellness coaching program at the Tampa campus which has resulted in over 118 students signing up for coaching with presenting issues ranging from stress management, to procrastination, financial worry, physical health issues, relationship issues to study habits. Coaching can be done via face-to-face and/or telephone which also increases the accessibility and availability of assistance for our students. To ensure sustainability, three of our current coaches are participating in advanced training so that a USF Health & Wellness Coaching certification program can be established at USF. Furthermore, due to the positive feedback in the pilot program, we are exploring the need and feasibility of training undergraduate and graduate students in certain disciplines to become coaches for the purposes of peer coaching.

USF Tampa Student Affairs and Student Success has currently invested in 1 FTE certified HWC (a masters student in CBS) and 1 Graduate Assistant (certified HWC pursuing MPH). In order to transition the pilot to serving all students in the USF system campuses, we are requesting 4 FTE certified HWC (3 Tampa, 1 St. Pete).

TIER 2. TARGETED PROGRAMMING

TAO e-Mental Health. Evidence-base: University-based on-line mental health seeking behaviors have grown exponentially as they provide on time and on-demand opportunities for students with mental health needs. In addition, on-line interventions allow for flexible access and meet many mental health help-seeking barriers including a) long-wait times for appointments, b) sense of control and anonymity, c) stigma, and d) false beliefs about mental illness. TAO computer-based mental health treatment program is considered the gold standard in behavioral and population health designed specifically to meet the service needs of higher education

institutions. The on-line evidence-based intervention offers a broad library of supportive programs (e.g., anxiety, depression, stress, resiliency, substance abuse, communication and relationship issues, anger management, and pain management), secure access (HIPPA certified), and 24/7 accessibility with university customization and engagement. The platform offers interactive tools and apps to encourage user engagement, goal-setting, problem solving, tailoring, and integrates human support that dives user engagement and outcomes.

Currently contracted for use, TAO will be implemented on all three USF campuses in the following ways: a) counselors can use modules to supplement face-to-face therapy opening schedules up for additional student appointments; b) Success & Wellness coaches can incorporate certain modules as part of behavior change plans; c) students can access online modules on their own without having to see a counselor or coach. The use of TAO increases accessibility to resources for students who have mild mental wellbeing issues, but are not in need of a therapist; thus, opening up appointment slots with counselors for students with moderate and/severe mental wellbeing. It is estimated that TAO makes up approximately 1 FTE counseling.

Mental Health Outreach Specialists. Evidence-base: The purpose of targeted prevention is to tailor primary and secondary prevention programming for at-risk populations to reduce risks, minimize health problems, and ensure early detection of poor mental wellbeing. According to the current literature and supported by USF specific data, priority college populations at greater risk for issues related to poor mental wellbeing and/or lower help-seeking behaviors include FTIC, TRIO, Transfer, racial/ethnic minorities, males, and international students. These priority populations express varied and distinct factors that may affect stress, anxiety, depression, and associated impediments to academic success. Therefore, translation of evidence-informed cultural competent programming is necessary to reach these at-risk populations.

We propose hiring 4 FTE LCSW Mental Health Outreach Specialists (MHOS: 3 Tampa, 1 St. Pete, 1 Sarasota-Manatee) that can focus on translating evidence-informed practices aimed at increasing resiliency among USF students through an active-based approach tailored for above described priority populations. Examples include the development of culturally competent "Let's Talk" sessions, group counseling, Mental Health First Aid (MHFA) trainings for front line staff (e.g., Resident Hall Staff, Advisors), and MHFA toolkits. MHOS will collaborate with Student Disability Services, TRIO program, Orientation, Residence Life, Parent & Family Program to increase mental health literacy among students and parents to increase recognition, referral, and treatment. Additionally, they will work with the .5 FTE Social Marketing staff (described in Tier 1) to create social marketing campaigns to increase the likelihood that the priority populations become aware of and participate in these resources.

Establish Satellite Counseling Centers with Extended Hours. Evidence-base: This initiative includes secondary and tertiary interventions to increase treatment, reduce the effects of mental illness, and restore mental health. As per data presented above, approximately 6% of the USF Tampa student population has accessed the individual and/or group therapy at the Counseling Center this academic year-to-date. Access related issues include availability of counselors, availability of counselors at times when students are not in class/work, and accessibility of counselors in locations throughout the large USF campus. To decrease access related issues, we propose hiring an additional 7 FTE licensed mental health counselors (5 counselors and 2 post docs for Tampa) that will specifically be hired to provide counseling resources for evening and weekend hours

in addition to establishing satellite USF counseling stations that will increase access to services across campus. Additionally, the USF Tampa counseling center will expand its internship program from 3 to 6 master's interns/year. The number of counselors, post docs, and interns requested is based on the following calculations:

- USF Tampa Enrollment for Fall 2016= **42,803** students. Current student to counselor ratio is **1:1990** (standard should be no more than 1:1500).
- USF National College Health Assessment data from a random sample of undergraduate and graduate students in the fall 2016 semester observed **20%** of students self-reporting that in the past 30 days ***“felt so depressed it was difficult to function”***—a critical sign/symptom of mental and physical wellbeing in need of care.
- Inferring 20% of the sample to the total population, there may be approximately **8,561** students in need of secondary and tertiary psychological and/or psychiatric care.
- A total of **2,928** unique students YTD were seen in the 2016-2017 academic year by the USF Counseling Center and/or the USF Student Health Center Psychiatry staff.
- If we subtract the **8,561** potential students who may need care for depression from the **2,928** students who have sought care (noting that not all of them sought care for depression), there are **5,633** students who may be in need for therapy who have not accessed USF Tampa Counseling services (13%).
- Adding 5 counselors (3 PhD, 2 masters) and 2 post docs will increase the counselor/student ratio to 1:1500 meeting the accreditation standard and providing additional counselors for 13% of students identified above who are potentially in need of therapy. The additional counselors will also provide opportunities for additional internships via supervision.

TIER 3. INTENSIVE

Care Management Program. This initiative addresses the need for “wrap around” student care that connects many of the USF resources including psychiatric services at the Student Health Center, Counseling Center, HWC, Student Outreach & Support, and Disability Services. The wrap around care proposed will be provided by hiring 3 FTE Care Managers (2 Tampa, 1 St. Pete) who will ensure comprehensive care and coordination of care provided by various USF service resources.

SUMMARY. The table below summarizes the proposed MWell4Success initiative including requested resources. Arrows indicate shared resources.

Proposed MWell4Success Interventions	Resources Needed	Tampa	St. Pete	SM
		FTE	FTE	FTE
Increasing Mental Health Literacy	Social Marketing Staff	1		→
Mental Health Outreach	Mental Health Outreach Specialist	1	1	1
Health & Wellness Coaching	Certified HWC	3	1	
Extended Counseling Center Service Hours	Licensed Counselors Post-Docs Interns	5		
Establish Satellite Counseling Stations		2		→
		3		
Implement Coordinated Care Management	Care Manager	2	1	

IMPLEMENTATION TIME LINE and BUDGET

USF Tampa

	FY 17-18		COST	FY18-19		COST
	Fall	Spring		Fall	Spring	
Implement Mental Health Literacy Social Marketing (Hire 1 FTE Social Marketing Staff)	x	x	\$28,500 salary \$9,975 benefits	x	x	\$38,000 salary \$13,300 benefits
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits	x	x	\$56,000 salary \$19,600 benefits
Implement Health & Wellness Coaching Satellite Stations (2 stations) (Hire 3 FTE certified Health & Wellness Coaches)	x	x	\$90,000 salary \$31,500 benefits	x	x	120,000 salary \$42,000 benefits
Establish Extended Hours for Counseling Services (Hire 2 OPS licensed counselors)	x	x	\$70,740 salary \$24,759 benefits	x	x	\$94,320 salary \$33,012 benefits
Continue with Extended Hours for Counseling Services (Replace 2 OPS above with 2 FTE Counselors)		x	\$60,000 salary \$21,000 benefits	x	x	\$120,000 salary \$42,000 benefits
Add Counseling Services to Health & Wellness Coaching Satellite Stations (Hire 3 FTE Counselors)		x	\$60,000 salary \$21,000 benefits	x	x	\$160,000 salary \$63,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)		x	\$22,000 salary \$7,700 benefits	x	x	\$44,000 salary \$15,400 benefits
Implement 2 additional Satellite Stations (Hire 2 post-docs)				x	x	\$95,600 salary \$10,360 benefits
Add an additional Care Manager for Coordinated Care					x	\$22,000 salary \$7,700 benefits
TOTAL COST	FY 17-18		\$373,240 salary \$105,875 benefits	FY 18-19		\$769,920 salary \$208,180 benefits

USF St. Petersburg

	FY 17-18		COST	FY18-19		COST
	Fall	Spring		Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits	x	x	\$56,000 salary \$19,600 benefits
Implement Health & Wellness Coaching (Hire 1 FTE certified Health & Wellness Coaches)	x	x	\$30,000 salary \$10,500 benefits	x	x	40,000 salary \$14,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)		x	\$22,000 salary \$7,700 benefits	x	x	\$44,000 salary \$15,400 benefits
TOTAL COST	FY 17-18		\$94,000 salary \$32,900 benefits	FY 18-19		\$140,000 salary \$49,000 benefits

USF Sarasota-Manatee

	FY 17-18		COST	FY18-19		COST
	Fall	Spring		Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits	x	x	\$56,000 salary \$19,600 benefits

USF System Total	FY 17-18 COST		FY 18-19 COST	
	\$509,240 salary \$153,475 benefits	\$662,715	\$965,920 salary \$276,780 benefits	\$1,242,700

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TABLE 1. USF NCHA DATA: MENTAL WELLBEING DIAGNOSIS AND TREATMENT

IN LAST 12 MONTHS:	2011 %	2014 %	2016 %	+/- %
DIAGNOSED WITH ANXIETY	10.9	12.6	14.6	+3.7
TREATED FOR ANXIETY (<i>HC 2020 TARGET=86.8%</i>)	74.8	70.3	62.7	-15.8
DIAGNOSED WITH DEPRESSION	8.5	9.1	11.0	+2.5
TREATED FOR DEPRESSION (<i>HC 2020 TARGET=91.9%</i>)	83.7	77.0	67.4	-16.3
DIAGNOSED PANIC ATTACK	5.8	7.6	6.7	+0.9
TREATED FOR PANIC ATTACK	62.9	64.3	55.2	-7.7
DIAGNOSED WITH INSOMNIA	3.7	3.2	3.1	-0.6
TREATED FOR INSOMNIA	68.1	70.0	59.3	-8.8
DIAGNOSED WITH OTHER SLEEP DISORDER	1.8	1.0	2.0	+0.2
TREATED FOR OTHER SLEEP DISORDER	60.0	63.6	70.6	+10.6
OTHER MENTAL HEALTH CONDITION	1.9	1.9	1.5	-0.4
TREATED FOR OTHER MENTAL HEALTH CONDITION	90.9	66.7	76.9	-14.0

TABLE 2. USF NCHA DATA: MENTAL WELLBEING AND ACADEMIC PERFORMANCE

	2011 %	2014 %	2016 %	+/- %
ANXIETY (HC 2020 TARGET=16.5%)	22.6	24.8	24.2	+1.6
DEPRESSION	14.2	14.7	16.9	+2.7
STRESS (HC 2020 TARGET=24.7%)	30.9	34.1	33.4	+2.5
RELATIONSHIP DIFFICULTIES	12.4	10.7	9.2	-3.2
CONCERN FOR FAMILY MEMBER/FRIEND	14.7	10.4	11.8	-2.9
SLEEP DIFFICULTIES (HC 2020 TARGET=18.0%)	21.9	21.8	20.0	-1.9
FINANCES	11.2	9.8	9.1	-2.1
WORK (HC 2020 TARGET=12.3%)	17.5	15.2	16.8	-0.7

TABLE 3. USF NCHA DATA: DEPRESSIVE SYMPTOMS IN PAST 30 DAYS

	2011 %	2014 %	2016 %	+/- %
FELT THINGS WERE HOPELESS	26.9	28.1	29.3	+2.4
FELT OVERWHELMED BY ALL YOU HAD TO DO	72.9	67.3	67.7	-5.2
FELT EXHAUSTED (NOT FROM PHYSICAL ACTIVITY)	67.8	64.4	66.7	-1.1
FELT VERY LONELY	35.9	37.1	36.2	+1.7
FELT VERY SAD	36.6	40.9	39.1	+2.5
FELT SO DEPRESSED IT WAS DIFFICULT TO FUNCTION	16.6	19.7	19.4	+2.8
FELT OVERWHELMING ANXIETY	35.1	37.5	41.7	+6.6
FELT OVERWHELMING ANGER	22.8	22.5	20.7	-2.1
SERIOUSLY CONSIDERED SUICIDE IN PAST 12 MONTHS	7.2	10.0	3.8	-3.4
ATTEMPTED SUICIDE IN PAST 12 MONTHS (HC 2020 TARGET=1.2%)	1.3	1.9	0.3	-1.0

TABLE 4. USF NCHA DATA: PRESENCE OF FACTORS THAT STUDENTS REPORTED BEING TRAUMATIC AOR VERY DIFFICULT TO HANDLE

	2011 %	2014 %	2016 %	+/- %
ACADEMICS	48.6	48.8	46.1	-2.5
CAREER RELATED ISSUES	27.5	25.4	27.8	-0.3
DEATH OF A FAMILY MEMBER/FRIEND	17.0	15.8	13.8	-3.2
FAMILY PROBLEMS	33.3	32.4	26.2	-7.1
INTIMATE RELATIONSHIPS	34.1	30.7	27.6	-6.5
OTHER RELATIONSHIPS	22.2	26.7	23.4	+1.2
HEALTH PROBLEM OF FAMILY MEMBER/FRIEND	21.4	17.4	19.4	-2.0
PERSONAL APPEARANCE	25.8	26.4	28.9	+3.1
PERSONAL HEALTH ISSUES	19.5	20.6	19.2	-0.3
SLEEP DIFFICULTIES	29.3	29.5	29.0	-0.3
MORE THAN AVERAGE STRESS	41.6	41.8	--	--
TREMENDOUS STRESS	12.1	11.5	10.5	-1.6

TABLE 5. USF WELLNESS SERVICE USE AND INFORMATION NEEDS

	2011 %	2014 %	+/- %
SELF-REPORTED USF COUNSELING CENTER USE	12.0	16.6	+4.6*
WOULD CONSIDER SEEKING HELP FROM MENTAL HEALTH PROFESSIONAL IN THE FUTURE	68.4	70.0	+1.3
INTERESTED IN INFORMATION ABOUT			
DEPRESSION/ANXIETY	50.6	58.5	+7.9**
GRIEF AND LOSS	40.0	47.9	+7.9**
HOW TO HELP OTHERS IN DISTRESS	56.1	61.9	+5.8

*statistically significant at $\alpha=.008$; **statistically significant at $\alpha=.003$

University of South Florida
Tampa Campus
Public Safety Initiatives Plan

Background

The University of South Florida (USF) Tampa Police Department is an accredited law enforcement agency staffed with 78 full-time positions which consist of state certified officers, communications specialists, and a number of support personnel.

These resources provide public safety services to:

- 43,500 enrolled students
 - 5,400 living on campus
- 14,000+ faculty, staff, and part-time workers
- Multiple inpatient and outpatient medical facilities that include:
 - USF Health
 - Moffitt Cancer Research Hospital
 - Shriners Hospital for Children
- Two elementary schools
- Two financial institutions
- State of Florida Department of Health Laboratory
- Sun Dome - 10,000 person arena

Based on the current student enrollment, USF Tampa police has an officer to student ratio of 1:750 (58 positions) which is 15 officers below the recommended 1:600 ratio proposed in 2008. In an attempt to address this staffing gap, over the past several years the University has explored and implemented strategic remedies.

Summary of Initiatives to Date

2012 – 2013	Authorized strength was 50 sworn officers. Increased starting salary to improve market competitiveness.
2013 – 2014	8 additional positions authorized along with a 4% budget increase.
2014 – 2015	10% budget increase to support previous year increase to authorized strength. Four existing positions were unfrozen and supported with additional budget.

2015 – 2016	20% budget increase to support resourcing the additional staffing and unfrozen positions. Reallocated one sworn staff from administrative duties to patrol oriented activities.
2016 – 2017	28% budget increase to aid in staff retention and purchase of equipment.
2017 – 2018	Reallocated one sworn staff from administrative duties to patrol oriented activities. Authorized to hire civilian training coordinator to reallocate sworn staff. Reclassified one supervisor's position to support the hiring of two officers; resulting a net gain of one position.

Future Investments

Moving forward, the University community will continue to seek out opportunities to address ongoing safety needs with existing resources as they are available. The fundamental issue relates to our ability to recruit, retain, and house viable candidates in order to meet public safety expectations. Areas of significance include salaries; recruiting and retention initiatives; and police facilities. The most practical approach to addressing these issues is through a multiyear process affording us the opportunity to spread costs over several fiscal cycles.

Over the course of the next three fiscal years, USF Tampa will continue efforts to meet staffing goals by adding one to two additional officers each year where funding exists. Additional emphasis will be placed on staff retention and ensuring officers are properly equipped.

The current police facility is a disadvantage on multiple levels. The building, at its core, is a 68 – 70 year old single-family home once occupied by the architect who designed the University. As a result, it has never effectively and efficiently housed law enforcement operations. Moreover, the facility does not present in a way that would inspire “A” level talent, or evoke a sense of confidence. We have reached a saturation point of capacity, and accommodations for a significant increase in staff are nonexistent.

Once staffing levels reach approximately 63 officers, the functional capacity of the current police building will no longer support department operations. Plans for a new building remain under consideration at this time.



University of West Florida
Mental Health Counseling Services Staffing Plan
Approved by the BOT, September 26, 2017

In response to the Board of Governors request to develop a plan to address the critical need for student mental and behavioral health coverage, the University of West Florida will hire seven additional therapists to meet the 1:1000 (one counselor to every 1,000 students) ratio requested in the 2016-2017 Legislative Budget Request over the next four years.

Counseling and Psychological Services

UWF currently employs six clinical staff in addition to the Assistant Vice President/Director, a part-time psychiatrist, a full-time psychiatric nurse practitioner and support staff:

3.175 FTE – Psychologist

2.8 FTE – Licensed Mental Health Counselor (LMHC)

The International Association of Counseling Services (IACS) recommends one FTE professional staff member to every 1,000 students. In order to address the demand, Counseling and Psychological Services will hire two additional psychologists, three licensed mental health counselors (LMHC), and two licensed clinical social workers (LCSW) to reach the 1:1000 recommended ratio. It is intentional to have on staff a mix of psychologists, LMHCs and LCSWs in order to diversify the staff and the student training capacity.

Four-Year Timeline

In each of the first three years, two therapists will be hired with the seventh therapist hired in year four.

Year 1	1 Psychologist 1 Licensed Mental Health Counselor
Year 2	1 Psychologist 1 Licensed Mental Health Counselor
Year 3	1 Licensed Mental Health Counselor 1 Licensed Clinical Social Worker
Year 4	1 Licensed Clinical Social Worker



Estimated Investment

Estimated investment includes \$606,000 in recurring and \$70,000 in non-recurring funding phased in over the four-year plan. The estimated investment is detailed on Appendix A. Health Fee funds will be reallocated towards recurring cost of hiring additional therapists. One-time, non-recurring carry forward funds will be deployed to cover the non-recurring, one-time cost.

Goals and Enhanced Services

The primary goals of hiring additional therapists for the 1:1000 ratio at UWF are to:

1. Provide access to counselors to directly assist students in their mental and behavioral health needs so they can reach their academic goals.
2. Provide prevention and outreach services so that students mentally thrive without the need for treatment.

Additional therapists will help UWF

- Eliminate waitlists,
- Expand walk-in assessment and consultation services,
- Provide evening hours for individual and group treatment,
- Deliver additional group treatment options,
- Provide on-line treatment options,
- Embed walk-in consultation services in residence halls.

UWF will also develop innovative programs such as Recovery (drug and alcohol dependence and abuse) support services, expanded support services for students on the Autism Spectrum, Learning Disability and Attention Deficit Disorder Testing and Assessment, and facilitate programs for academically at-risk students. Finally, academic internship offerings will expand.



Appendix A: Estimated Investment

Proposal: To hire seven (7) full-time therapists within four years to meet recommended standard of 1:1000 therapist to student ratio.

Year 1	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 1
Psychologist	\$ 91,909.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 104,909.96
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Total Costs for Year 1 Personnel:	\$ 198,209.92					

Year 2	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 2
Psychologist	\$ 91,909.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 104,909.96
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Year 2 New Personnel Costs:	\$ 198,209.92					

Year 3	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 3
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Year 3 New Personnel Costs:	\$ 186,599.92					

Year 4	Salary, Rate + Fringe Obligation	Hiring Expenses	Professional Dev	Equipment, First Year	Recurring General Exp	Cost Per Person - Year 4
Master's Degreed Therapist	\$ 80,299.96	\$ 5,000.00	\$ 2,000.00	\$ 5,000.00	\$ 1,000.00	\$ 93,299.96
Year 3 New Personnel Costs:	\$ 93,299.96					

	New Recurring	New Non- Recurring	Recurring Prior Year *	Total Recurring Each Year
Year 1	\$ 178,209.92	\$ 20,000.00	\$ -	\$ 178,209.92
Year 2	\$ 178,209.92	\$ 20,000.00	\$ 181,209.92	\$ 359,419.84
Year 3	\$ 166,599.92	\$ 20,000.00	\$ 362,419.84	\$ 529,019.76
Year 4	\$ 83,299.96	\$ 10,000.00	\$ 526,019.76	\$ 609,319.72

Year 1-4 \$ 606,319.72 \$ 70,000.00

*includes cost of living increases