GRAND CHALLENGES *and* OPPORTUNITIES

REIMAGINING MENTAL HEALTH AND WELLNESS IN EDUCATION

PART 6

Cultivating Systemic Wellness: Perspectives of Administrators & Leaders

Well-being on a systemic level requires leadership that understands the interconnectedness of individuals, organizations, and communities. This session examines the role of administrators and leaders in fostering holistic wellness across varied learning contexts. Panelists will explore the broader implications of systemic well-being, focusing on how leadership practices, cultural dynamics, technological advancements, and structural innovations can create sustainable environments that promote well-being.

MODERATOR

Theodore R. Burnes PhD
Professor of Clinical Education, USC Rossier School of Education

PANELISTS

Gregory Franklin EdD
Professor of Clinical Education, USC Rossier School of Education; Retired Superintendent of Tustin Unified School District

Quade French PhD
Associate Dean, Academic Culture and Well-being, USC Dornsife College of Letters, Arts, and Sciences

Liane I. Hypolite PhD
Assistant Professor of Educational Leadership, Cal Poly Pomona; Director, Equity-Focused Leadership Collaborative

Elizabeth Peisner EdD
Associate Vice President of Student Affairs - Health and Wellness, CalArts

Ilene Rosenstein PhD
Former Associate Vice Provost for Campus Wellbeing and Education, USC; Teaching Professor of Education, USC Rossier of Education

Ilene Rosenstein PhD

Expertise & Contributions

- **Over 40 years** in mental health, wellbeing, organizational psychology, and positive psychology.
- **USC Faculty** – Teaching in the Marriage and Family Therapy program since 2009; soon to teach in the new MHL doctoral program.
- **Private Practice & Consulting** – Active psychotherapist and wellbeing consultant, supporting schools and universities in achieving their goals with ease, enjoyment, and effectiveness.
- **Leadership Experience**
    - Former **Associate Vice Provost for Campus Wellbeing & Education** at USC.
    - **Director of Student Counseling Services** – 9 years at USC, 18 years at the University of Pennsylvania.
    - Early career: clinician and administrator in community mental health centers, schools, and hospitals.
- **Personal Wellbeing** – Enjoys hiking, reading, gardening, and spending time with loved ones.

Our Approach to Well-Being in the Post-Secondary Ecosystem

ORGANIZATIONAL AND ENVIRONMENTAL HEALTHY WORKPLACES

- Alignment of mission, values, and expectations

- A community with a strong sense of meaning, purpose, and engagement

- Leadership is visionary, present, and inclusive

- All members feel they are valued, cared about, and respected

- All members can take risks, have influence, and be themselves

- Communication is open and "flows" across all levels and with transparency

- Mistakes are owned, repaired with acknowledgement of feelings and problem-solving

- Power is shared, with special attention to decision-making

- Positive emotions are encouraged and built into the culture

- Satisfying relationships

- Able to focus and accomplish

THRIVING

- Student and Employee Success
- Productivity, Creativity, and Retention
- Health and Longevity
- Improved Quality of Life
- Increased Protective Factors and Resilience
- Effective Handling of Change and Crises
- Reduced Risk
- Clear Identity Formation and Meaning in Life
- Overall Happiness

(Schreiner, 2017)

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REIMAGINING MENTAL HEALTH AND WELLNESS IN EDUCATION

Elizabeth "Liz" Peisner EdD '11

Associate Vice President of Student Affairs – Health and Wellness
at California Institute of the Arts (CalArts)

"Through artistic practice, we transform ourselves, each other, and the world."

My portfolio includes:

- Student Health Center
- Psychological Counseling Services
- Disabled Students Services
- Chair – CARE/BIT team
- Member – Threat Assessment Team
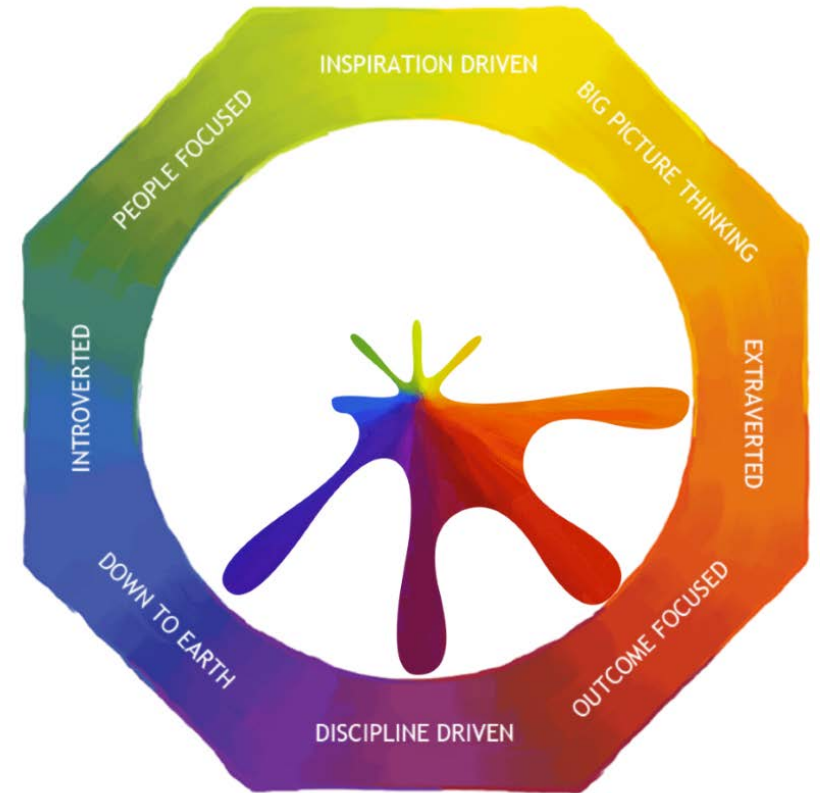- 24/7 on-call confidential sexual assault student advocate
- SCV Homelessness Task Force

Leaderships Skills and Strengths: Tap Into Your Spark

"The bestowing of title alone does not define an authentic leader, for it is the individual's personal and professional strengths that lay the foundation for their leadership success and their right to be called a leader."

Lean into your "spark", whether it's your underlying quality, your everyday quality, or as we feel most times, your over-extended quality.

INSPIRATION DRIVEN

PEOPLE FOCUSED

BIG PICTURE THINKING

INTROVERTED

EXTRAVERTED

DOWN TO EARTH

OUTCOME FOCUSED

DISCIPLINE DRIVEN

This is Liz's Lumina Splash, a visual representation of their personality calculated using their Lumina Spark aspect scores.

- Jackson, D. V. (2011). Perception is reality: Your strengths matter. *Journal of leadership education*, *10*(1), 115-122.
- Devall-Martin, L. M. (2017). *School Administrators' Insight and Self-reflection: An exploration of the influence of expressive writing and the LuminaSpark© inventory on self-awareness* (Doctoral dissertation, Johns Hopkins University).

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The Role of Relationships: Formal and Informal

Academic and Student Affairs History and Services

Collaboration Between Academic & Student Affairs Divisions

Organizational Structures

Impact on Student Success

Develop a partnership with the Provost's office and HR for faculty and professional development opportunities related to mental health signs of students, for faculty and staff to "support a campus-wide culture shift that integrates wellness into all aspects of university life."

CARE team "light"
- Build a network of colleagues with insights to students and engage with them regularly.
- Don't wait until a student is reported to the CARE team.

Dowd, M. (2024). *CREATING A CULTURE OF HIGH-LEVEL WELLNESS TO COMBAT THE COLLEGE MENTAL HEALTH CRISIS* (Doctoral dissertation, University of Pennsylvania).

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Data Utilization In Decision Making: The "State of the Student"

Cross reference data sources with IR from the various software, EMS, and other platforms used to house student related data, such as Residence, Sunapsis (Int'l students) and Advocate, to synthesize data for retention efforts such as SPG and to inform faculty of the "state of the students".

"Data-informed decision-making and communication strategies are essential for assessing the effectiveness of initiatives and for keeping the campus community informed and engaged. "

The Healthy Minds Network

Dowd, M. (2024). *CREATING A CULTURE OF HIGH-LEVEL WELLNESS TO COMBAT THE COLLEGE MENTAL HEALTH CRISIS* (Doctoral dissertation, University of Pennsylvania).

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Quade French PhD

- Associate Dean, Academic Culture and Well-being
  USC Dornsife College of Letters, Arts, & Sciences

- Clinical Psychologist and Consultant

- USC Rossier Adjunct Assistant Professor

Meaning.
Motivation.
Messaging.

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We are challenging some of the most fundamental human drives.

"How do people change?"

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Process Over Content

Content doesn't change people.
People change people.

Understand the barriers:
Context.
Capacity.
Disagreement.
Fear.

Considerations

- **Learn as much as you can**

  - Clinical, social psych; family therapy; IGD
  - Crucial Conversations (Patterson et al,. 2002)
  - First, Break all the Rules (Buckingham & Coffman, 1999)
  - High Conflict (Ripley, 2021)
  - The Tipping Point (and Revenge of) (Gladwell)

- **Coaching or Consultation Group**

Greg Franklin

- Clinical Professor of Education in Rossier

- K12 Leadership Concentration Chair

- Retired Superintendent, Tustin Unified

Also, husband, son, dad, father-in-law, golfer, and fisherman.

Taking Care of Leaders

Teachers do the most important work in education.

The most important thing we can do for hard-working faculty is to

provide them with a great principal!

Great front-line management is hard… and CRUCIAL.

How do we develop, inspire, and sustain great leadership?

Strategies

1. Create a learning Organization

Create and communicate clarity

Reflection and sharing

Modeling

Book studies

2. No micro-managing

3. Protect their time

4. Gratitude and Celebrations

Managers/leaders who are not principals have an

important role – support principals!

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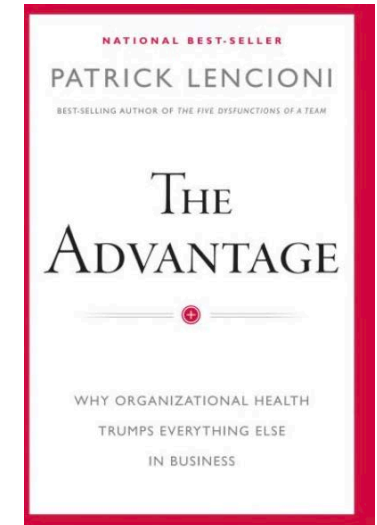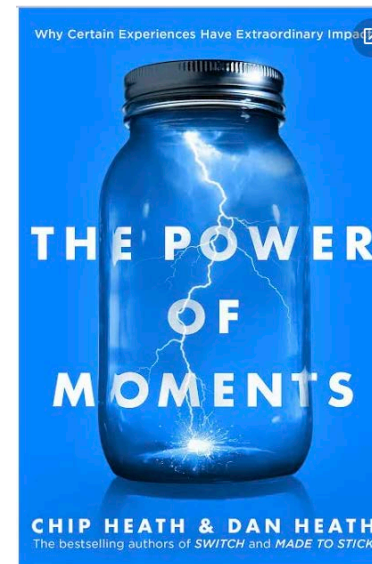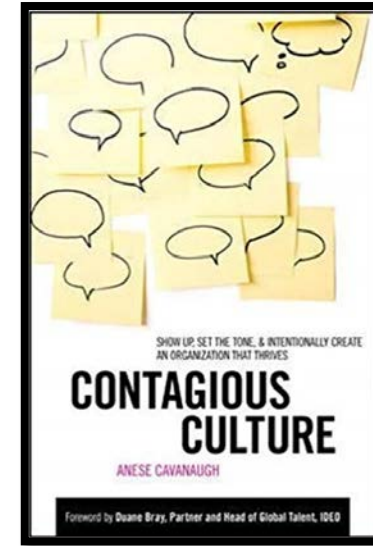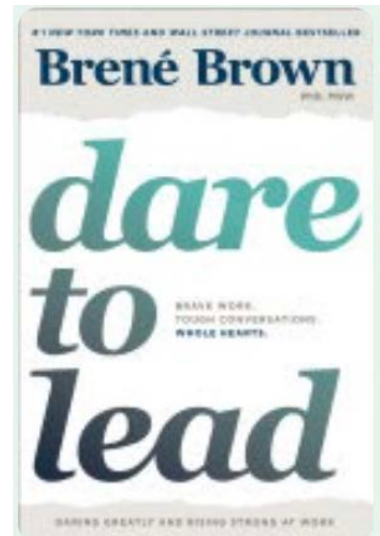
Stay Focused on our WHY

Liane I. Hypolite

*Pronounced: **Lee-Anna Hip-uh-lit***

- Assistant Professor of Educational Leadership, College of Education and Integrative Studies (CEIS), Cal Poly Pomona

- Director, Equity-Focused Leadership Collaborative (ELC)

- Rossier Graduate 2020: #LastObamaCohort

- Former high school college counselor

USCRossier

A Tale of 3 Leaders

- **Employee-facing Beliefs and Actions:** trusted employee skillsets; facilitated regular, humanizing check-in's; shared best-practices for student support
- **Student-facing Beliefs and Actions:** believed in the assets of minoritized students; continued to meet with and support students from high school through college as a program manager
- **Actions related to Organizational Change:** used our feedback to facilitate relevant and timely professional development

- **Employee-facing Beliefs and Actions:** set high expectations for educators; led professional development using the same pedagogical practices encouraged in our classrooms
- **Student-facing Beliefs and Actions:** set high expectations for students; used research-based and data-informed decision-making
- **Actions related to Organizational Change:** took risks to expand impact and piloted EVERYTHING

- **Employee-facing Beliefs and Actions:** believes in the transformative power of education; maintains transparency through authentic honesty
- **Student-facing Beliefs and Actions:** shows up (and stays!) for student-facing events and programs
- **Actions related to Organizational Change:** shifts college culture toward community-serving; uses mission-driven commitment to secure aligned funding/resources

The Collective Leadership Philosophy We Need TODAY
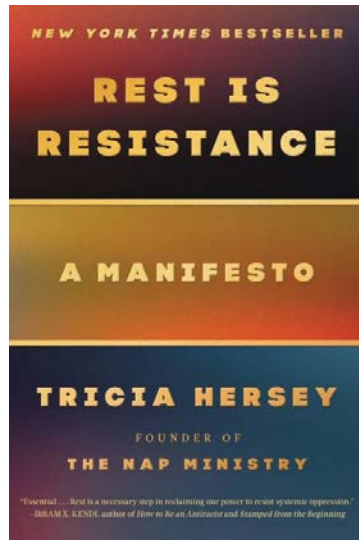
"If the message of **rest** is to be truly for all and a full-on decolonizing moment, it must be **life-altering** and within our own communities, homes, workspaces, religious institutions, academic spaces, and, most importantly, **in our minds**." (p. 66)

"… a new definition of a great leader- not one who is inspirational in speech or grand actions, but one who is inspirational in **collaborative action**, **accountability**, and **vulnerability**." (p. 101)
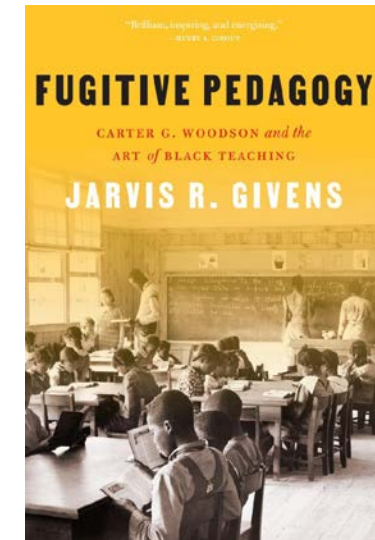
"When the principal would come in, she would simply lift her eyes to the outline that resided on the desk and teach us from the outline. When the principal disappeared, **her eyes went back to the book in her lap**" (p. 2)

How do we remain responsive to the needs of our **students** & **communities**?

ELC Student Scholar Program

CEIS Afrofuturism

Student Equity

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Watch the 6-Part Series

SCAN ME