



# Partnership and Protocol: Undergraduate Academic and Behavioral Concerns

School Advising Leadership &  
Student Assistance and Supportive Services

Northwestern

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# UDL and Student Support

- Increased calls for flexibility from students and University, especially since Spring 2020
- Faculty in the position of having to determine appropriate response for their course
- How can you help ensure that struggling students get the support they need?
- How can you design course policies that provide reasonable flexibility and maintain structure?



# Agenda

Topic		Presenter
1	Introduction to Schools Advising Leadership (SAL) and Student Assistance and Support Services (SASS)	Lee
2	Overview and Context	Nicole
3	Action Steps for Common Behaviors	Nicole and Heather
4	Curriculum Matters	Liz
5	Discussion	All



# Schools Advising Leadership (SAL) and Student Assistance and Support Services (SASS)



# Schools' Advising Leadership (SAL)

Leaders of advising within Evanston undergraduate schools, who collaborate on advising initiatives, and engage specialized advising offices and university partners to support students' academic experiences.



Liz Trubey,  
Weinberg



Lori Barcliff Baptista, School of  
Communication



Susan Olson, SESP



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Jeanette Ortiz, School of  
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Linda Jacobs, Bienen



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# Student Assistance and Support Services (SASS)

SASS is a team of non-clinical case managers who work to remove obstacles by creating a well-coordinated network of services to support student success, addressing potential barriers to students' academic, co-curricular and social well-being.



Nicole Eggleston-Watkins, Director



Mary Goldenberg



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Kylie Hutchins





# Overview and Context



# Creation of the Action Guide

Goal: Build a referral system between academic units and SASS that matches the needs of the students

## Protocol Based on 3 E's

- **Equitable:** ensures students have same process of referral to SASS across schools
- **Effective:** allows schools to keep track of students who may need additional advising and SASS to be able to focus on delivery of services AND letting students know you will work to support them
- **Efficient:** Ensures that a student referral to SASS means schools have taken a number of steps to connect with student – which is why SASS may respond to a faculty referral with coaching on best next steps



# Action Steps for Common Behaviors

# Faculty & Advisers Undergraduate Action Guide



Emergency Concerns



Urgent Concerns



Non-Academic Concerns



Academic Concerns



Potential Concerns to Monitor



## Emergency Concerns

Behavior or Concern	Immediate Step	Follow-Up Step
<ul style="list-style-type: none"><li>Active suicide attempt</li><li>States intent to harm others</li></ul>	Call 911 or NUPD (847-491-3456)	<a href="#">Inform Admin on Call</a> during business hours (847-491-8430)

## Urgent Concerns

Behavior or Concern	Immediate Step	Follow-Up Step
<ul style="list-style-type: none"><li>Self-injurious or suicidal statements</li></ul>	Sit with student while they call <a href="#">CAPS</a> to request crisis appointment (847-491-2151); If they will not call CAPS, contact <a href="#">Admin on Call</a> (business hours: 847-491-8430; Afterhours: 847-467-3022)	<a href="#">Inform Admin on Call</a> during business hours (847-491-8430)
<ul style="list-style-type: none"><li>Non-emergency concerns regarding statements or behaviors that are threatening towards others</li></ul>	Notify <a href="#">Behavioral Consultation Team</a> by submitting the <a href="#">Wildcats Aware Form</a>	Notify <a href="#">School Advising Leadership</a> point of contact

# Non-Academic Concerns

Behavior or Concern	Immediate Step	Follow-Up Step
<ul style="list-style-type: none"> <li>Student discloses assault, sexual misconduct, discrimination, or harassments</li> </ul>	Notify <a href="#">Office of Equity</a> using the <a href="#">Sexual Misconduct Form or Discrimination and Harassment Form</a>	This information should not be shared outside of the report to Office of Equity
<ul style="list-style-type: none"> <li>Disruptive classroom behavior that cannot be managed through direct communication with the student</li> </ul>	Notify <a href="#">Office of Community Standards</a> by submitting the <a href="#">General Concern Form</a>	Notify <a href="#">School Advising Leadership</a> point of contact
<ul style="list-style-type: none"> <li>Student shares feeling depressed, anxious, etc.</li> <li>General wellbeing concerns</li> </ul>	Recommend the student call <a href="#">CAPS</a> (847-491-2151) and if the student is reluctant, introduce <a href="#">TimelyCare</a>	If situation has <b>ongoing impact</b> on student's course engagement, notify <a href="#">School Advising Leadership</a> point of contact
<ul style="list-style-type: none"> <li>Student shares financial challenges</li> </ul>	Recommend the student contact <a href="#">Undergraduate Financial Aid</a> (847) 491-7400	If situation has <b>ongoing impact</b> on student's course engagement, notify <a href="#">School Advising Leadership</a> point of contact



# Emergency, Urgent, and Non-Academic Concerns

## Main Points to Keep in Mind:

- In the interaction with a student, express your concern for their wellbeing and share the next step you will take (based on the Action Guide)
- For most of these types of situations, the Follow Up Step is to notify your [School Advising Leadership](#)
  - If student is disruptive in the classroom, request behavior to stop/student to leave/or dismiss the class
- If a student discloses assault, sexual misconduct, discrimination or harassment:
  - *Do not notify* School Advising Leadership or anyone other than Office of Equity
  - Confirm the student's safety and provide non-judgmental support
  - You must report to the Office of Equity – who has confidential processes for the student; explain your reporting obligation

# Academic Concerns

Behavior or Concern	Immediate Step	Follow-up Step
<ul style="list-style-type: none"><li>• Stops attending class for a week</li><li>• Misses<ul style="list-style-type: none"><li>▪ major assignment or milestone with no communication</li><li>▪ enough classes in attendance-based course where performance is becoming impacted</li><li>▪ multiple small assignments without communication</li></ul></li><li>• Unresponsive to outreach for one week or unresponsive after two attempts to contact</li><li>• Discloses struggles with motivation, time management, or keeping up with academic load</li><li>• Ongoing wellbeing concerns that impact academics</li><li>• Presents set of concerns where immediate next point of contact is unclear</li></ul>	Notify <a href="#">School Advising Leadership</a> point of contact or, if known, academic adviser	Keep <a href="#">School Advising Leadership</a> point of contact information once initial concern is shared



# Potential Concerns to Monitor

Behavior or Concern	Immediate Step	Follow-Up Step
<ul style="list-style-type: none"><li>• Misses one class in attendance-based course without communicating</li><li>• Misses one smaller assignment without communicating</li><li>• Misses one appointment without communicating</li></ul>	Monitor for ongoing signs of disengagement rising to level of “Academic Concerns” above	If concerns escalate, follow next steps as indicated in this guide

# Academic and Potential Concerns

- Personal concerns that impact academics or concerning absences – email School Advising Leadership
- Potential concern escalate when the:
  - behavior is having a negative impact on academic performance
  - there are clear interventions that SAL and advisers can offer to assist improving the behavior, (*e.g. referral to ASLA, establishing check-in schedule, reducing course load, etc.*)

# Value in following the Action Guide Protocol

- Actions of School Advising Leadership (SAL) when you contact them
- Actions of Student Assistance and Support Services (SASS) when SAL contacts them

# Other Concerns

- NUMedicine (Student Health) has a new process for students who miss work due to physical health: <https://www.northwestern.edu/healthservice-evanston/medical-services/academic-work-missed-for-medical-reasons/index.html>
- For purely academic concerns, use the CAESAR midterm feedback function (in the Grade Roster) to contact the student's adviser.



# Curriculum Matters

# Key Deadlines during the Academic Term

- Add deadline: End of day 5
- Drop deadline: End of week 6
- P/N and MLOA deadlines: End of week 8
- Withdrawal deadline: End of week 9



# Flexibility, Course Design, and Student Wellbeing

- Learning outcomes, course policies, and flexibility
  - Short-term versus Long-term flexibility
  - When flexibility is not the answer
- "Excused" vs. "Unexcused"
- Incompletes require >50% of course work be completed, the student was engaged throughout the quarter, and has a passing grade



# Discussion and the Parking Lot for feedback