1

00:00:03,367 --> 00:00:08,917

I am the assistant dean for academic advising in the Weinberg College of Arts and Sciences.

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00:00:09,397 --> 00:00:16,297

It's lovely to see you today. My—I'll let Nicole introduce herself.

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00:00:17,317 --> 00:00:25,167

[Nicole:] Hello everyone. I'm Nicole Eggleston Watkins, Associate Dean and Director of Student Assistance and Support Services in the Dean of Students Office.

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00:00:26,577 --> 00:00:30,867

[Liz:] And we are usually a fantastic team of four.

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00:00:32,967 --> 00:00:38,096

But one of our usual coconspirators is in Aruba.

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00:00:38,097 --> 00:00:43,316

And the other one, has a—had something come up last minute?

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00:00:43,317 --> 00:00:47,997

So we're down a bit, so please bear with us.

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00:00:48,717 --> 00:00:53,367

That also means that you're going to have to watch me try to make PowerPoint work.

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00:00:55,097 --> 00:00:58,227

It's always something I'm great at—but I'm going to share my screen.

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00:01:03,197 --> 00:01:15,976

So we are here today to talk about a partnership that we have worked really hard to build between the School Advising Leadership,

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00:01:15,977 --> 00:01:26,927

which are folks like me in all of the undergraduate schools, and Student Assistance and Support Services, to help

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00:01:28,127 --> 00:01:38,927

routinize how we work with students who are having academic and behavioral concerns, because as we all know,

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00:01:40,517 --> 00:01:44,267

the two, the line between the two is really a blurry thing.

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00:01:45,767 --> 00:01:57,977

So how does this fit in with universal design? As we have all seen, especially since spring of 2020,

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00:01:59,447 --> 00:02:09,347

our students increasingly are asking for flexibility, and that flexibility can take on a lot of different guises.

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00:02:11,297 --> 00:02:18,076

Very often, students are coming out of a high school situation where all they had to do was ask for

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00:02:18,077 --> 00:02:23,777

something, and they could get the help they needed, or they could have their parents help them.

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00:02:25,907 --> 00:02:34,637

Or they're just taking part in a culture of one-off support that we have here at Northwestern.

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00:02:36,077 --> 00:02:41,476

This puts faculty often in the position of having to determine what is an

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00:02:41,477 --> 00:02:46,217

appropriate response for their course for the requests that students are making.

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00:02:47,147 --> 00:02:53,806

So we put together a process, and this presentation, with the idea being to talk about,

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00:02:53,807 --> 00:02:57,857

how can you help ensure that struggling students are getting the support that they need?

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00:02:58,487 --> 00:03:08,927

And on the other side of it, how can you design course policies that provide reasonable flexibility and maintain the structure and

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00:03:08,927 --> 00:03:16,877

learning outcomes of your course for all students, so that you can have a good policy that's going to fit,

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00:03:18,047 --> 00:03:22,637

maybe not all, but as many situations as can—as you can.

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00:03:25,157 --> 00:03:28,697

So ,this is what we're going to talk about today.

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00:03:28,717 --> 00:03:34,936

Nicole's gonna to give an overview and some context for the work that we've done, between

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00:03:34,937 --> 00:03:39,227

the School Advising Leadership and Student Assistance and Support Services.

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00:03:39,617 --> 00:03:45,617

She's going to talk about some of the action steps that we have in place.

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00:03:45,857 --> 00:03:49,487

I'm going to talk about some, some of those as well,

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00:03:50,207 --> 00:03:52,869

talk about curriculum a little bit.

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00:03:54,199 --> 00:04:02,389

So, Nicole, you want to take it away? [Nicole:] So I think, Liz, I think we're supposed to talk about the School Advising Leadership.

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00:04:04,959 --> 00:04:11,919

So, within each school, there's an Advising Leadership team.

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00:04:12,159 --> 00:04:17,589

And these leaders are working on the Evanston campus with the undergraduate schools.

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00:04:17,949 --> 00:04:26,049

They collaborate around advising initiatives, and, other aspects of the undergraduate academic experience.

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00:04:26,769 --> 00:04:33,579

And they also work really closely with the Dean of Students and other resources within the university.

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00:04:34,386 --> 00:04:41,796

Yeah. So here are the School Advising Leads, listed according to their school.

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00:04:50,006 --> 00:04:58,016

And then Student Assistance and Support Services, the small but mighty team that [laughs] that I lead.

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00:04:58,286 --> 00:05:08,815

We are non-clinical case managers who, work to help remove obstacles, by creating a well-coordinated network of services for students.

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00:05:08,816 --> 00:05:13,466

And so we're very much invested in wraparound support with our students,

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00:05:14,216 --> 00:05:23,425

and that's where our work with the School Advising Leads really comes in, as well as we'll talk a little bit more about the action guide.

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00:05:23,426 --> 00:05:28,916

But that's me, that's my team. And Kylie Hutchins is our Program Assistant.

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00:05:33,346 --> 00:05:40,966

So, in recent years, as Liz was saying, we have noticed an increase in things like flexibility,

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00:05:41,236 --> 00:05:47,926

but also in acuity of mental health concerns or physical health concerns with our students.

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00:05:47,926 --> 00:05:56,505

And our students have, over the years kind of chosen a variety of different paths to go

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00:05:56,506 --> 00:06:06,376

down, to—different paths to address those concerns or to seek out resources and support.

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00:06:08,116 --> 00:06:13,426

But what we've noticed is that the concerns are coming in from all different places,

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00:06:13,666 --> 00:06:19,516

and it became a little difficult for us to really stay on top of these, to track it,

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00:06:19,756 --> 00:06:26,565

and then to also ensure that there was a sense of equity across what sort of resources

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00:06:26,566 --> 00:06:31,216

and support that we're connecting students to, and how we're providing that support.

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00:06:31,216 --> 00:06:35,776

And so this protocol was developed, and it was based on these three E's.

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00:06:36,166 --> 00:06:44,386

These—the principle of Equitable: making sure that all students have the same referral process to SAS across the schools;

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00:06:44,716 --> 00:06:53,326

that it's Effective, in that schools will be able to track those students who are most vulnerable in their community,

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00:06:53,596 --> 00:07:01,485

and then also allowing SAS to be able to focus on the delivery, the service delivery to these students,

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00:07:01,486 --> 00:07:06,856

and, so that students would know who their contact person is and who their point person is,

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00:07:07,156 --> 00:07:14,176

so that they're not activating all systems all the time, and having two professors and one dean and

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00:07:14,176 --> 00:07:21,526

an academic advisor all trying to resolve the same issue for them; and that it would be Efficient,

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00:07:23,026 --> 00:07:30,526

meaning that a student will exhaust, or any situation would exhaust, all of the resources within the school

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00:07:30,736 --> 00:07:40,336

before referring out, to prevent the kind of the back-and-forth that could happen if we did not do that.

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00:07:42,846 --> 00:07:48,846

So, we developed this action guide, these Action Steps for Common Behaviors.

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00:07:48,846 --> 00:07:59,436

And it's difficult to, kind of have an exhaustive list of everything that you'll see, in your, in your classes, in your interactions with students.

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00:07:59,706 --> 00:08:07,475

But, the action guide does range from some of the things you would typically see, typically see when there are emergency concerns,

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00:08:07,476 --> 00:08:09,876

urgent concerns and so forth,

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00:08:09,906 --> 00:08:18,336

all the way down to potential concerns, to monitor, where there's no action that necessarily needs to be taken in that moment.

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00:08:20,046 --> 00:08:24,726

And as I said, for every—or I didn't say this. For every presenting concern,

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00:08:25,146 --> 00:08:36,336

there's recommended action steps, and then there are follow up, cont—points of contact, to ensure that not only are we resolving the situation,

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00:08:36,876 --> 00:08:46,746

but that we're closing the loop, and that it remains on someone's radar to be able to continue to track and follow up, long-term if needed.

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00:08:48,186 --> 00:08:57,846

So let's take a look at the action guide. So, we start with emergency concerns. And situations where there is an emergency concern,

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00:08:58,146 --> 00:09:02,496

the immediate step will always be to call 911 or NUPD.

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00:09:02,916 --> 00:09:11,166

In these cases we are talking about, I know that there's a national movement and a lot of concern about police involvement.

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00:09:11,346 --> 00:09:19,296

But when we're talking about situations such as an active suicide attempt, or intent to harm others,

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00:09:20,376 --> 00:09:26,646

the immediate step in those situations is to call 911 or our Northwestern Police Department.

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00:09:27,396 --> 00:09:31,836

And then the follow-up step would be to inform the administrator on-call.

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00:09:31,836 --> 00:09:42,725

There is an admin—for those who are unaware, there is an administrator on-call 24 hours a day, seven days a week, 365 days a year, at the university.

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00:09:42,726 --> 00:09:47,886

And so by calling that number, and then we also have an after hours

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00:09:47,946 --> 00:09:56,015

number, one can always connect with an admin—a university administrator, to report concerns, or even to

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00:09:56,016 --> 00:10:03,936

consult, if there's questions around an interaction, or something that's, that's happening in the moment.

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00:10:05,136 --> 00:10:09,876

So that's emergency concerns. Let's talk a little bit about urgent concerns.

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00:10:10,086 --> 00:10:18,426

Those are things where students may make a suicidal statement during a conversation with you, for example, in office hours.

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00:10:19,206 --> 00:10:22,566

We—it's a, it's a human condition,

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00:10:22,746 --> 00:10:32,046

and as humans, we don't necessarily need to have 300 hours of training to be able to sit with the

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00:10:32,046 --> 00:10:39,306

student in that moment, and, talk with them and try to get them connected with CAPS.

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00:10:39,666 --> 00:10:47,826

There are some students who are incredibly resistant to, wanting to utilize our on-campus resources.

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00:10:48,066 --> 00:10:56,766

But if a student is making suicidal statements, and it's concerning to you, and they're resisting to want to connect with CAPS,

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00:10:56,766 --> 00:11:05,286

then the next best option would be, for you to connect with our administrator on-call, to come come up with a strategy

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00:11:05,286 --> 00:11:12,246

or a plan to be able to help support that student in the moment, and get them connected to the resources that they need.

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00:11:14,786 --> 00:11:27,506

And then in non-emergency concerns, or, statements where—situations where students are making statements that are threatening towards others,

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00:11:27,806 --> 00:11:33,446

we would want to notify the behavioral consultation team, through the Wildcats Aware form.

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00:11:34,166 --> 00:11:39,806

In both of these situations, you'd want to also notify your school Advising

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00:11:39,806 --> 00:11:43,436

Lead, to just make them aware that it has occurred.

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00:11:45,046 --> 00:11:46,896

And then—if we can go forward. Yeah.

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00:11:46,906 --> 00:11:56,636

And then there are nonacademic concerns that sometimes will creep up once again, like in office hours or in conversations with students.

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00:11:57,016 --> 00:12:06,376

Say, for example, if a student discloses an assault, sexual misconduct, sexual assault, discrimination or harassment,

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00:12:07,006 --> 00:12:11,596

the immediate step in those cases is always to notify the Office of Equity.

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00:12:11,806 --> 00:12:15,406

Not SASS, not your school Advising Lead.

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00:12:15,856 --> 00:12:22,755

There's a sexual misconduct form that's online that you can complete to report, what was said,

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00:12:22,756 --> 00:12:29,176

and what happened in that exchange with the student, or the discrimination and harassment form.

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00:12:29,956 --> 00:12:39,346

Our office does not have a role in overseeing those sorts of concerns that that potentially can bubble up.

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00:12:39,736 --> 00:12:50,476

And we like to make sure that there are, that there's a direct communication between the reporter and the Office of Equity in those cases.

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00:12:52,606 --> 00:13:00,376

So when you think about, the things like disruptive classroom behavior, I know this never happens at Northwestern. [laughs]

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00:13:02,516 --> 00:13:16,376

But if by chance you are in a situation where you have to manage a student who is having a difficult time managing their behavior in the classroom,

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00:13:16,376 --> 00:13:23,996

and you've already redirected and talked with the student, and you've kind of exhausted everything in your classroom management toolkit,

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00:13:24,806 --> 00:13:32,816

the Office of Community Standards would be the point of contact, and you can notify them through the general concern form.

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00:13:34,136 --> 00:13:42,816

You also want to make sure that your school advising lead is aware that you are managing this and that you made this report.

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00:13:43,076 --> 00:13:48,206

These are the students that we like to just kind of keep track of and just make sure that

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00:13:48,206 --> 00:13:54,355

they're on our radar, in the event that there's other concerns that are impacting that student,

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00:13:54,356 --> 00:13:58,526

so that we can just have a full view of what's going on with our students.

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00:14:00,026 --> 00:14:07,645

And then there are instances where students may just share general mental health concerns,

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00:14:07,646 --> 00:14:18,866

like they're, they're struggling with depression, or they're, they have anxiety, or they're feeling anxious or, any other like, wellbeing concern.

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00:14:19,346 --> 00:14:24,236

You can direct connect a student to CAPS, our counseling center on campus.

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00:14:24,806 --> 00:14:29,036

And if the student is reluctant to want to engage with caps,

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00:14:29,846 --> 00:14:35,996

we have an online platform called Timely Care, and I don't know how many of you are aware of it,

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00:14:36,686 --> 00:14:41,006

but what I would recommend is sometime after this session, if you're not familiar with it,

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00:14:41,336 --> 00:14:47,096

to just go to Timely Care and kind of take your—do your own like tour or exploring of the website.

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00:14:48,146 --> 00:14:53,476

It's a pretty comprehensive mental health platform.

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00:14:53,486 --> 00:15:02,756

It offers counseling services, so telehealth, mental health services. It offers this great program called Talk

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00:15:02,756 --> 00:15:13,676

Now. I recommend it to every student that I meet with who, just needs—who's just feeling anxious, or just feeling like they

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00:15:13,676 --> 00:15:22,016

need to have immediate access to someone to just kind of talk things through. That platform, or that particular service

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00:15:22,016 --> 00:15:32,966

in the platform is really helpful in the moment, with de-escalating students who are feeling anxious, or unsettled about various things.

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00:15:39,398 --> 00:15:42,398

And this is one that's a little complex for all of us.

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00:15:42,638 --> 00:15:49,388

We can we can relate to some degree, given our country's economic state.

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00:15:50,198 --> 00:15:57,768

So, what we want to do in these cases is make sure that we're connecting students to our undergraduate financial aid office.

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00:15:57,788 --> 00:16:04,348

That's always a great starting place, when students are expressing, like,

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00:16:04,358 --> 00:16:13,268

problems at home, or a parent has lost a job, or, other things that are impacting them and causing financial challenges.

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00:16:14,648 --> 00:16:21,468

If we're noticing that there's an ongoing impact in the student's ability to engage in

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00:16:21,638 --> 00:16:26,158

coursework, or they're just kind of showing up in a way that is concerning for you,

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00:16:26,738 --> 00:16:30,518

you want to make sure that the school Advising Lead is brought in.

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00:16:31,998 --> 00:16:41,028

So there's just a couple of points that we want to highlight for you to keep in mind, in talking about emergency, urgent, and nonacademic concerns.

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00:16:43,758 --> 00:16:55,318

One is: in, in the interaction with the student, always just express your concern for their well-being and share the next step that you'll take.

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00:16:55,348 --> 00:17:00,728

So, if it's calling for assistance, then share,

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00:17:00,748 --> 00:17:04,768

"okay, you know, I'm very concerned about, you know, what you've just shared,

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00:17:04,978 --> 00:17:11,248

and we need to call—I'm feeling we need to call someone who's better skilled to provide

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00:17:11,248 --> 00:17:16,108

you the support and connect you with the resources that you need moving forward."

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00:17:16,288 --> 00:17:21,838

For example. The next is: your school Advising Lead,

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00:17:22,138 --> 00:17:34,648

is, is your key point of contact for a majority of the situations that you will encounter in, in helping students and working with students.

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00:17:36,028 --> 00:17:43,528

So, that's another thing to highlight. And if a, if a student is disruptive in the classroom, always request that that behavior to stop.

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00:17:43,528 --> 00:17:54,988

And then if the student, does not, then you have the freedom or the power to say, you know, "then I'm going to have to ask you to leave."

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00:17:54,988 --> 00:17:56,038

And if they refuse,

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00:17:56,248 --> 00:18:07,408

you can dismiss the class. And then, follow up with your School Advising Lead to come up with, a plan for, how to, to mitigate that concern moving forward.

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00:18:08,038 --> 00:18:15,898

And then the last is: if a student discloses an assault, sexual misconduct, discrimination or harassment,

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00:18:15,898 --> 00:18:22,378

as I said before, do not notify your School Advising Leadership or anyone other than the Office of Equity.

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00:18:22,678 --> 00:18:33,838

We want you to be the direct reporter of that information, and then confirm the student's safety and provide nonjudgmental support.

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00:18:34,018 --> 00:18:37,318

So ask the student, "Are you safe now?"

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00:18:37,768 --> 00:18:46,498

"Are you in a safe situation in your, you know, in your apartment or coming back and forth?" You know, those sorts of questions.

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00:18:47,788 --> 00:18:52,048

And then the last is: remember that we are all mandated reporters.

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00:18:52,138 --> 00:18:58,678

You must report to the Office of Equity, and they have a confidential process for the student.

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00:18:59,938 --> 00:19:03,028

So explain your reporting obligation to the student.

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00:19:03,238 --> 00:19:14,188

And just know that once you make that report, the Office of Equity has an entire process by which they will follow, to help connect with the

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00:19:14,188 --> 00:19:19,948

student, and then identify what sort of resources and support the student needs moving forward.

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00:19:20,338 --> 00:19:28,497

You should also know, that in most cases, the Office of Equity will not share information about the student.

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00:19:28,498 --> 00:19:34,198

So we just have to kind of trust that process, when we make that report.

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00:19:39,988 --> 00:19:47,307

[Liz:] Thanks, Nicole. And, I will show you—so,

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00:19:47,308 --> 00:19:53,547

so, the slides will be shared with you. All of the links will take you directly to all of these documents.

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00:19:53,548 --> 00:19:59,608

And, when we get toward the end of all this, I'll also show you some of the Web pages where all this stuff can be found.

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00:20:02,188 --> 00:20:14,738

So.... Sometimes we don't necessarily know what's going on with the students in our classes, but we see academic signs of things not being, right.

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00:20:16,778 --> 00:20:26,468

So, times when you should reach out to your School Advising Leadership would be, if a student stops attending class for a week.

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00:20:27,938 --> 00:20:36,728

If they miss a major assignment or a midterm or, you know, something big and they haven't communicated with you.

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00:20:37,508 --> 00:20:45,848

If they've hit a point in a class that has an attendance requirement where their overall performance in the class is starting to be impacted.

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00:20:47,558 --> 00:20:51,368

Or they're just sort of dropping out of communication and you're losing sight of them.

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00:20:53,948 --> 00:20:58,708

You know, sometimes students miss class because they choose not to go to class.

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00:20:58,718 --> 00:21:04,957

Sometimes they miss class because they're, you know, not in a, not in great shape.

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00:21:04,958 --> 00:21:09,728

And we try to figure out what, what is going on in that kind of situation.

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00:21:10,448 --> 00:21:17,588

Maybe a student has disclosed to you that they are struggling with motivation or keeping up with their academic load,

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00:21:19,058 --> 00:21:23,488

or that they have well-being concerns that are impacting their coursework.

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00:21:23,498 --> 00:21:27,278

They have family issues. They have, mental health concerns.

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00:21:30,268 --> 00:21:39,238

Your best first step in this sort of situation is going to be to reach out to me or my counterparts, depending on what school you are in.

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00:21:40,018 --> 00:21:46,288

If the student in your class is not in your school, we will figure out where the student,

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00:21:47,838 --> 00:21:50,908

you know, where the student's home school is and get the right people involved.

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00:21:53,278 --> 00:22:02,398

Speaking for myself, you know, Weinberg has about 4400 students, and we have students from all schools in our classes.

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00:22:02,758 --> 00:22:11,578

So, we do our best to, when a concern is raised, we, you know, I'll get the advisor involved.

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00:22:11,968 --> 00:22:18,508

I'll reach out to the student myself. In some cases, I may immediately pass this over to Nicole and her team.

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00:22:20,488 --> 00:22:26,968

We don't always necessarily get—have the bandwidth to get back to faculty about where things stand.

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00:22:28,318 --> 00:22:34,048

So if you want follow-up, you should always feel free to reach out and ask follow-up questions.

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00:22:37,438 --> 00:22:42,058

There are some situations where it's just something to keep an eye on.

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00:22:43,408 --> 00:22:50,718

If you have a class that takes, you know, has an attendance requirement, and a student misses a class without communicating with you,

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00:22:51,028 --> 00:22:54,688

that's not something that we need to have bumped up to us, necessarily.

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00:22:54,688 --> 00:22:57,418

That's something just to keep an eye on to see if they come back.

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00:22:59,608 --> 00:23:06,507

So if, if it seems like it's just a one time event, the deans' offices do not need to know about this.

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00:23:06,508 --> 00:23:14,338

But if things escalate, we're more than happy to get involved, and to discuss with you, how to manage it.

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00:23:16,798 --> 00:23:19,558

So, to kind of summarize this part.

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00:23:21,448 --> 00:23:28,288

If you have students who are having personal concerns that are impacting their academics, or they're having concerning absences,

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00:23:28,498 --> 00:23:32,998

send an email to me or my counterparts in the other schools.

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00:23:34,198 --> 00:23:39,058

The link in the slide—I'll show it to you—takes you to a list with all of our information,

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00:23:40,468 --> 00:23:46,588

and we will triage and get going on this, as quickly as we can.

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00:23:49,108 --> 00:23:59,337

If a student's behavior is having a negative impact on their academic performance, if there are, interventions that we can offer, we are happy to do so.

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00:23:59,338 --> 00:24:05,548

That might mean talking with a student about academic support through academic support and learning advancement.

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00:24:05,998 --> 00:24:09,408

Or, we might set up a regular check-in schedule with the student.

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00:24:09,418 --> 00:24:13,528

We might talk with the student about reducing their course load.

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00:24:15,338 --> 00:24:19,747

And, you know, there aren't always this type of straightforward situations.

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00:24:19,748 --> 00:24:29,888

And, when, like I said, that, the line between what is an academic issue and what is a non-academic issue is blurry at best.

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00:24:30,848 --> 00:24:35,888

So when in doubt you can always contact your school advising lead to discuss.

192

00:24:39,708 --> 00:24:50,358

So, the importance of having this action guide is really that, we—you know

193

00:24:50,358 --> 00:25:01,328

what we're going to do, when you contact us, and, you know what Student Assistance and Support Service is going to do, when, we contact them, right?

194

00:25:01,338 --> 00:25:04,697

Everybody knows what everybody's going to do. We're going to check in with the student.

195

00:25:04,698 --> 00:25:11,728

We're going to try and get in touch. We're going to give them a limited period of time to respond before we kick things up a notch.

196

00:25:11,748 --> 00:25:17,448

We're going to check on whether the student is attending their other classes, things like that.

197

00:25:17,928 --> 00:25:22,008

And it helps us treat these situations equitably.

198

00:25:25,268 --> 00:25:34,198

A few other notes. Student Health, which is now under Northwestern Medicine for the last year or so,

199

00:25:34,648 --> 00:25:41,908

has a process for students who miss work due—miss, or miss class due to physical health reasons.

200

00:25:42,988 --> 00:25:49,078

For those who have been around a long time, we've streamlined the process,

201

00:25:49,318 --> 00:25:56,428

for, if a student is sick and misses an exam or, breaks their leg and can't,

202

00:25:57,638 --> 00:25:59,468

get to class, things like that.

203

00:26:01,688 --> 00:26:13,268

The—if you go to this link, it will explain that students, if they are seen at either health services on campus or one of the urgent cares nearby,

204

00:26:14,078 --> 00:26:18,308

which if they are sick and they want flexibility, they have to go to a doctor.

205

00:26:20,888 --> 00:26:31,088

They can get a note from this person, the physician who sees them, that says, such and such a student is ill and, please, needs some flexibility.

206

00:26:31,298 --> 00:26:35,377

It doesn't give details. It prevents the student from—

207

00:26:35,378 --> 00:26:43,358

we try to prevent the student from sharing their personal health records with you or anybody who is not a medical professional.

208

00:26:45,398 --> 00:26:53,148

And it means that faculty don't have to negotiate whether a student is sick enough, whatever that might mean.

209

00:26:53,148 --> 00:26:56,678

So, the doctors write a note.

210

00:26:56,678 --> 00:27:01,958

The student sends me this note. Sometimes there are dates—or me and my counterparts, I should say.

211

00:27:02,708 --> 00:27:06,368

Sometimes there are dates: the student will be out of class until, this day.

212

00:27:06,998 --> 00:27:09,818

I write to faculty, my counterparts write to faculty.

213

00:27:11,858 --> 00:27:22,657

If you have purely academic concerns about students: so-and-so failed their midterm and you don't have enough information to you know,

214

00:27:22,658 --> 00:27:26,858

you don't have any information about why this happened, but they're just doing poorly in your class.

215

00:27:29,048 --> 00:27:33,098

Please use the Caesar midtime—midterm feedback function,

216

00:27:33,098 --> 00:27:42,218

which is in your grade roster in Caesar, for situations in which a student has a C minus or below.

217

00:27:44,068 --> 00:27:51,858

That's the main one. That will trigger the, either the student's advisor or the School Advising Lead—

218

00:27:51,868 --> 00:27:59,818

in Weinberg's case, it's me—to get notified that such and such a student in such and such a class,

219

00:28:01,798 --> 00:28:03,688

currently has a D. Or, there's a space

220

00:28:03,688 --> 00:28:14,338

you can leave text, to talk about what's going on. And, your student's advisor will get that notification and follow up with the student,

221

00:28:14,458 --> 00:28:17,188

usually the same—the next morning.

222

00:28:18,928 --> 00:28:28,318

But this is a really great way to get feedback about students who are struggling, so that students can make good academic decisions.

223

00:28:30,908 --> 00:28:36,508

Which brings me to: why Week Six? We said at the beginning, this is a very Week Six kind of week.

224

00:28:38,678 --> 00:28:44,438

So. There are key points during the academic term,

225

00:28:46,198 --> 00:28:57,508

that, we rely on—as students make decisions about, what to do when they may be struggling academically or personally or both.

226

00:28:58,678 --> 00:29:05,698

First of all, it's always important just to say, the deadline to add a class is the end of the fifth day of the quarter.

227

00:29:08,028 --> 00:29:11,388

After that, students should not be adding into new classes.

228

00:29:11,598 --> 00:29:20,478

We do have a late add process, that will allow a student who for, one reason or another,

229

00:29:20,958 --> 00:29:25,308

didn't register for a class by the end of the fifth day, to add that class in.

230

00:29:25,668 --> 00:29:30,648

It is complex and it involves a lot of human work.

231

00:29:32,958 --> 00:29:40,788

The absolute deadline to add into a class is the end of week six, which is also the deadline for students to drop a class.

232

00:29:41,268 --> 00:29:46,758

We will not put a student into a class if they could no longer drop it.

233

00:29:49,218 --> 00:29:54,617

So this is a, this is an exciting week for Nicole and for me,

234

00:29:54,618 --> 00:30:00,048

because we have a lot of students who are getting feedback from faculty and trying to make good

235

00:30:00,048 --> 00:30:05,328

decisions about whether or not to drop a class. If they drop something by the end of this week,

236

00:30:05,968 --> 00:30:09,108

the course will disappear from their transcript. It goes away.

237

00:30:09,588 --> 00:30:18,978

They were never there. They'll disappear from your roster. Sometimes it can be a really good way if a student is stressed out,

238

00:30:18,998 --> 00:30:25,448

a student has a lot of things going on in their life. Dropping a class can be a great strategy if they're struggling in that class.

239

00:30:25,478 --> 00:30:26,138

Same thing.

240

00:30:29,478 --> 00:30:38,748

The next really important deadline that acts as another sort of off ramp, as, student's scenarios come up, is the end of the eighth week of a quarter.

241

00:30:39,228 --> 00:30:49,758

That is the deadline for students to change a grading option for a course from ABC grading to pass/no pass, if a course is set up to allow

242

00:30:49,758 --> 00:30:59,538

pass/no pass. Not all courses are. It is also the deadline for students to start an application to take a medical leave of absence.

243

00:31:00,318 --> 00:31:06,108

In cases where students' physical or mental health is really making their—making

244

00:31:06,108 --> 00:31:11,778

it impossible for them to be a student, or they just have too much going on,

245

00:31:12,198 --> 00:31:19,218

students can apply for a medical leave of absence, which will withdrawa them from the term.

246

00:31:19,228 --> 00:31:26,718

That's a process that Nicole's office manages, and we can just leave that at that.

247

00:31:29,478 --> 00:31:38,388

And then at the end of Week Nine, students can still—or up until the end of Week Nine, students can still withdraw from a class.

248

00:31:40,698 --> 00:31:49,848

The [coughs] excuse me. To withdraw from a class leaves the course on their record with a grade of W. It does not impact their GPA.

249

00:31:50,028 --> 00:31:54,708

Students don't like it, because they think—and here's where I reveal myself to be an English major.

250

00:31:55,038 --> 00:31:59,088

They think it is a scarlet letter on their transcript that will haunt them the rest of their life.

251

00:31:59,088 --> 00:32:03,618

And we spend a lot of trying—time trying to tell them that in fact, it won't.

252

00:32:05,478 --> 00:32:09,898

But after the end of Week Nine, we're there.

253

00:32:09,908 --> 00:32:13,778

We are at—the student is in your class until the end of the quarter.

254

00:32:14,378 --> 00:32:22,418

So, partly this is—I'm sharing all this for you to, keep these dates in mind as you plan a course,

255

00:32:22,418 --> 00:32:26,977

as you think about when your major assessments are. You know,

256

00:32:26,978 --> 00:32:33,908

you want to have some major graded work not just before the end of Week Six,

257

00:32:33,908 --> 00:32:39,727

but really before the end of Week Five, so that you can have graded it and return it to students,

258

00:32:39,728 --> 00:32:44,228

so they have a sense of where they stand, so they can make a decision about staying in your class.

259

00:32:46,568 --> 00:32:55,178

If you have a student who you haven't seen in three weeks, and we're getting near the end of Week Seven,

260

00:32:55,388 --> 00:33:02,408

that's a really good time to let me or my counterparts know about it, so that we can try and find,

261

00:33:02,408 --> 00:33:07,627

you know, track down what's going on, and help the student make some decisions while they could still potentially,

262

00:33:07,628 --> 00:33:10,898

let's say, take a medical leave, or withdraw from the course.

263

00:33:18,558 --> 00:33:32,558

As you think about course design. I would encourage you to think about how your policies, your learning outcomes and your,

264

00:33:33,788 --> 00:33:39,008

desire to offer more or less flexibility to your students work together.

265

00:33:41,798 --> 00:33:53,348

Where am I coming from with this? When I find out that a student has something going on in their life that is impacting their academics,

266

00:33:54,188 --> 00:34:02,918

I write to professors and ask for some short term flexibility within the policies of the course.

267

00:34:04,268 --> 00:34:14,018

So, a Dean's office is not going to tell faculty members, "You have to do X, Y, Z,"

268

00:34:14,228 --> 00:34:16,718

when a student comes to you in a certain situation.

269

00:34:17,468 --> 00:34:30,578

But, if you have a policy where attendance is crucial, let's say, and a student only has—can only miss two classes.

270

00:34:30,908 --> 00:34:36,278

Is that a, that a policy that you would ever make exceptions for?

271

00:34:37,808 --> 00:34:40,718

What would it look like to make an exception to that policy?

272

00:34:40,748 --> 00:34:48,998

Can a student who misses three weeks of your class still achieve the learning outcomes of your course?

273

00:34:49,038 --> 00:34:51,518

Right? So these are all sort of tied together.

274

00:34:54,668 --> 00:35:02,288

Generally, when the School Advising Leads are working with students, or when Student Assistance and Support Services is working with students,

275

00:35:02,618 --> 00:35:09,697

we're talking about short-term flexibility. Usually I imagine that being about a week or so, sometimes it's a little more.

276

00:35:09,698 --> 00:35:19,868

Sometimes it's a little less. But we all know that the quarter is short, and that there's a huge difference between missing two

277

00:35:19,868 --> 00:35:24,698

or three classes and missing six or seven in terms of a student's ability to master the work.

278

00:35:26,918 --> 00:35:36,067

If a student has longer term needs, we may refer them to Accessible NU, or we may...

279

00:35:36,068 --> 00:35:40,058

That's where we may be talking about a leave of absence or something like that,

280

00:35:41,288 --> 00:35:48,848

so that we can help the student still get, still achieve the learning outcomes of your, of your course.

281

00:35:53,478 --> 00:36:04,098

My personal plea to you, is to think long and hard about having a policy of excused versus unexcused absences.

282

00:36:04,998 --> 00:36:10,428

I think that those are very well-intended policies that keep—because the aim

283

00:36:10,428 --> 00:36:15,858

is to keep students in contact with their faculty, when something's going on.

284

00:36:16,518 --> 00:36:27,438

But it also puts you, as a professor, in the position of having to determine what is going on in a student's life and whether it merits excuse.

285

00:36:28,008 --> 00:36:38,898

Right? So, as an example, I was working with a faculty member, who, had a student who has two very ill grandparents right now.

286

00:36:39,378 --> 00:36:46,428

And the faculty member's policy says that an absence—or, a make-up exam can only happen when

287

00:36:47,478 --> 00:36:53,118

certain scenarios are happening: if a student is ill or if there's a death in the family.

288

00:36:53,508 --> 00:36:57,328

We don't have that. But is this a situation where, you know,

289

00:36:57,378 --> 00:37:06,468

I don't want anybody to have to be in the position of making that kind of value judgment, because it leads to inequitable—

290

00:37:06,978 --> 00:37:13,998

potentially inequitable scenarios. So I would just think about, in terms of flexibility:

291

00:37:15,408 --> 00:37:21,018

When would you... To what extent is your course set up for flexibility?

292

00:37:22,107 --> 00:37:34,407

Also, on behalf of my colleagues in the Dean's offices, this seems a good moment to point out that, for a student to qualify for an incomplete grade,

293

00:37:35,127 --> 00:37:38,817

they need to have completed at least half of the work of a course,

294

00:37:39,117 --> 00:37:44,067

and the student has to have been engaged throughout the quarter and be able to pass the course.

295

00:37:44,967 --> 00:37:56,637

So, oftentimes we have students who do not withdraw from a course when—before the withdrawal deadline, but they're in real academic difficulty.

296

00:37:59,037 --> 00:38:02,997

In order for them to take an incomplete so they could finish the course later,

297

00:38:03,417 --> 00:38:06,146

we would need to know that they've done at least half the work;

298

00:38:06,147 --> 00:38:14,127

they've been engaged through the quarter; they can pass; and they have a documentable reason, why they couldn't finish the work.

299

00:38:14,757 --> 00:38:18,387

If these aren't met, the student's going to have to take whatever grade they earn.

300

00:38:19,568 --> 00:38:21,318

One link. Let me show you real quickly.

301

00:38:24,795 --> 00:38:31,257

has put together an undergraduate advising website for faculty and for advisors.

302

00:38:31,361 --> 00:38:40,751

From this page, with the password protected part, is this For Faculty and Advisers section.

303

00:38:41,651 --> 00:38:45,041

There's all kinds of really helpful information here:

304

00:38:46,361 --> 00:38:57,401

how you might want to help a student who is talking about financial challenges or social and emotional wellness issues.

305

00:38:58,181 --> 00:39:00,957

But the...

306

00:39:03,985 --> 00:39:15,135

The School Advising Leads' information is here. So here's that list of all of us hopeful people who are ready to support you, and then

307

00:39:15,495 --> 00:39:21,465

under Academic and Behavioral Concerns is where you can link into that Action Guide.

308

00:39:26,104 --> 00:39:33,154

in the slides as well. And all of these links will take you, to various pages.