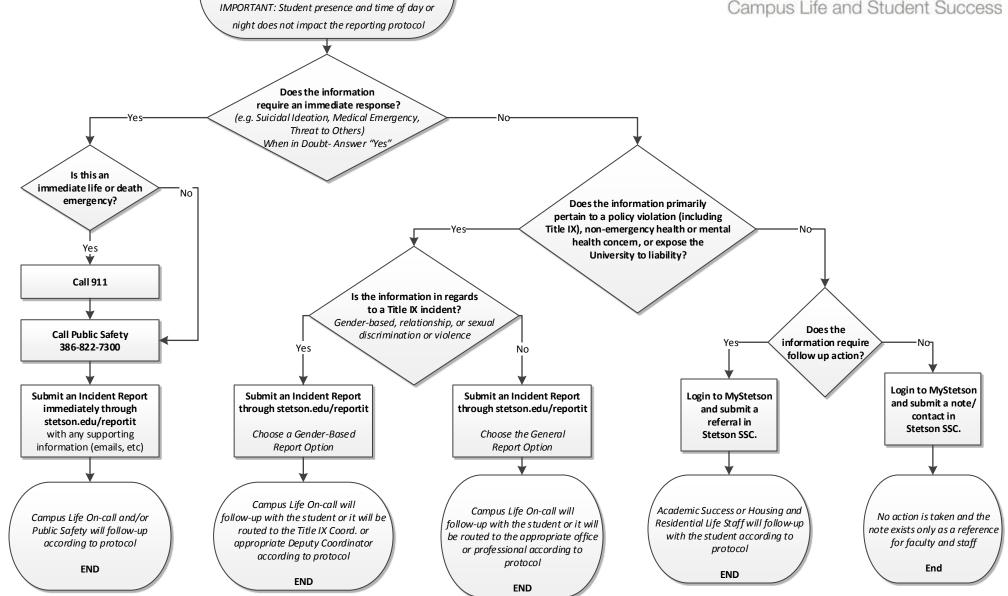
How to Report Student Concerns

Information Received by Faculty or Staff Member







Note: Incident Reports are automatically emailed to the Dean of Students, VP and AVP of CLaSS, professionals serving in the CLaSS and Counseling On-Call systems, leadership of Public Safety, and Students of Concern team. Gender-Based Incident Reports are automatically emailed only to the Title IX Coordinator and Deputy Coordinator, Dean of Students, VP & AVP of CLaSS, Director of Public Safety, and Director of Counseling Center.

SCENARIO I

Facilitators: Stacy Collins and Aaron Distler

Stage I: Jamel is a first-year student in your class. Over the past few weeks, you have noticed a few concerns with his academic performance. During lectures, Jamel appears disinterested. On the past couple of quizzes, Jamel has been one of the last ones to finish and the grades have been average. You recently administered an exam. As you announced 5 minutes remaining, Jamel appeared flustered and quickly answered the remaining questions. While grading the exam, you notice that Jamel does very well through the first 80% of the exam. You invite Jamel to attend your office hours to discuss the test and some of the concerns you have noticed.

- How would you prepare for this type of student meeting?
- What kind of questions do you plan to ask?
- What answers are you expecting?
- If the student is reluctant to tell you what's going on, what do you do?

SCENARIO I

Facilitators: Stacy Collins and Aaron Distler

Stage II: Jamel doesn't want to attend your office hours but requests a private meeting through the Stetson Student Success Collaborative portal. During this meeting, Jamel shares that he had accommodations in high school for attention and reading issues. However, Jamel wanted to see if he could do it on his own in college. He did not want to be seen as getting an "unfair advantage" or be singled out among his peers.

- How can you positively frame Jamel's concerns and the establishment of accommodations?
- What campus resources are available to support Jamel? Which would you recommend?
- What are some of the mediums through which you could make a referral?

SCENARIO 2: JENNIFER

Facilitators: Natasha Ramnauth & Dee Carpenter

Stage I: During the first two weeks of the term, Jennifer would arrive to class right on time or a few minutes late. She would appear tired and disengaged. While students are supposed to be working on an in-class assignment, you notice that Jennifer is typing up a paper for another class. You ask her to return to the in-class assignment since she should be focusing on your class right now. Jennifer appears teary-eyed and says, "I am so sorry! I am just so far behind right now." It is now 4 weeks into the semester, and you have noticed that Jennifer has missed the last three classes.

After speaking with Jennifer, she assured you that she was homesick and just having a bad day. You remain concerned because her work isn't improving and she missed the review for the first exam. You receive an email at 3AM apologizing for missing the review and asking for a few more days to study for the exam. She says she is homesick, having trouble focusing on her work and is thinking about leaving school. You decide to respond to her email and issue an alert through Stetson Student Success Collaborative.

- How do you respond in class?
- How would you respond to Jennifer's email?
- What campus resources are available for Jennifer?
- What information would you include in your SSC alert?
- What additional course(s) of action might you take in this situation?

SCENARIO 2: JENNIFER

Facilitators: Natasha Ramnauth & Dee Carpenter

Stage II: Jennifer visits your office the day before the exam and confides in you that she is unhappy at Stetson, feels ostracized and wants to go home but can't because her parents are taking extra hours at work to send her to college. She alludes to a history of trauma to which their parents were unsupportive. She makes a cryptic reference to "ending it all" that has you concerned she might be contemplating suicide.

- How would you respond in the moment?
- What campus resources are available for Jennifer? How would you make the referral?
- How should you report this incident?

SCENARIO 3: ISABELLA

Facilitators: Cathy Downes

Stage I. Isabella comes into your office after missing class earlier in the day. She is visibly upset and begins by apologizing for missing class and wants to know if she can turn in an assignment that was due during the class session. You have a strict policy on late assignments, anything due in class is due at the beginning of class, no exceptions. Isabella usually presents as cheerful; her work is in the A-B range and she has not turned in assignments late before today. You ask her why she missed class since she is obviously not sick, it's only been two hours since the class met, if she could come now, why not then?

Isabella stammers, keeps looking over her shoulder at your open door, tears begin to flow down her face.

- What kind of questions do you plan to ask?
- What answers are you expecting?
- If the student is uncomfortable confiding in you, what do you do?
- Do you accept the assignment?

SCENARIO 3: ISABELLA

Facilitators: Cathy Downes

Stage II: Isabella asks for the faculty member to close the door. When the door is closed, she tells her professor she is sorry she missed class, but on her way from the parking lot to the CUB, where she was going to get coffee before class, something happened to her and she's very frightened. You suspect she has been sexually assaulted and you want to help, however, as a Responsible Employee you are obligated to report sexual harassment, sexual assault, dating violence, and stalking to the Title IX coordinator

- How would you proceed?
- What resources might you need?

SCENARIO 3: ISABELLA

Facilitators: Cathy Downes

Stage III: You tell Isabella that you want to offer help you are required to report and might not be able to keep what she says confidential although it will be private. Isabella acknowledges you are a Responsible employee and must report things to the Title IX coordinator. She then goes on to tell you that she was walking on the sidewalk along Amelia Ave. and passed a man on the sidewalk. She nodded hello at him, like she does everyone else she passes. Except when she passed him (they were going opposite directions) he reached up under her skirt and grabbed her butt and pulled on her underwear. She jerked away from him, fell down and screamed at him but he took off running. No one was around at the time and she got really scared and ran to a friend's room in one of the sorority houses until she calmed down enough to come turn in her assignment.

- How would you handle this situation?
- What questions would you ask?
- What resources might you need?

SCENARIO 4: JACKSON

Facilitators: P.J. Moses, Mike Bitter & Rob Berwick

Stage I: You require that students attend the Values Day lecture and submit a reflection as a graded assignment in your syllabus. Jackson doesn't complete the assignment giving the excuse that he had mandatory weight lifting assigned by his coach. You realize that you haven't received a travel letter from the student. You contact Athletics and learn that Jackson isn't on the athletics roster and learn that the athletics department cancels all mandatory activities for Values Day. Since Jackson didn't attend Values Day and doesn't have an excused absence, you assign him a zero for the assignment. When the course if over, Jackson earns a high C. You receive an email from Jackson's father wishing to discuss his grade and the Values Day assignment.

- How would you respond to Jackson?
- Who could you contact to verify his claim?
- How do you respond to Jackson's father? What information does FERPA allow you to share?

