A quick guide for faculty for

Helping Students of Concern
Identifying Students of Concern

Here are some things to look for:

- Behavior that distracts from course instruction or discussion
- Repeated requests for special consideration, such as extensions, make-ups, or grade favors (especially oversharng personal life challenges)
- Infrequent class attendance or missed meetings
- Threatening or disturbing behavior or words (verbal or written)
- Refusal to comply with faculty or staff direction
- Notable changes in behavior (avoidance of participation, excessive anxiety when called upon, domination of discussion)
- Notable changes in appearance (marked change in personal dress and hygiene, signs of physical abuse)
- Notable changes in academic performance or written work
- Appearing to be withdrawn, depressed, or anxious
- Inability to communicate clearly (slurred speech, very rapid speech, disconnected or rambling thoughts)
- Exaggerated or unusual emotional response which may appear inappropriate for the situation
- Comments about harming oneself or others

Responding to Students of Concern*

<table>
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<tr>
<th>Do:</th>
<th>Don’t:</th>
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<tr>
<td>set up the classroom behavioral expectations on the first day and in the syllabus.</td>
<td>take it personally. Students act inappropriately in class for any number of reasons.</td>
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<td>role model appropriate behavior in the classroom.</td>
<td>raise your voice. Keep an even tone and calmly address the behavior.</td>
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<td>take a developmental approach. What is common sense to some students or yourself, is not always known to others.</td>
<td>argue with the student.</td>
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<td>directly and privately address a student’s behavior when you believe it isn’t appropriate for your classroom. Make sure this is done outside of the classroom setting and in a timely manner.</td>
<td>challenge or threaten the student.</td>
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<td>share your concerns in a calm and clear manner (build rapport, use active listening, and always remain professional).</td>
<td>physically get too close to the student.</td>
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<td>listen to the student and provide the student with the possibility to respond during this meeting.</td>
<td>let the situation publicly devolve in front of other students in the class.</td>
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<td>acknowledge the student’s context for their behavior. This can be done without accepting the behavior. (ex. “I can see that you’re very frustrated, and I understand how that could be the case.”)</td>
<td>humiliate the student, neither privately nor in the presence of others (e.g., “no wonder you’re failing this course”).</td>
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<td>have rules or expectations that aren’t enforceable.</td>
<td>have consequences that you won’t use (e.g., if you say that arriving 10+ minutes late will result in a 5 point deduction of the student’s engagement points, be sure to make the reduction for all students who arrive 10+ minutes late).</td>
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<td>use clinical terms when reporting behavior. Instead, simply describe what was observed.</td>
<td>take a wait-and-see approach. Disruptive behavior does not stop without intervention.</td>
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| **Academic Integrity**  
(Plagiarism, cheating, inappropriate collaboration, etc.  
https://www.summer.harvard.edu/resources-policies/student-responsibilities) | **Dean of Students Office**  
- Shirley Greene, Associate Dean of Students  
shirleygreene@fas.harvard.edu, (617) 998-8557 |
|---|---|
| **Mental Health Issues; Emotional Behavior; Classroom Disruptions; Poor Performance**  
(Depression, anxiety, trauma, substance abuse, eating disorders, thoughts of harm to self or others, etc.) | **Dean of Students Office (for General Program students)**  
- Mark Addison, Student Support Specialist  
mark_addison@fas.harvard.edu, (617) 998-9612  
**Secondary School Program Office, (617) 495-3912**  
- Bill Holinger, Director  
william_holinger@harvard.edu  
- Gina Neugebauer, Assistant Director  
zeugebauer@fas.harvard.edu |
| **Illness or Medical Emergency**  
(Seizure, loss of consciousness, injury, etc.) | **Emergency: 911**  
**Urgent Care: Harvard University Health Services (UHS), (617) 495-5711** |
| **Title IX Concerns**  
(Sexual and Gender-Based Harassment - http://titleix.harvard.edu) | **DCE Student Title IX Coordinators**  
- Rob Neugeboren, Dean of Students  
zeugebor@fas.harvard.edu, (617) 495-1765  
- Shirley Greene, Associate Dean of Students  
shirleygreene@fas.harvard.edu, (617) 998-8557  
- Mark Addison, Student Support Specialist  
mark_addison@fas.harvard.edu, (617) 998-9612  
**Summer School Faculty Title IX Coordinator:**  
- Karen Flood, Associate Dean for Academic Affairs  
kflood@fas.harvard.edu/617-998-1133  
**Office of Sexual Assault Prevention & Response (OSAPR)**  
- Office: (617) 496-5636  
- 24-hour, confidential hotline: (617) 495-9100  
**Boston Area Rape Crisis Center (BARCC)**  
- 24-hour, confidential hotline: 1-800-841-8371 |
| **Individual in Crisis due to Title IX Concern** |  |
| **Student, Faculty & Staff Safety** | **Harvard University Police Department (HUPD)**  
(617) 495-1212 |
| **Accommodation/Accessibility Requests**  
(Accommodations and/or access concerns -  
https://www.summer.harvard.edu/resources-policies/accessibility-services) | **Accessibility Services**  
- Linda Sullivan, Director  
- Caitlin Mason, Coordinator  
accessibility@dcemail.harvard.edu, (617) 495-4024 |

*Adapted from WMU Student Conduct*