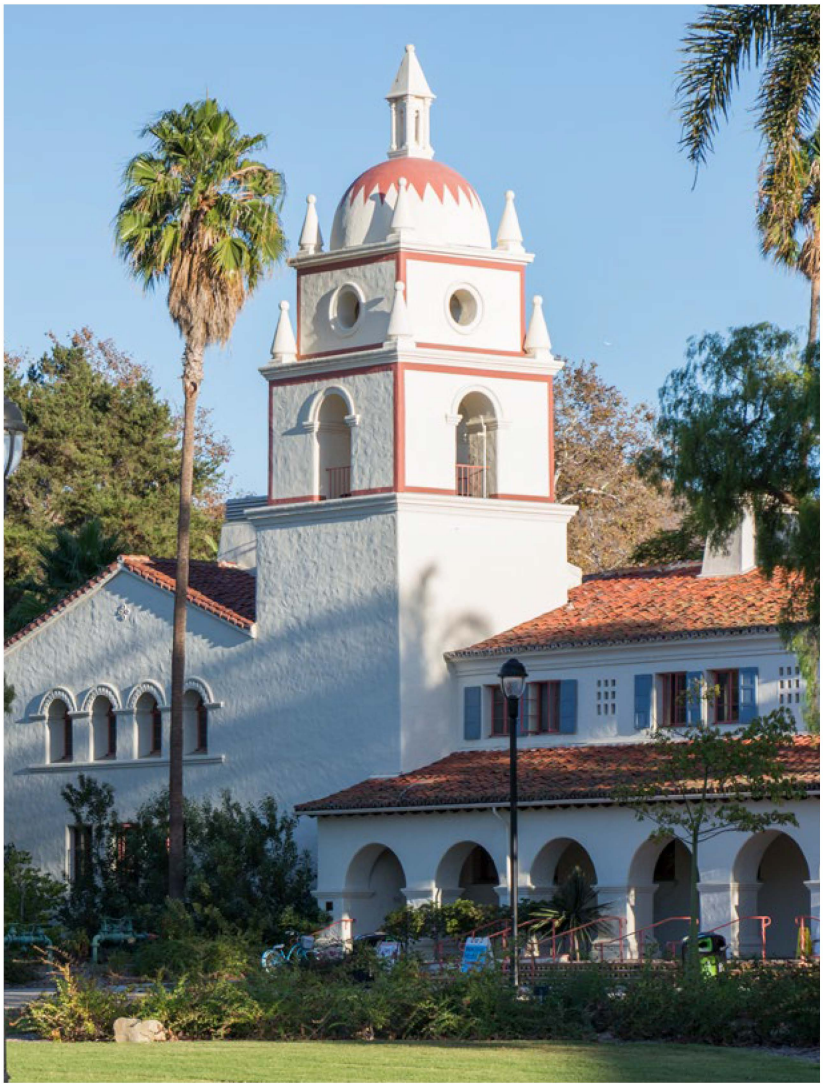
Channel Islands
CALIFORNIA STATE UNIVERSITY
RECOGNIZE & REFER
HANDBOOK



The well-being of our students is one of the highest priorities of the California State University Channel Islands (CSUCI) community. We all play an important role in creating a supportive academic environment that enables students to remain in school and to succeed.

The *Recognize and Refer Handbook* was created to help guide CSUCI faculty and staff in supporting our students through a wide-array of difficult situations. By equipping ourselves with the knowledge and resources to recognize and respond to signs of distress, we can help students obtain assistance quickly and, hopefully, prevent a situation from escalating into a full-blown crisis.

I encourage you to review this valuable resource and use it as a guide in handling challenging situations.

Erika D. Beck, Ph.D.
President

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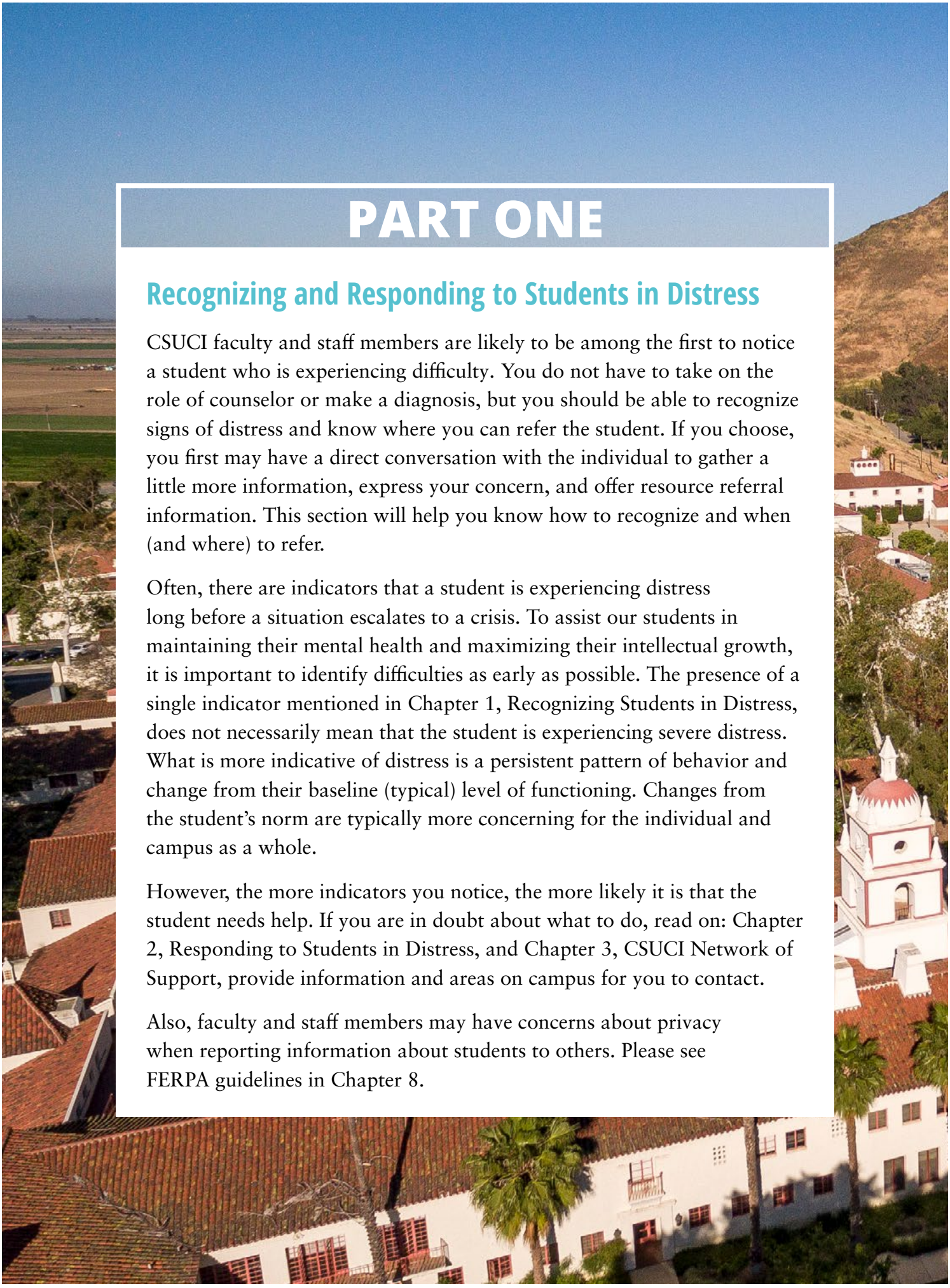


PART ONE

Recognizing and Responding to Students in Distress

CSUCI faculty and staff members are likely to be among the first to notice a student who is experiencing difficulty. You do not have to take on the role of counselor or make a diagnosis, but you should be able to recognize signs of distress and know where you can refer the student. If you choose, you first may have a direct conversation with the individual to gather a little more information, express your concern, and offer resource referral information. This section will help you know how to recognize and when (and where) to refer.

Often, there are indicators that a student is experiencing distress long before a situation escalates to a crisis. To assist our students in maintaining their mental health and maximizing their intellectual growth, it is important to identify difficulties as early as possible. The presence of a single indicator mentioned in Chapter 1, Recognizing Students in Distress, does not necessarily mean that the student is experiencing severe distress. What is more indicative of distress is a persistent pattern of behavior and change from their baseline (typical) level of functioning. Changes from the student's norm are typically more concerning for the individual and campus as a whole.

However, the more indicators you notice, the more likely it is that the student needs help. If you are in doubt about what to do, read on: Chapter 2, Responding to Students in Distress, and Chapter 3, CSUCI Network of Support, provide information and areas on campus for you to contact.

Also, faculty and staff members may have concerns about privacy when reporting information about students to others. Please see FERPA guidelines in Chapter 8.

Chapter 1:
Recognizing Students in Distress

How do you know when to act?

The list of possible indicators below should serve as examples to help you decide if you should say or do something to help a troubled student. Trust your gut feeling about the situation. If you are not sure, a simple check-in with the student may help you get a better sense of their situation. It's possible that any single indicator, by itself, may simply mean that a student is having an "off" day. However, any one serious sign (e.g., a student writes a paper expressing hopelessness and thoughts of suicide) or cluster of small signs (e.g., emotional outbursts, repeated absences, and noticeable cuts on the arm) indicates a need to take action on behalf of the student.

If you're not sure whether or not a student needs help, check-in with them and get a better sense of their situation.

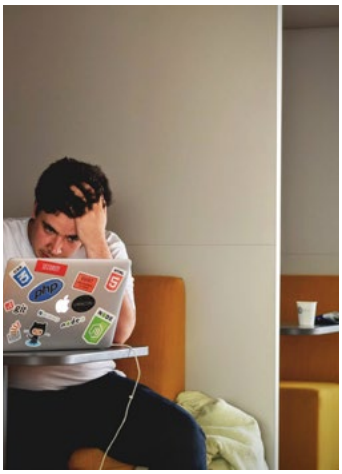
Chapter 2 includes a range of resources for you to contact, if you know of a student exhibiting one or more indicators below, and the situation is not imminent.

At the end of this list are "Safety Risk Indicators," which represent more serious concerns, any one of which may necessitate an emergency call on your part; for these or other immediate concerns, you should contact the University Police Department at 805-437-8444 or 911.

Academic indicators

The following examples may represent academic indicators that help you recognize a student is having trouble and may need support:

- Repeated absences from class, section, or lab;
- Missed assignments, exams, or appointments;
- Deterioration in quality or quantity of work;
- Extreme disorganization or erratic performance;
- Written or artistic expression of unusual violence, morbidity, isolation, despair, or confusion; essays or papers that focus on suicide or death;
- Continual seeking of special provisions (extensions on papers, make-up exams);
- Patterns of perfectionism (e.g., can't accept self if they don't get an A+);
- Overblown or disproportionate response to grades or other evaluations;
- Concerning online communication such as emails, text messages, message posts or social media postings.



Physical signs of exhaustion can indicate a student is in need of support.

Behavioral and emotional indicators

The following examples represent behaviors or emotional responses that may indicate a student who is experiencing problems and needs support:

- Direct statements indicating distress, family problems, or loss;
- Angry or hostile outbursts, yelling, or aggressive comments;
- More withdrawn expression or more animated behavior than usual;
- Expressions of hopelessness or worthlessness;
- Episodes of crying or tearfulness;
- Comments about feeling like a burden to family or friends;
- Expressions of severe anxiety or irritability;
- Behavior that is excessively demanding or dependent;
- Lack of response to outreach or requests for communication;
- Shakiness, tremors, fidgeting, or pacing.

Physical indicators

Physical signs may indicate a student is having trouble and needs support—for example:

- Deterioration in physical appearance or personal hygiene;
- Excessive fatigue, exhaustion; falling asleep in class repeatedly;
- Visible changes in weight; statements about change in appetite or sleep;
- Noticeable cuts, bruises, or burns;
- Frequent or chronic illness;
- Disorganized speech, rapid or slurred speech, confusion;
- Unusual inability to make eye contact;
- Coming to class bleary-eyed or smelling of alcohol.

Safety risk indicators

Any of the following examples may indicate that the student could pose an immediate danger to her/himself or to others:

- Written or verbal statements that mention despair, suicide, or death;
- Severe hopelessness, depression, isolation, and withdrawal;
- Statements to the effect that the student is "going away for a long time";
- Online statements or themes about harm to self or others.

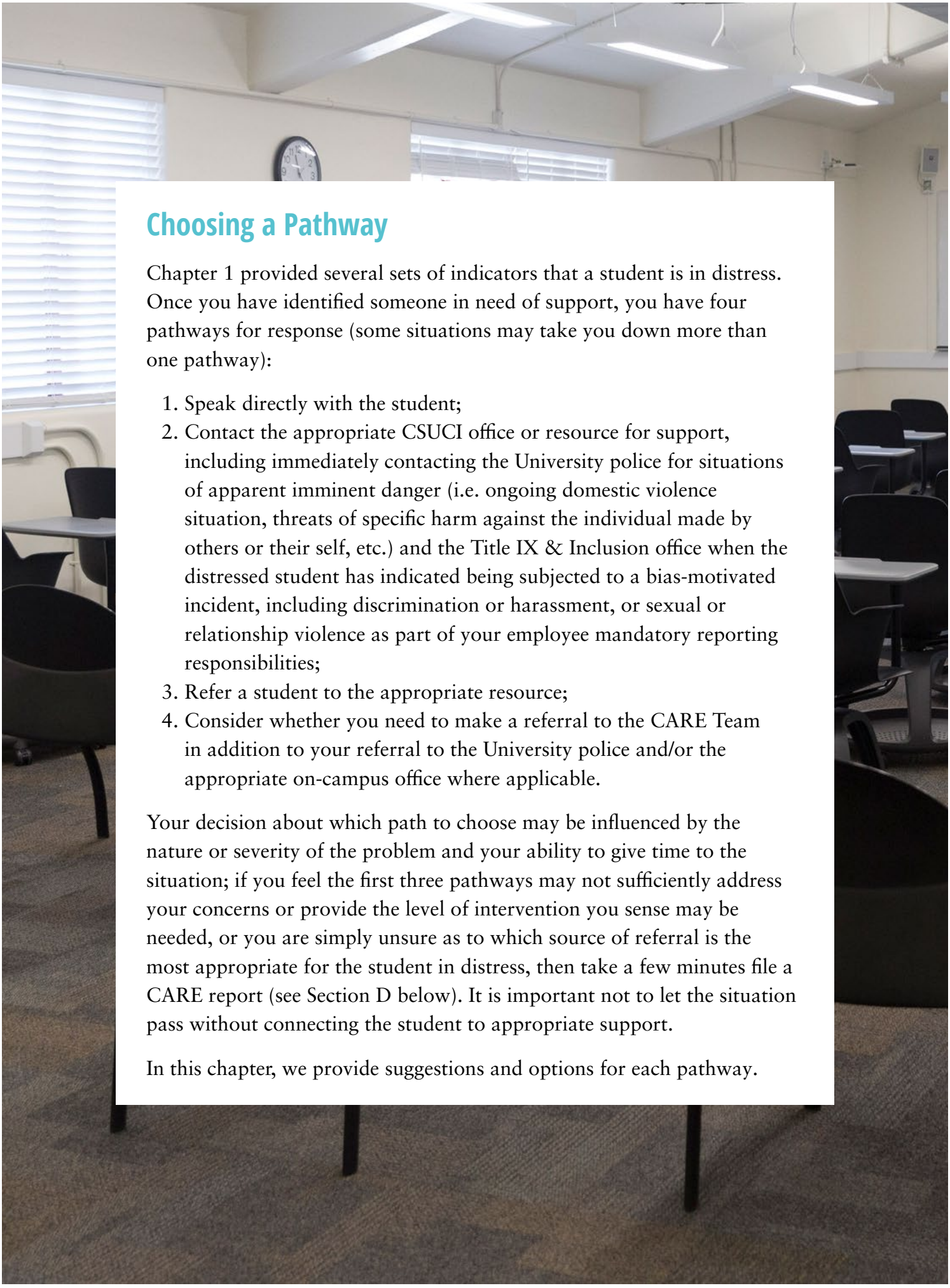
In these cases, you should stay with the student and contact Counseling and Psychological Services (CAPS) at 805-437-2088 or the University Police Department at 805-437-8444 (non-emergency) or 911.

The situation is an emergency (call 911 or pick up a blue light phone) if:

- Physical or verbal aggression is directed at self, others, animals, or property;
- The student is unresponsive to the external environment; he or she is:
  —incoherent or passed out;
  —disconnected from reality—for example, seeing things you do not see or acting paranoid, with an undue level of fear or suspicion of others;
  —Displaying unexplained disruptive behavior; or
- The situation feels threatening or dangerous to you.

If you are concerned about any of the behaviors above, or that a student may engage in violent behavior toward self or others, and the threat appears to be imminent, you should **contact the University Police Department immediately by dialing 911 from any campus or cell phone**.

An officer from the University Police Department will be able to connect this specific situation with professionals on campus who can assess any ongoing or potential threat, identify resources for the student, and provide information that could assist in deciding on an appropriate course of action. A collective decision may then be made to contact a family member, an appropriate off-campus resource, or others.



Choosing a Pathway

Chapter 1 provided several sets of indicators that a student is in distress. Once you have identified someone in need of support, you have four pathways for response (some situations may take you down more than one pathway):

1. Speak directly with the student;
2. Contact the appropriate CSUCI office or resource for support, including immediately contacting the University police for situations of apparent imminent danger (i.e. ongoing domestic violence situation, threats of specific harm against the individual made by others or their self, etc.) and the Title IX & Inclusion office when the distressed student has indicated being subjected to a bias-motivated incident, including discrimination or harassment, or sexual or relationship violence as part of your employee mandatory reporting responsibilities;
3. Refer a student to the appropriate resource;
4. Consider whether you need to make a referral to the CARE Team in addition to your referral to the University police and/or the appropriate on-campus office where applicable.

Your decision about which path to choose may be influenced by the nature or severity of the problem and your ability to give time to the situation; if you feel the first three pathways may not sufficiently address your concerns or provide the level of intervention you sense may be needed, or you are simply unsure as to which source of referral is the most appropriate for the student in distress, then take a few minutes file a CARE report (see Section D below). It is important not to let the situation pass without connecting the student to appropriate support.

In this chapter, we provide suggestions and options for each pathway.

Chapter Two:
Responding to students in distress

Speaking directly with the student

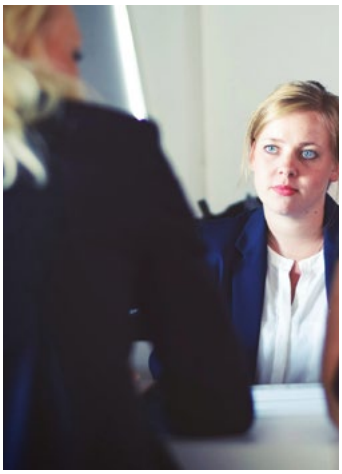
If you have a relationship or rapport with the student, speaking directly to the student may be a good first option. Contact the student privately to ask if they can meet you to discuss some concerns.

> "One best practice I have found is to use "constructivist listening." Oftentimes, by the time a student has reached out to me, they just want someone to listen to them. Being that ear, and not feeling like I have to have the answers, allows me to give my full attention, be present and support the student by listening. If there are specific resources I can share with them, I do, but often times being a sounding board for them has proven to be just as invaluable."
>
> –Pilar Pacheco, Managing Director for the Center for Community Engagement

Guidelines for speaking with students of concern

You will not be taking on the role of counselor. You need only listen, care and offer resource referral information. Consider taking a few notes unless it appears to make the student uncomfortable.

- Meet privately with the student (choose a time and place where you will not be interrupted). However, if you have any concerns about safety, do not meet alone with the student. Keep the door open and sit closest to the door so you are not trapped in the room.
- Set a positive tone. Express your concern and caring.
- Point out specific signs you've observed. ("I've noticed lately that you . . .")
- Ask, "How are things going for you?"
- Listen attentively to the student's response and encourage them to talk. ("Tell me more about that.")
- Allow the student time to tell their story. Allow silences in the conversation. Don't give up if the student is slow to talk.



When speaking with a student of concern, it's important to listen by asking open-ended questions and allowing them to talk.

- Ask open-ended questions that deal directly with the issues without judging. ("What problems has that situation caused you?")
- If there are signs of a safety risk, ask if the student is considering suicide. A student who is considering suicide will likely be relieved that you asked. If the student is not contemplating suicide, asking the question will not "put ideas in their head."
- Restate what you have heard as well as your concern and caring. ("What do you need to do to get back on a healthy path?")
- Ask the student what they think would help.
- Suggest resources and referrals (See Section B). Share any information you have about the particular resource you are suggesting and the potential benefit to the student ("I know the folks in that office and they are really good at helping students work through these kinds of situations."). Appendix A contains an easy to access list of campus resources.
- Avoid making sweeping promises of confidentiality, particularly if the student presents a safety risk. Also, it is important to remember that as mandated reporters, faculty and staff (with the exception of CAPS clinicians) are required to make a report of disclosures of discrimination, harassment, retaliation, sexual misconduct, domestic or dating violence and stalking and/or child abuse or neglect (See Section B, Subsection 7 for more information). In cases where a mandated report must be made, it is important to let the student know about your obligation at the earliest opportunity but in a way that is still appropriately sensitive to the situation. Students should be advised that the University will offer them support, but it is their decision as to whether they seek support and follow-up with the Title IX & Inclusion office. Additionally, assurances of absolute confidentiality may get in the way of helping students who are suicidal and in need of swift professional intervention. You can safely promise discretion to the student, however, and that you'll only be providing information to those who "need to know."

Unless the student is suicidal or may be a danger to others, the ultimate decision to access resources is the student's. For information on handling students who report a crisis or traumatic event, see Chapter 5.

If the student says, "I'll think about it" when you offer referral information, it is okay. Let the student know that you are interested in hearing how they are doing in a day or two. If you have lingering concerns about the student's well-being, do not hesitate to file a CARE report (see Section D) and use it to document your conversation. Follow up with the student as you are able.

> "I always ensure that my outreach is done in a private space, and I focus on the specific behaviors I have observed which may be perceived as disruptive or concerning. I refrain from making judgments or assumptions about why they may be exhibiting those behaviors while I provide the student an opportunity to share their perspective—sometimes students provide information that may change whether we still view their behaviors as concerning. Finally, I emphasize that my outreach is out of care for the student, and I provide follow-up as necessary."
>
> – Talar Touloumdjian, Disability Accommodations & Support Services

Contacting the appropriate CSUCI office or resource for support

If you do not really know the student or do not feel comfortable talking with them, or if after speaking with the student you have remaining concerns about their safety or the safety of others, you will need to consult with a campus resource in a timely manner.

Campus resources

Consult with one or more of these resources as appropriate:

1. Contact **University Police** at 911 or 805-437-8444 for present safety concerns, potential illegal activity, or urgent medical needs, including students or other University community members who:

- may harm themselves or others or may commit a crime;
- demonstrate behavioral or physical concerns consistent with substance abuse;
- exhibit worrisome physical symptoms such as fainting, seizures, or unexplained behaviors (University Police are also trained EMTs).

2. For students expressing academic indicators of concern, including anxiety about grades, or fears about academic probation or lack of degree progress, contact:

- **Academic Advising Center** at 805-437-8571—students can call to make an appointment or visit them to do so in Bell Tower, Room 1595.
  For more information: www.csuci.edu/academics/advising/contact.htm

3. For students expressing behavioral, emotional and some physical indicators of concern, including mental health issues such as depression or despair, contact:

- **Counseling and Psychological Services (CAPS)**, at 805-437-2088—If you reach the voicemail, select option 1 to access 24/7 phone counseling. Faculty and staff will often walk a student directly over to the CAPS office at Bell Tower East 1867, calling on the way to alert office staff.
  For more information: www.csuci.edu/caps

4. For students showing signs of distress that leave you feeling uneasy and/or concerned about the student, contact:

- **Campus Assessment, Response and Evaluation (CARE) Team**; for a consultation prior to referring the student, call 805-437-8512. To file a CARE report: go.csuci.edu/CAREReport.
  For more information: www.csuci.edu/campuslife/care

5. For students expressing non-emergency medical or physical concerns, including those needing medication or treatment, contact:

- **Student Health Services (SHS)**, at 805-437-8828—Note that SHS does not function as an urgent care, although walk-in appointments are accommodated as the schedule permits. The website below lists other health services in the county. SHS is located in Yuba Hall behind Sage Hall.
  For more information: www.csuci.edu/studenthealth/services

6. For students demonstrating behaviors disruptive to the classroom or office environment, contact:

- **Dean of Students office**: at 805-437-8512 or file a report at: www.csuci.edu/campuslife/student-conduct

7. For students disclosing an incident of bias, including discrimination, harassment, retaliation, sexual misconduct, dating or domestic violence or stalking, be aware all employees, with the exception of licensed CAPS clinicians, are mandated reporters and therefore you must contact the **Title IX & Inclusion office** as soon as possible, no later than 24 hours after receiving the disclosure to ensure the student receives appropriate support and resources:

- File a report at: go.csuci.edu/TitleIXandInclusionForm.
- For questions, call 805-437-2077, email jean.estevez@csuci.edu or go to www.csuci.edu/inclusion or www.csuci.edu/titleix
- Additionally, in situations where the disclosure concerns sexual misconduct (nonconsensual physical conduct of a sexual nature, including rape), dating or domestic violence, or stalking, you should immediately provide the student with this link to their rights and responsibilities: https://www.csuci.edu/titleix/documents/csuci-rights-and-options.pdf and document that you have taken this step in your report using the online form. You should also offer to contact the University's Victim Advocate at 805-796-4844 and the University Police.

NOTE: Unless an imminent threat to safety to the disclosing party or someone else is present as described above, you should not contact the University Police without the consent of the student.

You should also make the student aware of CSUCI's dedicated confidential emergency sexual assault and domestic violence hotline maintained with The Coalition for Family Harmony: 805-656-4439 (24 hours/7 days a week) and offer to contact the University's confidential Victim Advocate office at 805-796-4844

8. For students expressing concerns relating to campus housing, such as roommate problems, or for students who are in a difficult housing situation elsewhere who need options, contact:

- **Housing & Residential Education** at 805-437-3344—located in Santa Cruz Village, on Ventura Street.
  For more information: www.csuci.edu/housing/contact-us.htm

9. For students expressing problems with another instructor or who are creating a challenging classroom situation for you, contact:

- **Program Chair or Dean of the School**

10. For students who lack basic needs and are in urgent need of food and/or shelter, see the website below for a variety of resources, including the Dolphin food pantry and an application for an emergency funds grant of up to $500:

- **Student Emergency Intervention & Basic Needs Program**:
  www.csuci.edu/basicneeds

11. For students requesting information or help in obtaining, reviewing or maintaining disability-related accommodations, such as a notetaker or extra time on an exam, contact:

- **Disability Accommodations and Support Services (DASS)** at 805-437-3331—located on the second floor of Arroyo Hall.
  For more information: www.csuci.edu/dass

12. For students seeking resources not mentioned above, one of the following may be relevant:

- **International Programs:** 805-437-3107
- **Dean of Students office:** 805-437-8512
- **Educational Access Center:** 805-437-3331
- **Records & Registration:** 805-437-8500
- **Financial Aid:** 805-437-8530

Referring a student to the appropriate resource

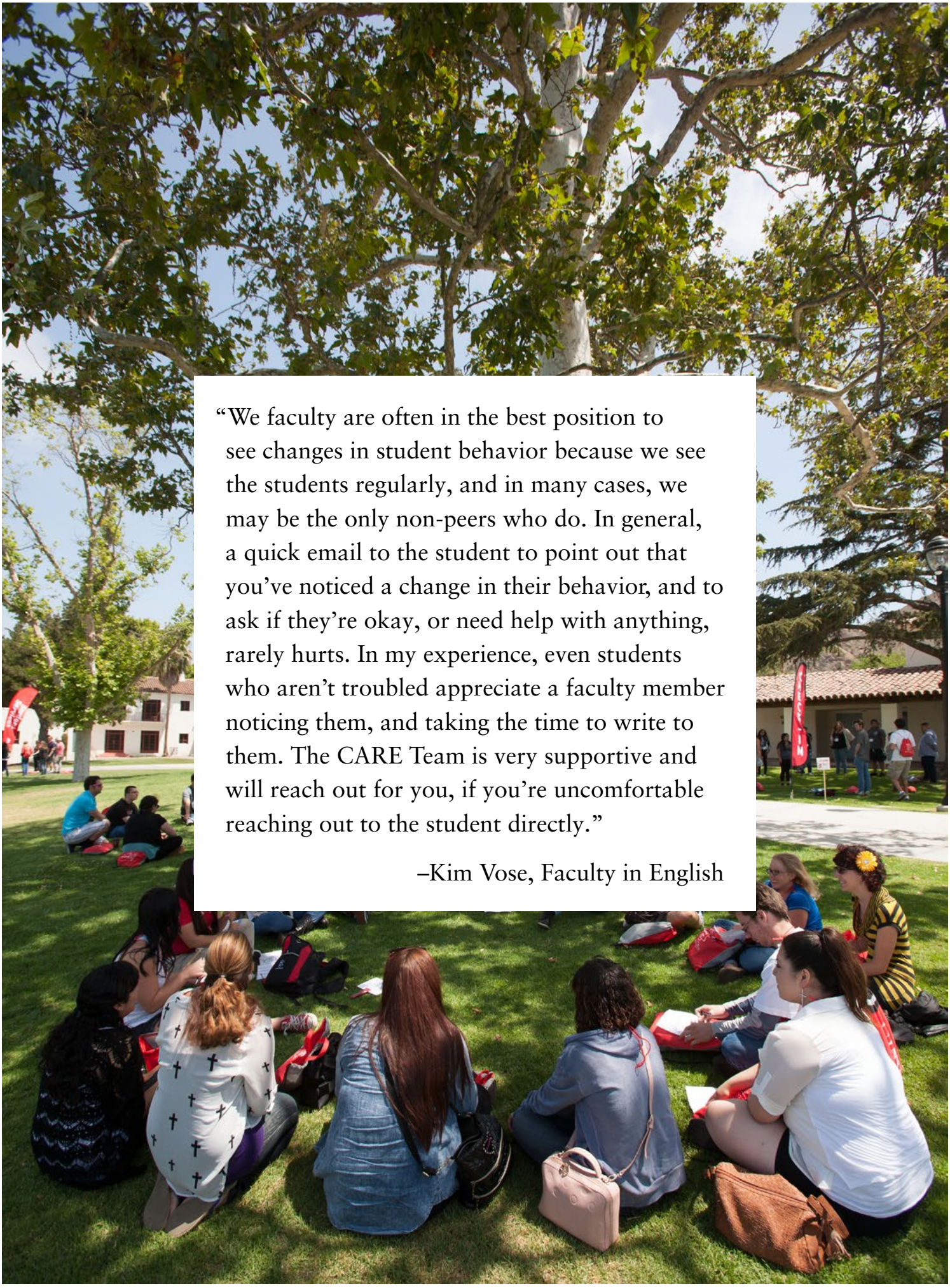
When you refer a student, explain the limitations of your knowledge and experience. Be clear that your referral to someone else does not mean that you think there is something wrong with the student or that you are not interested. The referral sources listed in section B above have the resources to assist the student in a more appropriate manner.

- If you have an urgent concern about a student's safety, walk the student to CAPS (call on the way to let them know you're coming: 805-437-2088) or contact the University Police Department (911).
- Provide name, phone number, and office location of the referral resource (see above) or walk the student to the appropriate office if you are concerned the student won't follow up. Try to normalize the need to ask for support as much as possible. It is helpful if you know the names of staff people and can speak highly of them. Convey the spirit of hopefulness and the information that troublesome situations can and do get better.
- Realize that your offer of help may be rejected. People in varying levels of distress sometimes deny their problems because it is difficult to admit they need help or they think things will get better on their own. Take time to listen to the student's fears and concerns about seeking help. Let the student know that it is because of your concern for them that you are referring them to an expert.
- End the conversation in a way that will allow you, or the student, to come back to the subject at another time. Keep the lines of communication open. Invite the student back to follow up.

Referral to the CARE Team

CSUCI maintains a Campus Assessment, Response and Evaluation (CARE) Team that provides guidance and assistance to students who are experiencing crisis, displaying odd or unusual behaviors, or engaging in other behaviors that may be perceived as being harmful or threatening.

If you feel that the student has such significant academic and/or personal issues that more strategic support is needed, or when in doubt, file a CARE Report by filling out the form at this website: go.csuci.edu/CAREReport. For additional information about the CARE Team go to: www.csuci.edu/campuslife/care.

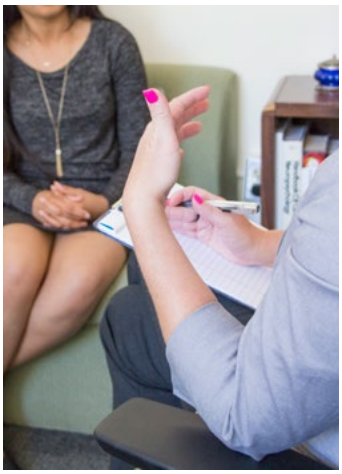


"We faculty are often in the best position to see changes in student behavior because we see the students regularly, and in many cases, we may be the only non-peers who do. In general, a quick email to the student to point out that you've noticed a change in their behavior, and to ask if they're okay, or need help with anything, rarely hurts. In my experience, even students who aren't troubled appreciate a faculty member noticing them, and taking the time to write to them. The CARE Team is very supportive and will reach out for you, if you're uncomfortable reaching out to the student directly."

–Kim Vose, Faculty in English

Chapter 3:
CSUCI's Network of Support

CSUCI has a network of support to assist students, faculty, staff, and family members. In this section, we first discuss ways you can provide support for students—and then share some places you can go for help for yourself or your colleagues.



Maintaining an environment in which students can speak about their concerns ensures a culture of caring and a network of support.

Support for students

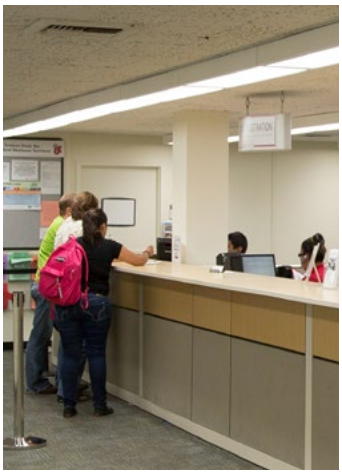
Given the potential consequences of emotional, physical, social, or economic distress on both individual students and our larger community, it is critical that everyone at CSUCI play a role in helping to identify and support students in need of help. Whether you are faculty, staff or a student employee, trust your gut feeling. If you have an imminent concern for a student's safety, call the University Police Department at 805-437-8444, or dial 911. If you have a serious concern that is not immediate but necessitates follow-up beyond your capacity, please file a CARE report by using the link at www.csuci.edu/campuslife/care.

Instructional faculty

Faculty members play a pivotal role in being able to recognize and refer students in need of support. Indicators may come from a variety of sources: a student who lingers after class to talk, someone who reports a concern about a friend in the class, concerning writing, frequent absences or unexcused lateness, unusual or concerning emails. Chapters 1 and 2 in this handbook section include a list of indicators and resources to help you know who to go to when you observe something of concern.

Staff and non-instructional faculty

University staff and non-instructional faculty members across campus have many opportunities to see another side to students beyond the classroom and provide a valuable touch point for connecting with students in distress. Whether you support students through the library, an office location, recreation center, housing area, or food service location, you have regular opportunities to see students when they may be experiencing challenges beyond their control.



Everyone in our campus community has the opportunity help. If you encounter a student of concern, speak with your supervisor.

Chapters 1 and 2 in this handbook include a list of indicators that you may observe in your interactions with students; a list of resources is also provided that may help you refer students so they can get help.

> "My advice is to always communicate to your supervisor/co-workers about a troubled student, and maybe together you will be able to assess the situation or issue better. Even when you think that it must not be that "bad," things can escalate pretty fast and it is always wise to make people aware of the situation."
>
> –Jacky Connell, Academic Program Analyst

Student assistants

Campus tutors, lab assistants, peer mentors, advising support, resident assistants, and others who work closely and frequently with students are in unique positions to notice students in the early stages of situational or other emotional distress. If you have an encounter with a student that feels concerning to you, trust your gut feeling—and talk with your supervisor as soon as possible and explain what you observed, in as much detail as possible.

Help for yourself, colleagues, or family members

CSUCI Employee Assistance Program (EAP) offers services for CSUCI employees, their dependents, and retirees. EAP counselors provide assessment, referral, and brief counseling services that are free and confidential.

For more information: 800-234-5465, OptumHealth Programs: www.liveandworkwell.com (access code is csuci1). www.csuci.edu/hr/eap.htm

Getting back in balance

Dealing with a student in distress may be physically, mentally, and/or emotionally draining for you. EAP is also available to "debrief" with campus community members to restore a sense of equilibrium.

Support for class or office disruptions

Sometimes when students are distressed, they "act out" in ways that are inappropriate or even disruptive to your class or office. If you have a student who exhibits this kind of behavior, attempt to communicate to the student how their behavior may be construed as disruptive to the environment and communicate your observations to your Program Chair or Supervisor. If the problem persists, check in the Dean of Students office (805-437-8512). Ask for support in maintaining your desired classroom environment. For more information on handling low, moderate and high level class disruptions, see Chapter 7.

Help with teaching and curriculum

Sometimes challenges posed by one student can cause you to rethink an assignment, a teaching method, or an exam. For suggestions on organizing your teaching toward a positive classroom community, see Chapter 9. For more support in these efforts, including for online classes, contact the Center for Teaching and Learning Innovations (TLI) at 805-437-3788, drop by the Faculty Innovations in Teaching (FIT) studio in Solano Hall Room 1201 or visit: www.csuci.edu/tli.

PART TWO

Understanding Student Concerns and Experiences

There is a growing consensus that more students are arriving on college and university campuses with increasingly complex psychological, emotional, and behavioral challenges. Recent studies have indicated that the number of students reporting depression has doubled, the number of suicidal students has tripled, and the number of students seeking services following a sexual assault has quadrupled (Benton, Robertson, Tseng, and Benton, 2003).

These results show that colleges and universities are increasingly in need of effective strategies for responding to these complex concerns. CSUCI faculty and staff members routinely interact with students who may raise concerns, and they need to know the best ways to acknowledge a situation and intervene effectively when a student needs help. Such interactions can be difficult. They often leave faculty and staff members feeling confused or overwhelmed.

Nonetheless, there are general guiding principles and support resources available to assist faculty and staff in aiding distressed or distressing students.

In this section, we explore particular needs of students at CSUCI, including special populations (Chapter 4), students experiencing crisis or trauma (Chapter 5), and academic concerns (Chapter 6). Please use this section as a starting place to gather information and to increase your understanding of these issues as we all continue our work to create a supportive and responsive community.

Reference:
Benton, S. A., Benton, S. L., Newton, F. B., Benton, K. L., and J. M. Robertson. (2004). Changes in client problems: Contributions and limitations from a 13-year study. *Professional Psychology: Research and Practice, 35*(3), 317-319. http://dx.doi.org/10.1037/0735-7028.35.3.317

Chapter 4:
Students in Specific Populations

CSUCI greatly values diversity in all forms and recognizes the need to be inclusive in understanding and supporting all of our students. Retention of students who belong to a group that often experiences prejudice, stigma, or discrimination also presents a challenge to supporting student retention, because these students are often more likely to face obstacles on their way to graduation. This chapter focuses on the following specific populations at CSUCI: Students who are LGBTQ, students who are undocumented, students with a disability, and students with medical and health conditions. Clearly there are additional populations represented at CSUCI, and students may co-exist in more than one, but these are a few that benefit from increased awareness and sensitivity.

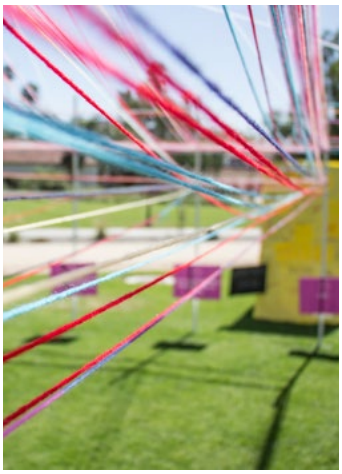
There are many terms and identities that people can identity as, allowing students to express their authentic self encourages a community where they can thrive.

Understanding and supporting: students who are lesbian, gay, bisexual, transgender, and questioning (LGBTQ)

Some key developmental tasks for college students include identity formation, establishing mature relationships, and learning to manage emotions. During their college experience, students may be questioning or exploring their sexuality and/or gender identity for the first time.

This can be both exhilarating and liberating, or a terrifying and shame-ridden time. Students may not have friends with whom they can openly discuss their sexual or gender identity. Additionally, seeking support and validation from families may be more difficult. In fact, LGBTQ students' minority status may be completely invisible to those around them. These students can feel quite isolated and often are not sure where to find support. There are many ways to reassure a student that you are open to learning about them and who they are. Even a simple Safe Space or rainbow sticker displayed on an office window or bulletin board can help a student feel more welcomed and comfortable.

Most faculty and staff are familiar with some sexual identity issues, but it may be useful to clarify terms. Gay can be an umbrella term often used to refer to all people in the LGBTQ community. Gay is also the word used to describe a man who has a physical, emotional, and/or romantic relationship with another man. Lesbian is the word for a woman who has physical, emotional, and/or romantic relationships with other women. Someone who identifies as bisexual is a person who has the capacity to form physical, emotional, and/or romantic



Being aware of the range and intersectionality of identities will promote a supportive environment for our students.

relationships with those of either binary gender. Asexual is the general word for someone who does not experience physical or romantic attraction to anyone.

Far fewer of us are well-educated about gender identity issues. Sexual orientation and gender identity, while usually linked in Western society (as in men are typically attracted to women, women are usually attracted to men) are actually separate aspects of human sexuality.

Transgender is an umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. This can include transsexuals, cross-dressers (in the past known as transvestites), genderqueer persons (those who identify with both female and male or neither gender), and others. Gender identity comprises many dimensions— biology (chromosomes, anatomy, and hormones), brain (internal sense of self), and expression (modes of behavior, manner of dress). The term Cisgender is sometimes used to describe people who are not transgender. Cis is a Latin prefix meaning "on the same side" whereas trans is a Latin prefix meaning "on the other side."

The term transsexual is an older term that originated in the medical and psychological communities and is still preferred by some people who have permanently changed - or seek to change - their bodies through medical interventions. Sophisticated animal experiments and human autopsy studies have revealed findings that show that some brains are gendered one way, while the body is gendered the other. Some transgender people, understandably, suffer from dysphoria from this incongruence. One course of action for such people is to "transition"—that is, to change their bodies to reflect their real gender identity. Students who proceed with this transitional process often experience physical, social, emotional, and financial hardships. Students who identify as genderqueer or gender non-conforming may have gender expression that is different from conventional expectations of masculinity and femininity. Simply identifying with the umbrella term transgender does not imply that a person has, needs, or wishes to undergo medical intervention to change their gender expression.

Another word to know is intersex, an umbrella term describing people born with reproductive or sexual anatomy and/or a chromosome pattern that can't be classified as typically male or female. Various intersex conditions are found in two percent of the general population.

Being aware and educated about the range of identities will promote the open, accepting, and academically supportive environment necessary for students to thrive.

(Thanks to Stephen Stratton, Head of Collections and Technical Services at the John Spoor Broome Library, for updating this information).

Resource:
Gay and Lesbian Alliance Against Defamation (GLAAD) Media Reference Guide.
www.glaad.org/reference

Undocumented students are often dealing with many obstacles inside and outside of the university setting that may make it very difficult to focus on their academics.

Understanding and supporting students who are undocumented

Immigration is a highly politicized and mainstream debate, making it a common topic in the college classroom. Students who are undocumented come from around the world and from multiple racial, religious and socioeconomic backgrounds. It is important to be careful of stereotyping undocumented and immigrant students in general, so as to create a classroom that is welcoming for all students.

You may hear the following terms in relation to students (or family members) who are undocumented:

DACA (Deferred Action for Childhood Arrivals): This refers to an executive order enacted in June 2012 that allows individuals who were brought to this country as minors to stay and work legally. This is not a path to citizenship; it is a temporary two-year permit.

AB 540: This refers to a California bill that allows undocumented immigrant students who meet the requirements to pay in-state tuition. A student submits the AB 540 affidavit to the admissions office of a college/university where the in-state tuition is processed.

Children of Immigrants: These are U.S. citizens whose parents are from another country and lack documentation. Many students live in mixed status families, meaning that members of the family have varying immigration statuses, which may or may not include U.S. Citizenship.

If a student chooses to self-identify to you as an undocumented immigrant, it is important to be careful to avoid comments or recognition that may publicly identify the student's status. Specifically:

- Do not share a student's immigration status with anyone without explicit permission from the student.
- Do not use identifying information about a student as an example in the classroom or meeting.
- Do not ask the student for their point of view within the classroom in regards to a discussion about immigration.
- Do not ask details about a student's immigration case, family immigration status, or related issues.

If a student voluntarily and publicly chooses to identify as undocumented within the classroom, the student can be a great asset to class discussion. Undocumented students live within a mix of cultures, making their personal experiences unique; these insights in turn offer diverse perspectives. It is important to create a classroom space in which difference of opinion is respected in order to allow these students to feel comfortable sharing their perspectives within the classroom.

If you notice students who appear shy when conversations of immigration arise, this may be a characteristic of being undocumented. Similarly, students who show potential for graduate school but who provide unrelated excuses for why they do not want to continue postgraduate studies may also be in this category.

Undocumented students may also have to miss class or important exams at times. Please note that when the United States Citizenship and Immigration Services (USCIS) schedules fingerprinting or interviews, they do not provide much flexibility in terms of scheduling. For example, during the DACA renewal process, every person is sent a scheduled appointment for biometrics: the date, time and location are all set by USCIS. A student going through this process will likely prioritize their USCIS appointment above any academics, not because of a lack of concern for their studies, but because they need to remain in good standing with USCIS.

Another important consideration is that our undocumented students are dealing with USCIS and therefore with federal law on a regular basis. In order to avoid breaking their FERPA rights, revealing private information, or accidentally giving unlawful/incorrect advice, it is best that faculty and staff serve only as a resource and emotional support. You can also support students by walking them over or referring them to Counseling and Psychological Services (CAPS) for a counseling appointment.

In order to serve as a resource and provide emotional support, it is imperative that faculty and staff understand the emotional impact that immigration has on a student. Students who are DACA, AB540, or the children of immigrants are all impacted. Within the current political climate, families that include non-citizen members live in fear of detention and deportation. This constant fear has a lasting emotional impact because the student is constantly worried about their family and their own well-being.

There is training available for faculty and staff to become an Undocumented Student Ally.

Immigration also creates a financial burden for students and families; legal fees and representation are expensive and many times unplanned. Application and consultation fees can range from hundreds to thousands of dollars. If everyone in the household does not have a work permit, the student may be in the position of working multiple jobs to cover household expenses. Moreover, if a student or a family member is detained, federal and legal representation fees will apply without warning and can easily exceed thousands of dollars. Students who are DACA are often the most legally protected person in their households, and this creates many responsibilities that would not be common for a typical college student. These additional burdens interfere with their ability to pay tuition, attend classes and perform to their highest potential.

Resources for faculty/staff

Throughout the semester, lectures and events are hosted by Undocumented Student Services to help the campus community understand the impact that being undocumented has on students. These events will be marketed widely, and individuals can choose to receive email updates on immigration policy and campus events from Undocumented Student Services. Faculty and staff who are interested in serving their students in a more direct way can join the Undocumented Student Ally Program. The coordinator for Underrepresented Student Initiatives provides three levels of training throughout the year. The bronze, silver and gold levels allow individuals to choose their level of activity and insight into the immigration issue.

www.csuci.edu/roi/undocumented-student-services.htm

(Thanks to Martha Zavala Perez, M.S., Coordinator of Underrepresented Student Initiatives, for providing information in this section).

Key resources

Martha Zavala Perez, M.S.
Coordinator of Underrepresented Student Initiatives
Undocumented Student Services
Office Location: Bell Tower 1481
805-437-3667
martha.zavala@csuci.edu

Counseling and Psychological Services
Office Location: Bell Tower East 1867
805-437-2088
caps@csuci.edu

El Concilio Family Services
301 South C. Street Oxnard, CA 93030
805-486-9777
www.elconciliofs.org

It's important to recognize that every student will have a different level of functioning.

Understanding and supporting students with a disability

The efforts of the University to ensure that students with disabilities have equal opportunity are mandated by federal and state law. Just as important, CSUCI values our community of persons with disabilities and recognizes that we are greatly enriched by the diversity they bring to the community.

The broad category of disability encompasses a wide range of conditions including sensory, cognitive, physical, psychological, and medical conditions. It is important to recognize that every student with a disability will have a different level of functioning even within the same disability category. The ability to compensate for the disability will vary from one student to another and within the same student during their time at CSUCI.

Students with disabilities entering CSUCI were admitted using the same rigorous admissions standards as their peers without disabilities. Disability Accommodations and Support Services (DAAS) is designated by the University to obtain, review and maintain records of the student's disability as they pertain to classroom accommodations. DAAS offers accommodations and resources for students who choose to identify their disability to the University. While at CSUCI, reasonable accommodations are provided to mitigate the limitations caused by the condition to ensure equal access while maintaining academic standards.

In order to meet the University's compliance mandate, faculty need to be aware of the student's legal right to accommodations and their own responsibility to assist with providing accommodations. Faculty notification letters are delivered via email verifying that the student is registered with DAAS and qualifies for accommodations; the letters also provide faculty with a list of approved classroom accommodations. Concerns regarding approved accommodations are to be directed to DAAS, not the student.

Students are often concerned that instructors will view accommodations as an advantage rather than as a modification made to address a limitation caused by a disability. An instructor can help normalize the accommodation process by inviting students with disabilities to meet privately, such as during office hours, to discuss accommodations, and by including a statement in the course syllabus that encourages students to contact DAAS and request accommodations early in the semester.

For example, a syllabus statement might include the following:

> Disability Policy: If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need: www.csuci.edu/dass/students/apply-for-services.htm. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Information about a student's disability must remain confidential and be shared only for the purpose of providing accommodations. Any information a student shares with faculty regarding a disability is highly confidential and needs to be treated as such. Under no circumstances should a student's disability be discussed in front of the class or in the presence of other students.

Universal Design in Instruction (UDI)

UDI is an approach to teaching that incorporates inclusive instructional strategies in course design and delivery to benefit the broadest range of learners, including students with disabilities, thus minimizing the need for individual accommodations.

If you want to incorporate UDI into your teaching, think of three principles:

- Multiple means of representation: For example, use captioned videos to give access not only to students who are deaf or hard of hearing, but also to those for whom English is not the first language. Other examples: provide PowerPoint slides with visuals or graphs, videotape lectures, and provide written announcements on CI Learn or Canvas to complement verbal statements in class.
- Different means of expressing demonstration of knowledge: for example, use online written discussion platforms for students to demonstrate knowledge and participate in a way they may be reluctant to do verbally. Conversely, in-person discussions provide participation options for students who may struggle more with writing. Having both options reaches more students.

Universal Design Instruction gives all students the opportunity to learn in ways best suited for their needs.

- Different means of engaging with the course material: For example, offer some variety in course assignments, such as a balance between individual and collaborative work, so students build on their strengths while being exposed to different ways of working.

> "I've noticed that graduate students in my Ed Leadership classes print out the PowerPoint slides, which I post before each session, and follow them in class…this tells me that UDI helps even advanced students."
>
> –Tiina Itkonen, Associate Professor of Education and Political Science

Students with disabilities often use assistive technology, which includes course materials provided in Braille or electronic format, screen readers and enlargers, and magnifiers that enlarge print information on a blackboard. Course websites and instructional tools like Blackboard can link students to the professor and class with minimal physical effort and allow materials to be prepared for document conversion well in advance. Technology that has not been designed with features of accessibility can become a significant barrier in the course. Videos without captioning, documents that cannot be read by screen readers, or graphics without descriptions may exclude a student or force the student to use an aide. Having to rely on an assistant greatly minimizes the student's independence and equal opportunity.

(Thanks to Tiina Itkonen, Associate Professor of Education and Political Science, for updating the UDI information in this section).

Resources:

The Disability Studies Reader (2nd Edition). Davis, Lennard J. (Editor). 2006.
Dyslexia at College (Third Edition). Du Pre, Liz, Dorthy Gilroy, and Tim Miles. 2008.
Dyslexia—Surviving and Succeeding at College. Moody, Sylvia. 2007.
National Center on Universal Design for Learning. 2014. www.udlcenter.org/implementation/examples

Understanding and supporting students with medical/health conditions

Despite the fact that most college students arrive on campus as healthy young adults, an increasing number of students come to CSUCI with an existing history of health circumstances that may follow them throughout their time on campus. Others will develop significant illnesses or conditions while they are here. These health issues may be chronic, acute, or recurring, and individuals' responses may vary tremendously. What may be a completely manageable situation for one student may pose significant challenge or chaos for another.

Regardless of the nature of the illness or condition, it may cause disruption in the student's academic life. Something as common as an intestinal bug or seasonal flu can zap a student's energy for a week or more. Other conditions, such as diabetes, migraines, mononucleosis, pregnancy, or an eating disorder, may require a much longer adjustment, support, or accommodation.

Faculty members and advisors will vary in their approach to talking with students about physical or mental health concerns, just as students will vary in their degree of openness about their health. It is important for all to understand that the student has a right to keep health information confidential and should never be asked to provide specific diagnostic or treatment information, or a medical excuse from a health care provider (see "Medical/ Health Excuses" in the following section).

Missing classes, exams, and deadlines, while sometimes a symptom of poor prioritization or organization, also can be a sign of a serious health-related problem. Some faculty members understandably want someone else to distinguish a legitimate concern from a dishonest excuse. Unfortunately, shifting this to a health care provider damages patient confidentiality, reinforces inappropriate use of medical resources, and penalizes students who manage their illness through self-care. It also undermines the University's expectations of student academic integrity.

When illness (or claims of illness) interferes with academics, a faculty member can express caring or unease, make referrals to advisors or services, or help a student assess their ability to follow through on academic commitments within a given time-frame. While meeting expectations is likely to be important (to

Student Health Services does not provide medical excuses. Students are referred to DASS for the appropriate accommodations for their specific situation.

both student and professor), providing flexibility where possible, and when fair to other students, will go a long way toward relieving pressure on the student. Flexibility may even assist students in healing/recovering more quickly, because it can lift a stressful burden.

If a student has not been seen by a health care provider and medical attention seems appropriate, encourage them to make an appointment with their provider or with Student Health Services (SHS) by calling 805-437-8828. Information about SHS hours, services, and resources is available at www.csuci.edu/studenthealth.

Handling medical/health excuses

Student Health Services does not provide medical excuses for students who have missed classes, exams, or due dates, nor do they share patient information with faculty. This longstanding policy is consistent with the recommendations of the American College Health Association and resembles those of most other major universities.

When a student is hospitalized or suffers a major illness or injury, the student needs to register with Disability Accommodations and Support Services to request academic accommodations. Students can also contact the Dean of their School to help coordinate appropriate communication with the student's faculty members.

The reasons for this policy are several, including our commitment to patient confidentiality, our role in educating students about appropriate use of health care, and our own finite resources. Students and faculty should resolve concerns that arise when illness interferes with academics with appropriate honesty and trust.

If a student approaches you and requests an accommodation directly for an illness or injury, please refer them to Disability Accommodations and Support Services (DAAS) so that they may be assisted in the official manner that is required by the University. **Please do not agree to any other accommodations to your class that have not been arranged by DAAS and confirmed in the Faculty Notification Letter.**

Chapter 5: Students in Crisis

Both CSUCI and national survey results indicate that significant numbers of our student population have or will experience a crisis serious enough to disrupt their ability to progress in their learning and impede coursework. For some, a crisis may be serious enough to threaten their safety or the safety of others.

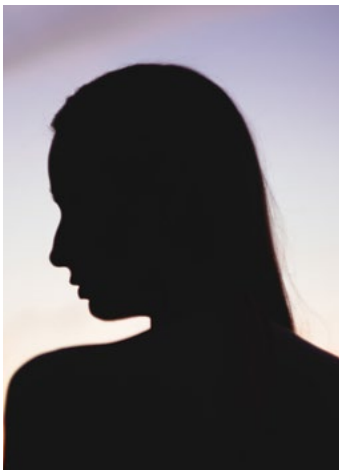
In this section, we identify several crisis-related or traumatic situations that students may report, either directly or indirectly. For each, we provide campus resources and advice on responding to the student appropriately, as well as suggestions for outside resources to further your knowledge.

> "At CSUCI, I frequently have students who are facing big challenges – economic, family, medical, housing, and others. In the past, I have hesitated to reach out to students in those situations because, quite literally, there was very little useful that I could offer them beyond a sympathetic ear. My interactions with the CARE Team this past year has completely changed that equation, because they have a whole range of coordinated services that they can make available to students."
>
> –Dennis Downey, Faculty in Sociology

Students who are contemplating suicide

The Center for Disease Control reports that suicide is the second leading cause of death among college students, killing more young people between the ages of 15 and 24 than all physical illnesses combined. Suicide attempts are often triggered by losses of important relationships or disappointments related to the hopes and expectations of the students, their families, or their communities.

Suicidal behavioral states are time limited. Suicidal thoughts occur when a path leading to a tolerable existence appears impossible. During the crisis, a person's coping mechanisms are suspended. The rise in energy during the crisis, although signified by emotional turmoil, also can lead to the information, insight, and motivation necessary to resolve the conflict.



Pay attention to the warning signs and what a student is saying as they reach out to you. If you are concerned for a student's safety, contact the police immediately.

Some students who contemplate killing themselves have a mental illness and some do not. A percentage of suicides and attempts are impulsive. Students who are vulnerable to suicidal states may be more at risk during college. Away from home, isolated from familiar support systems, and experiencing pressure to perform, these students may become overwhelmed and begin to feel hopeless about their present situation or future. Major mental illnesses can also manifest during a person's early 20s; a student who is unaware of the cause of their new-found symptoms may turn to suicide as a way to end the confusion and pain.

Risk of suicide increases if a student is ruminating about suicide and becoming increasingly isolated. Individuals are more at risk for suicide if there is a history of suicidality or major depression in their family or if they have had previous attempts. They are also more likely to act on their hopeless feelings while under the influence of alcohol or drugs.

Those who have a specific plan for suicide are considered an immediate risk. A suicide note, email, video, or web page (e.g., on social media) should be considered very urgent and worrisome, spurring faculty, staff, or students to make an immediate referral.

Warning signs for suicide may include:

- Stress due to loss, illness, financial instability, academic difficulty;
- Loss of interest in academics, missing class or assignments, failing exams;
- Inability to concentrate;
- Isolation, withdrawal from others and their support;
- Deterioration in hygiene or changes in eating or sleeping habits;
- Presence of a plan to harm self;
- Specific means available to carry out the plan.

People who contemplate suicide are often ambivalent about killing themselves and are often willing to get help through counseling when a faculty or staff member facilitates the process for them. Cryptic or indirect messages left by students should not be ignored. Students who are severely depressed may not have the emotional energy to seek help, and may resort to cryptic messages to reach out, such as, "I won't be bothering you much longer," "It'll all soon be over," or "Time is running out."

Students who are feeling suicidal are often relieved when someone finally asks them, "Are you thinking of killing yourself?" They no longer have to struggle with their feelings alone. Asking them if they are suicidal will not "put the thought" into their head.

> "If you're wrong—if you reach out to a student who is actually fine—at worst you make a student a little self-conscious for a bit (why did Dr. X think I was in distress?). If you're right, you could save someone. To me, it's hard not to intervene under those circumstances."
>
> –Jared Barton, Faculty in Economics

Students who are suicidal are helped by counseling and sometimes medication. Some may be hospitalized for a short time to enable medications to take effect, to ensure their safety in the short run, and to help them connect with resources to deal with the issues they face.

If you are concerned about immediate threats to the student's safety, call the University Police Department at 805-437-8444 or call 911.

If you are concerned about a student who may be starting to think about suicide, but you do not feel that there is an immediate threat to safety, walk the student over to the Counseling and Psychological Services office in at Bell Tower East 1867, calling on the way to alert office staff (805-437-2088). If you reach the voice mail, select option 1 to access 24/7 phone counseling. If you are unable to ensure that the student obtains support from CAPS, file a CARE Report by filling out the form.

More detailed information on recognizing signs of concern and making referrals can be found in Chapters 1 and 2 of this handbook.

Resources:

"Night Falls Fast: Understanding Suicide" Jamison, Kay Redfield. 1999.

"After Suicide Loss: Coping with Your Grief" Baugher, Bob and Jack Jordan. 2002.

American Association of Suicidology

Students who are experiencing a family crisis

Studying far away from family or other primary support unit can be stressful, and is compounded when a family encounters a crisis. Crises can include divorce, death, the loss of a job, financial hardship, physical and mental illness, legal trouble, or anything that disrupts a family's normal functioning. Academic performance can easily suffer when a student's attention is divided between responsibilities to family and school.

Many cultures define "family" more broadly than one's immediate blood relatives. Some families require older children to take on some of the financial and decision-making responsibilities. Students may act as caregivers for siblings in the United States while their parents are back home, while others may be responsible for literacy support, such as translation during medical appointments, for non-English–speaking parents or grandparents who live in the United States. These expectations make an unexpected family crisis especially difficult to manage alongside academic responsibilities.

> "If you are not sure, it is always better to say something because if a student is not troubled, they will be sure to let you know."
>
> –Talar Touloumdjian, Disability Accommodations & Support Services

Faculty and staff can support students who are experiencing a family crisis by offering flexibility on deadlines and other expectations, within reason. Students whose academic performance is affected by outside stress should be referred to the Academic Advising Center and to the Counseling and Psychological Services (CAPS) office for additional support. The Appendix to this handbook has phone numbers and locations for many campus resources. Faculty members can also consult with their Program Chair for additional guidance.

Resources:
"Coping with Grief and Loss: A Guide to Healing. Harvard Medical School" 2003.
"The Burden of Sympathy: How Families Cope with Mental Illness" Karp, David A. 2001.
Managing your distress in the aftermath of a shooting Spanish
Natural Grief Responses
Grief Actively Moving Forward
Resilience
Coping with Trauma
Guide to Trauma
Title IX Rights and Options

Students who are abusing substances

Students who abuse alcohol or other drugs cause significant problems for themselves and those around them. Alcohol is the most commonly used substance among CSUCI students and accounts for the majority of substance-related problems on campus. The level of alcohol and other drug use at CSUCI is similar to the national average. Random sample surveys of CSUCI undergraduates have found that in a 30-day period, three-quarters of students reported having consumed alcohol and two in ten report using marijuana.

Although use of prescription stimulants (such as Adderall or Ritalin) is frequently written about in the popular press, only 3 percent of CSUCI undergraduates report using those without a prescription in the past month. Students who do abuse prescription stimulants are significantly more likely to also abuse alcohol and other drugs.

Research finds that 31 percent of undergraduates can be defined as meeting the criteria for substance abuse and 6 percent meet the criteria for dependency. While the level of abuse drops among graduate students, the rate of dependency does not.

Although faculty members may not always be sure of the cause, the impact of students' substance use may show in decreased academic performance: irregular attendance, missed assignments, uneven class participation, and poor performance on papers, projects, and exams. Similarly, staff who supervise students may observe decreased or irregular performance and may suspect substance abuse. Students might not make the connection between substance use and behavior, even if directly confronted. This is further complicated by

Faculty and staff who express their concerns for a student can have a profound and positive impact on the student.

the fact that substance problems often co-occur with other mental health conditions such as clinical depression, eating disorders, and attention deficit/hyperactivity disorder.

Health care providers at Student Health Services have found that a faculty or staff member expressing concern for a student, regardless of the cause of the problem, can have a profound and positive impact on the student. It may serve as the catalyst for a student accessing help or recognizing that they need a higher level of care.

> "Having a private conversation with the student about appropriate behavior is best, so as not to embarrass the student or elevate the situation in front of others."
>
> –Carissa Romero, Coordinator for Student Academic Success Services, Learning Resource Center and STEM Center

Talking with a student about substance abuse

Research regarding brief interventions indicates several effective strategies for initiating a conversation (with students, co-workers, family, or friends). Below are some strategies that can be effective, even when the cause of the problem is not known:

- Ask if the student is willing to talk.
- Share your specific concern and ask permission to talk more: "I noticed that . . . I wonder if we could talk about . . ."
- Ask permission to talk about the topic and explore the student's concern with open-ended questions: "Would it be okay if we talked about…? What concerns do you have about...?"
- Provide room for disagreement: "I may be wrong but ..." or "You may think this is crazy but ..."
- Provide advice and suggestions.

Suggest to the student that there may be a number of ways to pursue change with regard to the problem. Here again, it is helpful to ask permission before giving advice: "People have found a couple of different things to be helpful in situations like this. Would you be willing to talk about these strategies (resources)?"

When talking about other services, try to provide a menu of options so that the student has choices. For alcohol and other drug concerns, this menu may include talking with a CAPS clinician, attending self-help groups like AA, getting individual or group counseling, or working to make changes on their own. More information on referrals is available at the end of this section.

After providing a range of suggestions, ask for the student's opinion of these options: "What do you think? Which of these do you believe might be most helpful to you?"

Emphasize personal control: "Whatever you decide, it is ultimately up to you."

Close positively and with the door open for further conversation. Affirm the student for speaking honestly with you: "I really appreciate you talking with me."

Summarize a plan for change: "It sounds like you recognize that . . . specifically you plan to …"

Keep the door open: "I'd really like to hear how things are going with you. Would you feel comfortable checking back?"

Part of being supportive for a student is ensuring accountability for behavior and class assignments. In some ways, the effects of substance problems can be fleeting and not often remembered. A poor grade is a tangible reminder of the impact that substance use can have on a student's goals. In fact, it's not uncommon for students to resist accessing or engaging with services until they realize that their semester's grades are unsalvageable.

Finally, if you have ongoing concerns about the student's substance abuse, consider filing a CARE Report so that our cross-disciplinary team can make sure that someone reaches out to the student as soon as possible.

Referrals

Counseling and Psychological Services (CAPS)
805-437-2088
Bell Tower East 1867
www.csuci.edu/caps

Campus Assessment, Response and Evaluation (CARE) Team
For a consultation prior to referring the student, call 805-437-8512.
To file a CARE report: www.tinyurl.com/CICAREReportForm

Student Health Services (SHS)
805-437-8828
Yuba Hall behind Sage Hall

Resources:
National Institute on Drug Abuse
Ventura County Alcohol and Drug Program
Alcoholics Anonymous
Marijuana Anonymous
Tobacco Use and Mental Health
Addiction Resource
American Society of Addiction Medicine

Students dealing with incident(s) of sexual misconduct, including rape, dating/domestic violence and/or repeated contacts that may constitute stalking

Sexual misconduct, including rape

National studies from college campuses across the country report that approximately 20–25 percent of college women will experience an attempted or completed sexual assault by the time they graduate from college. In these situations, the perpetrator is most likely to be someone known to the victim, such as a fellow student, someone with a romantic interest or a friend. Ninety percent of sexual assault victims on campus are women violated by men. Men who are sexually assaulted are most often victimized by other men who they know.

Assault, harassment and stalking can have severe and detrimental effects to a student's health, wellbeing and academic success.

The trauma of sexual assault can affect students in many ways, including difficulties with concentration and study, emotional flashbacks, feelings of powerlessness or lack of control, bouts of sadness, insomnia, or nightmares.

It is not uncommon for victims to remain silent about sexual assault, often hoping that the emotional pain will just go away and hoping that if they don't tell anyone, "it didn't happen." Most do not seek criminal or judicial action, fearing that they will be condemned for behaviors such as drinking or drug use or their judgments will be criticized. Too many victims' accounts are questioned or not believed, which contributes to the silence that victims endure.

Stalking

Some students may be affected by a potentially long-term crisis situation: unwanted intrusive contact by a former romantic or intimate partner, including an ex-boyfriend or girlfriend, or someone who targets them for attention in an obsessive manner. This person may follow the student (openly or in secret), wait for them to arrive home, make inappropriate phone calls, persistently makes contact either directly or through friends of the victim, and communicate with increasing frequency and intensity. In some cases, the behaviors can include threats, intimidation, and frightening intrusions on a student's privacy.

Although students often do not report this type of behavior, hoping it will go away, it can have serious consequences for the victim. Stalking victims often become distracted, anxious, tense, sensitive, and jumpy, and the uncertainty of when or where the perpetrator may strike next can lead to tremendous fear.

It is important to articulate that any harassing or violent behavior directed at the student is not the student's fault nor is it acceptable in our community.

Domestic or dating violence

U.S. Department of Justice statistics indicate that approximately 20 percent of homicides are committed within families or within intimate relationships, and one out of three female homicide victims is killed by an intimate partner in this country. Furthermore, approximately 28 percent of violent crimes against females are committed by husbands or boyfriends. Finally, approximately 50 percent of domestic violence occurs between married partners and 25 percent between non-married partners living together, both involving mainly male assailants and female victims.

Unlike in many other situations of criminal behavior, people subjected to domestic violence do not usually suffer a sudden and unpredictable threat to their safety or lives. More often, domestic violence involves years of personal stress and trauma, and possible physical injury. Victims of domestic violence will sometimes display particular behaviors or attitudes that, in their specific circumstances, may make us feel unsure about how we should offer to help. But, you should bear in mind that victims of domestic or dating violence are very resilient and capable, and have frequently endured a cycle of violence or psychological attacks for a prolonged period of time, all the while balancing their life at school. Their reactions to their experiences tend to be typical human reactions in the face of abuse and complex emotions, including issues with finances, love and attachment to the abuser, and/or children.

Responding to students who report involvement with any incidences of sexual misconduct, dating or domestic violence or stalking:

If a student tells you about any type of incident described in this section, it shows trust in you. Asking open-ended questions such as "How can I help?" or "What do you need?" will prevent you from asking intrusive or judgmental questions (e.g., "Why did you trust them?" or "Couldn't you scream?" or "Why didn't you say no?" or "Are you sure?") and convey a sense of support to the student. When you learn that a student you know has been sexually assaulted or is being abused or stalked, listen in a compassionate manner and offer to help support them in the way that feels best for them. It is important to articulate that any harassing or violent behavior directed at the student is not the student's fault nor is it acceptable in our community. Know that false reports about these types of incidents are statistically rare and it is not your responsibility to investigate whether an incident happened; always accept

the report without questioning its veracity and leave an investigation, should one occur, up to the personnel on our campus designated to perform in those relevant roles.

You should strongly encourage the student to directly contact the University Title IX & Inclusion office (805-437-3608) or the University Police Department (805-437-8444) for information about options (you also have a reporting obligation yourself; see page 37 for details). If the student indicates they are afraid for their safety under their current circumstances, urge them to consult with the University Police Department immediately. If they seem open to making a report, you may offer to walk them directly to the University Police Department in Placer Hall or to call 911 on their behalf. Otherwise, unless you determine an imminent threat of further harm to the reporting party or others is present, you should not call the police without the student's consent. The student should be given the opportunity to exercise as much autonomy over their decision making in seeking assistance in their own situation as possible.

Regardless of what the student decides to do, take a moment to go to the Title IX website and connect the student to a document called "Rights and Options" that provides a clear and detailed set of options for getting help in the situation, including evidence collection where applicable, as well as contact numbers for important on and off campus resources equipped with specific expertise to support victims of sexual misconduct, stalking, and dating or domestic violence. The list of resources includes those which provide access to local emergency shelters for victims of abuse and abbreviated exams and rape kits for people who are not ready to participate in the criminal process, but wish to preserve evidence in case they later decide they want to pursue making a report. You should also offer to call the Campus Crisis Advocate, or CSUCI's 24/7 Hotline for Victims of Sexual Assault, Dating or Domestic Violence or Stalking, as both these completely confidential resources can connect a student with external resources the most expeditiously and have expertise about the community resources that our internal resources may not.

Printing a hard copy of the Rights and Options document (or having a spare one on hand in your office or classroom) is ideal so the student does not have to wait to receive it. While the student may not choose to read the document in the moment you provide it to them, always remember that major decisions,

including the decision whether to make a report to law enforcement or use services in the Title IX & Inclusion office, are ideally made when a person is not in crisis. The student may need some time to process all of their rights and options before they decide which direction they'd like to go in getting resolution, assuming they want to seek out anything at all.

Even if the student decides they do not wish to make a report, you have a reporting obligation you should share with the student at the earliest opportunity where you are still able to remain sensitive to the situation and listen. As you may be aware, nearly all University employees (with our CAPS counselors being the only exception) have an obligation to file a Title IX & Inclusion report when they receive a disclosure from another student, employee or guest of a reportable incident. A report should be made on the Title IX & Inclusion form whenever a disclosure is made about domestic or dating violence, or stalking, involving any campus community members or about any incident which took place in our programs and activities. Where known, employees must include the names of the complaining party (person identified as being impacted by alleged policy violation) and the respondent party (person alleged to have violated the policy), any witnesses, and any other relevant information shared from the disclosure, including the date, time and specific location(s) of the stalking incident(s). You must make this official report even if the student elects to stop sharing information after you disclose you are a mandated reporter, and/or if the student chooses to seek confidential help only once the disclosure is made.

It is important that you let the student know that you want to support them in working through the crisis or situation of concern, but that you cannot guarantee confidentiality. That said, the student should be assured that the University will take all the steps it reasonably can to act in accordance with the student's wishes in responding to the situation. A common misconception is that the University can only offer investigations as a response or resolution to a student's report—the student should be advised that there are a host of other resources available as well and they will not be forced to participate in an investigation with the campus if they do not want to do so.

Any student involved in the above-described incidents may require time away from academics and/or the need to adjust their academic schedule or living accommodations on campus. While working with the student directly on appropriate adjustments in their academic, living or work environment is not discouraged, it is important to understand that the University strives to be consistent in providing accommodations for students making reports of these types of incidents, so the Title IX & Inclusion office should be consulted prior to making any arrangements with your student. If you feel the student's request for accommodations is not reasonable, you should contact the Title IX & Inclusion office to consult before rendering the decision to deny a request and/or communicating this to the student.

Resources:

"CSU Channel Islands Rights and Options for Victims of Sexual Misconduct, Domestic Violence, Dating Violence, or Stalking"

CSUCI Student Rights and Responsibilities: Sex Discrimination and Harassment (includes Flow Chart on Resources and Reporting Options for Victims of Sexual Misconduct, Domestic Violence, Dating Violence, or Stalking)

Rape, Abuse and Incest National Network, www.rainn.org

CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students

Mandatory Reporting Guide for Employees

Overview of Incident and Complaint Response

If faculty or staff become aware of a student experiencing sexual harassment, they should strongly encourage the student to contact the Title IX Office.

Students experiencing sexual harassment

Unfortunately, students or employees at any University campus may experience sexual harassment, which is defined under CSU policy as: Unwelcome verbal, nonverbal or physical conduct of a sexual nature that includes but is not limited to sexual advances, requests for sexual favors, and any other conduct of a sexual nature where:

1. Submission to, or rejection of, the conduct is explicitly or implicitly used as the basis for any decision affecting a Complainant's academic status or progress, or access to benefits and services, honors, programs, or activities available at or through the University; or
2. The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the Complainant, and is in fact considered by the Complainant, as limiting his or her ability to participate in or benefit from the services, activities or opportunities offered by the University; or
3. The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the Complainant, and is in fact considered by the Complainant, as creating an intimidating, hostile or offensive environment.

Correspondingly, in the CSU, consensual relationships are prohibited between any employee (including faculty) and any student over whom that employee exercises or influences direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority.

All sexual harassment constitutes a form of sex- and gender-based discrimination under Title IX of the Educational Amendments of 1972. See CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students (includes procedures for addressing reports).

Sexual harassment could include, but is not limited to, being forced to engage in unwanted sexual contact as a condition of membership in a student organization; being subjected to video exploitation or a campaign of sexually explicit graffiti; or frequently being exposed to unwanted images of a sexual nature in a classroom that are unrelated to the coursework. It also includes

repeated and/or persistent requests made to a student for a date or other intimate encounter, including requests for involvement in sexual acts; repeated attempts to communicate via phone, email, websites, over social media, or other methods of correspondence (and note that in some instances, such behavior may also qualify as "stalking" under University policy as described above); giving of gifts to demonstrate romantic interest or affection; displays of sexual material; and certain types of unwanted physical contact with the victim. Finally, sexual harassment also includes acts of verbal, non-verbal or physical aggression, intimidation or hostility based on gender or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Students can experience sexual harassment anywhere on campus, including in the classroom or other academic setting, University Housing, off-campus trips or service learning opportunities, or as student employees. Harassers can be of any identity and come from many backgrounds, and their targets can be members of the same or opposite sex. A one-time incident can be considered harassment, depending on the severity of the situation.

Students reporting sexual harassment may experience emotions such as shame, anger, fear, and denial and may display signs of distress. These students will benefit from a caring response that allows the student to feel they can regain some control in choosing what action to take to address what they have shared.

Faculty or staff members who become aware of a student who reports experiencing harassment are responsible employees under University policies and therefore, mandated reporters of any report that may constitute sexual harassment, as described above. Therefore, while the faculty or staff member receiving the disclosure should strongly encourage the student to directly contact the University Title IX and Inclusion Officer (805-437-3608) to receive information about resources available to the student to have the matter addressed and/or to seek support accommodations in their academic environment, faculty and staff have an affirmative duty to report this information even if the student does not wish to have the information shared. A report should be made on the Title IX & Inclusion form.

In response to the report, the University will offer to conduct an investigation as an option when it responds the information shared, but the student should be informed they can and should seek assistance from the University if desired, including the Title IX & Inclusion office, regardless of their willingness to participate in such an inquiry (The extent of assistance the University can provide may be impacted by the student's willingness to cooperate, but the Title IX & Inclusion office will make that assessment upon receipt of the report). As with reports of interpersonal violence or stalking, it is important that you let the student know that you want to support them in working through the crisis or situation of concern, but that you cannot guarantee confidentiality in making your mandated report to the University (if confidentiality is something they desire). That said, the student should be assured that the University will take all the steps it reasonably can to act in accordance with the student's wishes in responding to the situation. Refer to CSU's Policy CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students, which includes a description of the procedures available to the student to seek support for the situation, including accessing educational accommodations, no contact orders or an investigation into what occurred.

If the student feels unsafe at any time, refer them to the University Police Department at 805-437-8444, or call 911 for emergencies. In some cases, adjustments to the student's academic environment will be appropriate and/or necessary. Consult with the Title IX & Inclusion office in providing accommodations (and when you feel the request for accommodations may not be reasonable under the circumstances). All accommodations should be documented with the Title IX & Inclusion office to ensure consistency in similarly situated circumstances involving other impacted students.

Resources:
CSUCI Student Rights and Responsibilities: Sex Discrimination and Harassment (includes Flow Chart on Resources and Reporting Options for Victims of Sexual Misconduct, Domestic Violence, Dating Violence, or Stalking).
CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students

Students who are reporting a bias/hate crime or bias incident

A bias/hate crime is defined under the California Penal Code 422.55 as "a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) Disability; (2) Gender; (3) Nationality; (4) Race or ethnicity; (5) Religion; (6) Sexual orientation; or (7) Association with a person or group with one or more of these actual or perceived characteristics.

In addition, as part of our goal of establishing and sustaining an inclusive and welcoming climate grounded in equity and respect for all, CSUCI seeks to document all reported bias incidents, defined as acts of bigotry, harassment, intimidation, or other negative behaviors directed towards any person in the CSUCI community based on their age, color, creed, disability, ethnicity, gender, gender identity or expression, marital status, national origin, race, religion, sexual orientation, and/or veteran status. While all bias incidents have no place on our campus (or anywhere else), some conduct may also constitute acts of prohibited discrimination or harassment based on the protected statuses described herein, as defined under See CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students (includes procedures for addressing reports and/or complaints).

If you become aware that a student has experienced a bias incident or bias/hate crime, recognize that the student may be experiencing a wide range of emotions including fear, shame, anger, and denial. The student will benefit from a caring response that allows them to feel some level of control in choosing the action that they believe will best allow them to process and address the incident.

If the incident the student has shared with you appears to constitute a criminal act, you should advise the student to immediately contact the University Police Department at 805-437-8444 (911 for emergencies) so that the matter can be addressed by law enforcement. You may also offer to contact the police on the student's behalf, but if the student does not give you consent to do so and you do not believe there is an imminent threat to the safety of the reporting student or others, you should consult with the police on how to best fulfill

any reporting obligations you may have as a campus security authority (CSA) under the Clery Act and related laws without compromising the privacy of the reporting student. See CSU Executive Order 1107 for more information.

If you are made aware of a bias incident, you must fill out a Title IX & Inclusion report so that the University can ensure all applicable resources are made available and any ongoing patterns or trends related to such incidents can be determined and addressed within the campus community. A student reporting involvement in a bias incident, including a hate crime, may also benefit from counseling; you can suggest that they contact Counseling and Psychological Services (CAPS) at 805-437-2088 or even walk them over to the CAPS office in Bell Tower East 1867, calling on the way.

In response to your report to Title IX & Inclusion, the University may offer to conduct an investigation as an option when it responds to a report. However, the student should be informed they can and should seek assistance from the University if desired, including the Title IX & Inclusion office, regardless of their willingness to participate in such an inquiry (The extent of assistance the University can provide may be impacted by the student's willingness to cooperate, but the Title IX & Inclusion office will make that assessment upon receipt of the report). As with situations of interpersonal violence or stalking, it is important that you let the student know that you want to support them in working through the crisis or situation of concern, but that you cannot guarantee confidentiality in making your mandated report to the University (if confidentiality is something they desire). That said, the student should be assured that the University will take all the steps it reasonably can to act in accordance with the student's wishes in responding to the situation. Refer to CSU's Policy CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students, which includes a description of the procedures available to the student to seek support for the situation, including accessing educational accommodations, no contact orders or an investigation into what occurred.

If the student feels unsafe at any time, refer them to the University Police Department at 805-437-8444, or call 911 for emergencies. In some cases, adjustments to the student's academic environment will be appropriate and/or necessary. Consult with the Title IX & Inclusion office in providing accommodations (and when you feel the request for accommodations may not be reasonable under the circumstances). All accommodations should be documented with the Title IX & Inclusion office to ensure consistency in similarly situated circumstances involving other impacted students.

Resources

10 Ways to Fight Hate: A Community Response Guide

CSU Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Students

Students who are reporting hazing

Students attending CSUCI have the opportunity to join a range of student clubs and organizations, including athletic teams, social fraternities or sororities, affinity groups, public service organizations, and others. Many of our students belong to some form of student organization or extracurricular group.

By and large, these groups provide positive out-of-the-classroom learning experiences, and in many cases are important platforms for social, cultural, and interpersonal support. Entry into some of these groups may involve formal or informal initiation practices, which may not be harmful to a student's academic experience, although pledging is not allowed at CSUCI. When these practices become hazing, they are detrimental—and prohibited by University policy.

CSUCI's Guidelines for Clubs and Organizations defines hazing as "doing, requiring or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation or continued membership or participation in any group that causes or creates a substantial risk of causing mental or physical harm or humiliation. Such acts may include, but are not limited to, the use of alcohol, creation of excessive fatigue, and paddling, punching or kicking in any form."

Individuals found in violation may be subject to "disciplinary proceedings against the involved students and club/organization and subject the students to the penalty of expulsion, suspension, restitution, probation, censure, warning, or admonition" by the Dean of Students' Office.

If you become aware of hazing, you are encouraged to report it directly to the Dean of Students office at 805-437-8512. CSUCI's Student Conduct Code notes that students may be in violation of the hazing policy even if the victims provided consent, and even if students did not actively participate in the activity. Students, faculty, or staff who observe an incident that appears to be hazing should call the University Police Department immediately.

Chapter 6:
Students with Academic Concerns

CSUCI faculty and staff may encounter students who have concerns related to their academic life on campus, such as difficulty maintaining GPA, uncertainty about their choice of major, or questions about their future career or choice of graduate school. This chapter addresses these issues as well as suggestions for how to handle disturbing writing or artwork in classes or the workplace.

Students who are struggling academically are often trying to balance heavy work and life responsibilities.

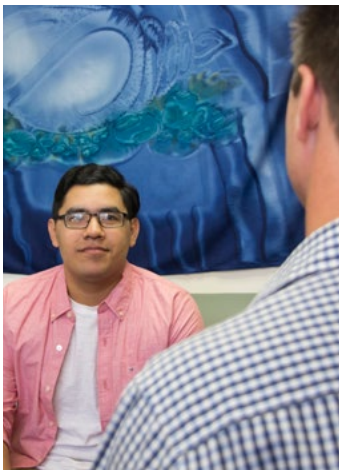
The student who is struggling academically

CSUCI students bring a diversity of backgrounds, skills and knowledge, and life experiences to our campus. We know them to be motivated and resilient, despite challenges they may have faced in their lives. Nonetheless, some of them will struggle at CSUCI, academically and personally. Although each individual experience is unique, our statistics at large do show some trends that can influence academic success: almost three-quarters commute to campus, over half (54%) are the first-generation in their families to go to college, and 83% receive financial aid.

When students have trouble succeeding at CSUCI, it is sometimes difficult to assess the source. They may have learning issues such as gaps in foundational knowledge or a need for help with study skills or time management. Often, the struggle to keep up with coursework is less about the ability to achieve in the course and more about heavy work/life responsibilities, such as caring for family members or working full time to pay for school. Students who have not yet acclimated to CSUCI risk feelings of alienation or other emotional issues, which can lead to substance abuse, depression, or even suicidal thoughts.

Students' reactions to lack of success in a course vary widely. Some will withdraw into silence. Some will explicitly ask faculty what they need to do to attain a certain grade. Others may complain that a poor grade will ruin their lives, while some will seek out resources and doggedly persevere. No matter their response, it is vital that faculty give students the grades they earn. Maintaining academic standards is critical for your sake, for the sake of the students, and for the sake of the University.

CSUCI has an Academic Advising Center to support students through academic difficulty. Students who fall below a 2.0 are put on academic



There are many avenues students can pursue for advice; showing them where they can go is an important first step as they enter the University.

probation, monitored by the center, and provided targeted resources. However, if a student insists that a D will ruin their life, refer the student to the Academic Advising Center for clarification regarding their academic status. For an appointment, students can call 805-437-8571 or stop by the office in Bell Tower 1595.

You can also refer students who appear overly anxious about grades to Counseling and Psychological Services (CAPS) for more general help with stress and adjustment issues. Faculty and staff will often walk a distressed student directly over to the CAPS office at Bell Tower East 1867, calling on the way to alert office staff (805-437-2088). Once the CAPS staff have been informed about a particular student's difficulties, they will be able to check whether the student has broader problems or whether the difficulty is isolated (not all students, after all, will succeed in every subject).

The student who is seeking direction on a major, career, or graduate school

Choosing a major

Most students come to CSUCI with fairly clear ideas about which major(s) they will pursue. Once they start exploring the breadth of programs available at CSUCI, they often discover exciting options they had never considered. Some end up adding a major or minor to their original plan, but some may completely change their academic direction.

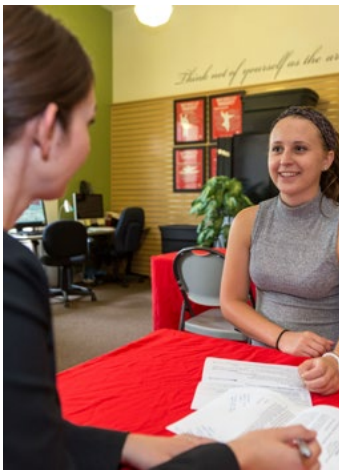
At CSUCI all major advising is done by faculty advisors. Each program has at least one faculty member assigned to be an advisor for students in that major or minor. Students wishing to change majors or to add a minor should contact the faculty advisor in that program.

In 2016, about 13% of entering students were undeclared. For those students or others who are wavering about what major to pursue, the Academic Advising Center is well positioned to provide guidance. The academic advising staff also has experience in supporting students through related issues, such as dealing with families who may disapprove of the student's decision to change majors.

Deciding on a career

Many students enter CSUCI uncertain about their career direction and greatly benefit from early engagement in career exploration. Career Development Services provides a range of career counseling services to help students to identify career interests, conduct occupational exploration, design a career plan, and gain valuable hands-on, career-related experience in preparation for success post-graduation.

As students approach graduation, they may experience a sense of fear or anxiety about the prospect of leaving school and securing a career position or selecting a graduate school, especially when the economic climate adds to the uncertainty. Encouraging CSUCI students to visit CSUCI Career Development Services (Bell Tower 1548) early and frequently during their academic career will aid in their workforce preparation.



It's important to remember the value of collaboration across divisions. The benefits of faculty and staff sharing each other's resources is invaluable to a holistic student experience.

Internship opportunities

In CSUCI's 2015 first-destination survey, students who utilized career development services were twice as likely to have completed an internship while on campus. Internships are a critical benchmark of workforce readiness and key recruitment strategy for employers; they can also provide students with real world experience to gain relevant knowledge and transferable skills required to enter the working world. Students can explore a variety of internships including:

- Paid internships - A paid internship is arranged between the intern and employer. The pay may be in the form of an hourly wage or salary. The intern and employer negotiate the pay and terms of agreement for this type of internship.
- Academic credit internships - An academic credit internship is arranged between the intern, employer and sponsoring faculty. The prospective intern must take the initiative to prepare the Self-Selected Internship Placement Site Agreement and any additional documents necessary for academic credit. Academic credit for internships is available only as arranged on an individual basis by students and their academic department.

The National Association of Colleges and Employers reported that employers made full-time offers to 64% of their interns and 52% of graduates who received job offers prior to graduation held internships (NACE, 2014).

There are several resources for our students looking to further their education by pursuing graduate school.

Given that completing a career-related internship is a critical component of workforce preparation, whatever you can do to support and educate students to understand the value of an internship experience provides a key opportunity for CSUCI as a campus.

Job listings

A large majority of CSUCI students work while completing their degree; in our 2015 survey, among the 76% of students who didn't complete an internship, 40% indicated they were too busy to complete an internship because they were already working.

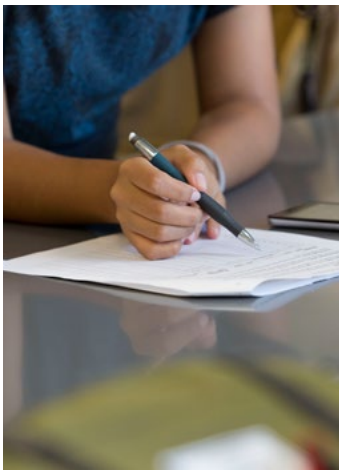
For students who may inquire with you about employment opportunities or who may confide that they have recently lost a job, a good starting point is the CSUCI Career Development Services Dolphin CareerLink system, which provides listings of full-time, part-time, internships, and on-campus positions by businesses, government agencies, nonprofit organizations, on-campus departments, and individuals who adhere to Equal Employment Opportunity guidelines.

Considering graduate school

As students move toward upper division work, they may begin considering graduate school. You can direct them to check out CSUCI Career Development Services, which offers a variety of resources including graduate school application advising and the Graduate School Bound Program to assist CSUCI students who are interested in graduate school exploration, decision-making, planning and the preparation process of applying to graduate school. This online program is intentionally designed to provide in-depth assistance with the graduate school planning process. The Graduate School Bound Program is a self-paced online format combined with weekly drop-in career counseling for further support.

Additionally, the Graduate Writing Studio (GWS) located in El Dorado Hall includes faculty writing instructors who are available to assist prospective graduate students with personal statements or letters of application for graduate program admission. The GWS is part of the Graduate Studies Center, dedicated to providing academic, professional and personal support services for post-baccalaureate students at CSUCI.

Finally, faculty members should not overlook the importance of sharing their own graduate school experiences and decision-making with students, as well as the valuable service they provide by mentoring students through undergraduate research projects, conference presentations, and other activities that will help them develop readiness for graduate school applications and experiences.



Disturbing writing or artistic work may indicate an unusual style, but paired with other behaviors it could indicate something more going on.

The student who Is producing disturbing writing or artistic work

While interacting with students in classes or in the workplace, faculty members, teaching assistants, and student supervisors may come across disturbing comments in the written work of students. Comments may include:

- Disclosure of personal trauma or abuse;
- References to suicidal thoughts or severe depression;
- Violent or morbid content that is disturbing or threatening;
- Sexual content that is disturbing or excessively graphic;
- Bizarre or incoherent content;
- Disclosure of severe problems with alcohol or drug abuse.

Such writing may simply indicate a dramatic or unusual style but may also suggest psychological or emotional problems or possible danger to self or others. It also may indicate a bid for attention or a cry for help.

The following guidelines may help determine whether there is reason for concern and how best to respond.

1. Decide how to respond

Consider the student's behavior in class or the workplace, and the broader context for the assignment, and decide whether that reinforces or decreases your concern. For example, writing about suicide is more concerning if the student appears sad, withdrawn, or angry.

Consult with your Program Chair, Dean, or Supervisor. Counseling and Psychological Services (CAPS) is also available for consultation (805-437-2088) to determine if referral, immediate intervention, or outreach to the student is indicated. The clinician may also provide suggestions about how to talk with the student.

2. Respond to the student

Acknowledge the content with comments like, “That must have been hard for you.”

Invite discussion with comments like, “Sounds like that was difficult for you—do you have someone to talk with about this?” or, “If you would like to talk about this, stop by after class or during office hours.” An email to the student is an excellent way to communicate your initial concerns and ask the student to come to talk with you.

However, if you feel threatened or uneasy, do not meet with the student alone. Consult your Chair or Dean, the University Police Department and/or Counseling and Psychological Services, and consider options to ensure safety. These might include holding the meeting in a more central location than your office or having another person sit in on the meeting with you.

During the meeting: share the writing that concerned you and ask the student, “Can you tell me more about this piece?” Follow-up questions might include asking about the inspiration for the work, to provide a context and see if the student has been influenced by similar writings (e.g., horror stories). Consider asking directly if the student is thinking about suicide or other destructive behavior.

Know your limits. Remember, your role is not a counselor or clinician. Even a brief acknowledgment or expression of concern can be very meaningful and helpful to a student; the conversation does not need to be lengthy.

After the meeting: If the discussion left you with lingering concerns about the student’s well-being or effect on others, file a CARE Report. Be sure to quote or attach the particular piece of writing with your report.

Resources:

Responding When a Life Depends on It: What to Write in the Margins When Students Self-disclose by Marilyn J. Valentino, Adapted from a brochure from U.C. Davis, Counseling and Psychological Services

Chapter 7:
Handling Classroom Disruptions

Classroom disruption by students is a rarity. Most cases of classroom disruption can be resolved by simply talking with the student about how their behavior may be construed as disruptive. However, it is important to set up preventative measures in your classroom. This section will address strategies to limit or prevent disruptions, appropriate responses to different levels of behaviors, and strategies for addressing disruptive behaviors when they occur. The last section addresses the need to keep notes on disruptions, so that you can provide a record of any situations that need additional support.

Faculty are encouraged to address low-level behaviors such as sleeping, staring, or interrupting.

Limiting or preventing disruptions from starting

Although not all disruptions can be prevented, some can be limited or stopped through explicit clarification of classroom expectations (For specific instructional strategies shared by faculty, see Chapter 9). Suggestions also focus on non-verbal or private corrections wherever possible rather than public criticism, which can exacerbate the problem. Here are several tested strategies:

- Clarify standards for the conduct of your class on the first day. For example, if you want students to raise their hands for permission to speak, say so and use reminders, as needed. Include your standards in the syllabus.
- If you believe inappropriate behavior is occurring, consider a general word of caution, rather than warning a particular student (e.g. "we have too many simultaneous conversations at the moment; let's all focus on the same topic").
- If the behavior is irritating, but not disruptive (for example: continuous tapping of a pen, or texting on a phone), you may be able to move closer to the student and make eye contact or a brief hand signal that stops the behavior immediately. Another option is to speak with the student after class. Most students are unaware of distracting habits or mannerisms and do not intend to be offensive or disruptive.
- There may be rare circumstances when it is necessary to speak to a student during class about their behavior. Try to do so in a firm and friendly manner, keep the comment brief and focused, and indicate that further discussion can occur after class. Avoid public arguments and harsh language.
- A student who persists in disrupting a class may be directed to leave the classroom for the remainder of the class period. Whenever possible, prior consultation should be undertaken with the Program Chair and Dean of Students office.

Appropriate responses to different levels of behaviors

Low level behaviors (annoying, rude, or minimally disruptive)

Faculty members have responsibility over classroom management. In each class, the faculty member and students have the right to a positive learning environment, one that promotes the free exchange of ideas and cultivates mutual tolerance. The learning of the whole class should not be jeopardized for the sake of a single student.

Consequently, faculty members have the right to temporarily dismiss a student from class when the student's behavior distracts or disrupts the other students' learning.

Faculty members typically handle low-level behaviors that might be considered annoying, rude, or minimally disruptive. These may include interrupting, refusing to participate, staring, sleeping, engaging in off task behaviors, and responding inappropriately during in-person or online communications. In these cases, talk with the student privately during the class, after class, or during office hours regarding the behavior. For online classes, you can schedule an online conversation via Zoom or request that the student make an in-person appointment.

For disruptive behaviors that continue to reoccur and where safety is not an issue, it's best to get help. Your Program Chair is a good initial source of feedback. You can also consult with staff in the Dean of Students office. In consultation with the Dean of Students office, staff members may provide you with advice and also may take appropriate actions, including a phone call or letter to the student with reference to the Student Conduct Code. The student may be required to meet with a staff member of the Dean of Students office prior to returning to the class. Depending on the situation, the student may be charged formally with a conduct violation and the situation may be addressed through the conduct process.

If you feel the student has violated the Student Conduct Code, you can complete the form for review of possible conduct violations.

Mid-level behaviors (disruptive)

Mid-level behaviors are considered to be disruptive to the classroom environment. This can include escalating or multiple low-level behaviors, distraction of other students, and a number of other disruptive behaviors that may not rise to the level of threats but that are preventing learning from occurring.

Typically with such behaviors it is recommended that you refer the student to the Dean of Students office. If the behavior happens in the middle of class and you do not have a way to resolve it easily, it is okay to take the student aside and request that they leave until a staff member in the Dean of Students office may meet with the student. Be sure to follow up with the Dean of Students office (805-437-8512) after you dismiss a student so staff may provide consultation to you and call the student in to discuss the behavioral issues.

In a few cases, even with mid-level behaviors, it is best to call the University Police Department at 805-437-8444 or 911. These include any type of perceived threat that also happens to be disruptive, includes destruction of property, or results in refusal to leave or cooperate. Additionally, if you are aware or suspect that a student is under the influence of drugs, contact the University Police Department because we want to make sure that person has a safe way to get home.

High-level behaviors (threatening or concerning)

High-level behaviors that you perceive as immediate threats to an individual or others should be referred to the University Police Department at 805-437-8444 or 911. For situations that result in you contacting the police, it is recommended that you dismiss the class or provide an extended class break until help arrives. Many campus phones have a panic button that can also be pressed. Examples of immediate threats may include: acts of physical aggression, threats of violence, expression of suicidal thoughts or plans, bizarre or erratic behavior, self-destructive behavior (cutting, burning, etc.), claiming possession of weapons, or other situations that create safety concerns.

High level behaviors that you perceive as concerning behavior but not an immediate threat should be referred to the CSUCI CARE Team. Examples of concerning behaviors may include: articulation of depression or hopelessness, lack of responsiveness/withdrawn, preoccupation with weapons or violence as

When addressing disruptions, be sure to document the event, especially if there are multiple instances.

a way to solve problems, expressions of anger/agitation/inability to cope with stress, appearing disconnected from reality, or excessive hygiene problems. If you are unsure what to do, and you have any potential concerns about safety for the student or others, trust your gut instinct and call the University Police Department.

For guidance on student writing, artistic expression or use of social media that causes concern (classroom activities, Facebook, Twitter, YouTube videos), see additional advice provided in Chapter 6; for information on crisis situations such as stalking or reports of sexual assault, see Chapter 5.

Strategies for addressing disruptive behaviors

At the beginning of the semester, it is a good practice in each class to consider identifying students who can assist you in an emergency situation. For example, one student can be designated to call the University Police Department while a second student is responsible for evacuating the class.

The following are strategies to help with addressing disruptive behaviors:

1. Give yourself permission to feel uncomfortable, uneasy, upset, or annoyed;
2. Process the situation;
3. Manage and address what you can;
4. Document, report, and get assistance for the rest (if necessary).

Give yourself permission to feel uncomfortable

In situations of discomfort, individuals react in a variety of ways. If you encounter an annoying/disruptive/threatening student, allow yourself a moment to feel discomfort. Note, it is common to want to ignore the behavior or pretend nothing is happening, hand it off to someone else, remove the student from class, or do nothing so as not to upset the student. However, by not addressing the situation it may result in escalating behaviors, loss of control over the class, loss of respect by other students towards you, or a personal reaction from you towards the student.

Processing the situation

When you recognize or observe one of the behaviors listed above, take a few seconds or minutes (depending on the situation) to process the situation you are in. Consider:

1. Is there a threat of possible violence?
2. Is there immediate or imminent danger?
3. Is there a weapon?
4. Can I resolve the situation?
   a. Can I manage it until I can get the support needed?
   b. What follow-up steps are needed?
5. If I ignore this, what may happen?
6. What information should I report and to whom?

In Sum: Manage/address what you can

When a situation does arise, your goal should be to stop the behavior to prevent escalation of further behaviors and to uphold the classroom boundaries that you set to benefit all students in the course.

Low-level situations

To manage or address low-level situations that cause disruptions but do not appear to be threats of violence, violations or situations of significant concern, consider the following:

- Communicate with the student about your concerns;
- Address the moment as best as possible (if you can);
- Determine the best way to communicate with the student about their behavior;
- Use clear communication to set up boundaries;
- Provide written follow-up to the student after you have addressed the concern ("Per our discussion, please refrain from making out of context comments in future classes. If these comments continue, I will be making a referral to the Dean of Students office for review of possible disruption to the classroom environment");
- Provide the student with an opportunity to comply with your request;
- If they do not comply, you may ask the student to leave the class temporarily and then discuss the situation with your Program Chair and/or a staff member of the Dean of Students office.

Mid-level to High-level situations

Resolve the most immediate concerns:

- Protect yourself and others;
- Relocate to an appropriate space or provide a classroom break;
- Get the individual to a place of support (for students of concern);
- Set immediate goals;
- Call the University Police Department;
- Be cautious of your body language, limitations, and tone of voice and consider what you can resolve;
- Speak in a flat and monotone voice, if possible.

Document, report, and get assistance

Following the incident, go to a secure location and document the incident. Be objective, detailed, and fact-based. The report should be written as if the student will read it. Visit the Student Conduct website for guidance on writing reports. The materials written about students may be subject to the Family Educational Rights Privacy Act (FERPA), so subsequently students may have a right to review the material. The report may be submitted to: www.tinyurl.com/CICAREReportForm. It is recommended that you maintain discretion and confidentiality and only discuss the incident with others on a "need to know" basis. Avoid speculation and stereotypes, opinions (i.e. "she's clearly got issues"), labels, and diagnoses (i.e. "I know Jon is a veteran and I think he has PTSD"). Include any or all of the following:

- Date(s) and location(s);
- Course name and number;
- Time of the class and incident;
- Previous incidents that have been addressed before;
- Student's response to prior conversations;
- Phrases you recall (Note: if a student is using profane language, write it out; this is not the time to censor what took place);
- Names of any witnesses and their contact information;
- Supplementary documents such as emails, phone records, assignments, etc.

In working at an institution of higher education, our student population represents a diverse microcosm of our society. This is one of the many joys in teaching at CSUCI—learning from the various experiences and backgrounds that students bring to the classroom. As indicated above, however, a handful of students may also present challenges as we learn to address their unique needs in attaining an education. Creating guidelines and structures within the classroom can assist the various populations that you may teach and provide a supportive environment for learning. See Chapter 9 for suggestions from CSUCI faculty on instructional techniques that can help institute a classroom community and may help limit or manage disruptions.

With that said, students may not significantly disrupt the educational environment, engage in threatening violence towards others, violate the Student Conduct Code, fail to comply with directions of University officials or violate the standards of the University.

(Thanks to Chelsee Bente, Student Conduct Administrator, for providing much of the content for this section).

FERPA

As you interact with campus resources in order to connect students with the help they need, you may have concerns about how much private information you are allowed to share, given the requirements of the Family Educational Rights and Privacy Act (FERPA). This section responds to these concerns by addressing some Frequently Asked Questions (FAQ) about FERPA.

Chapter 8:
FERPA Frequently Asked Questions

What does FERPA cover?

FERPA limits the disclosure of information from student "education records." Education records include virtually all records maintained by an educational institution, in any format, that identify a student on its face or from which a student's identity could be deduced from descriptive or other information contained in the record, either alone or in combination with other publicly available information.

May I disclose personal knowledge and impressions about a student, based on personal interactions?

Yes. FERPA applies only to information derived from student education records, and not to personal knowledge derived from direct, personal experience with a student.

For example, a faculty or staff member who personally observes a student engaging in erratic and threatening behavior is not prohibited by FERPA from disclosing that observation to other school officials who have "legitimate educational interests" in the information.

May information from a student's education records be disclosed to protect health or safety?

Yes. FERPA permits the disclosure of information from student education records to appropriate parties either inside or outside of CSUCI in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. For example, if a student sends an email to their resident advisor saying that they have just been diagnosed with a highly contagious disease such as measles, CSUCI could alert the student's roommates, and perhaps others with whom the student has come in close contact, to urge them to seek appropriate testing and medical care.

Safety concerns warranting disclosure could include a student's suicidal statements or ideations, unusually erratic and angry behaviors, or similar conduct that others would reasonably see as posing a risk of serious harm.

Can I contact a student's family member or off-campus resources if I am concerned that a student poses a threat?

If you are concerned that a student may engage in violent behavior toward self or others, and the threat appears to be imminent, you should contact the University Police Department at 805-437-8444, or dial 911. If you have a serious concern that is not immediate but necessitates follow-up beyond your capacity, please file a CARE report. The CARE Team will assess the situation and make an informed, collective decision for a course of action, which may include contacting a family member, an appropriate off-campus resource, or others.

For situations that are concerning but do not appear serious, you should consult with professionals on campus who may be able to identify resources for the student and provide information that could assist in deciding on an appropriate course of action. Appendix A of this handbook includes a detailed list of such resources on campus.

For more information about FERPA: www.csuci.edu/admissions/ferpa.htm.

Chapter 9: What Faculty Can Do–Cultivating a Productive Classroom Community

CSUCI students report experiencing stress, anxiety, depression, and suicidal thinking at rates comparable with data from the 2015 National College Health Assessment Survey:

- 34% reported that they had been unable to function academically (defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work) over the past year. (Nationally, this number is slightly lower, at 30%).
- 44% felt hopeless at least once in the past year; this figure is slightly lower than the 48% who reported this on the national survey.
- 56% felt overwhelming anxiety in the past year, comparable to the 57% who reported this nationally.
- 36% felt so depressed it was difficult to function in the past year, comparable to the 35% who reported this nationally.
- 8.1% reported having seriously considered suicide and 1.2% attempted suicide (Nationally, 8.9% report seriously considering suicide and 1.4% report suicide attempts).

The first day of class presents an important opportunity to create the foundation for positive relationships.

The statistics that one in three CSUCI students report being unable to function academically over the past year, and more than one half reported feelings of overwhelming anxiety in the past year, clearly create a challenge for faculty.

Taking steps in the classroom to cultivate a productive classroom community will help provide positive, consistent academic experiences for all students, while opening the door for students to communicate about individual needs. This approach can help reduce student stress and therefore facilitate more academic focus and concentration on learning.

What can faculty do?

This section focuses on ways to establish norms and expectations for your classroom community and provide opportunities to connect with students' individual needs. Suggestions for both face-to-face and online approaches include specific examples and suggestions from CSUCI faculty. Following these instructional suggestions is a section on advising that describes ways to extend your classroom community by mentoring students on an individual basis.

CSUCI students Dedreiana Elliott and Marlen Gamino collaborated with J. Jacob Jenkins, faculty in Communication, on the article, "Creating Community in the College Classroom: Best Practices for Increased Student Success." In the section below, they discuss the pivotal role that community plays in students' attendance, participation, and ultimately, academic success (for citations, or to read more, see Resources list at the end of this chapter):

> A sense of community is vital to student success. College students who report having "strong communal ties" are more likely to attend class, more likely to remain enrolled in class, and more likely to graduate from college. A shared sense of community has also shown to positively correlate with a student's likelihood to contribute during class discussion, and to negatively correlate with a student's feeling of personal anxiety in the classroom. Tebben (1995) found that a classroom community was not only one of the strongest contributors to student satisfaction, but also contributed to their actual academic performance. Meanwhile, Harris (2001) found that nearly 90% of students cited the creation of a classroom community as contributing "significantly" to their completion of coursework (p. 22). Each of these realities is especially evident among undergraduate students, first generation students and minority/underrepresented groups, making community in the classroom a particularly significant topic within today's increasingly diversified society. (p. 29)

Clearly community is more than a "nice to have" concept—it's a strong factor in students deciding to participate and a contributor to success academically. Focusing on this element of the classroom can help integrate your course planning, materials, and activities toward a student-centered approach.

Course planning: design your syllabus with students in mind

Students feel more at ease when they know what will be expected of them from the start. This information is helpful for decision-making and time management. In your syllabus, you'll want to include information about what the students can expect from you as the professor and what you expect from the student.

Syllabus content

Taking time to construct a detailed syllabus ahead of time can help resolve issues down the road once the semester has started. CSUCI has a sample syllabus format available on the Instructional Materials website and numerous faculty examples available in the Humanized Syllabus Gallery.

Per the CSUCI syllabus policy, all CSUCI syllabi must list several key elements, including:

- Professor name(s), office location(s), office hours, and contact information;
- Course information (time, place, virtual);
- Course description from catalog, which includes pre-requisites, co-requisites, and General Education areas met;
- All student learning outcomes listed in the approved course proposal;
- If the course is designated General Education, additional student learning outcomes from General Education shall be included;
- Required elements, which may include assignments, readings, fees, attendance, course participation, trips, equipment, experiential learning, or other course specific requirements;
- Grade information as specified in the CSUCI Policy on Grades (SP.12.007);
- Academic honesty information as specified by the Policy on Academic Dishonesty (SP.13.006);
- CSUCI Disability Statement (see Chapter 4 for sample text to use);
- "Subject to Change" disclaimer.

You may also include the following optional, but recommended, information:

- How course learning outcomes relate to: program or major outcomes, CSUCI Mission Statement and the Institutional Mission Based Outcomes, other CSUCI graduation requirements met (Multicultural, Title V, Service Learning), standards and outcomes from outside organizations and accrediting agencies;
- Tentative class schedule;
- Final exam day/time;
- Course specific policies (attendance, automatic drop, late work, course participation, bringing children or guests to class, taping/recording, cell phone, computers, extra credit, use of dolphin email). If you include an attendance policy in your syllabi, you are strongly encouraged to add this

Cultivate participation in the classroom through interaction and group activities.

language: "For extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement."

> "The more we can create community in the classroom (whether virtual or actual), the more we can avoid and defuse behaviors that have negative educational impacts for all involved. I think it's about intentionality and planning in how we structure the course, the first day, and the student activities, as well as the messages we provide through every medium possible (syllabus, materials, verbally and through modeling)."
>
> –Cindy Wyels, Faculty in Mathematics

Syllabus tone

Alongside content, tone is pivotal. Try to step into the role of students, who may be filled with self-doubt about their ability to succeed in a college course. With this mindset, read your syllabus and other introductory materials. Ensure your syllabus conveys a friendly, welcoming tone and that students understand you are there to support their needs. For example: a late policy that is written in red text that says, "No late work accepted" may be revised to read, "You will be expected to complete all assignments on time. If a situation arises that may prevent you from meeting a due date, please contact me in advance of the due date so we can discuss your needs." View CSUCI's Humanized Syllabus Gallery for inspiration.

Creating community through classroom interactions

The first day of a face to face class—or the first contact for an online class—is especially important for creating community because it provides initial answers to questions that students bring on the first day: What kind of person is my instructor? How will I feel about participating in this class? What will be expected of me in terms of assignments, and can I succeed? Over time, students

refine these initial expectations and develop an emotion they attach to the class—they may positively anticipate walking in or opening the website, for example. In the sections below, we offer some suggestions for ways to cultivate a positive classroom community through the kinds of interactions you set up—and how you respond to them.

> "In general, I try to foster a supportive culture, on the first day of class, by asking students what their preferred pronoun is, which often leads to a discussion. From there, I just try to be as real and genuine about my life and experiences as I can, in hopes that students will feel comfortable responding in kind. I'm a first generation student, and I've found that being open about that and discussing things like imposter syndrome, juggling multiple responsibilities, etc., can be empowering."
>
> –Kim Vose, Faculty in English

For a classroom community to function well, setting up norms and ground rules is recommended. This process can range from a more formal process (Let's discuss: What do you want your classmates to do or not do when speaking in class or listening to you speak?) to more casual (How did we do on this discussion? Any suggestions for how more people could become involved?).

Another prerequisite for community is knowing your students. Faculty have lots of strategies to help do this: some take pictures of the students on the first day, some use name cards on the desk for the first few weeks, while others ask students to say their name as they make a comment.

Faculty who make use of online or blended environments have used tools like Google Presentations or VoiceThread to invite students to introduce themselves to each other before class even begins; watching these presentations yourself can help you learn names and something about each student.

"I always have students share something no one knows about them. This is always interesting, because they know one another pretty well, but have to think of something new. I also share something "less known" about myself unrelated to my educator/nursing role. Sharing in this way early on seems to help students to be less intimidated of "faculty" but also adds to students realizing you are human and approachable."

–Jaime Hannans, Faculty in Nursing

Cultivating positive face-to-face interactions

To encourage students to speak up during your class, a brief (two minute) partner share is invaluable. This short exchange provides students with a rehearsal for ideas they might initially be afraid to share in the larger environment. You can ask students to partner share at any time during a class session, especially when students are not engaging with material, you sense frustration, or nobody is participating. During the two-minute share, you can quietly listen in. Then, you can start your next segment by asking particular partners to share ideas you heard.

The great benefit of cultivating participation is that it gives you a useful snapshot of student understandings and can help identify gaps in learning.

"Know their names. Sure, with a 200+ person class, it's hard, but anything below that, it's just a fun challenge. Plus, when you know a student's name, they feel like you remember more than that (which you often will, once you have names down), and that creates a connection that will otherwise go unmade."

–Jared Barton, Faculty in Economics

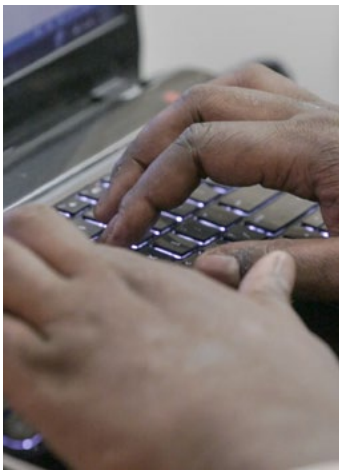
Other ideas for positive interactions include:

- Calling students by name, if possible;
- Beginning with student questions (generated during a partner share);
- Making sure that comments or questions have been heard by all;
- Treating questions from students seriously, not as interruptions;
- Inviting alternative or additional answers ("Who can add to that?" or "Who has a different take on that issue?");
- Practicing wait time (for example, silently count to 10 before responding, or take a sip of your coffee, or jot down a note);
- Making it "safe" to speak and "safe" to be wrong ("I'm glad you asked that question. Let's go back over that concept because I think others have a similar point of confusion.");
- Encouraging students to elaborate on their own ideas ("Can you say more about that?" or "Why do you say that?");
- Responding to all students either by accepting ("I see what you mean") or reflecting, clarifying, summarizing;
- Using thoughtful responses to help you build your next point ("As Alex has pointed out…").

Make your classroom a safe space for students to be 'wrong' and share their thoughts and ideas.

"My favorite for most contexts in which I want people to speak as freely and respectfully as possible is the "ouch" rule. Anyone can call out "ouch" at any time on their own behalf or someone else's and my job then becomes opening a conversation where we imagine together why anyone might call "ouch." This can be done in a way that is pedagogically quite engaging. The very few times that I have had someone make use of this rule the call-out helped us to dig into the materials we were discussing. Student understanding of the material was much deeper than it likely would have been otherwise due to the emotional resonance created."

–Julia "Jules" Balen, Faculty in English (excerpt from "The Rising Priorities Of Media Literacy And Civil Discourse: #Factsmatter"



Online classes can be challenging to facilitate. There are many resources faculty can use to make connections with students.

If you have students monopolizing or disrupting the discussion, it's a good time to go back to the ground rules and remind students of the norms for interactions in your class. You are the one who creates a safe space for students to participate, so protecting that space is important, even if it means asking a persistent student to "Hold that thought" until you can talk privately at the break about the need to tone down or limit responses.

Cultivating positive online interactions

When you start using online tools to cultivate community, you'll find a wide variety of resources and ideas for connecting students with each other and with you, even if you do not meet them face to face. This advice supports the Humanized facilitation framework used by T&LI, which is comprised of Presence, Empathy, and Awareness. For more information, or to enroll in a Humanizing Online Learning course, see the Resources link at the end of this chapter. Here are several suggestions:

1. Design a "start here" module in CSUCI Learn or Canvas that includes low-stake opportunities for students to experience success. These may include an icebreaker designed to get students connected socially or a syllabus quiz with unlimited attempts. Both help ensure that students try out a particular tool in a low anxiety environment. The syllabus quiz, for example, ensures students have grasped essentials from your syllabus, understood how to take a quiz in CSUCI Learn, and had an opportunity to walk away feeling successful. At the end of the module, include an image that celebrates the students' success.

> "I'm fond of using VoiceThread for Icebreakers in online classes and make a point to respond to each student's comments, so they know they've been heard. After that, every couple of weeks, I ask students to "check in" and let the class know how things are going for them, what they're struggling with, what they're succeeding with, and how I, or their peers, can help out."
>
> –Kim Vose, Faculty in English

2. Include a friendly welcoming video on your course homepage, in your "start here" module, or in your digital syllabus.

3. Create a brief "course bumper" video to introduce your course or a key project. View CSUCI's Humanized Video Gallery for inspiration.

4. Set up a survey (using Google Forms) that collects key pieces of information about your individual students in a confidential manner. Include these questions,

- "In one word, how are you feeling about this class?" Responses to this question will easily identify students who are anxious or overwhelmed. Take note of who these students are. Reach out to them individually and confidentially. Let them know you believe in them.
- "Is there anything you would like me to know that might interfere with your success in this class?" This question provides students with an opportunity to share family or work responsibilities that are on their mind.

> "I've had students share that they're pregnant and will deliver their baby during the semester. Another student shared that she had epilepsy and my class was the first class she was attempting after a seizure that had affected her speaking abilities. This allowed me to understand her concerns about speaking in our VoiceThread assignments, which I supported and provided a text option for her to use at her discretion."
>
> –Michelle Pacansky-Brock, Faculty Mentor, Digital Innovation for @ONE and the CCC Online Education Initiative

5. Use VoiceThread to design assignments that foster asynchronous student-student interactions in voice or video. VoiceThread provides an environment that gives a voice to every student, including those who need more time to process information and are reluctant to speak in a group setting. View CSUCI's VoiceThread Faculty Share Showcase for inspiration.

6. Provide students with the option to meet with you in Zoom. Zoom gives students a simple way to connect with you live and in video when they (or you) cannot be on campus.

> "Recently using Canvas, I have found that utilizing Zoom and the chat tool have been a wonderful way to offer one hour a week to be available to students for questions or drop in "office hours." I vary the day and time I am available each week in hopes of meeting work/life schedules for students who likely have different availability. I also offer appointments via Zoom for any additional needs or concerns. We also have a Q&A forum available in Discussions. I set the notifications so I am emailed if a student posts to that forum, and I can respond in a timely manner; however, peers can also respond to questions in the forum or comment if they have a similar/same question."
>
> –Jaime Hannans, Faculty in Nursing

7. At the end of your class, create a Wisdom Wall with VoiceThread. This is comprised of a single slide that prompts students to share one piece of advice with students who will take the class the next semester. Share the Wisdom Wall in your "Start Here" module in the following term. Student voices resonate differently than faculty voices. You will learn a lot about your class, as well.

(Thanks to Michelle Pacansky-Brock, Faculty Mentor, Digital Innovation for @ONE and the CCC Online Education Initiative , for suggestions in this section).

Mentoring and advising students

Good advising goes a long way in heading off student distress. Some programs require students to consult a faculty advisor, while others rely on students to check in as needed. Here are some suggestions to improve your ability to advise and mentor students at CSUCI:

Maintain approachability and availability for regular check-ins

Keeping regular office hours and being responsive to student emails helps students trust that you will be available when they need help. CSUCI faculty members have found that holding office hours in casual locations, like the student union or cafe, encourages students to attend.

If students have built trust as part of your classroom community, they may come to office hours to talk about an issue that is outside your class curriculum, such as depression, financial problems, housing issues, or personal safety concerns. You may be the only person the student tells on our campus, so it is important to take these reports seriously. Appendix A to this handbook includes a variety of campus resources that you can provide students, such as the CARE Team, while Chapter 5 provides guidance on students in crisis.

Faculty who make it a priority to foster trust and maintain availability encourage students to attend office hours.

> "This year, I was able to actively reach out to students to connect them to the CARE Team. In one instance, a student who seemed pointed toward failing my class and dropping out was provided with counseling and medical services that were just what she needed to remain engaged and involved (in my classes and others). At the end of the year, she told me how much better she is currently doing, how essential that support was, and how she's looking forward to starting again in the fall. There is no way in the world that I could have done that in my role – but really appreciated the responsiveness of the CARE Team."
>
> –Dennis Downey, Faculty in Sociology

Link students to resources

Asking questions will help you provide students with, or help them find, the resources they need. You may wish to consult your program chair or designated advisor to point students in the right direction when a need arises.

Value students' decisions, priorities, and need for balance

When you set expectations and time-lines or assign tasks, keep in mind that students have other priorities to juggle. It's important that students have time to keep their lives balanced and healthy. At the same time, providing suggestions for study habits, organization, or time for studying can offer useful strategies to students unaccustomed to particular challenges.

Provide honest and supportive feedback

Treating students with respect, fairness, and objectivity—especially when their work may not be meeting expectations—is critical to their success. Research shows that students do not find generic comments (either positive or negative) to be valuable, and that they appreciate specific feedback that shows faculty have engaged with the student's ideas.

> "Carol Dweck's research demonstrates how social and cultural factors influence the way people perceive their intelligence level. Many young people entering college see their intelligence as fixed. They may think, "I'm just not a Math person" or " I am a terrible writer." Using encouraging and supportive language in your feedback to students can shift this mindset. Instead of saying, "You did poorly on this paper. You have one opportunity to revise it," say, "I want you to revise this paper because I believe you can do better." And for an added human touch, record this feedback in the CSUCI Learn gradebook using the voice or video recording feature."
>
> –Michelle Pacansky-Brock, Faculty Mentor, Digital Innovation for @ONE and the CCC Online Education Initiative

Make time for mentoring and support

Most students experience bouts of insecurity and anxiety at some time. It is important to help them recognize that this is normal. Faculty can instill confidence by telling students when they are doing a good job and helping them build the knowledge and skills they need to do their work well.

Encourage your students to follow their interests by pursuing one of many research opportunities on campus. Students should have the freedom to choose their research interests and receive the support they need, when practicable, regardless of how those interests relate to those of their mentors.

Respond to the needs of a diverse student body

Retention of students who belong to a group that experiences prejudice, stigma, or discrimination presents a challenge to increasing overall student retention rates. Chapter 4 discusses some specific populations like this at CSUCI. To continue being aware and sensitive to this issue, strive to learn students' backgrounds, values, and motivations; recognize your own biases, when possible; attend relevant campus programs; and confront discrimination when it arises among students or others on campus.

Resources

Elliott, D. Gamino, M., and J. J. Jenkins. (2016). "Creating community in the college classroom: Best practices for increased student success. "International Journal of Education and Social Science. 3(6): 29-41. http://www.ijessnet.com/wp-content/uploads/2016/07/5.pdf

Humanizing Online Learning at CSUCI. http://page.teachingwithoutwalls.com/cihumanize

Appendix A: Campus Resources

Consult with one or more of these resources as appropriate:

1. Contact **University Police** at 911 or 805-437-8444 for present safety concerns, potential illegal activity, or urgent medical needs, including students or other University community members who:

- may harm themselves or others or may commit a crime;
- demonstrate behavioral or physical concerns consistent with substance abuse;
- exhibit worrisome physical symptoms such as fainting, seizures, or unexplained behaviors (University Police are also trained EMTs).

2. For students expressing academic indicators of concern, including anxiety about grades, or fears about academic probation or lack of degree progress, contact:

- **Academic Advising Center** at 805-437-8571—students can call to make an appointment or visit them to do so in Bell Tower, Room 1595.
  For more information: www.csuci.edu/academics/advising/contact.htm

3. For students expressing behavioral, emotional and some physical indicators of concern, including mental health issues such as depression or despair, contact:

- **Counseling and Psychological Services (CAPS)**, at 805-437-2088—If you reach the voicemail, select option 1 to access 24/7 phone counseling. Faculty and staff will often walk a student directly over to the CAPS office at Bell Tower East 1867, calling on the way to alert office staff.
  For more information: www.csuci.edu/caps

4. For students shows signs of distress that leave you feeling uneasy and/or concerned about the student, contact:

- **Campus Assessment, Response and Evaluation (CARE) Team**; for a consultation prior to referring the student, call 805-437-8512. To file a CARE report: go.csuci.edu/CAREReport.
  For more information: www.csuci.edu/campuslife/care

5. For students expressing non-emergency medical or physical concerns, including those needing medication or treatment, contact:

- **Student Health Services (SHS)**, at 805-437-8828—Note that SHS does not function as an urgent care, although walk-in appointments are accommodated as the schedule permits. The website below lists other health services in the county. SHS is located in Yuba Hall behind Sage Hall. For more information: www.csuci.edu/studenthealth/services

6. For students demonstrating behaviors disruptive to the classroom or office environment, contact:

- **Dean of Students office**: at 805-437-8512 or file a report at: www.csuci.edu/campuslife/student-conduct

7. For students disclosing an incident of bias, including discrimination, harassment, retaliation, sexual misconduct, dating or domestic violence or stalking, be aware all employees, with the exception of licensed CAPS clinicians, are mandated reporters and therefore you must contact the **Title IX & Inclusion office** as soon as possible, no later than 24 hours after receiving the disclosure to ensure the student receives appropriate support and resources:

- File a report at: go.csuci.edu/TitleIXandInclusionForm.
- For questions, call 805-437-2077, email jean.estevez@csuci.edu or go to www.csuci.edu/inclusion or www.csuci.edu/titleix
- Additionally, in situations where the disclosure concerns sexual misconduct (nonconsensual physical conduct of a sexual nature, including rape), dating or domestic violence, or stalking, you should immediately provide the student with this link to their rights and responsibilities: https://www.csuci.edu/titleix/documents/csuci-rights-and-options.pdf and document that you have taken this step in your report using the online form. You should also offer to contact the University's Victim Advocate at 805-796-4844 and the University Police. *NOTE: Unless an imminent threat to safety to the disclosing party or someone else is present as described above, you should not contact the University Police without the consent of the student.*

You should also make the student aware of CSUCI's dedicated confidential emergency sexual assault and domestic violence hotline maintained with The Coalition for Family Harmony: 805-656-4439 (24 hours/7 days a week) and offer to contact the University's confidential Victim Advocate office at 805-796-4844

8. For students expressing concerns relating to campus housing, such as roommate problems, or for students who are in a difficult housing situation elsewhere who need options, contact:

- **Housing & Residential Education** at 805-437-3344—located in Santa Cruz Village, on Ventura Street.
  For more information: www.csuci.edu/housing/contact-us.htm

9. For students expressing problems with another instructor or who are creating a challenging classroom situation for you, contact:

- **Program Chair or Dean of the School**

10. For students who lack basic needs and are in urgent need of food and/or shelter, see the website below for a variety of resources, including the Dolphin food pantry and an application for an emergency funds grant of up to $500:

- **Student Emergency Intervention & Basic Needs Program**:
  www.csuci.edu/basicneeds

11. For students requesting information or help in obtaining, reviewing or maintaining disability-related accommodations, such as a notetaker or extra time on an exam, contact:

- **Disability Accommodations and Support Services (DASS)** at 805-437-3331—located on the second floor of Arroyo Hall.
  For more information: www.csuci.edu/dass

12. For students seeking resources not mentioned above, one of the following may be relevant:

- **International Programs:** 805-437-3107
- **Dean of Students office:** 805-437-8512
- **Educational Access Center:** 805-437-3331
- **Records & Registration:** 805-437-8500
- **Financial Aid:** 805-437-8530

Appendix B:
Learn How to Recognize and Refer

Counseling and Psychological Services (CAPS) clinicians, in collaboration with other Division of Student Affairs staff, offer faculty and staff a presentation known as "Recognize and Refer: How to Help Students of Concern." By the end of this presentation participants may be able to:

- Recognize the warning signs of distress in students that are a cause for concern;
- Identify campus resources for distressed students and know how to refer them;
- Increase knowledge of resources available to faculty and staff to assist them in coping with the stress associated with students in crisis.

As a foundation to our culture of care and safety for our community, CSUCI is committed to an interdisciplinary and team approach and welcomes faculty and staff feedback on these presentations.

For more information, or to set up a Recognize and Refer session for your area, complete an outreach request form.

Channel Islands

CALIFORNIA STATE UNIVERSITY