

Student Support Services Annual Report 2018-2019

prepared by Timothy Shiner, Senior Associate Dean & Director

Introduction:

The office of Student Support Services provides assistance for students experiencing any number of crises and/or challenging health or personal situations. We serve as a sounding board where students can explore options in managing these life situations, help connect them to the right set of resources for their situation, and help them to determine a path forward.

2018-2019 was a full year marked by a high level of need from the student body in both the number and seriousness of situations. We continued to build on strong campus partner relationships, as well as establishing more inter-university relationships to help aid our work. While our work is difficult by nature, it was a successful year as we begin to see the results of work done in the last two years to shift the narrative regarding our office as an effective support for the student body.

Significant Accomplishments:

- SSS Staff supported 1683 unique students this year (on par with 1692 the previous year). Greensheets, our record system, shows 7775 individual contacts with students. Numerous cases were complex and layered, requiring sensitivity, careful collaboration with campus partners, and ongoing follow up with the students and, in some cases, their families. The most common topics about which students saw us continue to be academic concerns, illness/injury, and personal concerns (which are often mental health related). More detailed information on our contacts can be found in the Appendix: Table 1 & Charts 1.
- Staff supported students, families and colleagues through multiple high impact student losses. While this is sadly a part of our work, situations this year were particularly complex and challenging and staff rose to the occasion of supporting the impacted communities.
- We continue to support a large number of students through the FluWeb system, which is primarily managed by our Administrative Coordinator. This year, 242 students were supported through FluWeb.
- SSS continues to oversee policies and protocols related to supporting concussed students. Working with stakeholders in campus partner offices in an ongoing way, staff continued to improve our processes to provide seamless care and support to these students. Information on the number of concussion cases supported can be found in the Appendix: Chart 3.
- SSS also oversees the Administrator on Call (AOC) system. We also continued to provide a bi-weekly ongoing training for AOC team members. The AOC team fielded 609 calls this year with the most common calls involving physical health and mental health concerns. More detailed information on our AOC contacts can be found in the Appendix: Table 5; Chart 4.
- Given the challenging nature of our work, significant effort was made to support staff work/life balance and self-care. Staff were encouraged to take earned time for themselves, pitched in to help one another when there was need to be away and resources were provided when possible to support wellbeing.
- Staff participated in 30 panels, workshops, resource fairs and outreach events during orientation 2018. New programs were arranged to reach diverse populations included time with Catalyst program participants, BUDS student supervisors, and TAs, in addition to established programs with all pre-orientation program parents, graduate students, RPLs, and Meiklejohns.
- Continued progress was made in the implementation of action items from our Diversity and Inclusion Action Plan (DIAP). Highlights include:

- We continued to hold monthly professional development lunches with the whole team to discuss topics of diversity and inclusion. Topics this year included microaggressions, food insecurity, systemic racism, and trans healthcare.
 - We continued to work on building strong liaison partnerships with the identity based centers on campus. Staff advanced our work by holding open hours in some spaces, by developing student of concern meetings with those teams, and by continuing to be present and develop relationships with those community members.
 - Work continued in the fall semester with the office of the Dean of the College on how we can support students from historically underrepresented groups better between our two offices, resulting in updated web and print materials, exploration of existing assessment data, and ongoing work on developing infrastructure beyond our two offices to best support students.
 - Staff continued to engage in excellent professional development opportunities beyond the office as well. Various staff members participated in opportunities such as a summit for Black Student-Athletes, the second year of the Critical Consciousness Reading Group, being the primary organizer and presenter for a diversity and inclusion multi-day workshop for study abroad educators in Cuba, and attending numerous campus events. Staff have also continued to share articles, videos and other educational materials with one another with regularity.
 - Staff also contributed to efforts on campus such as serving on the planning committee for the Institute for Transformative Practice/Consortium on High Achievement and Success Symposium and serving as a facilitator for the Engaging Diversity orientation program. Staff were invited to a number of other presentation and facilitation engagements as well.
 - Significant progress was made in regard to supporting students with financial emergencies. A staff member joined the E-Gap Advisory group which has increased the offices knowledge and awareness of campus resources and how to best utilize them. We have also been able to implement protocol on after hours emergencies for travel and food insecurity to give staff latitude to assist students' in a timely way.
- Created and hosted the first ever Student Support Ivy + Meeting in July 2018. 24 representatives from 11 institutions attended and had excellent and meaningful discussion. Staff have also assisted colleagues at Georgetown in planning for hosting the 2019 gathering.
 - Based on feedback from last year's focus groups, worked with the Sheridan Center for Teaching & Learning to develop new outreach language for faculty to include in syllabi regarding our support services.
 - Collaborated with staff in the Curricular Resource Center and Office of the Dean of the College, as well as with students, to examine the experience of students returning from leave. Staff attended a conference at Duke University regarding best practices for students returning from leave. Staff also developed a new infographic resource checklist for

returning leave takers. A small group of campus partners continues to meet this summer to explore next steps in enhancing this experience.

- Implemented a new assessment survey. All students who had contact with our office are sent the survey at the end of each semester. The survey is analyzed by demographic data. Data is used to both to inform future practice and to provide feedback to individual staff members.
- Worked with staff in IT and the office of the Dean of the College to develop a new data dashboard so that we can more clearly assess our work in a quantitative way.
- Created and printed a Student Support Services brochure to highlight our recent changes, as well as highlight our transparency and compassionate approach to serving students.
- Implemented additional outreach to a number of key academic departments. Staff connected with faculty and administrators in engineering, physics, modern culture & media, computer science, and an inter-departmental meeting of administrators and managers from several departments.
- Created a dean's manual collecting all of our protocols and practices in one place for both ongoing efficiency and training of new staff in the future. This included significant new material codifying our practices.
- Completed significant work around parent/family involvement including drafting language for our website, clarifying internal parent/family notification practices, presenting to the Corporation on the subject, and consulting colleagues when a complex decision regarding notification was needed.
- Participated in the work of the office of Student Conduct and Community Standards as they develop new restorative justice practices. Staff were part of training, the implementation team and helped in conducting restorative justice circles.
- Supported the transition of the oversight of campus life aspects of pre-college summer programs fully to the School of Professional Studies (SPS). This included consulted on job descriptions and search processes for new positions as well as consulting on the revision of the summer Administrator on Call protocols.

Critical Priorities:

Diversity and Inclusion Action Plan

Continued momentum around our Diversity and Inclusion Action plan remains a priority. Some of our work this past year did not progress as quickly planned. Specifically, we were not able to

host additional focus groups due to difficulty generating student participants and/or significant transitions in campus partner offices which did not leave capacity to help organize. We hope to try again in the fall. Implementation of some focus group recommendations from last year (e.g. social gatherings with deans and international students) were reconsidered as we continued to engage with those communities on what would most effectively serve them.

We have also begun meeting with a group to discuss the specific needs of Native and Indigenous communities at Brown and are currently developing next step for our work this coming year in this area.

Administrator on Call System

Working with the new Dean of Students and campus partners, it would be valuable to closely examine the AOC system in the coming year, both in terms of protocols and structure, to assure the system is as effective as it can be. While the current model works, there are inefficiencies and occasional confusion with certain protocols (e.g. when it is valuable to utilize the multi-tier system). In addition, the model varies significantly from many of our peer institutions.

Care Team/Behavioral Intervention/Threat Assessment

Working with the new Dean of Students and other campus life leaders, we would like to look closely at the current model of Care team and threat assessment to identify gaps between the two groups, explore structures that may best serve these difficult situations, and to explore what training may be helpful to those engaged in these interventions.

Case Management Tools

We need to continue to work with CIS to advocate for the prioritization of a new software system. The parameters of the project have been thoroughly defined but other university priorities have slowed progress with implementation.

Departmental Policies:

As requested by the Office of the Vice President, below is information regarding policies held within our department.

Our office holds more protocols than policies. We hold internal protocols for our practices including processing our dean of the day practices and internal documentation protocols. One internal protocol we hold for which a broader university policy may be more appropriate is the parental notification process.

In addition, we are partners or holders of a number of protocols which we share with campus partners. These include our administrator on call protocols, processes for dean's notes, course load reductions, and concussion management.

The one policy which we squarely hold is those related to medical leaves and return from medical leaves. These were revised in summer 2017 and have been working effectively since that time.

Necessary Resources:

The resources needed for the achievement of our goals in academic year 2019-2020 are mostly related to time, energy, and information. Given the crisis response nature of much of our work, it continues to be a priority to make time for initiatives which are important but not urgent.

As a new Dean of Students joins our community, we are looking forward to the leadership and vision that person will bring as our work continues to evolve. In particular, in the complex areas of emergency management, parent/family involvement and behavioral intervention, this leadership will be crucial.

We are also excited that this coming year will bring an expansion of budget which will allow us the resources to better manage emergency situations as they arise.

Conclusion:

The office of Student Support Services has advanced this past year in a number of important ways. The culture shift in which we've been engaged has begun to show benefits as more students express positive interactions and feelings about our department. We will continue to build on our work, seeking strong relationships with campus partners; clear, transparent and compassionate systems and protocols; and an inclusive and committed team.

Appendix: Statistics

Table 1: Student Contacts

Unique Contacts	1683
Total Contacts	7775
Undergrad	1624
Graduate	55
Medical	4
Dean's Notes	954
FluWeb Contacts	242

Chart 1: Contact Topics

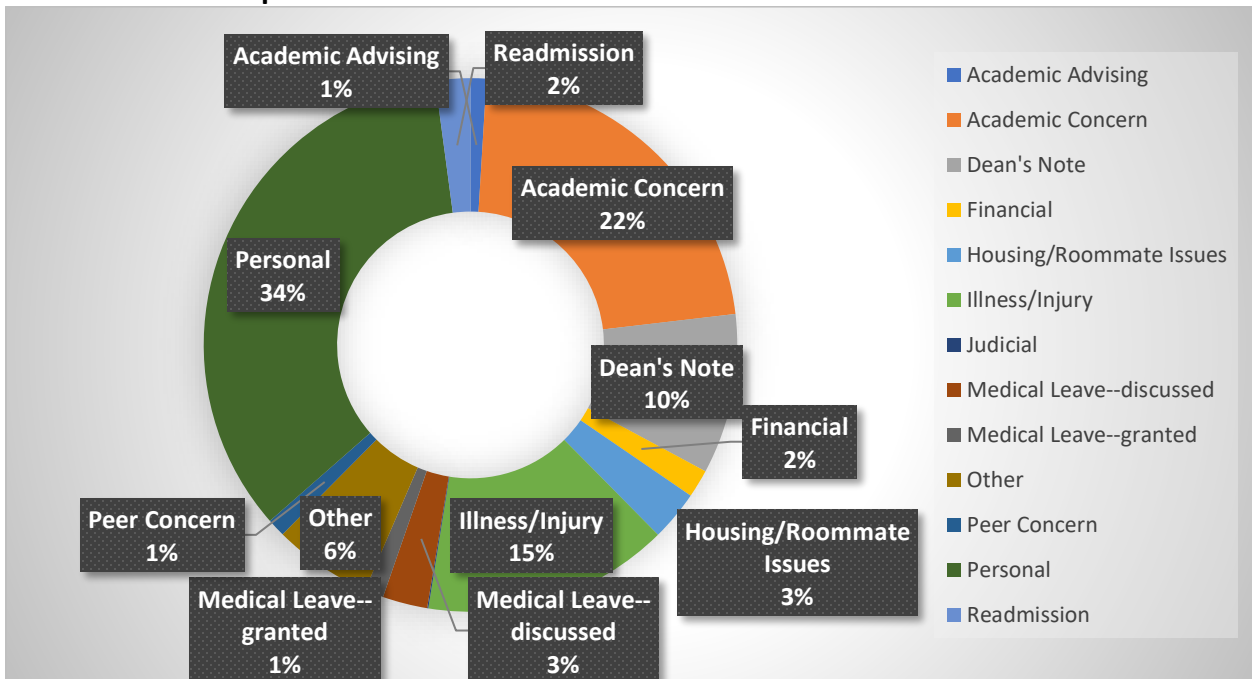


Table 2: Medical Leaves of Absence Granted

Fall 2018	40
Spring 2019	51
Total	91
In Lieu of Academic Suspension	22

Table 3: Medical Leave Clearance Disposition

	Applied	Approved*	Denied	Appealed
Oct 2018 (for Spring 19 Return)	33	33	0	0
Jan 2019 (for Summer or Fall Return)	7	7	0	0
May 2019 (for Fall Return)	32	31*	0	0
Total	72	71	0	0

*One student’s petition is still pending at the time of this writing due to outstanding documentation.

Table 4: Medical Leave Clearance Case Types

	CAS	UHS Clearance	CAPS Clearance	CAPS/UHS Clearance
Oct 2018 (for Spring 19 Return)	11	5	27	1
Jan 2019 (for Summer or Fall Return)	5	0	7	0
May 2019 (for Fall Return)	7	6	23	3
Total	23	11	57	4

Chart 2: Medical Leave Clearance Types

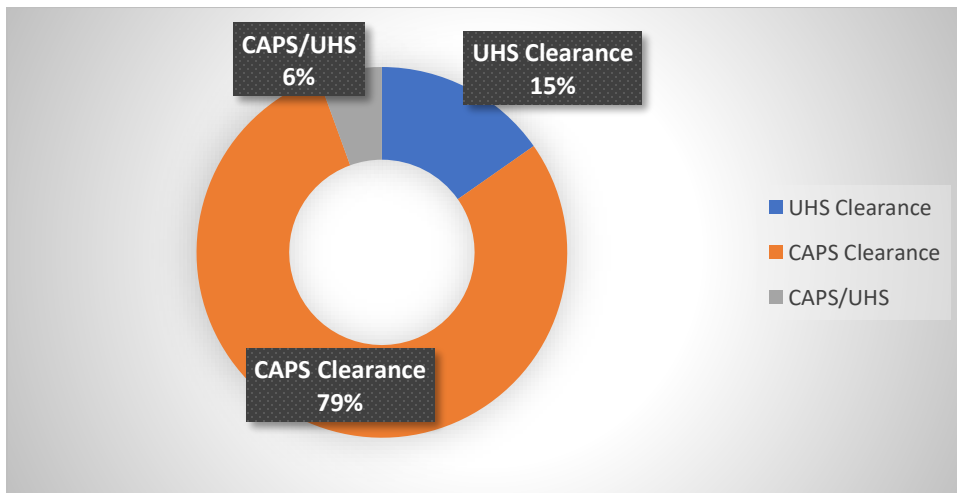


Chart 3: Concussion Support

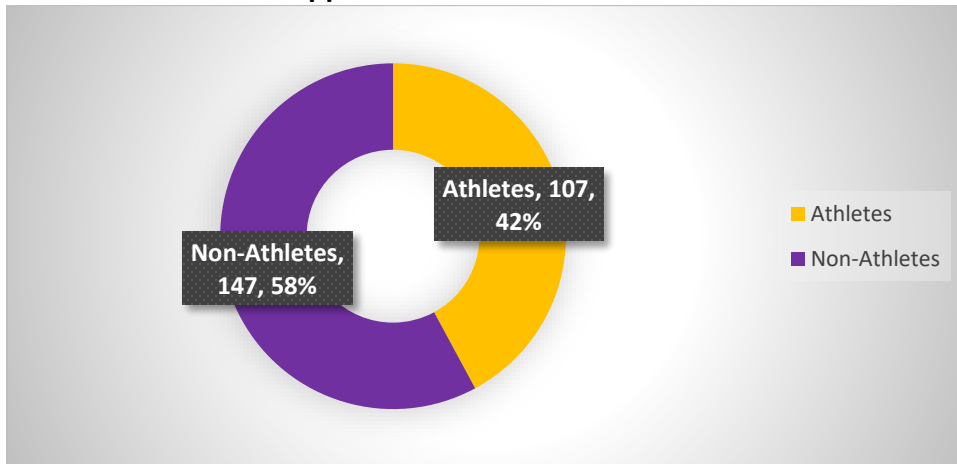


Table 5: Administrator on Call Contacts

	Fall 2018	Spring 2019	Total
Tier 1 Calls	258	272	530
Tier 2 Calls	26	26	52
Tier 3 Calls	8	19	27

Chart 4: Administrator on Call Contact Topics

