

# Student Issues and Guidance for Staff

This is a guideline with resource links developed by staff, faculty, and students at Cal State East Bay, with the goal of supporting our campus community.

Issue Level	Example Issues	Possible Strategies & Responses
Prevention	- N/A	Access training and resources from the <a href="#">Office of</a>

		<p>needs, tutoring, advising, accessibility, counseling, and other issues. Include links to campus resources on your webpage. Remind students that these resources are available when they bring up related issues. Making these programs visible before they are needed, and talking about them regularly, helps reduce stigma and increase access.</p> <p>Be prepared to refer students to other on campus resources. The <a href="#">CSUEB Student Support Chart</a> can be a helpful resource. Attend a <a href="#">Wellness Ambassador</a> or <a href="#">Helping Students in Distress</a> training to gain resources on supporting students through difficult situations.</p> <p>Plan carefully for online engagement. This <a href="#">Preparedness Checklist</a> from the Online Campus is designed for classroom instruction, but has important resources about engaging online platforms and accessibility. Establish Zoom etiquette for online programming in every meeting. Here are some <a href="#">example slides</a> that might be helpful.</p> <p>When developing your group expectations, consider “engagement expectations” and “group agreements” that you can co-create with students and generate feedback during early meetings.</p>
Minor	<ul style="list-style-type: none"> <li>- Minor policy violations, such as not wearing a mask in areas where it is required</li> <li>- Individuals on campus where it is not clear</li> </ul>	<p>Prioritize addressing only behaviors that are truly distracting or disruptive, and extend grace about smaller issues.</p> <p>Address concerns by “calling in” (an opportunity</p>

	<p>if they are students or employees, and staff suspects that they may be unhoused community members.</p> <ul style="list-style-type: none"> <li>- Students sharing concerning language over social media, indicating that they may be upset or need support. No safety concerns or threats have been made at this level.</li> <li>- Talking loudly in areas where it may be disruptive to others (ie, quiet areas in Library, office spaces, or classrooms, etc)</li> <li>- Behavior where it may be seen as beginning to become “difficult” or “frustrating” such as yelling, interrupting, raising voice, etc.</li> </ul>	<p>to learn and continue connection) rather than “calling out,” (a punitive discussion of what they have done wrong). The article <a href="#">Speaking Up Without Tearing Down</a> provides more details on “calling in.” Examples include:</p> <ul style="list-style-type: none"> <li>Talking with students individually and privately as opposed to in public to avoid shame and escalation.</li> <li>Holding the perspective that the student wants to do well, but may need coaching or resources in order to succeed.</li> <li>Understanding the context for the behavior.</li> <li>Working together to form a plan for future success.</li> </ul> <p>Approach people who you don’t have a previous relationship with respectfully, assuming positive intent and holding our intention to be a welcoming campus that is open to community members.</p> <p>Consult with colleagues and supervisors to get support for managing these types of minor issues</p>
Moderate	<ul style="list-style-type: none"> <li>- Offensive comments to the staff and/or among students</li> <li>- Repeated policy violations (such as ) and resistance to compliance</li> <li>- Behaviors and/or communications that indicate the student is experiencing a significant life challenge such as difficulty meeting basic needs, a serious mental health condition, or other major issue.</li> </ul>	<p>Address concerns by “calling in” (an opportunity to learn and continue connection) rather than “calling out,” (a punitive discussion of what they have done wrong). The article <a href="#">Speaking Up Without Tearing Down</a> provides more details on “calling in.” Examples include:</p> <ul style="list-style-type: none"> <li>Talking with students individually and privately as opposed to in public to avoid shame and escalation.</li> </ul>

These could include negative comments, poor hygiene, falling asleep in class, difficulty concentrating, or concerning comments in written assignments

- Vague comments over social media indicating that the student may potentially be in danger from themselves or someone else
- Language in person or over email that is rambling and incoherent, and indicates that the student is not functioning well.

- In person aggressive behavior toward staff
  - student is upset that their needs are not being met and becoming agitated, without verbal or physical threats
- Aggressive language in emails or over social media, without specific threats

Holding the perspective that the student wants to do well, but may need coaching or resources in order to succeed.

Understanding the context for the behavior.

Working together to form a plan for future success.

Reframe these behaviors in your mind as potentially tied to significant life challenges, and listen for clues that there are other issues at play in the student's life that would benefit from support services.

Refer students as appropriate to the [Pioneers for HOPE](#) program for assistance with basic needs, [Student Health and Counseling Services](#) for mental health concerns, and/or [Accessibility Services](#) for disability accommodations.

Be prepared to refer students to other on campus resources. The [CSUEB Student Support Chart](#) can be a helpful resource.

Do your best to remain calm - matching the student's agitated energy will only escalate the situation further.

Acknowledge the students' frustration and continue to attend to their needs. Express your intention to help them and that you are doing your best.

Take breaks when needed. In person, let the student know that you will work on the issue or talk with others to get their questions answered, and when they can expect a response from you. Make sure to follow up when you said you would. Over email o

	<ul style="list-style-type: none"> <li>- Students in a peer conflict - agitated, raised voices, use of profanity, potential to escalate</li> </ul>	<p>but take time to let your emotions settle, reread their email carefully, and craft your response. Consult with a colleague if needed before sending it.</p> <p>Call for a colleague or supervisor when needed to reset the interaction. Even if they say the same thing that you said, it can help to get a new person involved.</p> <p>Consult with colleagues and supervisors to get support for managing these types of moderate issues</p> <p>Consider filing a <a href="#">CARE Team Report</a></p> <p>Calmly get the students' attention and ask if they are all right. Usually recognizing that they are in public and others are watching will be enough to interrupt the situation.</p> <p>Help the students find options to separate and cool down.</p> <p>Be available to talk with either student or help them call for support if needed.</p>
Urgent	<ul style="list-style-type: none"> <li>- Statements about harm to self or others</li> <li>- Imminent threat of harm to self or others</li> </ul>	<p>Clarify for all students that health and safety is a key concern and an opportunity for compassion. Consider the following options:</p> <p>Talking with the student directly about your concerns and urging them to seek mental health support. See <a href="#">Helping Students in Distress</a> for tips and resources for these conversations.</p> <p>Call Student Health and Counseling Services with the student or walk them over if they are open to request an appointment. While the campus is</p>

