

## Guidance for Addressing Non-Responsive Students

provost@slu.edu

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Dear Faculty,

I write to remind all faculty about the steps you should take to identify and support students who are not regularly engaging in coursework.

Although we confront this issue every term, I recognize that there might be greater concern this term, now that we have transitioned to remote learning. Fortunately, we have people and processes dedicated to this issue regularly, and they do it quite well. But they can't help students they don't know about. So here are a few things you can do:

1. **Start by contacting the student directly.** Emailing the student is always a great place to start. Students need to know their faculty care about them, and that their extended absences from class sessions and failure to turn in work prompts their faculty's genuine concern. The focus of your communications should be on the *student's well-being*, not their failure to fulfill course requirements.
2. **If you still don't hear from the student, let others know.** You can do this one of two ways:
  - a. **Submit an "Early Warning" for the student through your roster in Banner.** Our Early Warning system is an effective way to share concerns with academic advisors and faculty mentors, who can also work with Student Development staff as needed to support the student. Even though it's not "early" at this point, you can still use this method of outreach.
  - b. **Submit an "Incident Report" for the student.** We have an [Incident Report process](#) that enables faculty to share information about students for whom they have serious concerns related to illness, behavioral issues, etc. Don't let the term "incident" dissuade you. The community of care model established in Student Development relies on concerns about students coming forward through this tool (as well as other means of communication).
3. **Finally, if you still don't hear from the student, notify the Dean of Students directly at [deanofstudents@slu.edu](mailto:deanofstudents@slu.edu).** The DOS team will attempt to reach the student and provide additional resources as needed.

As usual, faculty have the prerogative to assign a grade of "FQ" to students whose failure of a course is rooted not directly in their poor performance but, rather, the literal lack of performance typical of a disengaged student. *However:* Note that, for the Spring 2020 term only, faculty may also choose to assign a grade of "I"/Incomplete for such students. If by August 8th the "I" is not changed to a standard letter grade by the faculty upon the student's successful completion of all course requirements, the "I" will be automatically converted to a grade of "NP"/No Pass.

More than ever, living our Jesuit-inspired commitment to the *holistic* support and development of our students – *beyond just their existence as students* – is paramount. All faculty can be part of our collective fulfillment of this commitment, and I hope the guidance provided above assists you in doing so.

Sincerely,

Chet Gillis, PhD  
Provost