**TIPS FOR DEALING WITH DIFFICULT BEHAVIOR**

*If you are the target of or witness behavior that is offensive, hostile, or interferes with your ability to learn or work, the following strategies may be helpful to you:*

- **Take a stand now**
  - It’s easier to address problematic behaviors at the beginning of a relationship, before patterns are well-established.

- **Reframe**
  - Don’t blame yourself or take responsibility for the inappropriate behavior of others.

- **Set limits**
  - Set appropriate boundaries to minimize your exposure to inappropriate or abusive behavior.

- **Look for small “wins”**
  - Clarify and focus on the things you can control.

- **Let go of expectations of perfection**
  - Both for yourself and others. Everyone makes mistakes and can have an “off day.”

- **Build pockets of safety and support**
  - Complaining about other’s behavior is rarely productive. Talk privately with those who can help you achieve your goals. Be open to receiving feedback about how you can improve your situation.

- **Remain optimistic**
  - Focus your efforts on setting and achieving realistic goals. Your internal beliefs and commitment to your goals are central to your success.

- **Focus on the “big picture”**
  - Don’t let small setbacks derail you. Remember that your time as a graduate student is temporary and that your ultimate goal is finishing your degree.

- **Don’t go it alone**
  - Ask for and accept help if you need it.

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<tr>
<th>For employment-related concerns</th>
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<tbody>
<tr>
<td><strong>Office for Conflict Resolution</strong>&lt;br&gt;Carolyn Chalmers, Director&lt;br&gt;<em>Phone:</em> 612-624-1030&lt;br&gt;<em>Email:</em> <a href="mailto:conflict.resolution@umn.edu">conflict.resolution@umn.edu</a>&lt;br&gt;<em>Web:</em> <a href="http://www.umn.edu/conflictresolution">www.umn.edu/conflictresolution</a></td>
<td><strong>Student Conflict Resolution Center</strong>&lt;br&gt;Jan Morse, Director&lt;br&gt;<em>Phone:</em> 612-624-7272&lt;br&gt;<em>Email:</em> <a href="mailto:morse005@umn.edu">morse005@umn.edu</a>&lt;br&gt;<em>Web:</em> <a href="http://www.sos.umn.edu">www.sos.umn.edu</a></td>
<td><strong>University Counseling and Consulting Services</strong>&lt;br&gt;Matthew Hanson, Senior Psychologist&lt;br&gt;<em>Phone:</em> 612-624-3323&lt;br&gt;<em>Email:</em> <a href="mailto:hans1053@umn.edu">hans1053@umn.edu</a>&lt;br&gt;<em>Web:</em> <a href="http://www.uccs.umn.edu">www.uccs.umn.edu</a></td>
</tr>
</tbody>
</table>

Further information on this topic can be found on Stanford University Professor Robert Sutton’s blog at [http://bobsutton.typepad.com](http://bobsutton.typepad.com), including information on his best-selling book *The No Asshole Rule: Building a Civilized Workplace and Surviving One that Isn’t.*

November 2009
**Difficult Behavior**

**TOXIC BEHAVIOR**

Toxic behavior makes you feel bad on a regular basis. Toxic behaviors are a sustained pattern of dehumanizing, humiliating, or harassing statements or actions that go beyond providing constructive criticism. The behaviors are forms of aggression that are harmful and damaging.

The information provided in this document is from a campus-wide work group that aims to improve the quality of graduate and professional advising and the graduate school experience.

Some examples of behavior someone may find toxic:

- Yelling or becoming violent in any manner (slamming a door is violence).
- Insulting someone as a person or talking down to them. Sending the message that they are bad or worthless.
- Repeatedly telling someone what is wrong with them.
- Slandering people behind their backs; engaging in hurtful gossip.
- Excessive teasing or sarcasm.
- Destructive communication, such as giving people “the silent treatment.”
- Monopolizing conversations in a way that excludes others.
- Using social media to attack or embarrass someone.
- Taking advantage of your kindness and resources, and threatening you or trying to make you feel guilty if you don’t do what he or she wants.
- Removing or withholding resources.
- Singling you out to work more hours or in less desirable conditions than others in your department in the same job.
- Discouraging you from pursuing your interests and dreams.

Is toxic behavior in your working or learning environment? Does it keep you from performing to the best of your ability? If toxic behavior is part of your life, please consider contacting one of these resources for a confidential consultation.

**Resources**

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<tr>
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*Phone: 612-624-1030  
*Email: conflict.resolution@umn.edu  
*Web: www.umn.edu/conflictresolution* | **Student Conflict Resolution Center** Jan Morse, Director  
*Phone: 612-624-7272  
*Email: morse005@umn.edu  
*Web: www.sos.umn.edu* | **University Counseling and Consulting Services** Matthew Hanson, Senior Psychologist  
*Phone: 612-624-3323  
*Email: hans1053@umn.edu  
*Web: www.uccs.umn.edu* |
**Difficult Behavior**

**Active Bystanders:**

**IF YOU SEE SOMETHING, SAY SOMETHING**

Have you witnessed hostile, intimidating, or threatening behavior? Bystanders have an important role to play in improving the learning and working conditions at the University.

If you are able to “speak up,” there can be many benefits from your actions. If you are in a position of leadership or an opinion leader in your group, others may look to you for guidance on how to respond. You have a responsibility to ensure a positive environment for students and employees.

*Toxic Behavior* ([www.sos.umn.edu/stafffaculty/Toxic Behavior.pdf](http://www.sos.umn.edu/stafffaculty/Toxic Behavior.pdf)) can be very destructive and cause harm if allowed to continue unchecked. Active bystanders can participate directly and indirectly to address this problem.

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When you observe shouting, belittling, or threatening conversations on campus, please consider taking action. Ask yourself:

- What is my role?
- Who is in a good position to help me address this problem?
- Who can I trust to advise or help me with this situation?
- How can I take action without making matters worse?
- What do I hope to accomplish?

**Direct Intervention**

If I observe a conversation that includes shouting, belittling, or threatening comments, what can I do? You might try ignoring the argument, and joining the conversation. Try to shift the focus to a neutral topic, distract the parties, and diffuse the situation by saying something like:

- Are either of you planning on going to the seminar this afternoon?
- Have either of you seen ______________? I've been looking for them all morning.

Or you may choose to acknowledge that you have overheard the conversation by reflecting back to the parties:

- I see that you are having a discussion...
- Excuse me if I am interrupting a private conversation, I overheard...
- What I just heard makes me feel uncomfortable...
Active Bystanders: If you SEE something – SAY something

These statements may alert the parties to your presence in a non-threatening way. Depending on the response, you may wish to add:

- I was just going to grab a coffee. Would either of you like to join me?
- Is there anything I can do to be helpful?

In extreme cases, the discussion may escalate to a level where you (as a bystander) are uncomfortable and believe someone's safety is at risk. In these cases, you may inform the parties you are uncomfortable with what is happening. You are leaving to get immediate help and you will return shortly.

Indirect Intervention

Afterwards, you may wish to talk with one or both of the parties. Some of the issues you may focus on are:

- Here is what I observed.
- Here is how it made me feel.
- How can we work together to address this problem?

These examples may help you begin a conversation with one of the people in the argument you witnessed:

- I came into the room when you were talking with __________, and the conversation made me feel pretty uncomfortable.
- How did you feel about that?
- What are some resources and options for us in trying to address the problem?
- Are you interested in taking some action to address these concerns?

Another strategy is to talk with trusted colleagues who may have observed the behavior. Ask about possible resources and options. See the Quick Reference Guide for guidance on how to handle reports of toxic behavior (www.sos.umn.edu/stafffaculty/Responding.pdf).

Resources

Consider getting help from an informal, confidential resource about other intervention strategies:

<table>
<thead>
<tr>
<th>Student Conflict Resolution Center</th>
<th>Office for Conflict Resolution</th>
<th>University Counseling and Consulting Services</th>
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</thead>
<tbody>
<tr>
<td>Jan Morse, Director</td>
<td>Carolyn Chalmers, Director</td>
<td>Matt Hanson, Senior Psychologist</td>
</tr>
<tr>
<td>254 Appleby Hall</td>
<td>662 Heller Hall</td>
<td>340 Appleby Hall</td>
</tr>
<tr>
<td>Phone: 612-624-7272</td>
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<tr>
<td>Email: <a href="mailto:morse005@umn.edu">morse005@umn.edu</a></td>
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</tr>
<tr>
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<td>Web: <a href="http://www.uccs.umn.edu">www.uccs.umn.edu</a></td>
</tr>
</tbody>
</table>
The University of Minnesota is committed to a working and learning environment that is respectful, collegial, and free of harassment. Harassment can include offensive, intimidating, or hostile behavior that interferes with your students’ abilities to work or study, such as threatening or demeaning language.

Taking Action

If a student approaches you expressing concern about having observed or experienced harassing or uncivil behavior, consider the following suggestions/recommendations:

- Take the student seriously and listen to their concerns.
- Ask questions to get a better idea about the scope and nature of the student’s concerns regarding this experience and its impact on the work/learning environment.
- Check with the student to ensure that you understand the specific concerns from the student’s point of view.
- Assist the student with developing ideas about how to address the concerns and in listing possible resources/options to begin resolving concerns.
- As a general rule, obtain the student’s permission before contacting anyone else about the issues and concerns. Some resources including those below can be consulted confidentially.
- If you need assistance with framing your response to a student’s concerns, you may want to consult your department chair or a first-step contact listed below.
- Schedule follow-up meetings as needed to hear about and assess progress toward resolving the student’s concerns.

First-Step Contacts

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Email: conflict.resolution@umn.edu  
Web: http://www1.umn.edu/ocr | **Student Conflict Resolution Center (SCRC)** Jan Morse, Director  
Phone: 612-626-0689  
Email: morse005@umn.edu  
Web: http://www.sos.umn.edu | **University Counseling and Consulting Services (UCCS)** Matthew Hanson, Senior Psychologist  
Phone: 612-624-3323  
Email: hans1053@umn.edu  
Web: http://www.uccs.umn.edu |

For additional resources on campus, visit [http://www.sos.umn.edu/stafffaculty/academic_civility.html](http://www.sos.umn.edu/stafffaculty/academic_civility.html). If you believe there is imminent danger to a student or others, call 911.
Academic incivility creates detrimental outcomes in classrooms, labs, and departments. Chairs and other departmental leaders have an opportunity and a responsibility to both prevent and respond to complaints from students and other members of the U of M community.

This guide is principally designed to offer informal strategies to address complaints from students regarding behavior of a faculty member. It is adaptable, however, when there is concern about the behavior of a student or staff member. Various on-campus resources to assist departmental leadership are provided at the end of this document.

**General Principles**

- Do not ignore harassing and bullying behavior. Such behavior has serious negative effects on performance and productivity, and contributes to high attrition of graduate students.
- Remember that there are (at least) two sides to every story; try to refrain from making a judgment until you have gotten information from a variety of sources.
- Access campus resources to help guide decision-making.
- Do not promise things you cannot deliver; recognize limits of confidentiality.
- Maintain communication with the parties to monitor the problem, prevent unwelcome surprises, and support positive change in the situation.

**First Steps**

- Meet with the student in person and listen carefully to their concerns.
- Ask the student questions to fully understand the scope of the problem and its effect on the learning environment.
- Determine if the student has met with the faculty member. Remember that the student may be in a precarious position and may feel unsafe meeting with the faculty member alone.
- Advise the student of campus resources that can assist them with their concern. ([http://www.sos.umn.edu/stafffaculty/Graduate_Student_Advising_Guide.pdf](http://www.sos.umn.edu/stafffaculty/Graduate_Student_Advising_Guide.pdf))
- Design next steps for consultation with others to gather more information; get input from the student and share your plans. Remember confidentiality guidelines when discussing the situation with others.
Consultation/Information Gathering

- Consider at what point you inform the faculty member and provide an opportunity for him or her to respond; inform the student before contacting.
- Meet with appropriate individuals to gather information, generate options.
- Talk with on-campus resources to discuss options.
- Meet again with the student to integrate new information and design an action plan.

Possible Action Steps for Chairs

✓ Coach the Student to Write to/Meet with the Faculty Member
  - Assist the student in determining appropriate methods and tone of communication; recognize the limits of email.
  - Assist the student in setting realistic goals and objectives.
  - Coach the student to help reflect on how s/he may be contributing to the problem and how the student can modify his/her own behavior.
  - Offer to proofread any letter or message before it is sent.
  - Prior to a meeting, walk through the conversation to help the student gain confidence.
  - Advise the student to politely and quickly leave the meeting if it becomes hostile.

✓ Facilitate a Meeting Between the Student and the Faculty Member
  - Before the meeting, help the student identify issues of concern.
  - Recognize that the purpose of the meeting is to help repair the relationship and set expectations. Ideally, the parties will mutually agree on action steps going forward.
  - Understand that while holding a position of leadership in a department, you cannot serve as a neutral party.
### Before the Meeting
- List specific examples of your concerns.
- Identify resources on campus that can provide additional assistance to the faculty member.
- Understand and be able to articulate your expectations going forward.

### During the Meeting
- Meet in person; begin by stating the purpose of the meeting.
- Share your concerns and all relevant information, including specific examples, if appropriate.
- Listen to the concerns of the faculty member; ask questions.
- Clarify expectations regarding professional behavior; tie them to established university norms.
- Explain your reasoning and intent.
- Allow the faculty member the opportunity to respond and generate ideas for the plan.
- Jointly design next steps.

### After the Meeting
- Ensure timely follow-through on plan steps.
- Meet regularly with the faculty member in an effort to monitor progress and provide support.

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### Utilize a Third-Party Neutral to Facilitate a Resolution
- Provide a referral to the appropriate office (see resources below).
- Offer to assist the third party with necessary information and support.
- Continue to serve as a resource to the parties to support positive change efforts.

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**✓ Meet with the Faculty Member**
- If there has been an alleged violation of state or federal law, university policy, or behavior that threatens a student’s status, it may be more appropriate for the department chair to intervene directly with the faculty member after s/he has gathered the necessary information. Meet in person to inform about the concerns that have been reported and to ask for the faculty member’s perspective and ideas.

**✓ Coach the Faculty Member**
- Coaching is designed to create shared expectations of performance based on the individual’s position and university expectations. This conversation can be made easier by approaching the person with compassion and respect; the goal is to engage them as a partner in the effort to improve the situation.
<table>
<thead>
<tr>
<th>Campus Resources</th>
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<tbody>
<tr>
<td><strong>Office for Conflict Resolution (OCR)</strong></td>
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<tr>
<td><em>Phone:</em> 612-624-1030</td>
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<tr>
<td><em>Email:</em> <a href="mailto:conflict.resolution@umn.edu">conflict.resolution@umn.edu</a></td>
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<tr>
<td><em>Web:</em> <a href="http://www1.umn.edu/ocr/">http://www1.umn.edu/ocr/</a></td>
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<tr>
<td>Assists faculty and staff with employment-related conflicts.</td>
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<tr>
<td><strong>Center for Teaching and Learning (CTL)</strong></td>
</tr>
<tr>
<td><em>Phone:</em> 612-625-3041</td>
</tr>
<tr>
<td><em>Web:</em> www1.umn.edu/ohr/teachlearn/</td>
</tr>
<tr>
<td>Enriches the professional growth of faculty, instructional staff, and teaching assistants through programs, services, and resources that promote significant learning experiences for students.</td>
</tr>
<tr>
<td><strong>Student Conflict Resolution Center (SCRC)</strong></td>
</tr>
<tr>
<td><em>Phone:</em> 612-624-7272</td>
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<tr>
<td><em>Email:</em> <a href="mailto:sos@umn.edu">sos@umn.edu</a></td>
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<tr>
<td><em>Web:</em> <a href="http://www.sos.umn.edu">www.sos.umn.edu</a></td>
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<tr>
<td>The SCRC ombudsman provides information and support for those involved in campus-based conflicts.</td>
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</table>
Dealing with Difficult Behavior

What can I do if my adviser is not responding to repeated requests for assistance?

This is certainly a frustrating situation, and the “right” course of action may depend on a number of factors. Start by taking some time to reflect. Are you communicating your needs clearly and directly? Is this related to something that you might be able to do on your own?

If you cannot get a response from your adviser, consider the following options:

- Make appointments to serve as reminders to your adviser.
- When meetings do occur, have everything prepared. Be sure to rehearse your questions, so if you only get five minutes in the hallway, you can get some information without needing a scheduled meeting.
- Document via email your requests for meetings over time.
- Ask departmental administrators to help determine when your adviser is typically in the office. Ask them to help you.
- Talk with your Department Chair, Director of Graduate Studies, a trusted colleague or whomever you feel comfortable with for ideas on how to get what you need.
- Consult with staff at the Student Conflict Resolution Center (SCRC).

What do I do if a faculty member is repeatedly making negative or hostile comments about me in front of others?

You have to decide what course of action is best for you, whether you want to respond directly or get help.

- If you are able to address the faculty member directly, tell him/her that his/her comments are making you feel uncomfortable and to please stop.
- If there is a faculty or staff member in your department whom you trust, ask that person for advice on how to handle the situation.
- Or you can make an appointment to speak with staff at the Student Conflict Resolution Center (SCRC) or a counselor at the University Counseling and Consulting Services (UCCS) for confidential advice and consultation. Talking with SCRC or UCCS staff DOES NOT mean you are filing a grievance or making your complaint public.
FAQs for Students

What do I do if a faculty member is making unwanted advances, e.g., inviting me on dates?

You have to decide what course of action is best for you, whether you want to respond directly, indirectly, or get help.

- If you are able to address the faculty member directly, tell him/her that his/her comments are making you feel uncomfortable and to please stop.
- If the advances persist, seek outside help. If this faculty member is your adviser, a teacher, or in any way connected with your academic work, you need to seek outside help. This behavior is not appropriate.
- For the University's policy on sexual harassment go to: [http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html)
- You may also wish to consult with staff at the following resources:
  - Aurora Center [http://www1.umn.edu/aurora](http://www1.umn.edu/aurora)
  - Student Conflict Resolution Center (SCRC) [http://www.sos.umn.edu](http://www.sos.umn.edu)
  - University Counseling and Consulting Services (UCCS) [http://www.uccs.umn.edu](http://www.uccs.umn.edu)
  - Office of Equal Opportunity and Affirmative Action (EOAA) [http://www.eoaa.umn.edu](http://www.eoaa.umn.edu)
  - International students can also contact International Student and Scholar Services (ISSS) [http://www.isss.umn.edu](http://www.isss.umn.edu)

If I seek assistance at SCRC, UCCS, ISSS, or Aurora Center, does that mean I am automatically filing a grievance? Am I required to take some action?

Unless you report sexual harassment or an intention to harm yourself or another person, your discussion will remain between you and the counselor/adviser. You will have the opportunity to talk about the situation you are dealing with, explore options and hear about resources.

- If you have questions or concerns about confidentiality, reporting requirements, or policies, you can consult with the staff or faculty of the office you are contacting.

My adviser makes me work more hours than other graduate assistants. What can I do?

- Discuss the difference in hours with your adviser. If there is not a logical reason, ask that your hours be the same as others.
- Ask to have a confidential conversation with the graduate studies coordinator or program director.
- Speak to the faculty member who is the director of the academic program and/or the Department head.
- Speak to the staff at SCRC for guidance as to how to proceed if you feel that you can't resolve it with help in your department. If you are an international student, you can also consult with advisors at International Student and Scholar Services (ISSS).
Someone is taking credit for my work, what should I do?

If you believe this has already occurred:

- Make an appointment to communicate your concerns to your adviser/supervisor. “I would like an appointment to discuss authorship on projects.” (See “Preparing for Difficult Conversations; http://www.sos.umn.edu/students/Preparing.pdf)
- State the issues dispassionately, use “I” statements and avoid accusations. Write down your issues ahead of time if this helps you.
- Listen to the responses; clarify your understanding of what the adviser says. Offer your adviser time to consider the issue if they seem unprepared to address it.
- Keep your long-term objectives in mind: is this an important issue. If the answer is “no,” consider how to avoid it in the future.
- If you believe something unethical has occurred, take the necessary steps to address this issue. Do not ignore it:
  - If you feel comfortable, discuss this with your adviser, DGS, department head or other trusted faculty or staff.
  - Consult a staff member at the Student Conflict Resolution Center (SCRC).

If you have communicated with your adviser/supervisor and are not satisfied with the outcome:

- You can make an appointment to speak with the graduate studies coordinator in your department or the faculty member in charge of your program.
- You can make an appointment to speak with staff at the Student Conflict Resolution Center (SCRC) or the University Counseling and Consulting Services (UCCS). The staff provides confidential advice and consultation. Talking with the SCRC staff DOES NOT mean you are filing a grievance or making your complaint public.
- Review the policy on Academic Misconduct http://www.policy.umn.edu/Policies/Research/ACADEMICMISCONDUCT_PROC01.html

Step back and consider how this might be avoided.

- Before you join a research group, ask your faculty adviser/supervisor if there are written guidelines for student participation and projects. An example is provided (see Project Expectations Example in Appendix: Doing a MPH Project with Professor F).
- If there are no written guidelines, request a briefing about how collaborations proceed in this department, group or lab. Keep notes and ask your adviser to confirm your understanding.
Is your or someone else’s personal safety is at risk.

- Call 911 if there is an immediate threat. If this is not an emergency consider calling the University of Minnesota Police Department (612-624-2677; http://www1.umn.edu/police/).
- Talk to your department or center safety office immediately. To find out who that is, contact the Department of Environmental Health and Safety (612-626-6002).
- Call the Campus Escort (612-624-9255) if you would like to be accompanied to your car, other transportation or a nearby neighborhood.
- To make an anonymous report, go to: http://www.Ureport.ethicspoint.com

Resources

<table>
<thead>
<tr>
<th>Office of Equal Opportunity and Affirmative Action (EOAA)</th>
<th>Student Conflict Resolution Center (SCRC)</th>
<th>University Counseling and Consulting Services (UCCS)</th>
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</thead>
<tbody>
<tr>
<td>Phone: 612-624-9547</td>
<td>Phone: 612-624-7272</td>
<td>Phone: 612-624-3323</td>
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<tr>
<td>Email: <a href="mailto:eoaa@umn.edu">eoaa@umn.edu</a></td>
<td>Email: <a href="mailto:sos@umn.edu">sos@umn.edu</a></td>
<td>Web: <a href="http://www.uccs.umn.edu">www.uccs.umn.edu</a></td>
</tr>
<tr>
<td>The EOAA staff assists with matters of harassment and discrimination based on membership in a protected class.</td>
<td>The SCRC ombudsman provides information and support for those involved in campus-based conflicts.</td>
<td>UCCS staff assist students with personal, academic, and career concerns.</td>
</tr>
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</table>
I observed toxic behaviors by a fellow faculty member. What should I do?

Options include the following:

- Speak to the graduate studies coordinator or program director. Don’t jump to conclusions; state that you have concerns because of what you observed.
- Speak to the faculty member who is the director of the academic program and/or the department head.
- Speak to staff at the Student Conflict Resolution Center or the Office for Conflict Resolution for guidance on how to proceed if you are confused or feel you cannot speak to colleagues at the local level.
- Do not ignore the problem.

What do I do about a student who complains excessively and exhibits behavior that suggests they may have some mental health issues?

- **Express concern** in specific, nonjudgmental, behavioral terms. (“I noticed you haven’t been to class in three weeks,” not “Where have you been lately?”)
- If possible, **gather information** before you intervene. Knowing where to refer a depressed or anxious student ahead of time might save time and increase the student’s confidence in you. Find resources at [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).
- **Listen** to the student in a sensitive, non-threatening way.
- **Recommend resources** appropriate to the problem. Included below is a listing of University offices that may be of help. Remind the student that using resources is a sign of strength and courage, not weakness or failure.
- **Consult with other professionals** about your concerns by contacting any of the offices listed below.
One of my students has stopped showing up to class and to the lab, hasn’t been seen in the department or by other students, and doesn’t respond to attempts to contact him/her. What should I do?

- Email and call the student. If no reply, leave a message letting the student know of your concern and that you may have to contact the police to look for him/her if there is no response.
- Ask the graduate studies coordinator or other student services staff if they know what is going on with the student.
- Ask the student’s instructors if they are aware of any reason the student has not been in class, e.g., a health issue or personal crisis.
- If it is an international student, contact the International Student and Scholar Services (ISSS) office. They have experience finding missing students. Sometimes the student is more likely to respond when ISSS contacts them because of their concerns about their visa status.
- If you are unable to find the student, call the campus police about visiting the student’s home for a welfare check. If the student lives off-campus, you will be directed to the local police. The police are trained to handle these situations with sensitivity.

Where can I get advice about how to talk to a student who is not making good progress?

- The Student Conflict Resolution Center (SCRC) provides confidential and no-cost consultation regarding a number of different issues related to student progress. Staff at SCRC also provide recommendations for resources on and off campus to enhance student performance. [http://www.sos.umn.edu/stafffaculty/coachingguide.pdf](http://www.sos.umn.edu/stafffaculty/coachingguide.pdf)
- University Counseling and Consulting Services (UCCS) offers both individual and group counseling for a range of concerns, including academic difficulties, career exploration, and personal concerns. Walk-in hours for urgent student needs: Monday-Friday (8:00-4:30). Consultation about student situations is available by phone. [http://www.uccs.umn.edu/](http://www.uccs.umn.edu/)
- International Student and Scholar Services (ISSS) assists international students and scholars with many concerns, including stress and mental health issues. Confidential consultation is available for faculty and staff concerned about international students and scholars. [http://www.isss.umn.edu/](http://www.isss.umn.edu/)
Is your or someone else’s personal safety at risk?

- Call 911 if there is an immediate threat. If this is not an emergency, consider calling the University of Minnesota Police Department (612-624-2677; http://www1.umn.edu/police/).
- Talk to your department or center safety office immediately. To find out who that is, contact the Department of Environmental Health and Safety (612-626-6002).
- Call Campus Escort Services (612-624-9255) if you would like to be accompanied to your car, other transportation, or a nearby neighborhood.

### Campus Resources

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<tr>
<th>Office of Equal Opportunity and Affirmative Action (EOAA)</th>
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| **Phone:** 612-624-9547  
  **Email:** eoaa@umn.edu  
  **Web:** www.eoaa.umn.edu |
| Assists with matters of harassment and discrimination based on membership in a protected class. |

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<tr>
<th>Student Conflict Resolution Center (SCRC)</th>
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</table>
| **Phone:** 612-624-7272  
  **Email:** sos@umn.edu  
  **Web:** www.sos.umn.edu |
| The SCRC ombudsman provides information and support for those involved in campus-based conflicts. |

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<tr>
<th>University Counseling and Consulting Services (UCCS)</th>
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</table>
| **Phone:** 612-624-3323  
  **Email:** hans1053@umn.edu  
  **Web:** www.uccs.umn.edu |
| Assists students with personal, academic, and career concerns. |