



FOSTERING STUDENT HEALTH AND WELLBEING

A GUIDE FOR
FACULTY AND STAFF

THE NEW SCHOOL

DEAR NEW SCHOOL FACULTY AND STAFF

Our students come from all over the world to study at The New School. They bring their talent and creativity, their desire to learn and grow, and their dreams. It is a thrill to work at an institution that draws such brilliant thinkers, artists, and performers with strong aspirations.

Many of our students also come with vulnerabilities and histories, and may benefit from additional support in order to manage the stresses of rigorous academics, social relationships, and continued identity exploration. While some will readily avail themselves of the resources on and off campus, others may be worried about what it means to need support or may not know where to go when help is needed.

This guide was created to put an array of resources at your fingertips so that when the need arises, you can help students make connections to resources. It also offers some practical guidance in identifying, addressing, and referring a student in distress, and provides you with direct links to offices available as a resource to you when you are not sure what to do.

Please feel free to contact me if you have any questions.

In support of wellness and health for all,

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The New School has an extensive network of trained professionals who are able to work directly with students in distress, as well as offer advice and intervention strategies to faculty and staff who are concerned about a student. In this guide, you will find a list of offices that you can contact to discuss student health issues.

You are encouraged to tap into these resources and ask as many questions as you need in order to serve students in the best possible manner. The success of our students in and outside the classroom requires that we all work together to ensure they are able to cope with academic pressure while balancing their overall health and wellness.

OVERVIEW

EMBRACING IDENTITIES AND DIFFERENCE

The New School is proud of its diverse community, and students are encouraged to embrace the vibrant group of people who are their classmates, friends, professors, staff members, deans, and administrators. Even though our community thrives on these very differences, students may face obstacles or injustices as a result of race, sexual orientation, sexual and gender identities, ability, religion, body size, age, nationality, and socioeconomic background. It is important to recognize that students will be at greater risk of experiencing daily stressors and the deleterious effects of marginalization, including negative impact on physical and mental health, depending on these identities. It is important to note there is an extensive support system at The New School working to create safer spaces for all students in order to build a more inclusive community. At every point of working or interacting with students, reassure each one that they are valued as an individual with unique skills, talents, thoughts, and dreams. By promoting an open, respectful, and supportive environment both in and outside the classroom, we help students from all backgrounds thrive at The New School.

SOCIAL JUSTICE

Social justice is at the core of the university's history, curricula, and identity. Several services, initiatives, and programs within Student Success have social justice at their center, including the peer health advocacy program, anti-violence work, and Safe Zone. We encourage you to become familiar with all of these, plus the work of the university-wide Social Justice Committee and the vibrant [Facebook group](#) dedicated to social justice.

GENDER PRONOUNS

Gender pronouns are the pronoun or set of pronouns that an individual would like others to use when talking

to or about them (this may or may not match gender assigned at birth or a person's gender expression). Experiences of cis-sexism and cisgender privilege are realities for many university community members who are genderqueer, gender nonconforming, and/or who present outside of the gender binary.

At The New School, we encourage the practice of asking individuals what pronouns they use for themselves in an effort to respect the diversity of gender identities beyond male and female. Giving folks the option to not share their gender pronouns is important as well. Faculty members have shared the practice of asking names and gender pronouns via index cards during their first class in order to learn them, as well as setting community agreements early in the semester where the use of gender pronouns are discussed.

Note that The New School has a preferred name policy,
newschool.edu/provost/transgender-student-identification-policy

Students can file with the Office of Intercultural Support to designate their preferred name and pronoun(s).

INFORMATION ABOUT NAME CHANGE FOR TRANSGENDER STUDENTS

Current transgender students who have not legally changed their names can request that the university change their first names only in the following systems: email address, class roster, and Starfish.

How to request a change: Students should contact the Office of Intercultural Support at 212.229.8996 or ois@newschool.edu for more information.

The Office of Intercultural Support will notify Information Technology (IT) to make the changes, and will notify their instructors of their preferred first name and pronoun(s).

CONFIDENTIALITY

Medical and mental health providers are bound by strict professional and legal standards to preserve client confidentiality. Faculty and staff are not bound by the same obligations. All university employees are required to report concerns they may have about a student's health or safety. Once a student has divulged a serious concern to a member of the university community, the university has officially been "put on warning." If a student asks before a conversation for a promise to keep it confidential, do not say yes. Faculty and staff are bound by law to disclose information if they have reason to believe that someone is in danger of hurting self or others. Determining the safety or mental health of a student is not always simple. Seek guidance from Counseling Services if you have any doubts. Contact us at 212.229.1671, option 1, to speak with a counselor (after hours you will reach our nurse advice line), or call Campus Security at 212.229.7001 (24 hours).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA, which prohibits the university from sharing student educational records with any third party without the student's written consent, does not apply to information gleaned from direct personal contact with a student. Any information relevant to concerns about a student's health or safety may be shared with other appropriate professionals. FERPA expressly permits the disclosure of information from student education records to appropriate parties inside or outside of the university

if knowledge of the information is necessary to protect the health or safety of the student or other individuals. 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 "school officials" who have "legitimate educational interests" in the information. Another example: A student informs his resident advisor that he has been diagnosed with a highly contagious disease such as measles. The university should alert the student's roommates and others with whom the student has come in close contact and urge them to seek appropriate testing and medical care.

For more information about FERPA, visit newschool.edu/registrar/educational-privacy-rights

MENTAL HEALTH OR MISBEHAVIOR?

It can sometimes be difficult to tell the difference between students who are exhibiting signs of a mental health issue and those who are acting out. Sometimes it may be both. In most situations, your first step should be to address the problematic behavior and see how the student responds. If the problematic behavior ceases and there are no more alarming signs, it is probably safe to assume that the issue was not related to a mental health problem. Ultimately, whether it is a symptom of mental illness or misbehavior, if it is disrupting the educational environment, it needs to be addressed. If you are unsure about what you are witnessing or if the behavior continues, the following guidelines might

be helpful in deciding whether to refer this student to the appropriate university resources.

Consider seeking assistance if you observe:

- Sudden, significant, and persistent changes in behavior, appearance, class participation, hygiene, or attendance
- Nonsensical, hard-to-follow thoughts in written work, class discussion, emails, or personal conversations
- Irrational outbursts or inappropriate demonstrations of emotion
- Words or behavior that creates a hostile or threatening environment for other students and/or staff
- Indications that the student is intoxicated or under the influence of alcohol or drugs
- Inappropriate behavior that has previously been addressed but persists or worsens

You can play a crucial role in supporting a student's academic success and/or preventing a personal crisis by opening the door to The New School's comprehensive support network: Student Success staff, faculty, academic advisors, parents/family, and outside professionals. In conversations you may have with a student about the various resources and support options available, always emphasize that seeking help is a sign of strength.

Staff members from Student Support and Counseling Services are available to help you determine whether referral, immediate intervention, or outreach to the student is the best course of action. They can also provide suggestions about how to discuss sensitive subjects with a student.

INCIDENT REPORTS: WHEN TO DOCUMENT

An incident report is a tool to document concerns about a student and share that information with those who need to know. Examples of these concerns include but are not limited to disruptive behavior that continues despite intervention; behavior that raises concerns about a student's health or safety or the safety of others; or disturbing content in a class assignment. Once an incident report is submitted, the information within it can be reviewed and appropriate action can be

taken. These actions can include activating a support system or safety net for the student, issuing a warning, removing a student from class if necessary, exploring the possibility of a leave of absence, or requiring a health assessment. Faculty and staff are encouraged to write incident reports as soon as there is concern about a student, rather than waiting for escalation. If an incident report is written in the early stages of a potential problem, class disruptions and crises may be prevented. All incident reports in which students are named should be sent to Student Conduct and Community Standards.

The incident report form is available on the Student Conduct and Community Standards webpage at newschool.edu/student-conduct

Guidelines for writing a report are provided on the form and include the following:

- Focus on observable behaviors (e.g., student has noticeable body odor).
- Provide specifics (e.g., how often the particular behavior is observed).
- Avoid labels (e.g., don't describe someone as "crazy").

It is important to know that a student has a right to see any incident report in which they are named. Incident reports should be written with that in mind. If there are concerns about a student's behavior but discomfort writing about these concerns, contact Student Conduct and Community Standards for guidance.

RECOGNIZING THE SIGNS OF DISTRESS

MANAGING STRESS

Many aspects of university life can be exhilarating: the academic rigor, adjusting to a new culture, freedom to share different parts of one's identity, exploring New York City, and making new connections. These challenges can also cause stress, which is often at the root of many mental and physical illnesses. In most cases, it is temporary and manageable, but some students experience prolonged periods of stress related to academic difficulties, personal issues, or both. High levels of stress may result in physical illness and emotional difficulties that are challenging for students to cope with on their own. It is part of our responsibility to help our students build skills to respond wisely and constructively to stressful situations that may arise while they are enrolled at The New School. In interactions with students, you can encourage them to understand their feelings and identify healthy ways to cope with all kinds of emotional pressure. You can also encourage making connections with others in and outside of the university, joining student organizations and other group activities, and, perhaps, making an appointment with Counseling Services. In helping to create a supportive environment where students can manage their stress, you are enhancing their overall health and wellbeing.

RESPONDING TO STUDENT IN DISTRESS

A 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 a cluster of smaller signs (e.g., emotional outbursts, repeated absences, and noticeable cuts on the arm taken together) calls for action. Expressing your concern directly to the student is the best option. During the conversation, point out any specific examples; for instance, tell a student you have noticed that they often fall asleep in class, not that you think they are taking drugs.

Because you interact with the same students on a regular basis, you will often be among the first people to know when one of them is struggling. Most times, a student will start exhibiting signs when they are in distress. The lists below are not meant to be comprehensive. They include some tips and suggestions that can help you navigate difficult conversations with students who may be in distress.

BE AN ACTIVE LISTENER

- Listen attentively and encourage the student to talk. ("Tell me more about that.")
- Ask open-ended, nonjudgmental questions that deal directly with the issues. ("What problems has that situation caused you?")
- Communicate understanding by paraphrasing what the student has said, including both content and feeling. ("It sounds like you're not accustomed to such a big city, and you're feeling lost.")
- Ask students what they think could help.
- Empathize with the feelings being expressed. Consider the perspective of the student.
- Help the student realize that there are options and that things will not always seem hopeless or be so difficult.

KNOW THE LIMITS OF YOUR ROLE

- Do not take on the role of counselor. Listen, care, and offer resources.
- Maintain the professional nature of the faculty-student or staff-student relationship.
- Be clear and consistent with the message of support and the scope of help.
- Maintain consistent expectations of appropriate student behavior, especially of academic performance. “Feeling sorry” for a student is not always the best foundation for wise counsel.
- Avoid making promises of confidentiality.

MAKE A REFERRAL

- Try to normalize the need to ask for help as much as possible.
- Suggest resources: friends, family, clergy, or campus professional help. Share information about the suggested resource and the potential benefit. (“I know the folks in that office, and they are really good at helping students work through these kinds of situations.”) Focus on one resource that seems particularly relevant.
- Alert the appropriate office or administrator as soon as the referral has been made—this ensures that the student is served promptly.
- If a student seems reluctant to accept a referral, suggest the student try it once.
- Offer to make the phone call for the student.
- Walk the student over to the referral, if needed or desired.
- Keep the lines of communication open. Invite the student back to follow up.

You may also make a referral to various offices on campus through Starfish, The Student Success Network: thenewschool.starfishsolutions.com/starfish-ops/support/login.html

When you make a referral in Starfish, the student is sent an email with instructions on how to connect with the campus service or support to which you are referring them. Students are able to view all notes and comments made in referrals.

ACCEPT A STUDENT'S RELUCTANCE TO SEEK HELP

Unless the student is suicidal or a danger to others, they must make their own decisions about taking advantage of the resources available. If a student says, “I’ll think about it,” that’s okay. Invite the student to be in touch in a day or two.

An offer of help may be rejected. A student may deny problems exist because it is difficult to admit that they need help. The student might assume that things will get better soon. Take time to listen to the student’s fears and concerns about seeking help. Let the student know that the referral comes as a result of concern for their wellbeing.

Outreach is like planting a seed of information, concern, and support that may be useful in the future.

CALM A HEATED CONVERSATION AND DIFFUSE ANGER

Acknowledge anger and frustration calmly. (“I can see how upset you are because you feel your rights are being violated and no one is listening to you.”)

- Allow the venting of feelings and frustrations.
- Calmly insist that verbal abuse is unacceptable. (“When you are yelling, it is hard to listen.”)
- Avoid arguing, shouting, showing hostility, or threatening a student.
- Never touch a student.
- Stop the conversation if anger continues to escalate.
- If necessary, walk away from the situation and seek immediate help from Campus Security, or, if there is threat of violence, call 911.

REFERENCES TO SUICIDE OR DEATH

Passing thoughts about death and suicide are common among students. Some polls say that over 70 percent of people have these thoughts. The difference between a passing thought and a serious risk is vast; however, it is best to err on the side of safety and take all direct or indirect references to death or suicide seriously. A student who is feeling suicidal may be relieved when someone finally asks, “Are you thinking of killing yourself?” because they no longer have to struggle with these feelings alone. If a student is not contemplating suicide, asking the question will not “put ideas in their head.” Counseling and, sometimes, medication can help a student who is suicidal. Hospitalization for a short time may enable medications to take effect, ensure immediate safety, and help them connect with resources.

WARNING SIGNS OF SUICIDE THAT DEMAND IMMEDIATE ATTENTION

- Makes threats of suicide, homicide, or death
- Writes papers or creates art about suicide, death, or dying in a way that seems ominous
- Sends cryptic or indirect messages such as "I wish I were dead"; "You'll be better off without me"; "Soon you won't have to worry about me"; "Time is running out"
- Gives away prized possessions without explanation
- Describes or exhibits feelings of desperation or intense psychic pain
- Obtains a weapon, pills, or other means to inflict self-harm
- Acts reckless or engages in high-risk activities
- Shares feelings such as severe hopelessness, depression, isolation, withdrawal, agitation, inability to sleep, or sleeping all the time
- Dramatic mood changes
- Sees no reason for living or feels no sense of purpose in life

WAYS TO BE HELPFUL TO SOMEONE CONTEMPLATING SUICIDE

- Be direct. Talk openly and matter-of-factly about suicide.
- Be willing to listen. Allow expressions of feelings. Accept the feelings.
- Be non-judgmental. Don't debate whether suicide is right or wrong, or whether feelings are good or bad. Don't lecture on the value of life.
- Get involved. Show interest and support.
- Don't dare them to do it.
- Don't act shocked. This will put distance between you and them.
- Don't be sworn to secrecy. Seek support.
- Offer hope that alternatives are available but do not offer glib reassurance.
- Take action. Get help from Counseling Services on campus, or call 911 for immediate medical assistance.

All suicidal threats and statements must be taken seriously. In suicidal emergencies, call 911, and then call Campus Security at 212.229.7001 and Student Health Services at 212.229.1671. Be aware of your own limits and role. If you feel panicked or unsafe, quickly get someone else to help you.

OTHER EMERGENCY SITUATIONS WARRANTING IMMEDIATE CALL TO 911

- Out of control, violent, and/or homicidal or suicidal behavior
- Seizures (convulsions)
- Obvious difficult or painful breathing
- Deep wound or other clear indication of severe physical injury
- Unconsciousness or complaint about losing consciousness, sight, hearing, or other life function
- Hearing or seeing things, swirling or dizziness, intense pain, or strange sensations
- Inability to speak, walk, or otherwise communicate
- Signs of dangerous level of intoxication (never assume that an intoxicated student has given accurate information about the nature or quantity of what has been ingested)
- Complaining about possible life-threatening symptoms or requesting emergency services

CONCERN A STUDENT MAY BE MISSING

Any member of the university community who believes that a student may be missing should immediately notify Thomas Iliceto, Director of Security, at 212.229.7001 or ilicetot@newschool.edu, and Tracy Robin, Assistant Vice President for Student Health and Support Services at 212.229.1671 or robint@newschool.edu with all pertinent information.

Note: Please be sure that all avenues of investigation (outreach by email and telephone, confirmation that the student has not attended any classes, a personal visit if the student resides in university housing) have been considered before filing an Incident Report stating the student is a missing person.

University procedures will be followed to ensure that reports of missing students are properly investigated. All contact information, including family and emergency contacts in the school system, social media, and other potential sources, will be used as part of the effort to locate the student. If after 24 hours the school has not located the missing student, a report will be made to local law enforcement.

DISCUSSING DISAPPOINTING OR BAD NEWS WITH A STUDENT

A student might receive bad news at school—they have failed a test, a course, or even that they are being dismissed from the university. Sometimes bad news comes from home—a family member has been diagnosed with a life-threatening illness or has died, for example. Receiving bad news can trigger a wide range of emotions and may have a serious impact on a student's sense of wellbeing. In the worst cases, it might precipitate a deep depression, bring on thoughts of suicide, lead to a wild drinking or drug binge, magnify a pre-existing eating disorder, etc.

If you are responsible for delivering disappointing or bad news to a student, it is best to do so in person whenever possible. In your conversation with the student, try to use unambiguous language that clearly explains the situation. It is helpful to plan what to say in advance. Ask the student how they are doing after sharing the disappointing news. If the student does get upset or angry, validate these emotions and express understanding. Avoid giving false hope. Have names, phone numbers, and email addresses for individuals and offices that the student can contact to discuss the situation and their feelings. Try not to deliver bad news on Friday, particularly late in the day; it is better for a student to hear bad news during the week, when university offices are open and support is readily available.

DISTURBING CONTENT IN WRITTEN OR ARTISTIC WORK

It is not always clear when disturbing content in student work is a warning sign of emotional problems. To make a better judgment about a student's state of mental health, reflect on their behavior otherwise. For example, if a student who writes about suicide also appears to be sad, withdrawn, or angry, the writing may be cause for concern. If disturbing content, especially if reinforced by disturbing demeanor, rises to a level of concern, it is a good idea to speak directly but informally to the student about your concern. It is legitimate to ask a student what inspired the work in question. In the case above, you might lead a conversation about the "disturbing" content of the student's writing



in the direction of inquiring about whether the student is thinking about suicide. If the student admits to being distressed, show your concern—even a small caring gesture or word can be very reassuring. Then encourage the student to contact Counseling Services or offer to contact Counseling Services on their behalf.

FOOD INSECURITY AND HUNGER

When money is tight, food is often the only part of the budget that is elastic. Rent, tuition, school supplies, and other bills can't accommodate a tight budget, so students with financial constraints have to stretch their food dollars as far as possible. This can lead to stress and feelings of shame as well as the more obvious biological experience of hunger. Food insecurity is more common than you may realize; it affects one in six New York City residents and manifests in a range of ways including:

- Worrying whether food will run out before getting money to buy more
- Inability to afford balanced meals
- Sometimes or often not having enough to eat
- Skipping meals
- Dumpster diving
- Attending school events to find food
- Using food pantries and soup kitchens

A hungry body and mind do not function at their peak. Hungry students usually have a harder time concentrating and completing class work, and may experience exacerbated reactions to the normal stressors of life. They may also spend extra time thinking about food, unsure where their next meal may be coming from.

Decreased Federal SNAP (food stamp) entitlements have led to tighter food budgets for many. You cannot tell if someone is food insecure by the size of their body.

Students experiencing food insecurity or hunger are encouraged to do the following:

- Speak with a financial aid counselor to see if there are more aid and/or loan opportunities
- Check out possible external scholarship opportunities at newschool.edu/student-financial-services/external-scholarships

- Visit the Student Employment web page at newschool.edu/human-resources/student-employment

- Meet with a staff person in Student Support to discuss university resources such as the Petrie Emergency Fund and emergency food, Metro, and pharmacy cards; and for help connecting with off-campus resources

- A campus food pantry for New School students is scheduled to open in May 2016. For more information, contact foodpantry@newschool.edu or studentsupport@newschool.edu

Off-campus Resources:

- Contact the Food Bank for NYC for help with the process of applying for SNAP benefits (food stamps). Call 212.894.8060 for detailed information, prescreening, or for help through the process. Find more information at foodbanknyc.org/news/find-help.

- Visit the Waverly Snap Center (food stamp office):

- 12 West 14th Street, 4th floor
212.352.2519 or 212.352.2524
Monday–Friday: 8:30 a.m.–6:00 p.m. Saturday:
9:00 a.m.–5:00 p.m.

- Call the NYC Hunger Hotline at 866.888.8777 or 311

- Locate soup kitchens and food pantries at nyccah.org/hungermaps

- Access NYC Benefits Finder: ACCESS NYC is a free service that helps you find out if you may qualify for over 30 city, state, and federal benefit programs such as Medicaid, Supplemental Nutrition Assistance Program (SNAP) benefits, or help with utility bills. Find more information at a069-access.nyc.gov/ACCESSNYC/application.do.

FINANCIAL STRESS

Data from the National College Health Assessment, a biannual survey of our students, indicates that finances are a major cause of stress that impact academic performance. To acknowledge the stress of economics, especially for low income, limited income, and working class students is important. Our students represent diverse socioeconomic backgrounds, and our work as faculty members and staff must also address the power and privilege of income and access to higher education. If you are working with a student experiencing acute financial stress or emergency, the following are some resources they might find helpful:

Carol and Milton Petrie Foundation Emergency Fund at The New School

This fund is available to assist qualifying students who are experiencing an acute short-term financial

emergency. Students experiencing such situations should contact the Emergency Fund Quick Response Team at PetrieFund@newschool.edu. The team will assess the situation and, if appropriate, provide the student with an application.

Student Financial Services (SFS)

The New School supports a comprehensive program of student financial assistance based on need and merit. If a student's financial situation changes significantly, it is important for the student to speak with a counselor at SFS in the case that they are able to help. Contact SFS at 212.229.8930 or sfs@newschool.edu or visit in person Monday through Friday, 10:00 a.m.–4:45 p.m., on the second floor of the Welcome Center at 72 Fifth Avenue.

Cash Assistance

Eligible families may receive up to 60 months of federally funded cash assistance under the Temporary Aid to Needy Families Program (TANF). Single individuals without children may receive benefits under the New York State Safety Net Program. Find more information at nyc.gov/html/hra/html/services/cash.shtml

Need Help Paying Bills

This website provides a list of resources in the NYC area: needhelp-payingbills.com/html/new_york_city_assistance.html

CULTURE SHOCK

Living and studying away from home may cause culture shock—the feeling of not knowing how to do things or what is appropriate or inappropriate. Culture shock can affect students from other places around the country and those from around the world when they arrive in New York City.

Common symptoms of culture shock are sadness, loneliness, melancholy, inexplicable crying, and longing for family; feelings of powerlessness; preoccupation with health, aches and pains, allergies, or insomnia; sleeping too much; anger, irritability, and resentment; and an unwillingness to interact with others.

You can help a student experiencing culture shock by assuring them that feelings of turmoil and uncertainty are normal. Emphasize that many students use the support services of the university as a tool to succeed in school; for example, suggest that a student from another country take advantage of programs offered by International Student and Scholar Services (ISSS) to learn about living in New York and in the United States. If the problem

of culture shock seems particularly severe, refer the student to Student Support and Crisis Management, or perhaps to Counseling Services, where the student can speak confidentially to a counselor. ISSS can also be a resource for international students.

STUDENT INTERNSHIPS

We encourage students to complete at least one internship during their attendance at The New School. Internships are an important experience to complement the learning students gain in the classroom. At times, students may struggle to balance their academics with the responsibilities at their internship.

Please email Student Success, Internships and Global Experience at experience@newschool.edu if you observe an interning student:

- Missing deadlines or class as a result of their internship
- Experiencing economic hardship because of an unpaid internship
- Feeling undervalued because of a lack of responsibilities or tasks
- Expressing dissatisfaction at their internship or with their supervisor
- Feeling as though their internship has become an obligation rather than a valuable experience
- Feeling overworked because of the required hours at their internship
- Unrealistic expectations from their supervisor, e.g., being asked to make monetary contributions with the expectation that they'll be reimbursed
- Discussing discomfort with requests or responsibilities at their internship

PREGNANCY, BECOMING A PARENT, AND LACTATION

The impact of pregnancy (academic, health, financial) will vary from student to student, and will require the student to begin mapping out what support they will need in order to continue their studies. Some will need to discuss accommodations with Student Disability Services in order to complete their school work, others will consider a leave of absence for a period of time. A student's decision will take into account many personal factors, but will also include the perceived

support and guidance from advisors and faculty in their program of study. Students who are pregnant, adopting a child, or becoming a parent will benefit most from making an academic plan that is flexible and supportive of their needs as parents.

For information about lactation resources for students, and other frequently asked questions, visit the university's Lactation Spaces Guide at newschool.edu/human-resources/lactation-spaces-q-and-a.pdf.

To learn more about caregiver support or to become involved in caregiver issues at the university, visit newschool.edu/student-health-services and click the Information for Caregivers box.

STUDENTS WHO ARE MILITARY VETERANS

Students going to college following military service may have some distinct needs, including accessing their education benefits, assistance with the transition from a military lifestyle to the college environment, physical and psychological trauma, and disabilities that require accommodations and supportive services. Some, if not all, of these needs may also apply to their spouses and children, who are now eligible to use their spouses'/parents' GI Bill benefits. The more we understand the potential needs of our student veterans and dependents, the more access and success they will have in their program of study. The Coordinator for Veteran Student Services in the Student Success office is an important university resource for these students. Coordinator Mariette Kalinowski can be reached by email at kalinowm@newschool.edu.

HEALTH PROBLEMS

Most college students do not require more than routine checkups and regular screenings to remain healthy, vibrant, and active. There are some students, however, who come to college with a history of health issues, which may be chronic, acute, or recurrent. Others may develop significant illnesses or conditions while in college.

Illness, regardless of its nature, may cause disruption in a student's academic life and have an impact on their mental state. 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, migraine headaches, mononucleosis, or an eating disorder may require a much longer adjustment, support, or accommodation. Students will demonstrate a different level of comfort in sharing information about their health. It is important to understand that a student has a right to keep health information confidential.

If a student is willing to discuss their health issues with you, encourage the student to make an appointment at Medical or Counseling Services if they have not been seen by a healthcare provider and medical attention seems appropriate. If you become aware that a student might need accommodations for a disability, contact Student Disability Services, where staff will work with the student to make sure their needs are addressed.

A student who has been seen by Medical or Counseling Services may receive written confirmation that a clinician saw them. That confirmation will not, however, indicate diagnosis or treatment, and it is not a waiver that can excuse missing classes. This practice is consistent with the recommendations of the American College Health Association and resembles the practices of other universities.

FAMILY CRISIS

Normal stress is compounded when a family encounters a crisis. Crises can include divorce, death, job loss, financial hardship, physical or mental illness, legal issues, or anything that disrupts a family's normal functioning. What constitutes a "family" for many students may not fit the Western European or North American nuclear ideal. 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. Some international students are caregivers for their siblings in the United States while their parents are back home. Some students are caregivers of their non-English-speaking

parents who live in the United States. These expectations make juggling a family crisis with academic responsibilities especially difficult and may lead to feelings of distress and despair in students.

You can consult with academic advisors about reasonable accommodations for a student who is in the midst of a family crisis, and you can also refer them to Academic Advising or Student Support and Crisis Management.

SUBSTANCE USE OR ABUSE

Sometimes students who are having trouble turn to drugs or alcohol as a way to cope. These students are then at risk for a host of physical, mental, emotional, and social problems. Alcohol is the most commonly abused substance on college campuses, and it can cause serious problems for students.

It is important to address what you observe in a factual manner without making judgments about the person, and use observable facts to substantiate your concern.

Some of the signs that might help you identify students who are abusing drugs or alcohol include the following:

- the smell of alcohol or marijuana on breath or clothes
- hand tremors
- watery or bloodshot eyes
- frequent bruises, cuts, or other injuries
- frequently missed classes
- continuous excuses for submitting work late or not at all
- extreme negativism (“don’t care” attitude)
- bragging about the amount of alcohol or other drugs used

Impairment of short-term memory, concentration, mood, motor behavior, interpersonal relationships, and academic and work performance may also all be related to drug and alcohol abuse.

Refer a student to campus resources such as Counseling Services to help address a possible drug- or alcohol-related problem.

The BASICS program is a resource available to all students who are using alcohol and/or other drugs. It can help the student develop new

strategies to reduce risk and make positive changes. It provides free, confidential services to all New School students who want to learn more about how their alcohol and substance use may be impacting them.

BASICS program counselors are graduate students in the New School Psychology Department who have specialized training in substance use counseling. Their aim is to provide non-judgmental, informative, and practical tools to help students manage issues related to substance use and/or other risky behaviors.

Over two brief sessions, BASICS provides personalized feedback and tools to help reduce the consequences associated with alcohol and substance use. They can help students develop strategies to reduce risky behaviors and promote positive change. They can also provide referrals for continued treatment, if necessary.

For more information or to schedule an appointment, email
BASICS@newschool.edu or call 347.927.0420.

SELF-INJURY

Self-injury, often referred to as “self-mutilation” or “cutting,” refers to an individual intentionally inflicting harm on their body without suicidal intent but in ways not socially recognized or sanctioned. Self-injury is most commonly associated with carving or cutting the skin, subdermal tissue scratching, burning, ripping or pulling skin or hair, swallowing toxic substances, bruising oneself, or breaking bones. Intervening in cases of compulsive self-injury can be difficult. The practice is often secretive and involves body parts that are relatively easy to hide. Unexplained burns, cuts, scars, or other clusters of similar markings on the skin can be signs of self-injurious behavior. Other signs include inappropriate dress for season (consistently wearing long sleeves in summer), constant use of wristbands/coverings, unwillingness to participate in activities that require less body coverage (such as athletic activities), frequent bandages, or displaying specific paraphernalia (e.g., razor blades or other cutting implements), combined with signs of depression or anxiety.

If you suspect that a student needs help with issues of self-injury, ask, in a casual way, emotionally neutral questions about the injuries or other signs that prompt your concern. Don't be surprised if you get evasive responses. Self-injury is often motivated by and creates intense feelings of shame and guilt that often prevent the sufferer from seeking help. A student who self-injures may, however, need and want attention. If you probe gently and use neutral questions, you may elicit honest responses. Refer any student you think has issues with self-injury to Student Support and Crisis Management or Counseling Services.

MAKING THREATS OR EXHIBITING EXTREME ANGER

When a student is faced with a frustrating situation, they may become angry and direct that anger toward others. If you are comfortable with doing so, meet with the student and ask them what is causing their anger and how they can change the behavior that is causing a problem. Not every student who expresses anger is a threat, but to avoid problems make sure other staff or faculty members are nearby when meeting with the student. If the student acknowledges having anger management issues, refer to the proper office or person who can help diffuse the cause of the problem (e.g., stress, learning difficulties, or personal issues). If the student does not change their behavior, complete an Incident Report, identifying your specific concerns (e.g., the student speaks in a loud or threatening manner or makes threats).

THE IMPACT OF VIOLENCE AND DISCRIMINATION

MICROAGGRESSIONS

Microaggressions are defined as brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or not, that communicate a hostile, derogatory, or negative slight or insult toward a targeted group. Microaggressions occur in the context of the larger culture of oppression in regard to race, gender, ability, immigration status, size, sexual orientation, etc., and are a direct result of power and privilege of a dominant group over a subordinated group. Oppression is structural, and as Iris Marion Young states, it has five faces: exploitation, marginalization, powerlessness, cultural dominance, and violence.

Microaggressions may involve any and all of the following:

- Treatment as a second class citizen
- Assumption of inferiority
- Stereotyping
- Invisibility
- Cultural insensitivity
- Objectification
- Denial of the reality of another's experience
- Target of jokes
- Profiling
- Object of derogatory language
- Denial of bias

DISCRIMINATION

Discrimination is unfair, prejudicial treatment of an individual or group based on race, ethnic identity, social class, gender, sexual orientation, disability, etc. In extreme cases, discrimination can rise to the level of harassment or even "hate crimes," the latter defined as violence directed

against people or property that is motivated by hatred of a class or category or person. Discrimination and harassment can cause a victim severe emotional distress with consequences ranging from lower academic performance and social withdrawal to thoughts of suicide or retaliatory violence.

The New School is committed to fostering and preserving a climate of diversity and inclusion. It is important that all members of the community react accordingly when they become aware of discrimination or discriminatory harassment. If you discover that a student feels they have been discriminated against for any reason, advise them to contact Student Conduct and Community Standards. A student who has experienced discrimination or harassment is likely to recover more quickly when given support and access to appropriate resources as soon as possible after the incident occurs.

Any student who reports they have been the victim of a hate crime should be advised to contact Campus Security and Student Conduct and Community Standards about the situation. The student will be offered a range of support services, which may include assistance in filing a police report, access to Medical and Counseling Services, and assistance from Student Support and Crisis Management.

**The university's policy on
discrimination and related subjects
may be found at
[newschool.edu/student-health-
services/anti-violence/resources](https://newschool.edu/student-health-services/anti-violence/resources)
and
newschool.edu/student-conduct.**

IF THERE IS EVER AN IMMINENT THREAT OF VIOLENCE OR INJURY, CALL 911 WITHOUT DELAY.

INTIMATE PARTNER VIOLENCE/ DOMESTIC VIOLENCE

Experiencing abuse—psychological, sexual, or physical—can have many negative ramifications for a student’s emotional and physical wellbeing. While it is impossible to know what goes on behind closed doors, there are noticeable warning signs that a student may be involved in an abusive relationship. Some of the signs a student might exhibit include the following: appears afraid or anxious; receives frequent, harassing phone calls; talks about a partner’s temper, jealousy, or possessiveness; has frequent injuries that are explained as “accidents”; frequently misses work or school without explanation; wears clothing that seems intended to hide bruises or scars (like long sleeves in summer or sunglasses indoors); has unexpected and unexplained money problems; exhibits major personality changes (an outgoing person becomes withdrawn); begins performing poorly or threatens to drop out of school. Some of these symptoms may arise from other causes, but they should always be cause for concern.

If you suspect a student is experiencing relationship violence, let them know of your concern. It is natural to want to encourage a student to leave an abusive relationship, but don’t. National crime data shows that the highest risk for the escalation of violence occurs when the victimized partner leaves, so it is important for a student to work with counselors and other professionals to create an exit plan that will keep them safe. Inform the student that help is available on and off campus 24 hours per day. For more information about intimate partner violence/ domestic violence, visit the university’s anti-violence webpages at newschool.edu/student-health-services/anti-violence.

STALKING

Stalking takes many forms, but some of the more prominent types include overtly or covertly following a student; secretly waiting for the student to arrive home; making inappropriate phone calls; obsessively communicating either directly with the student or through their friends; communicating with increasing frequency and intensity; and making threats and using intimidation tactics. In most situations, a student is dealing with an ex-partner, but others may become the targets of obsessive attention as well. Many states, including New York, have enacted anti-stalking laws to stop this type of harassment. Being stalked can cause a student to feel a great deal of fear and anxiety, making it difficult for them to focus on their studies. If a student tells you they are afraid of a stalker, the situation may be dangerous; strongly urge the student to consult with Campus Security, who will discuss options with them. If the student wishes to speak to someone confidentially, refer them to Counseling Services. For more information about stalking, visit the university’s anti-violence webpages at newschool.edu/student-health-services/anti-violence.

SEXUAL HARASSMENT

Sexual harassment is conduct that exploits power or authority in order to elicit sexual submission or that creates an intimidating, hostile, or abusive environment for working, learning, or enjoying other opportunities and activities. Examples of harassment include demanding sexual acts in exchange for maintaining or enhancing academic benefits; or persistent, pervasive, or severe unwelcome sexual behavior a student finds hostile or offensive.

There are many types of sexual harassment, including coercing sexual relations and the inappropriate sexualization of the working or learning environment with words, materials, or behaviors. Other types of sexual harassment include communicating via phone, email, websites, chat groups, fax, or letters; giving of unwanted gifts; displays of sexual material; and unwanted physical contact. A one-time incident can be considered harassment.

As a result of sexual harassment, a student may experience emotions such as shame, anger, fear, and denial, and may display signs of distress. If the student feels unsafe at any time, refer them to Campus Security immediately. If the student wishes to speak to someone confidentially, refer them to Counseling Services. For more information about sexual harassment, visit the university's anti-violence webpages at newschool.edu/student-health-services/anti-violence.

The university's sexual harassment policy is published on the website at
newschool.edu/student-conduct/sexual-harassment-policy.

SEXUAL VIOLENCE

Sexual violence is any sexual touching by an individual or group upon an individual or group without consent or with the use of threat or force. Sexual assault also includes sexual exploitation, which includes instances when a person takes non-consensual or abusive sexual advantage of another for their own advantage or benefit, or to benefit or advantage anyone other than the one being exploited. Perpetrator and victim can be of any gender, and the assault can be made using any object or body part.

Psychologically, this kind of trauma can have many different effects. A student who has been the victim of sexual assault may have difficulty concentrating and studying, experience flashbacks and have trouble sleeping, feel powerless or not in control, have bouts of sadness and depression, and have recurrent nightmares. It is not uncommon for a victim to remain silent about sexual assault, hoping the emotional pain will go away and pretending that if no one knows, "it didn't happen." Victims sometimes do not seek police or legal assistance for fear that their own behavior, such as drinking or consensual sexual relations, will be criticized, but the university strongly encourages students to come forward and report instances of sexual assault.

The university's policy on sexual misconduct and the complaint procedure may be found at
newschool.edu/student-conduct.

HOW TO HELP A STUDENT WHO REPORTS A MICROAGGRESSION, DISCRIMINATION, SEXUAL VIOLENCE, STALKING, INTIMATE PARTNER VIOLENCE/DOMESTIC VIOLENCE, OR SEXUAL HARASSMENT

We are all responsible for creating a safe, comfortable atmosphere for our fellow students, faculty, and staff. As a community, we condemn hostile, threatening, or violent behavior and take strong action against violence in all its forms.

Before a student discloses, make sure they understand that you cannot keep the disclosure confidential and you are required to inform one of the following offices about the incident of violence: Campus Security, Student Conduct and Community Standards, or Student Support and Crisis Management. If they are seeking to make a confidential disclosure, refer them to Student Health Services or the university's anti-violence webpages for off-campus resources at newschool.edu/student-health-services/anti-violence.

The university will handle disclosures as discreetly as possible and will provide the student with the following information: a clear explanation of the university investigative and hearing procedures if relevant, where to obtain time-sensitive medical care and legal options, and how to access support services on and off campus.

When a student discloses an experience of violence, listen attentively, respond sensitively, and do not make judgments. Open-ended questions such as "How can I help?" or "What do you need?" convey your support and will help start the healing process. Supporting a student's right to choose what course of action they wish to take after an experience of violence is one way to help them begin to regain control over their body and their life again.

Some acts of violence are easy to identify; others are harder to pinpoint. Student Health Services offers counseling and many other resources to help students recognize violence and find support. Visit the Anti-Violence Resources webpage (newschool.edu/student-health-services/anti-violence/resources) for both New School and community resources.

Staff from Student Health and Support Services are available to provide customized trainings for faculty and staff on a wide variety of issues related to student health, wellbeing, and identity. Some trainings already offered include:

Fostering Student Health

This workshop provides practical tools for faculty and staff to identify and respond to those students who are struggling, as well as familiarize them with The New School's comprehensive network of resources available to students facing difficult situations.

Workshop topics include:

- identifying, responding to, and referring students in distress
- emergency university protocols
- accessing campus resources

studentsupport@newschool.edu

Fostering Student Health II

This workshop is designed for faculty and staff who have previously attended the Fostering Student Health workshop. Critical information from the previous workshop will be reviewed and some new information introduced. Overall, the focus of this workshop will be more on practical skill-building through role play and small group exercises.

Workshop topics include:

- responding to students reporting sexual misconduct, intimate partner violence, stalking, and sexual harassment
- working with challenging students
- having difficult conversations

studentsupport@newschool.edu

Safe Zone

This four-hour introductory workshop trains students, staff, and faculty to serve as allies and advocates to create a more inclusive community for those who identify as LGBTQIAGNC.

safezone@newschool.edu

Know Your Stuff: Microaggressions

This 2.5-hour workshop teaches participants to understand what microaggressions are, their impact on us, and how to be an empowered bystander.

wellness@newschool.edu

Sexual Violence Awareness and Prevention

This workshop is designed to educate the community about sexual violence. Participants will learn about sexual violence facts and myths; relevant New School policies, procedures, and definitions; how to respond to disclosures of sexual violence; and ways to engage in bystander intervention so that all members in our community can play an active role in preventing sexual violence.

studentsupport@newschool.edu

Know Your Title IX: How to Respond to a Student Report of Sexual Misconduct, Intimate Partner Violence, Stalking, and/or Sexual Harassment

Title IX prohibits gender-based discrimination in educational programs and activities that receive federal financial assistance. In order to fully comply with this amendment, and to support the university's commitment to provide a living, working, and learning environment free of sexual misconduct and harassment, faculty and staff must play a critical role in the university's response to reported acts of violence.

Staff attending this workshop will receive the following information:

- University policies and procedures
- How to respond to disclosures of gender-based misconduct and harassment
- Guidelines for reporting gender-based misconduct and harassment
- How to manage requests for confidentiality
- Resources for students

studentsupport@newschool.edu

Opioid Overdose Prevention Training

In this one- to two-hour workshop, participants learn how community members can easily reverse a potential opioid overdose with Naloxone.

wellness@newschool.edu

The material in this guide has focused on recognizing and responding to students in distress. As members of the New School community, each of us has a role to play to ensure that a struggling student receives appropriate support and, when necessary, treatment.

Working together, we can optimize the potential for a student, whether facing a momentary hurdle or a serious mental illness, to succeed. Continued collaboration and connection of all of the dots are the key components to ensuring that our process continues to be proactive, responsive, and prepared for the unexpected.

It is important to note that, in addition to recognizing and responding to students in distress, the university provides numerous opportunities for a student to learn about and engage in healthy living practices. Health is not just the absence of illness. It encompasses a sense of biological, psychological, and spiritual wellbeing. It includes the presence of the following:

- Close, personal relationships
- Strong connections to the community
- A sense of purpose and meaning
- Family support
- Problem-solving skills
- Conflict resolution skills
- A healthy lifestyle (sleep, exercise, and nutrition)
- Accessible and effective health care

Promote general health and wellbeing by encouraging students to get involved and take advantage of resources on and off campus. Some suggestions:

- Encourage a student to assume a leadership position such as peer health advocate, resident advisor, or student organization leader.
- Partner with students and Student Success staff on projects that build community and promote health.
- Don't make assumptions about a student's preferred gender pronouns; ask first.
- Include information about support services and events on departmental webpages, emails, bulletin boards, and newsletters.
- Include a statement in your course syllabus about asking for help when needed, for example: "If you experience personal or academic stress at any time during the semester and need to talk to someone who can help, contact your academic advisor, Student Support and Crisis Management, or Student Health Services."

- Make your space a "Safe Zone" for lesbian, gay, bisexual, transgender, queer, and intersex students. To receive Safe Zone training information, email safezone@newschool.edu.
- Identify opportunities for curricular integration where Student Success staff can offer guest lectures on issues of health and well-being.
- Encourage civic engagement activities by students. Student Development and Activities organizes a wide range of volunteer activities with New York Cares.

There is an extensive network of support for students at The New School. This support network includes faculty and academic advisors. Get to know these partners. It includes Campus Security, available around the clock to help ensure that students are safe. It includes a vast array of public and private services throughout New York City. The following list details our own Student Success support network.

Never hesitate to reach out to us. Remember, support begins with listening. Your commitment to our students is invaluable.

Campus Security

The New School's Campus Security seeks to ensure that the rights of every member of the campus community are respected and that there exists a safe and secure atmosphere in all campus buildings.

68 Fifth Avenue, mezzanine level
212.229.7001 (24 hours)
newschool.edu/campus-safety
Director, Tom Illiceto

Counseling Services

Counseling Services offers crisis support, individual counseling (12 sessions per academic year), psychiatric evaluation and medication management, DBT skills

training, various support groups, art therapy, low-cost psycho-educational assessments, and referrals to community-based and specialized services. Students are encouraged to seek appointments for any concern or problem.

80 Fifth Avenue, 3rd floor
212.229.1671, option 1
shs@newschool.edu
newschool.edu/student-health-services/counseling
Director, Jerry Finkelstein

Medical Services

Medical Services offers primary medical care: health assessments, physical exams, diagnosis and treatment of illnesses and injuries, management of chronic health problems, and pharmacy services. For issues that require consultation with a specialist, Medical Services provides and helps coordinate referrals. Routine office visits are by appointment, but there are same-day and next-day appointments available for urgent concerns. Medical Services is not equipped to handle emergencies — for medical emergencies, call 911.

80 Fifth Avenue, 3rd floor
212.229.1671, option 2
shs@newschool.edu
newschool.edu/student-health-services/medical-care
Director, Jayne Jordan

Student Disability Services (SDS)

SDS helps students with disabilities obtain equal access to education and programmatic services by providing academic adjustments and accommodations. Examples of a disability can include mobility, visual, or hearing impairment; a learning disability; or a psychiatric or medical condition. The SDS webpage has a detailed faculty and staff resource page.

63 Fifth Avenue, room 425
212.229.5626 x3135
studentdisability@newschool.edu
newschool.edu/student-disability-services
Director, Jason Luchs

Student Conduct and Community Standards

Student Conduct and Community Standards works with students to ensure that the university living and learning environment is positive and safe.

72 Fifth Avenue, 4th floor
212.229.5349 x3653
studentconduct@newschool.edu
newschool.edu/student-conduct
Director, Gene Puno-DeLeon

Student Support and Crisis Management (SSCM)

SSCM works with students experiencing a variety of challenges to connect them to the appropriate on- and off-campus resources, as well as manages crises involving students as they arise. SSCM also provides training for faculty and staff on recognizing and responding to students in distress.

72 Fifth Avenue, 4th floor
212.229.5900 x3189
studentsupport@newschool.edu
newschool.edu/student-support-crisis-management
Director, Maureen Sheridan

Title IX Coordinator for Students

Students who wish to report an incident or have questions about gender discrimination, harassment, or sexual misconduct are encouraged to contact the Title IX Coordinator.

72 Fifth Avenue, 4th floor
212.229.5900 x3656
franconj@newschool.edu or
titleixcoordinator@newschool.edu
newschool.edu/student-conduct/title-ix
Title IX Coordinator for Students, Jennifer Francone

Student Ombuds

The Student Ombuds provides guidance for all types of problems in a safe, supportive, and confidential manner. The activities of the office supplement but do not replace the existing resources for conflict resolution and fair practice. Student Ombuds has dealt with conflicts with faculty and other students, trouble negotiating a school policy or procedure, and complaints about a school office or procedure. The tenets of confidentiality, neutrality, informality, and independence are absolute and non-negotiable.

63 Fifth Avenue, 4th floor
212.229.8996
davenpok@newschool.edu
newschool.edu/intercultural-support/ombuds
Ombuds, Keisha Davenport-Ramirez

Higher Education Opportunity Program (HEOP)

HEOP provides academic support (tutoring and counseling) and financial assistance to young people who might not meet all the traditional college admissions criteria but show promise of succeeding in college.

63 Fifth Avenue, 4th floor
212.229.8996
heop@newschool.edu
newschool.edu/intercultural-support/heop
Director, Keisha Davenport-Ramirez

International Student and Scholar Services (ISSS)

ISSS staff is available to assist faculty and staff with any suggestions, questions, or concerns about international students or scholars.

72 Fifth Avenue, 3rd floor
212.229.5592

iss@newschool.edu
newschool.edu/international-student-services
Interim Director, Linda Asaro

Intercultural Support (OIS)

OIS works with students of diverse backgrounds to build and establish community at The New School. The OIS offers individual advising services and sponsors events and workshops to promote intercultural awareness.

63 Fifth Avenue, 4th floor
212.229.8996

ois@newschool.edu
newschool.edu/intercultural-support
Director, Keisha Davenport-Ramirez

Student Success, Academic Advising

Academic advisors work with students to explore opportunities, make informed decisions, and create an academic plan that helps students achieve their goals. Advisors are knowledgeable about academic policies, degree requirements, and course offerings and can connect students with the university's extensive resources. Students are assigned academic advisors on the basis of their program of study, academic year, or, in some cases, last name. To connect with a student's academic advisor, log into the Student Success Network (Starfish), click on the student's name, and look for the student's advisor in the Success Network tab.

newschool.edu/student-success/advising

Student Success, Career Services

Student Success, Career Services is committed to helping students translate their personal interests and passions into the world of work. The office offers innovative programming, counseling, educational resources, and opportunities to network.

63 Fifth Avenue, 4th floor
212.229.1324

careers@newschool.edu
newschool.edu/student-success/student-career-services

Coordinator for Student Veteran Services

This office is responsible for recruiting veterans to the university and supporting students who are veterans, spouses of veterans, or dependents of veterans.

63 Fifth Avenue, room 425
212.229.5101 x1316

kalinowm@newschool.edu
newschool.edu/student-success/veterans-services
Coordinator for Student Veteran Services, Mariette Kalinowski

Director of Social Justice Initiatives

The Office of the Provost is committed to making social justice one of The New School's top priorities.

66 West 12th Street, 8th floor
212.229.5600 x 1771

drakesg@newschool.edu
newschool.edu/provost/social-justice
Director, Gail Drakes

Social Justice Committee (SJC)

SJC is comprised of students, faculty, staff, and administrators from numerous colleges and departments of the university who meet on a regular basis. The committee is charged with initiating efforts to address economic, social, and cultural divisions related to identity and to our institutional and personal practices and policies. The committee also supports working groups (e.g., Caregivers Support Work Group) that focus on specific initiatives.

newschool.edu/provost/social-justice

The Baldwin Rivera Boggs Social Justice Hub

The Baldwin Rivera Boggs Social Justice Hub is run by and for students and staff allies to provide a space for and support social justice work at the university.

University Center, 63 Fifth Avenue, 5th floor

University Learning Center (ULC)

At the ULC, students can receive academic support in areas including writing, math, ESL, and graduate writing. The ULC also holds regular workshops aimed at improving students' writing and other academic skills.

66 West 12th Street, 6th floor
212.229.5121

learningcenter@newschool.edu
newschool.edu/university-learning-center
Director, Jeannie Kahaney

Student Health Insurance

The Student Health Insurance office offers a central resource for students who need answers to insurance questions and advocacy for insurance problems.

80 Fifth Avenue, 3rd floor
212.229.1671, option 3
shs@newschool.edu
newschool.edu/student-health-services/insurance
Office Manager, Lisa LaTragna

Wellness and Health Promotion (WHP)

WHP empowers students; connects them to information, resources, and support; cultivates healthy attitudes, skills, and behaviors; and fosters a culture that values a healthy community. Professional health educators meet with students one-on-one, develop workshops, and provide interactive programs on a variety of health, wellness, and safety topics including, but not limited to, stress reduction, money management, time management, meditation, biofeedback, acupressure, Reiki Circle, nutrition and cooking, physical activity, smoking cessation, sexual health, depression, sexual assault, HIV/AIDS, harm reduction, and interpersonal violence.

80 Fifth Avenue, 3rd floor
212.229.1671, option 4
wellness@newschool.edu
newschool.edu/WHP
Assistant Directors, Tamara Oyola-Santiago and Rachel Knopf Shey

Athletics and Recreation

Athletics and Recreation offers students many ways to become physically active and meet new friends. Throughout the academic year, the office hosts weekly recreation programs and intramural team sports, in addition to outdoor activities and special events. These events help students develop life skills such as working in groups, meeting new people, and relieving stress.

72 Fifth Avenue, 3rd floor
212.229.5900 x3801
recreation@newschool.edu
newschool.edu/student-athletics-recreation
Director, Diane Yee

Student Housing and Residence Life

Student residence halls house more than 1,700 students in Greenwich Village and the surrounding areas. There is 24-hour security coverage, and a professional staff member lives in each residence hall. Residence hall staff and the resident advisors (RAs) are trained to handle personal crises and other emergencies should the need arise.

72 Fifth Avenue, 3rd floor
212.229.5459 (After 6:00 p.m. contact Campus Security)
universityhousing@newschool.edu
newschool.edu/housing
Senior Director for Student and Campus Life, Alisa Bayes

Student Development and Activities (OSDA)

OSDA provides meaningful student interaction outside the classroom through a range of social, cultural, leadership, educational, and recreational experiences.

72 Fifth Avenue, 3rd floor
212.229.5687
studev@newschool.edu
newschool.edu/student-development-activities
Director, Shannon Logan

