TOOLKIT:

Classroom Accountability

The purpose of this toolkit is to guide Ball State University faculty in facilitating classroom accountability by adapting strategies to the courses they teach.

Although Ball State strives to respond to events in our learning spaces in a consistent manner, the unique facts and circumstances of each situation may lead the campus to adjust the actions suggested below in the best interest of all of our students.

Contents

Introduction

This toolkit outlines policy, protocols, and suggested guidance regarding classroom accountability. Classroom accountability is the responsibility of all members in our community. By holding oneself, peers, and those over which they have influence accountable, we help maintain a safe and productive learning environment for all.

Guiding Principles

- We value and are committed to learning and teaching excellence, innovation, integrity, courage, gratitude, social responsibility, equity, and inclusion. Fostering and maintaining inclusive, culturally responsive learning environments will help us realize the enduring values from our Beneficence Pledge.

- Students and University personnel should be empowered to actively engage in the learning process; to learn from mistakes and be provided with opportunities to acquire knowledge and skills to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.

- Classroom disruptions and negative interactions seldom exist in a vacuum. Rather, they reflect the implicit and explicit norms, values, and practices rooted in these learning spaces and within the University.

- There are ripple effects when students do not feel and/or are not included, valued, or supported in the learning community that have repercussions for the classroom to the community and beyond. Negative experiences affect not just the individuals involved but can exact significant costs to the University's reputation, locally, nationally, and internationally.

- We all benefit when there is mutual trust and accountability in learning spaces and when students feel empowered to actively contribute and are integral members of the learning community.

  - Pedagogical benefits – Increased teaching effectiveness when students are actively engaged.
  - Social justice – Increased equity of access to educational opportunities and resources.
  - Moral values – Increased fulfillment of ethical commitment to treat people with dignity, fairness, and respect.
  - Building civil society – Increased number of future leaders and global citizens who embody civility and cultural inclusiveness.
  - Economic benefits – Increased student enrollment and retention.

- Although acknowledging the power differential between students and University personnel, collaboration in the process of establishing expectations and norms ensure mutual understanding of and respect for all members in the learning spaces.

- We believe these recommendations, guidance, and existing policies can help guide University personnel and students to be proactive in ensuring that learning spaces are inclusive and supportive.

- University personnel will consult the toolkit and continually work to enhance their knowledge, skills, and awareness to advance community-building.

Terminology / Definition

- Disruption: any "behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of" learning spaces. Disruptions should be distinguished from the more serious incidents that are a danger and the less serious ones that are a distraction (Sterling-Turner, Robinson, & Wilczynski, 2001). The physical, psychological, emotional, and cultural backgrounds and diversities of all individuals should be considered when determining whether behaviors are disruptive.
- Learning spaces: The distinction has been made between formal and informal learning spaces. Longman (2010) identifies a "traditional" account of learning spaces, as embodied in classrooms and lecture halls, in which teaching, learning, and management strategies are integral. Informal learning spaces are learning environments that do not meet the physical criteria of learning spaces (Graetz, 2006; Long & Ehrmann, 2005). However, we define learning spaces as including both formal and informal settings and occurring in person and online.
- Inclusive excellence: Inclusive Excellence (IE) was developed by experts at the Association of American Colleges and Universities (AAC&U) as a way to re-imagine diversity and inclusion as the active process of making excellence inclusive and the responsibility of everyone. They note, "The action of making excellence inclusive requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices, and build such practices organically for sustained institutional change."
- Classroom accountability versus classroom management: Instead of faculty "managing" the behavior of students, student and faculty mutually define appropriate classroom parameters for an optimal learning environment in light of the Beneficence Pledge and the University's stated commitment to Inclusive Excellence.
- Culturally responsive pedagogy: This pedagogical approach requires teachers as part of their classroom practices to recognize and empathize with students' unique cultural backgrounds (Ladson-Billings, 2014; Warren 2018).

Responding to Disruption in University Learning Spaces

Recommended Guidance December 8, 2020

1. **Purpose**

   1.1 At Ball State, faculty and staff welcome students into a community with shared values of learning and teaching excellence, academic honesty, social responsibility, equity, and inclusion as outlined in the *Beneficence Pledge* and the *Inclusive Excellence Plan*. This document is designed to provide faculty and other University personnel guidance in responding to disruption in university learning spaces. Disruption by a student in a Ball State learning space is a violation of the Code of Student Rights and Responsibilities, specifically

   4.2.8   **Obstruction or Disruption**: Obstructing or disrupting the teaching and/or learning process in any campus classroom, building, or meeting area, or any University-sponsored event or activity, pedestrian or vehicular traffic, classes, lectures, or meetings; obstructing or restricting another person's freedom of movement; or inciting, aiding, or encouraging other persons to do so. Note: obstruction or disruption as prohibited here only occurs on campus or in relation to a University-sponsored event or activity including but not limited to field trips, athletic events, study abroad, or alumni events.

2. **Definitions**

2.1 Disruption is defined as any "behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of" [1] learning spaces.

2.1.1 Disruptions should be distinguished from the more serious incidents that are a danger and the less serious ones that are a distraction (Sterling-Turner, Robinson, and Wilczynski, 2001).[2] Some behaviors or single incidents of some behaviors are not the focus of this policy. These include but are not limited to coming late to or leaving early from class, tapping fingers, eating, reading unrelated materials, and using electronic devices without authorization. While annoying and distracting, these usually can be addressed effectively through culturally responsive classroom accountability techniques that include addressing behavior expectations in the syllabus and during the first class meeting, in-class intervention, and speaking to a student after class.

2.1.2 However, students who exhibit behaviors listed above and who *do not respond to reasonable intervention or fail to comply with reasonable instructions* (see section 3 for intervention guidelines), who exhibit more severe behaviors, or who violate another University policy in an academic setting (e.g., intoxication, weapons policy violation) should be referred for adjudication through procedures outlined in the *Code of Student Rights and Responsibilities*. Such behaviors include but are not limited to

      a. repeated and unauthorized use of cell phones or other electronic devices

      b. persistent speaking without being called upon or disregarding instructor's requests

      c. seeking to be distracting through noise or movement; or

      d. engaging in behaviors reasonable people consider dangerous, including making physical or verbal threats.

2.2 Learning spaces include but are not limited to classrooms, laboratories, studios, and lecture halls where teaching, learning and management strategies are integral. Learning spaces also include informal learning environments not bound by physical criteria, such as a field trip or a community-building program held outside. Finally, please note that learning spaces can be in person and online.

3. Guidelines for Intervening When Disruption Occurs

3.1 Faculty members, through culturally responsive[3] classroom accountability techniques (see Toolkit below), should take steps to de-escalate and resolve the disruption. In most cases, actively using de-escalation methods will conclude the incident without a high risk for repeated disruption in the future. Once multiple de-escalation attempts have been made, faculty members and administrators have the authority to instruct the student to temporarily leave the academic setting when a student **fails to**

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[1] This and other parts of this policy are adapted from Pavela, G. (July 18, 2001). Questions and answers on classroom disruption. *ASJA Law & Policy Report*, *26*. Association for Student Conduct Administrators (formerly Association for Student Judicial Affairs).

[2] Sterling-Turner, H. E., Robinson, S. L., & Wilczynski, S. M. (2001). Functional assessment of distracting and disrupting behaviors in the school setting. *School Psychology Review, 30(2*), 211-226, doe:10.1080/02796015.2001.12086110

[3] Weinstein, Tomlinson-Clarke and Curran (2004) developed a five-part concept of culturally responsive classroom management that was informed by culturally responsive teaching, counseling psychology and care ethics. The elements are: "(1) Recognition of One's Own Cultural Lens and Biases; (2) Knowledge of Students' Cultural Backgrounds; (3) Awareness of the Broader, Social, Economic and Political Context; (4) Ability and Willingness to Use Culturally Appropriate Management Strategies; and (5) Commitment to Building Caring Classroom Communities." Weinstein C., Tomlinson-Clarke S., & Curran M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25-38.

comply with reasonable standards and faculty instructions. To be clear, asking a student to leave should not be the first attempt at resolution. If a student is asked to leave, the student should be told the reason for this request and instructed to communicate with the instructor or administrator prior to returning to the next class. The instructor should consult promptly with the department chair or designee. The faculty member will then choose one of the next two options for resolution:

   3.1.1 If the faculty member and/or department chairperson believes that the situation is reconcilable, a conference between the faculty member and the student should be held outside of the classroom. The faculty member and the student may want to consider having a third party observe and help facilitate the conference. The event resulting in removal from the classroom should be discussed. The discussion should include consequences for continued disrupting behavior as well as the strategies that can be employed for ending such behavior. At the conclusion of this meeting, the incident and its resolution should be documented by submitting a report to www.bsu.edu/saysomething (select Student Conduct Referral and nature as Information Only). The faculty member is able to copy other administrators on this report based on department/college policy.

   3.1.2 If the faculty member/department cannot resolve the situation, an incident report should be filed with the Office of Student Conduct to review the situation for potential violations of the Code. The reporter may be the involved faculty member or academic staff person, the department chair, a witness to the event, or any other knowledgeable third-party, including students. Upon receipt of the incident report, the Office of Student Conduct will proceed as described in section V.6 of the Code of Student Rights and Responsibilities.

3.2 If there is an **immediate and serious perceived danger or act of violence**, the faculty member should dismiss the class and go to a safe place to call for help. University Police should be contacted by dialing (765) 285-1111 or 5-1111 (from a campus phone). Once the immediate threat is resolved, the reporter should submit an incident report to the Office of Student Conduct for review.

This guidance does not replace or modify facility usage policies already in place (e.g., University Libraries, Student Recreation and Wellness Center, residence halls). These policies vary to meet the unique needs of students in these environments and disruptions in those environments may be handled by procedures outlined in these policies.
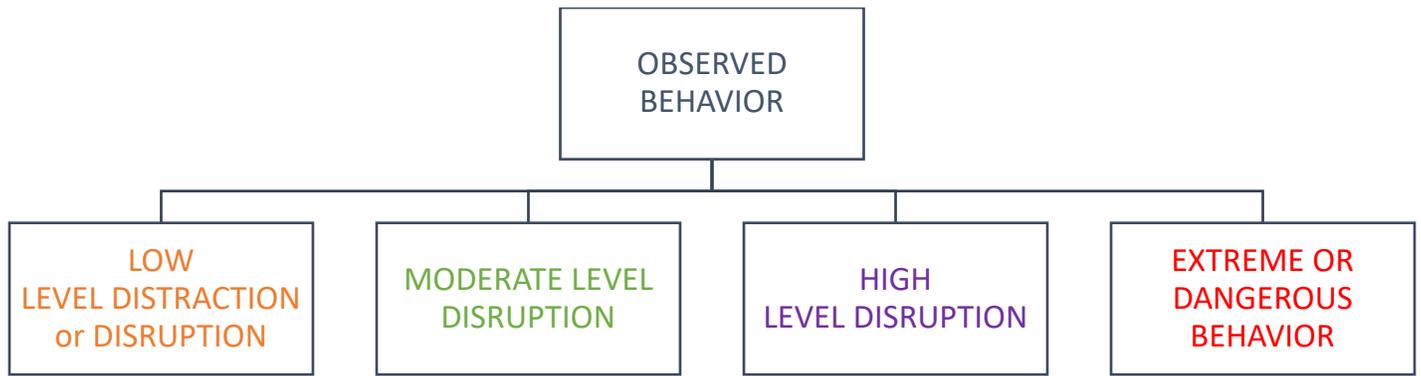
Framework for Classroom Accountability

Classroom accountability and the development of inclusive learning environments requires commitment from all levels of the university. The following socio-ecological model below describes the interconnected roles of entities on campus. True commitment to the Beneficence Pledge means embracing inclusive excellence.

University

College / Department

Instructor

Participants/Peers
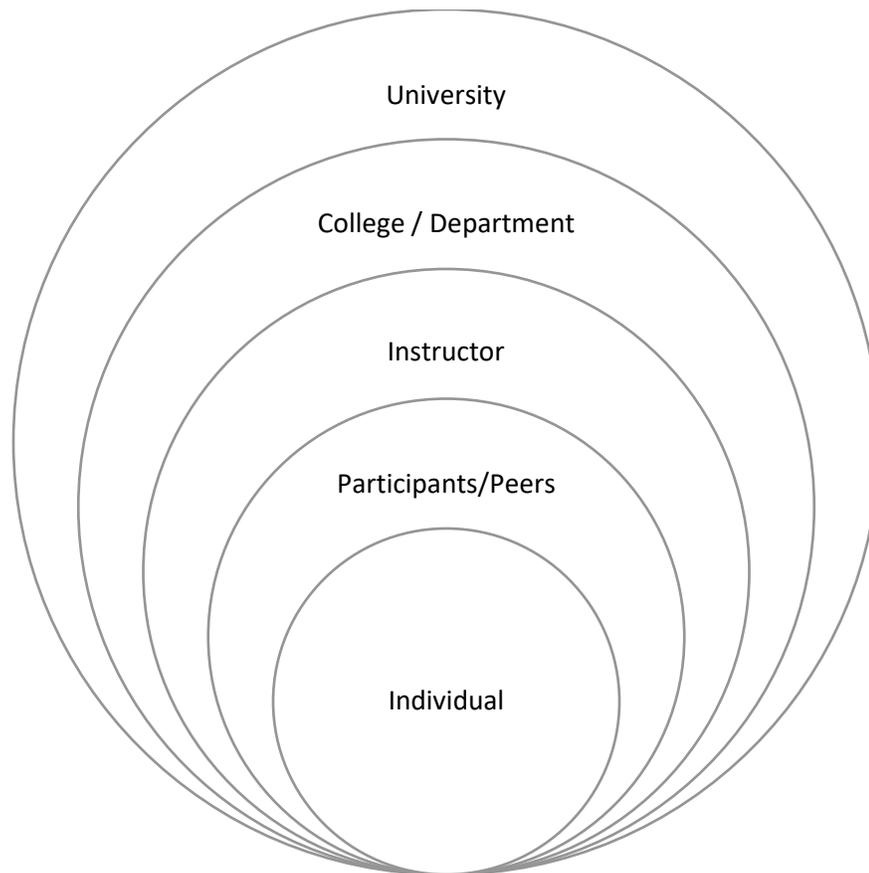
Individual

- INDIVIDUALS are asked to take an active role in contributing to classroom accountability.
- PEERS are empowered to hold each other accountable in ways consistent with the Beneficence Pledge "to act in a socially responsible way" and "to value the intrinsic worth of every member of the community."
- INSTRUCTORS should establish expectations for accountability by creating consistent messaging and practices and engaging students in feedback.
- COLLEGE and DEPARTMENT provides instructors ongoing access to resources, training, assessment, feedback, and guidance. Department chairs promote classroom accountability through moderation, mediation, and facilitation of communication among faculty and students.
- UNIVERSITY policy will establish clear and consistent directives, policy expectations and process for classroom accountability. Guidance will provide suggested recommendations and resources to personnel responding to disruptions in learning spaces.

Distracting, Disrupting, & Dangerous Behavior

The following document is intended as a guide that can and should be adapted by the user. The examples below are intended to provide context for application and is not a "one size fits all" approach. Faculty should consider if the behavior demonstrated is distracting or disrupting to them personally versus impacting the larger community. Consider whether addressing the behavior during class creates a larger distraction than the original behavior.

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                          ┌──────────────────┐
                          │    OBSERVED      │
                          │    BEHAVIOR      │
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LOW LEVEL DISTRACTION or DISRUPTION	MODERATE LEVEL DISRUPTION	HIGH LEVEL DISRUPTION	EXTREME OR DANGEROUS BEHAVIOR

LOW LEVEL DISRUPTION / DISTRACTION OR CONCERN

EXAMPLE BEHAVIOR	FACULTY RESPONSE	PRIVATE CONVERSATION	HINTS
1. Repeated behavior which disrupts the flow of instruction or concentration, (e.g., outbursts, incessant questions/comments) 2. Failure to cooperate in maintaining classroom decorum 3. Text messaging or the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from cell phones, mobile devices, computers, etc.) 4. Consistently arriving late and/or leaving early or sleeping 5. Known or suspected alcohol or drug abuse	▶ Request the student to stop the behavior. ▶ Arrange to talk with the student privately about the behavior. ▶ If behavior continues, remind student of previous discussion regarding sanctions should behavior continue. ▶ Referrals can also be made to campus resources. ▶ Document situation and private conversations.	1. Clearly state the behavior expected and consequences/sanctions for rule violation. (This is a reminder of behavior expectations from your syllabus and classroom discussion) 2. Listen to student's response(s) and take notes. Ask clarifying questions. Repeat as necessary until student confirms they have shared their perspective. 3. Summarize the student's perspective. 4. Be specific about the behavior that is disruptive and how it impacts others. 5. Acknowledge student's strength(s) and your support for their success. 6. Offer resources for academic skills and life issues. 7. Clearly explain the specific expectations and plan for if behavior continues. (see Moderate Level)	▶ Reflect on which behaviors are personally distracting or disruptive to you but do not negatively affect the other students or the learning space. ▶ Reflect on which students tend to evoke stronger reactions. Consider external reasons for students' behaviors. ▶ Repeated low level behaviors can escalate to moderate or high level concerns. It is best to pre-plan how you may manage inappropriate / disruptive classroom behaviors. ▶ Written documentation includes description of what happened, what was said, when it happened, who was involved, and what actions were taken. Write objectively and give a factual accounting of what happened in a nonjudgmental manner ▶ Enforce expectations and consequences consistently

MODERATE LEVEL DISRUPTION OR CONCERN

EXAMPLE BEHAVIOR	FACULTY RESPONSE	PRIVATE CONVERSATION	HINTS
1. Repeated Low Level behaviors 2. Offensive language used to disrupt class. 3. Verbal or written harassment 4. Inappropriate emails: high quantity, unreasonable expectations of faculty responses, extremely personal stories or other topics not germane to course, use of moderate expletives	▶ Consult with department chair, academic dean, dean of students or director of student conduct for support. ▶ If student was removed from class, direct student to meet with appropriate staff ▶ Document situation. ▶ For situations involving general harassment or discrimination, consult the Office of Student Conduct. ▶ For situations involving sexual harassment or discrimination report concerns to the Title IX Coordinator.	▶ If a low level behavior has occurred repeatedly, it may due to either a need to self-regulate or a desire for attention. Consider repeating the private conversation process again, listening carefully for these two possible explanations. This information may be helpful as you consult with the department chair, academic dean, dean of students or direct of student conduct for support.	▶ Have a plan in mind before you need one ▶ Consistently enforce expectations and consequences ▶ Consider altering class expectations by leading a class wide discussion and reminding participants how all voices are encouraged to participate. One option to suggest is limiting the number of questions any students can ask during class if one or two students dominate discussion or ask too many questions that disrupt the flow of instruction/discussion. Ask students who have additional questions to meet you after class or email their questions to you.

HIGH LEVEL DISRUPTION OR CONCERN

EXAMPLE BEHAVIOR	FACULTY RESPONSE	PRIVATE CONVERSATION	HINTS
1. Extreme verbal or written harassment. 2. Extremes, or changes in, appearance such as looking disheveled, disoriented, extreme low energy or apathetic. 3. Disturbing writings or vague discussions involving suicide or violence (past or future) fixation or focus on harm or violence. 4. Signs of paranoia or making references that are not germane to the topic or not related to the situational context. 5. Clearly under the influence of drugs/alcohol.	▶ If no immediate threat, contact the Dean of Students if consult is needed or provide written documentation to BIT at www.bsu.edu/saysomething. DOS RESPONSE A member of the team may contact you for additional information. They may also contact the student and assess the risk to self and others and respond appropriately.	▶ It is appropriate for a faculty member to share their concern for the student's wellbeing. ▶ In certain situations, it is also appropriate for the faculty member to let the student know that they shared their concern with "someone who can help."	▶ Prepare a plan and mentally practice your planned response. ▶ Do not let your emotions escalate to that of the student; keep as calm as possible. ▶ Trust your instincts.

EXTREME OR DANGEROUS BEHAVIOR		**Additional Items:**	
EXAMPLE BEHAVIOR 1. Imminent danger of hurting self or others.	FACULTY REPSONSE ▶ Tell student to leave the classroom; if noncompliant - ▶ Call University Police at ext. 5-1111 ▶ If danger is imminent, call 5-1111 or 911. ▶ Dismiss class if necessary. ▶ Document incident at www.bsu.edu/saysomething	**Submit reports/referrals at www.bsu.edu/saysomething Office of the Dean of Students • 765.285.1545 • dos@bsu.edu Office of Student Conduct • 765-285-5036 • conduct@bsu.edu University Police • emergency # 765-285-1111 or 911**	

General Principles for Responding to Disruption

Preventing Disruption[4]

- Assume that most students want to help create positive learning environments.

- State clear behavior expectations on the syllabus. For example, if you want students to turn off their cell phones during class, say so. Before making that decision, realize that some students may require their phone to provide supports (e.g., recording parts of class for someone with auditory processing difficulties, looking up words you use during lecture that are not commonly used in their communities, etc.)

- Invest time during the first-class meeting to discuss and clarify standards for conduct in your classroom including the behaviors that will help to create an effective learning environment versus those that will obstruct learning. The setting of expectations ideally results from a conversation with the class, with students suggesting expectations and identifying their role in classroom accountability.

- Serve as a role model for the conduct you expect from your students.

Intervening When Disruption Occurs

- Intervene early when behavior first occurs.
- Utilize a gradual progressive response.
- Be clear, courteous, and fair.

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[4] An excellent and accessible monograph from which these principle are derived is Amada, Gerald. (2015). *Coping with misconduct in the college classroom: A practical model.* Biographical Publishing Company, Prospect CT.

- Focus on the details of the disruptive behavior when speaking to the student instead of a student's "attitude" or other attributes that are subject to interpretation
- Document incidents when they occur. Document even small incidents and your response, as this may be important to establishing a pattern of behavior; sometimes, small incidents assume greater importance at a later time. Document date, time, location, the names of persons involved, what you observed, and how you and others responded. Incidents that are adjudicated through procedures outlined in the *Code of Student Rights and Responsibilities* require a written complaint.
- Consult with your department chair and the Office of Student Conduct (OSC), Student Center L-4, 765-285-5036, if necessary. OSC can help by reviewing Ball State disciplinary procedures and meet with accused students informally or formally. Complete documentation as needed.

Response Illustration

- Use a general word of caution to the entire class rather than warning a particular student and remind students of the mutually developed expectations and the reason these expectations exist (I.e., enhance learning for all students).
- Make eye contact with the student who is being disruptive and communicate non-verbally that behavior should stop.
- Request student who is being disruptive to speak to you after class in a firm, respectful and non-threatening manner.
- Only very rarely should you speak to a student during class about their behavior. Instructors or faculty should pause and consider the risk of escalating behavior before doing so. If compelled to address a student during class, correct the student with courtesy, indicating that further discussion can occur after class. Keep in mind that other students will expect you to be reasonable and fair in their response.
- If disruption persists, the student may be asked to leave the class for the remainder of the period. The student should be told the reason for this request and be given an opportunity to meet with you at a scheduled time of mutual convenience prior to the next class period. The instructor should consult promptly with the department chair and the Office of Student Conduct prior to meeting with the student.
- Few faculty members will ever encounter a situation that requires calling University Police. However, if you perceive there to be a serious danger of harm to self or others, or an act of violence, the class should be adjourned. The faculty member should go to a safe place and call the University Police (765-285-1111 or 5-1111 when calling from a campus phone). This call should be followed by immediate contact with the department chair and submission of an incident to the Office of Student Conduct for review.

Minimizing Disruptive Behavior[5]

- Define expectations early in writing and verbally: The communication of policies, requirements, and expectations on the first day of class via multiple modalities is an important practice. Respectful and transparent dialogue regarding policies and expectations establishes the beginning of a relationship between instructor and students, allows for clarification and student input as appropriate, and sets a tone for the learning environment; dialogue can be accomplished both face to face and via online formats such as video chat. Posting the mutually agreed upon expectations in Canvas can emphasize the shared desire for classroom accountability.

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[5] Adapted from Ladeji-Osias, J. O., & Wells, A. M. (2014). Best Practices in Classroom Management for Today's University Environment. 121st ASEE Annual Conference & Exposition. Indianapolis: ASEE.

- Decrease anonymity: Faculty who get to know their students, which is part of relationship building, tend to have less conflict in the classroom.
- Encourage active learning: Classes in which students participate in collaborative learning tend to have fewer instances of incivility and unethical behavior. When a sense of the classroom as a learning community guided by inclusive excellence has been established, students tend to take more responsibility for themselves and to hold each other accountable for behavior.
- Seek feedback from students: Students who feel heard and respected are more civil and accountable. Faculty who seeks feedback about class from all students provide everyone an opportunity to share their thoughts, which faculty can then utilize to improve their teaching in tangible ways. Obtaining feedback midway through the term allows faculty to increase modes of information delivery that are effective and decrease those that are less effective to positively impact the learning environment.

Responding to Disruptive Behavior

- Address the behavior immediately but sensitively: Both faculty and students agree that ignoring classroom incivility is not an effective technique for stopping the behavior.
- Utilize conflict reduction strategies: Conflict resolution strategies allow both faculty and student to develop a long-term solution that is mutually acceptable.
- Refer students to campus resources.
- Be willing to end the class: One of the recommended techniques for handling classroom disruptions is ending the class. If attempts to address a problem result in further escalation, the faculty member may opt to end the class and reconvene at the next class period in order to diffuse the tension.

Examples of Guidelines for Discussion[678]

Guidelines for Classroom Interactions
Any of the following could provide a useful starting point for an instructor planning to use discussion guidelines in their course. (add discipline specific statement)

- Share responsibility for including all voices in the conversation. If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- Listen respectfully. Don't interrupt, turn to technology, or engage in private conversations while others are speaking unless it helps you engage more effectively in class activities. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- Be open to changing your perspectives based on what you learn from others. Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- Understand that we are bound to make mistakes in this space, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.

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[6] Adapted from "Guidelines For Classroom Interactions." CRLT, crlt.umich.edu/examples-discussion-guidelines.
[7] Adapted from Brookfield, S. D., & Preskill, S. (2012). Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms. Wiley.
[8] Adapted from Sensoy, Ö., & DiAngelo, A. (2014). Respect Differences? Challenging the Common Guidelines in Social Justice Education. Democracy and Education, 22(2), Article 1. Available at: https://democracyeducationjournal.org/home/vol22/iss2/1

- Understand that your words have effects on others. Speak with care. If you learn that something you have said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- Take collaborative learning (pair work or small group) work seriously. Remember that your peers' learning is partly dependent on your engagement.
- Understand that others will come to these discussions with different experiences from yours. Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives. The quality of your education is higher when you hear from people whose views or lived experiences are different than your own.
- Make an effort to get to know other students. Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.
- Understand that there are different approaches to solving problems. If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

Examples for Community Expectations
- Discretion and Privacy. We want to create an atmosphere for open, honest exchange.
- Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. There is no "standard" background, skill level, interests, or values so every member of our community has something valuable to share. We realize that it is these very differences that will increase our awareness of relevant issues in our communities and the world and that our increased understanding means we are better prepared to make meaningful contributions once we graduate from Ball State University.
- We will not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.
- We will trust that people are doing the best they can. We will try not to 'freeze people in time' (i.e., assume they are the same person they were when we shared the previous class) but leave space for everyone to learn and change through our interactions with one another.
- Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- Speak your discomfort. If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
- Speak up then step back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
- Mindfully avoid microaggressions and managing them when the occur in the classroom. (refer to additional resources). Microaggressions are slights (verbal and nonverbal) against members of marginalized groups that may undermine their contributions to a dialogue or demean a member of a community. Microaggressions often result from implicit bias, can occur repeatedly in the day, week, life of the member of the marginalized community, and result in emotional pain, frustration, or withdrawal. "Microaggressions are verbal and nonverbal interpersonal exchanges in which a perpetrator causes harm to a member of a marginalized group, whether intended or unintended. These brief and commonplace indignities communicate hostile, derogatory, and/or negative slights, which often result in emotional and psychological trauma and withdrawal" (Sue & Spanierman, Microaggressions in Everyday Life, 2020). Examples include but are not restricted to: (a) assuming a student has committed plagiarism because you did not expect them to use complex language given their background; (b) asking a student where they are "from" because they are not White; (c) asking a classmate if you can touch their hair; (d) students breaking up tasks on a group project on the basis of gender expectations, etc.

- Encouraging discussion when mistakes (such as microaggressions) occur by using strategies supported by the [Office of Inclusive Excellence](#) and the [Multicultural Center](#).

Additional Considerations

Optional Syllabus Statement Examples:

In this course, faculty will engage in communication with students to mutually define and/or align on appropriate parameters for our optimal learning environment in light of the Beneficence Pledge. After reaching consensus in identifying "disruptive" classroom behavior, we will all share accountability for maintaining an optimal environment.

Consideration for Communication Addressing/Reporting Behavior

When emailing the student about their behavior, consider the following:

- Restate the facts: what was the behavior, when did it occur, etc.
- Include the impact of the behavior (e.g. class was stopped to address the behavior, 3 people reported being unable to concentrate due to their behavior, etc.)
- Describe the behavior expected moving forward (Based on our class agreement, you should refrain from answering your phone during class).
- Remember, you don't want the individual to feel "sold" out. Avoid:
    o Speculations and Stereotypes
    o Opinions
    o Labels
    o Diagnoses

When documenting the situation, consider the following:

- Write about the facts: the who, what, where, when, and how.
- Include the impact of the behavior. This can include things such as:
    o Students left the room.
    o You felt scared for your physical safety.
    o 3 people reported being unable to concentrate for 30 minutes after the incident.
- Describe any attempts to intervene, discuss, or mitigate the issue and how the person responded to that.
- While your privacy can be protected for situations where physical safety as at risk, write as if the person you are referring might ultimately read the referral.
- Remember that reports may be subject to disclosure through FERPA, FOIA, subpoenas or other means.
- You don't want the individual to feel "sold" out. Avoid:
    o Speculations and Stereotypes
    o Opinions
    o Labels
    o Diagnoses

Use the following checklist to ensure you have provided a comprehensive report:

- A - About the Person - any known information about the individual
    o Name
    o ID Number
    o Course enrollment
- B - Behavior/Basis - what has been observed/ the reason for referral
    o Actions

- - - o   Words used
      - o   Tone of Voice
      - o   Body Language
      - o   Frequency - how often it occurred?
      - o   Duration - how long it lasted?
  - C - Context - the setting(s) for the behavior(s)
      - o   When
      - o   Where
      - o   Unique factors of the environment
      - o   Prior interactions with the individual
  - D - Details - any other relevant information
      - o   Names of any witnesses
      - o   Any other information that may be relevant
  - E - Effect - the impact(s) of the behavior(s)
      - o   Measures of disruption to teaching or learning
      - o   Descriptions of emotions felt as a result
      - o   Indicators of disruption to office environments
  - F- Follow Up - any responses/attempts to intervene
      - o   Actions taken to intervene/address the behavior
      - o   Responses from the individual
      - o   Any documentation of the incident
      - o   Anyone else who has been notified about the incident

University Resources

[Ball State Multicultural Center](#)

[Division of Online and Strategic Learning](#)

[Office of Inclusive Excellence](#)

Additional Resources

Collaborative Learning:

https://www.evergreen.edu/sites/default/files/facultydevelopment/docs/WhatisCollaborativeLearning.pdf

https://globaldigitalcitizen.org/7-websites-build-collaborative-classrooms

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