

# Community Rights & Responsibilities at Illinois State University

## **DISCIPLINARY GUIDE FOR FACULTY**

### **Part One:**

#### **Disciplinary Guide for Academic Integrity Violations**

*Page 2*

*Includes Sample Syllabus Statement, page 14*

### **Part Two:**

#### **Disciplinary Guide for Disruptive Behavior in the Classroom**

*Page 18*

*Includes Sample Syllabus Statement, page 21*

# **Part One: Disciplinary Guide for Academic Integrity Violations**

Illinois State University promotes academic integrity. Illinois State University expects students to be honest in all academic work. A student's placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought and study. This section of the guide is designed to assist faculty members in addressing the issue of academic integrity proactively, as well as to better understand the procedures and processes that should occur when there is a violation of academic integrity.

## **Overview of Processes for Handling Academic Integrity Violations**

Illinois State University values academic integrity very highly. Students are expected to be honest in all academic work. Illinois State University considers it to be a serious issue if a student has not submitted solely his/her own work, not given credit thoroughly to sources, or completed a test or assignment using unauthorized materials/assistance. A student's placement of his/her name on any academic exercise shall be considered as assurance that the work is the result of the student's own thought and study. If a student submits work that does not seem like it is his or her own work, there are several steps to take. Here is a process that can be implemented when there is a question about the student's work.

- **Keep the original copy of the assignment; if the student asks for a copy, provide them with a duplicated copy only.**
- **Do not assign a grade or grade penalty to the assignment until you have met with the student and determined whether or not the student accepts responsibility.**
- **Confidentially inform the student that you have a concern with the assignment and would like to discuss it. If more than one student is involved, each should be informed individually.**
- **Set the meeting time for when you are both available to review the assignment together calmly.**
- **If appropriate, request that the student bring in their rough work and reference materials to the meeting; this may help you determine the root of the problem.**
- **If you have identified the sources yourself, have them available for reference during the meeting.**
- **The meeting should give you a sense for how the student constructed the assignment, the materials used, how many drafts were written, how many papers the student has written before, etc.**
- **This is your opportunity to assess whether or not the student may benefit from a remedial intervention or whether the matter needs to be referred to **Community Rights & Responsibilities (CR&R)**.**

- If the student acknowledges committing academic dishonesty, the faculty member may then assign a grade penalty; the incident, along with all accompanying information should then be forwarded to **CR&R** for disciplinary review. The faculty member may include a recommended course of action and/or resolution to **CR&R**, but any final determination is left up to **CR&R**.
- If the student denies committing academic dishonesty, but the faculty member is convinced otherwise, any grade penalty should be deferred and the case must be forwarded to **CR&R**.
- When referring a case to **CR&R**, faculty are reminded that the burden of proof is on the faculty member to demonstrate that the violation is more likely than not to have been committed by the student; **CR&R** does not investigate nor prosecute cases on behalf of faculty members.
- During the disciplinary process, the faculty member will be contacted by **CR&R** staff to review and discuss the case. Any attempt to administratively resolve the situation will be relayed to the faculty member. If a hearing is necessary, the faculty member will be notified of the date, time, and location of the hearing.
- If at the conclusion of the disciplinary process the student is found responsible for an act of academic dishonesty, the faculty member may then apply an appropriate grade penalty.
- If at the conclusion of the disciplinary process the student is found not responsible for an act of academic dishonesty, the faculty member is strongly advised not to impose an academic penalty on this basis. Faculty members choosing to invoke an academic penalty for an act of dishonesty when a student has been cleared of wrongdoing may face review and action through the student grievance process.

Adapted from: "How to Proceed When You Suspect a Student Has Plagiarized a Paper", UTS Newsletter, The University of Manitoba, Vol. 10, No. 2, November 2001.

## The Role of CR&R in Academic Integrity Cases

It is very important to remember that **CR&R** does not *investigate* nor does it *prosecute* any alleged violations of the Student Code of Conduct; rather, we *facilitate* an educational process that seeks to provide a fair hearing of the evidence and the application of appropriate sanctions when necessary. Because of this, **CR&R** staff has a responsibility both to the faculty member who brings accusations as well as to the accused student(s).

Because **CR&R** does *not investigate* it is essential for faculty to make all appropriate inquiries and collect all necessary evidence before referring the case to us. Faculty should identify potential witnesses who would be willing to make statements in support of a complaint. You are welcome and encouraged to contact this office

while you are in the process of investigations for advice and/or further information about what information will be necessary.

Because **CR&R** does *not prosecute* it is imperative for faculty to remember that we are not on anyone's "side"; we are helping resolve a serious allegation, and will attempt to do so in the fairest and most equitable manner possible. However, we are bound by a dual responsibility, as noted above, and we would appreciate it if you keep this in mind when dealing with **CR&R** staff members.

## **Code of Student Conduct and Academic Integrity**

The Code of Student Conduct not only outlines expectations related to student behavior, but also establishes the basic due process protections that students are afforded. Faculty members are advised that the process established in the Code of Student Conduct for issues of academic integrity is a mandatory one, not an elective process.

For your convenience, the information below is reprinted directly from the Code of Student Conduct:

### **C. Academic Honesty Cases**

Faculty members are to report all instances of academic dishonesty to **Community Rights & Responsibilities**. Faculty members retain authority to determine grade penalties, but shall follow the following procedures in resolving disciplinary complaints:

1. Faculty members who discover academic dishonesty shall arrange to meet with an accused student as soon as possible to discuss the allegation. Prior to this meeting the faculty member may consult with **CR&R** staff.

2. If the student acknowledges academic dishonesty and the faculty member is satisfied that the incident has been resolved:

a. The faculty member will discuss the grade penalty to be applied and/or the reparation required of the student. Faculty members should adhere to the grade penalty policy, if any, noted in the course syllabus. Faculty members without such a policy in the course syllabus should develop grade penalties consistent with the nature of the offense.

b. A written summary of the incident and the resolution will be forwarded by the faculty member to **Community Rights & Responsibilities**.

c. A **Community Rights & Responsibilities** staff member shall conduct a disciplinary conference with the student to determine if an informal disciplinary resolution can

be reached. This resolution must meet with the approval of the student, the referring faculty member, and **CR&R** staff.

d. If an informal resolution cannot be reached through a disciplinary conference, the case will be referred to a formal hearing of the University Hearing Panel.

3. If the student denies the allegation of academic dishonesty or the faculty member believes that the severity of the infraction may warrant a suspension or dismissal from the institution:

a. The faculty member will forward a written summary of the incident to **Community Rights & Responsibilities**. This summary must contain copies of all information to be utilized in the disciplinary process including the names of all parties involved. The student will have access to all information given to **CR&R**.

b. A **Community Rights & Responsibilities** staff member shall conduct a disciplinary conference with the student to review the student's rights in the disciplinary process, the allegations against the student, and the hearing procedures.

c. A formal disciplinary hearing will be scheduled to determine if a violation of University regulations has taken place and, if so, the appropriate sanction to apply. In the event of a hearing, the faculty member will be provided the same basic due process rights as an aggrieved party.

d. No grade penalty shall be assigned by the instructor until the University Hearing Panel determines that an act of academic dishonesty has occurred. If the allegation cannot be resolved prior to the end of the current semester, a grade of "Incomplete" shall be assigned pending the outcome of the hearing.

e. The faculty member will be notified of the outcome of the disciplinary case in order to assign grade penalties for violations.

4. Students receiving a grade penalty for alleged academic dishonesty violations without adherence to the above procedures may file a grievance with the Student Grievance Committee.

In addition, faculty members are also encouraged to review the basic due process rights of students accused with committing acts of misconduct by reviewing the Code of Student Conduct and/or the faculty referral packet.

# **Academic Integrity Policy at Illinois State University**

**Policy B1. Academic Dishonesty. Including but not limited to:**

**Students are expected to be honest in all academic work. A student's placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study.**

**Students shall not:**

**a. possess or utilize any means of assistance (books, notes, papers, articles, etc.) in an attempt to succeed at any quiz or examination unless specifically authorized by the instructor.**

**b. take any action with intent to deceive the person in charge as to the student's acting without honesty to complete an assignment, such as falsifying data or sources, providing false information, etc. Students are prohibited from conversation or other communication in examinations except as authorized by the instructor.**

**c. appropriate without acknowledgement and authorization another's computer program, or the results of the program (in whole or part) for a computer-related exercise or assignment.**

**d. plagiarize. For the purpose of this policy, plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any themes, outlines, papers, reports, speeches, or other academic work. Students must ascertain from the instructor in each course the appropriate means of documentation.**

**e. submit the same paper for more than one University course without the prior approval of the instructors.**

**f. willfully give or receive unauthorized or unacknowledged assistance on any assignment. This may include the reproduction and/or dissemination of test materials. Both parties to such collusion are considered responsible.**

**g. substitute for another student in any quiz or examination.**

**h. be involved in the advertisement, solicitation, or sale of term papers or research papers.**

## **EXAMPLES OF ACADEMIC DISHONESTY**

- Copying from another student's exam
- Taking an exam for someone else
- Turning in someone else's work as your own
- Copying materials without footnoting/citing
- Making up sources on a bibliography
- Fake an illness to avoid a test
- Making up data or results
- Submit the same term paper to another class without permission
- Study a copy of an exam prior to taking a makeup
- Give another student answers during an exam
- Reviewing previous copies of an instructor's exam without permission
- Purchasing term papers or other work and turning it in as your own
- Review a stolen copy of an exam
- Turn in a dry lab report without doing the experiment
- Sabotage someone else's work (on disk, in lab, etc.)
- Failing to report grade errors
- Collaborating on assignments without instructor's permission
- Giving test questions to students in another class
- Developing a relationship with an instructor to get test information
- Engaging in bribery or blackmail
- Hiring a ghost writer
- Using papers found on the Internet as your own work
- Altering or forging an official university document
- Swapping of computer programming disks

*This is only a partial list!*

Source:

Honor Council \*2129 Webb Center \* Norfolk, VA 23529

[www.odu.edu/~sbh/honor.htm#code](http://www.odu.edu/~sbh/honor.htm#code)

## Web Links

### CAT

**The Center for the Advancement of Teaching (CAT)** is a multipurpose interdisciplinary unit dedicated to the advancement of teaching and student learning. The center's mission is to serve the entire instructional community at Illinois State, other institutions of higher education in Illinois, and the business sector. CAT provides resources to help enhance the teaching of individual members of the instructional community. CAT provides literature that is specifically targeted for knowledge on academic integrity matters. This material can help assist faculty in finding some additional tips and information.

<http://wolf.its.ilstu.edu/CAT>  
<http://www.its.ilstu.edu/teach>

**Center for the Advancement of Teaching**  
Rooms 107, 111, 114  
Instructional Technology Services Building  
Campus Box 3990  
Normal, Illinois 61790-3990  
[cat@ilstu.edu](mailto:cat@ilstu.edu)  
(309) 438-3694  
(fax) 438-8788

**The Center for Academic Integrity** provides a forum to identify, affirm, and promote the values of academic integrity among students, faculty, teachers and administrators. This site is has a lot of beneficial information for faculty to utilize.

[www.academicintegrity.org](http://www.academicintegrity.org)



# Tips to Prevent Cheating

Source: The Center for Academic Integrity

## Overall Prevention Strategies

- Stress the Importance of Integrity to the Learning Process

Honest work builds self-esteem, knowledge, and skills. In contrast, cheaters don't learn, they undermine the quality of education Illinois State University provides. Cheaters diminish ISU's reputation and the degrees we grant.

- Be Consistent with your Syllabus

Faculty should have specific guidelines about academic integrity in their syllabus. Going over the syllabus with the class will make the students more aware of what you expect from them. To view an example of a suitable syllabus, SEE BELOW.

- Highlight our Code of Student Conduct

Faculty must stress the importance of academic dishonesty in class and in handouts; remind the students of the academic dishonesty before exams; and refer suspected violations to **Community Rights & Responsibilities**.

*Suspect A Violation? Contact:*

### **Community Rights & Responsibilities**

Main Number 438-8621

or E-mail Anne Newman at [amnewma@ilstu.edu](mailto:amnewma@ilstu.edu)

- Discuss issues of integrity

Discussing issues of integrity that are relevant to the course will make students more aware and familiar with making the "right" choices. Give the proper criteria with examples of how ethical issues can/should be resolved.

- Create a climate of integrity

Give students the opportunity to earn your trust. Encourage students to come tell you immediately if they see cheating.

- Inspire, encourage, and model integrity

Faculty should not scold or threaten students. Positive reinforcement works better than scare tactics, and internal constraints (morals, ethics, character) are the most

**effective. As educators, faculty can influence students' attitudes and development, and can reinforce student integrity.**

- **Set Clear Standards**

**Be specific when giving instructions on assignments. Tell students whether they may collaborate, and if so, how much.**

# Tips to Prevent Cheating

Source: The Center for Academic Integrity

## General Preventive Steps For Exams

**Monitor exams to assist students in maintaining academic integrity and confront suspicious conduct properly.**

**Remain in the room to be able to supervise students and to help answer any questions.**

**Prohibit talking or any communication among students during exams; for questions about the test, have them talk to you.**

**Have the students sit in every other row.**

**Have the students clear their desks and put their notes/ books in their book bag or under their seats.**

**Number exams and include the number at top of each page.**

**Use a sign in sheet for each row, by exam numbers, to record where students sit.**

**Have one person grade all answers to the same questions.**

**Tell students not to leave the room during exams.**

**Require written excuses for make-ups or extensions, and check authenticity.**

**Encourage students to sit away from study partners or friends during exams.**

**Encourage students to cover their work.**

# Tips to Prevent Plagiarism

Source: So What Can We Do About Student Cheating? By Sally Cole and Elizabeth Kiss, About Campus, May-June 2000

## Tips for Discouraging Plagiarism

- \* Assign narrow and specific research topics.
- \* Don't allow last minute changes of topic.
- \* Require that outlines be submitted three to four weeks prior to the deadline.
- \* Require that drafts be submitted with the final paper.
- \* Require detailed citations, including page numbers.
- \* Give oral or written pop quizzes in class.
- \* Put your school's academic integrity policy in your syllabus.
- \* Clearly explain your expectations.
- \* Encourage students to come to you if they are confused about citation practices.
- \* Be a good role model. Cite sources in your lectures. Talk to student about how citation shows respect for other scholars.
- \* Talk about academic honesty with your students, and make sure they understand both the reasons and the tools for avoiding plagiarism.

# Tips to Prevent Cheating

Source: The Center for Academic Integrity

## Confronting Suspected Cheating During a Test

- \* Do **NOT** stop a student from completing an exam, even if you believe he/she is cheating.
- \* **Confront suspicious conduct, identify those involved and record their names.**
- \* **Announce to the class that no talking is permitted during exams, record names and quietly ask specific student(s) to stop talking.**
- \* **If students appear to be exchanging information (talking or copying), record names and quietly ask student(s) to move to new seats.**
- \* **Faculty may take and/or photocopy what the student has done so far and give the student a blank exam or the copy to complete the test.**
- \* **If students appear to be using notes or have notes visible, promptly and discreetly confiscate notes. These materials may be important in proving the cheating if a student denies responsibility.**
- \* **If you see students looking around, announce that eyes must be kept on one's own paper, and quietly warn specific student(s).**
- \* **If you learn a "ringer" may be taking an exam for another student, approach quietly and ask for ID. If he/she cannot provide ID, confiscate exam and record a description of the individual.**
- \* **After the test, review exam(s) for evidence of cheating and report suspected misconduct to **Community Rights & Responsibilities (CR&R)**.**

# Sample Syllabus Statement

This is a sample syllabus that is encouraged to be cut and pasted into your syllabus for reference and as a guideline to follow. It is also beneficial when faculty discuss the topic of academic integrity with their students.

Academic Integrity is expected in all classroom endeavors.

Students are expected to be honest in all academic work. A student's placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study.

Students who have questions regarding issues of academic dishonesty should refer to the University regulation which outlines unacceptable behaviors in academic matters. It is the student's and faculty's responsibility to uphold the principles of Academic Integrity. Academic Integrity is an important part of this University and this course. Academic Integrity is required of you the student and myself as the instructor. Academic Integrity should be used in preparation of this course, in class time, regarding exams, and with regard to written assignments. In certain circumstances (such as cheating or plagiarism) faculty may be required to refer a student(s) to **Community Rights & Responsibilities** for a violation of Illinois State University's Code of Student Conduct.

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A class' syllabus sets the tone for what the course will entail. It lists responsibilities, expectations, and the purpose of the course. Numerous instructors like to put a letter to their students at the beginning of their syllabus to enhance the personal nature of the course, to help relieve some of the student's discomfort, and can to set a dialogic tone for the course.

In addition to the above statement, faculty members are encouraged to explicitly state citation requirements, as well as grade penalties for acts of dishonesty.

# 10 Principles of Academic Integrity

**Source: The Center for Academic Integrity  
Published for ASJA Law and Policy Report (electronic newsletter)  
By: Donald L. McCabe and Gary Pavela**

**Editor's note: This is my abridged and revised version of an article by Donald L. McCabe and Gary Pavela appearing in the May/June 2004 issue of Change Magazine (p. 10). Our aim in writing the "Ten Principles" was to emphasize the critical role of faculty members in promoting academic integrity and to provide concise guidance about how that role might be fulfilled.**

**[1] Recognize and affirm academic integrity as a core institutional value.**

**Students need a mental framework to make sense of a flood of seemingly disconnected facts and information. Colleges and universities help provide that framework when they commit themselves to the pursuit of truth. While the ultimate definition of truth exceeds our grasp, the process of truth-seeking is grounded in certain core values, starting with a commitment to honesty and integrity in academic work. It is a responsibility of every faculty member to discuss and affirm that commitment in the classroom.**

**[2] Foster a lifelong commitment to learning.**

**Most faculty members became teachers and researchers because they love to learn and to share their discoveries with others. The first job of a teacher is to demonstrate that learning can be a captivating and joyful experience, especially when it entails finding creative ways to explore interesting, important, and challenging questions.**

**[3] Affirm the role of teacher as guide and mentor.**

**From the days of Plato's Academy, teaching was seen as encompassing conscientious companionship, grounded in the shared pursuit of truth. While other professions move headlong into the realm of "managed care," teachers will find that their greatest impact on students-including inspiring a commitment to academic integrity-will come in the context of personal respect, attention, and connection.**

**[4] Help students understand the potential of the Internet-and how that potential can be lost if online resources are used for fraud, theft, and deception.**

**New generations of students may forget that Internet is a comparatively new invention, with immense potential for human development. That potential will be lost if students don't learn disciplined ways to use online sources effectively and honestly. Faculty members can also try to keep some of the early idealism about the Internet alive by emphasizing that the culture of freedom and openness associated with it depends on virtues like self-restraint, civility, and proper respect for the work of others.**

**[5] Encourage student responsibility for academic integrity.**

**The demonstrated effectiveness of traditional and modified honor codes, converging with the coming of age of the millennial generation, should accelerate the movement to give students significant responsibility to promote and protect the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is widespread.**

**[6] Clarify expectations for students**

**Defining and enforcing academic integrity standards should be a shared undertaking with students. Nonetheless, faculty members have primary responsibility for designing the educational environment and experience. They must clarify course expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, reviewed by their teachers in class.**

**[7] Develop fair and creative forms of assessment.**

**Students expect their academic work to be fairly and fully assessed. Faculty members should use-and continuously revise-forms of assessment that require active and creative thought, and promote significant learning opportunities for students.**

**[8] Reduce opportunities to engage in academic dishonesty.**

**Prevention is a critical line of defense against academic dishonesty and is best undertaken after listening to student perspectives and suggestions. Students should not be tempted or induced to engage in acts of academic dishonesty by ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, or poor examination security.**

**[9] Respond to academic dishonesty when it occurs**

**Students observe how faculty members behave and what values they embrace. Faculty members who ignore or trivialize academic dishonesty send the message**



**that the core values of academic life aren't worth enforcing. Students then run the risk of developing harmful habits that can lead to far more serious consequences later. Prompt and equitable enforcement of academic integrity policies does not have to be unduly punitive. Sanctions for first offenses can and generally should have an educational emphasis.**

**[10] Help define and support campus-wide academic integrity standards**

**Although faculty members should be the primary role models for academic integrity, the fact is that defining, promoting, and protecting academic integrity must be a community-wide responsibility-not only to identify repeat offenders, and apply consistent due process procedures, but also to affirm the shared values that make colleges and universities true communities. In this sense, an important aim of a carefully designed academic integrity program should be to serve as a foundation for other efforts to enhance student ethical development.**

**\* Our first version of the "Ten Principles" appeared in the AAHE Bulletin in 1997. The 2004 update is designed to encompass the growing impact of the Internet, and Don McCabe's research on the effectiveness of modified honor codes.**

***CR&R is indebted to Katrina Lewison for her work in assembling many of the materials found in this guide.***

# Managing Disruptive Classroom Behavior

## A Guide From CR&R

Disruptive classroom behavior by students has become an issue of concern to faculty at colleges and universities across the nation. Unfortunately, more students believe it is appropriate to engage in behavior which is disruptive and/or threatening, or come to the College without necessary coping skills which allow them to deal with conflict in more constructive ways.

**Community Rights & Responsibilities** offers several options for dealing with these issues, including disciplinary referrals, mediation, and informal discussions. In order to assist faculty, the following guidelines have been developed to help faculty respond to these situations.

1. In order to foster a campus culture that promotes respect and civility, it is important that faculty recognize their responsibility for management of the classroom environment. Faculty members encounter fewer problems with student behavior when they clearly state their expectations about the importance of demonstrating respect in the classroom.
2. The Illinois State University Code of Student Conduct supports faculty in this endeavor by acknowledging that the nature of the educational process must be protected through the implementation and enforcement of appropriate policy. Faculty are encouraged to refer to the Code in their course syllabus. Examples of disruptive behavior which could be interpreted as violations of the Code include, but are not limited to: repeatedly leaving and entering the classroom without faculty authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to insults or threats of violence.
3. Both students and faculty members have some measure of academic freedom. As you know University regulations on classroom disruption can not be utilized to punish appropriate classroom dissent. A simple expression of disagreement with a faculty member is not in itself considered disruptive behavior.
4. Rudeness, incivility, and disruption are often difficult to distinguish from one another. Faculty members are encouraged to deal with instances of rudeness by classroom example and through private discussion rather than open confrontation in the classroom. Rudeness can become disruption when it is repetitive, especially after a warning has been given.
5. Strategies to prevent and respond to disruptive behavior include the following:
  - a. Clarify standards for the conduct of your class. For example, if you want students to raise their hands for permission to speak, say so, using reminders as needed.
  - b. Serve as a role model for the conduct you expect from your students.

- c. If you believe that inappropriate behavior is occurring, consider a general word of caution rather than warning a particular student (e.g. "We have too many conversations in the room right now. Can we please all concentrate on the same subject?")
  - d. If a student's behavior is irritating, but not disruptive, try speaking with the student after class. It is possible that the student is unaware of distracting habits or mannerisms, and does not have the intent to be offensive or disruptive.
  - e. There may be rare circumstances when it is necessary to speak to the student during class about his or her behavior. Try to do so in a friendly but firm manner, indicating that further discussion can occur after class. Public arguments and harsh language must be avoided at all times. Try to separate the person from the behavior, using appropriate "I" statements rather than accusatory "you" statements (e.g. "I am finding it difficult to continue presenting the subject material when you continually engage in side conversations. Could you please discontinue those conversations until after class?")
  - f. A student who persists in disrupting a class may be directed by the faculty to leave the classroom. Disruptive students may be removed for the remainder of the class period and the following class period. Whenever possible, prior consultation should be undertaken with both the department/division chairperson and **CR&R** (8-8621).
  - g. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned and the University Police summoned. Faculty must not use force or threats of force except in immediate self-defense. Once concluded, it is important that the faculty member write a detailed account of the incident. Identify witnesses for the police, as needed.
6. **CR&R** can assist by reviewing University regulations with you, and meeting with students formally or informally. It's better to report disruptive incidents promptly, even if they seem minor. A preferred strategy of **CR&R** is to meet with a student in a non-disciplinary situation to develop a behavioral agreement, so that the student has clear guidelines about what behavior is expected of her or him.

## Summary of Guidelines: Dealing With Disruptive Behavior

1. State clear behavioral expectations in the beginning of the semester, and establish control over the classroom environment.
2. Cite the Code of Student Conduct as a means of interpretation and enforcement.
3. Recognize the difference between disruption and academic freedom.
4. Deal with rudeness privately and calmly.
5. Serve as a role model for your students.
6. Attempt informal, non-public resolutions whenever possible.
7. When you must confront behavior publicly, separate the person from the behavior and confront the situation firmly but calmly.
8. When removing a student from the class for inappropriate behavior, do so only for the remainder of that class period and the following class period. Report the incident to **CR&R**. **CR&R** will engage the student in the campus discipline process.
9. Consult with your department chairperson/division chair and **CR&R** whenever disruptions occur, even if they seem minor. No action need be taken immediately, but it is helpful to have all incidents recorded.
10. In the event of serious disruptions, contact the University Police and provide a full written account of the incident.
11. Remember that **CR&R** has several different methods of dealing with disruptive behavior, depending on the seriousness of the situation and your own preferences. You may contact **CR&R** at any time at 8-8621.
12. **CR&R** is willing to provide informational sessions on this and other subject areas to departments/units by request.

## **Sample Syllabus Statement for Classroom Behavior**

Students are expected to behave in a manner consistent with being in a professional environment. Open discussion and disagreement are encouraged in a respectful manner. Open hostility, rudeness, and incivility are discouraged and will result in appropriate action. Mechanical disruptions (cell phones, pagers, electronic toys, music players, etc.) are also strongly discouraged.

Students acting in a disruptive or uncivil manner may be dismissed from the class for the remainder of the class period. If necessary, referrals may also be made to **Community Rights & Responsibilities** for violations of the Code of Student Conduct.