

Effectively Managing Disruptive Conduct Toolkit

This toolkit was developed in collaboration with the Dean of Students Office, Office of Student Conduct, Office of the Senior Vice President and Provost, and the Center for Excellence in Learning and Teaching.

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1. Minimizing Disruptive Conduct

Researchers note that the most effective way to minimize disruptive conduct in the learning space is to prevent its initial occurrence through effective learning space management, principally organization and communication. Recommendations for faculty include the following:

- **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. This means including information in the syllabus as well as within the learning space setting. The course syllabus should be explicit regarding what constitutes disruptive conduct, and, where relevant, should direct students to university resources containing more in-depth explanations of policy and procedure. For example, defining what constitutes cheating is helpful especially in light of increased collaborative activities. Respectful and non-confrontational 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. Hostile conflict has been found to be more common in the learning spaces of instructors that demonstrate insensitive or uncaring behaviors towards students.
- **Decrease anonymity:** Instructors who make an effort to build community within their learning spaces tend to have less disruptive conflict in the learning environment. Instructors who know their students' names are viewed as more approachable by students. Even when a class size is large, faculty members can make themselves accessible to students by posting and encouraging students to visit office hours.
- **Encourage active learning:** Classes in which students participate in peer-to-peer education tend to have fewer instances of incivility and unethical behavior. When a sense of the learning space as a learning community has been established, students take more responsibility for their learning and hold each other more accountable for conduct. Inattentive behavior such as reading non-course related materials, having sidebar conversations and sleeping was found to be more common in lecture courses and less common in learning spaces with interactive teaching such as discussions and active learning techniques. Small group work, even in large classes, can reduce inattentive behavior and positively affect learning. Using active learning strategies requires advanced preparation on the part of instructors to thoughtfully develop and use appropriate activities to keep students engaged as a group.

- **Seek feedback from students:** Instructors who seek students' feedback regarding the class and their learning provide students an opportunity to think about their learning, which faculty can then utilize to improve their teaching in tangible ways. Instructors can provide opportunities for plus/delta or other classroom assessment techniques to ensure delivery of content and instruction is effective. Within the plus/delta technique, students are asked to anonymously respond to four questions: what is helping them learn within the learning space, what could be improved within the learning space to help their learning, what they are doing to learn content, and what they could improve in order to increase their understanding and retention of course content. Instructors then synthesize this information, share with the students in the class, and make appropriate adjustments to improve the teaching and learning environment.

2. Example syllabus statement regarding conduct expectations

Read through the syllabus statements and determine which one(s) may be useful for your course:

- Develop learning space conduct expectations with your students during class and add them to your syllabus.
- "Our discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their opinion. Our discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences."
- "Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency."
- "Disruptive conduct, including excessive talking, arriving late to class, sleeping, reading newspapers, using unauthorized electronic devices during class is not permitted. Repetitive and seriously disruptive behavior, e.g., fighting, using profanity, personal or physical threats or insults, damaging property, may result in your removal from class in accordance with policies and procedures outlined in the ISU's Code of Student Conduct and in consultation with the Office of Student Conduct in the Dean of Student's Office."
- "Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor, as well as the fellow students, should not be subjected to any student's conduct that is in any way disruptive, rude, or challenging to the instructor's authority in the learning space. A student should not feel intimidated or demeaned by their instructor and students must remember that the instructor has primary responsibility for control over learning space conduct and maintenance of academic integrity. The instructor can order the temporary removal or exclusion from the learning space of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the institution."
- "Disruptive conduct includes, but is not limited to the following: receiving texts or cell phone calls during class, leaving class early or coming to class habitually late, eating in class, talking out of turn, doing assignments for other classes, reading the Iowa State Daily, sleeping, and engaging in other activities that detract from the learning experience."
- "You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor's goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss issues directly with the instructor, however, students may also leave a note in the instructor's mailbox."
- "Any continued disruption of class will result in a report to the Office of Student Conduct in the Dean of Student's Office for a possible ISU Code of Student Conduct infraction. After one warning, if the disruption continues, you will be asked to leave the learning space for the remainder of class."

3. Responding to Disruptive Conduct

Disruptive conduct can broadly be categorized as incivility or ethical misconduct and may be exacerbated by mental health challenges. The uncivil conduct most commonly observed by instructors and students include students arriving late, not paying

attention in class, and actively surfing the web for non-course related information. Recommendations for faculty include the following:

- **Address the conduct immediately:** Both faculty and students agree that ignoring incivility is not an effective technique for stopping the conduct. When surveyed, students reported that the most effective ways to respond to incivility are to address the conduct immediately when it is hostile or confront the student in private for inattentive conflict. The type of response inevitably will vary based on the observed conduct. Students can be given quizzes due at the beginning of class to ensure readiness. Active learning techniques such as Think/Pair/Share or One Minute Papers can refocus students on the topic at hand. When cheating is observed on homework, a reminder of academic integrity policies to the whole class may be appropriate. If a student is observed cheating on an exam, the instructor may choose to take away the exam immediately and assign a grade of 0.
- **Utilize conflict reduction strategies:** Conflict resolution strategies can allow the instructor and student to develop a long-term solution that is mutually acceptable. When instructors are discussing a problem, first identify the problem, highlight the impact on the learning space environment and acknowledge the student's emotions when repeating their perception of the problem. Instructors can help students think through alternatives when, for example, discussing group conflicts.
- **Refer students to campus resources:** Iowa State University has a myriad of student services to address student conduct. See Key Campus Resources at Iowa State University on the last page of this toolkit.
- **Be willing to end the class:** One of the recommended techniques for handling learning space 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. If the disruption is severe, the faculty member may have no choice but to end the class.

Recognizing it is not a regular occurrence to engage in interactions with students that may be disruptive, oppositional, frustrated, anxious, and disrespectful, the following suggestions are helpful tips for engaging with these individuals.

Do –

- Keep your voice low and calm.
- Acknowledge the student's frustration or irritation ("I hear that you are frustrated.")
- Allow the student to share what is upsetting or concerning them.
- Rephrase what the student is saying ("It seems you are frustrated primarily because you had to miss the quiz, and course policy doesn't permit a retake, and now you believe you will fail the course.")
- Be directive and clear about the conduct you will and will not accept ("Please step back; you have moved too close." "I will not engage in an interaction where you continue to yell and gesture like that." "I will not engage in an interaction where you use profanity and curse repeatedly.")
- Be honest and transparent; do not make false promises to pacify the student (e.g., if you are not willing to change the student's grade, don't tell them you will consider it. Instead, it is better to inform them that there is a process for appealing your decision, or they can schedule a time to meet to discuss the syllabus and coursework expectations / policies. This can be scheduled to occur with a second staff available to assist with difficult facilitation and documentation.)

Do Not –

- Get pulled into an argument or shouting match.
- Become hostile or punitive yourself ("You can't talk to me that way!" "How dare you speak to me like that!")
- Discuss retribution without process ("You won't be in this class any longer!")
- Press for explanations for their conduct ("Why do you insist on behaving this way?" "What makes you think this is acceptable conduct?")
- Ignore or disregard the situation.

- Touch the student, as this might be perceived as aggression or otherwise unwanted contact.

An anxious, frustrated, or irritated student might speak at a high volume, continuously, and / or not permit you many opportunities to respond. If this type of interaction has been identified, it is often best to calmly state (don't yell over the student) something to the effect of, "Student, it is clear from this interaction that this will not be a productive conversation right now, so I am not going to engage in a discussion about this issue. You can contact my office to schedule a time to meet when you are calmer and are better able to engage in a respectful and calm discussion." You may have to repeat this, "I am not going to engage in a discussion right now; you can call to schedule a time to meet later," until the student understands. If they are in your office, it is acceptable to get up and open the door or go into the hallway, so they have a clear indicator that the conversation is over. If the student is refusing to leave, call the ISU Police Department 515-294-4428 and share that you would like some assistance as a student is refusing to leave your room. If at any time you are concerned for your safety, call 911 or leave the space and / or building.

4. Scenarios and Possible Responses

(General guidance for responding to various forms of disruptive and concerning student conduct)

Academic misconduct

Response:

Document suspicion, and follow the recommended process for addressing academic misconduct from the [Academic/Research Misconduct for Faculty/Staff](http://bit.ly/armfacstaff) website (<http://bit.ly/armfacstaff>). Contact the Office of Student Conduct (515-294-1020) to consult on any questions.

During a quiz or exam, it is appropriate to approach the student and identify your suspicion ("I have observed you looking at your phone. I will have to address this with you later." "Could I please see the paper you just slid under your exam?" "I have observed you talking to your neighbor / looking at your neighbor's paper, and would ask that you move now to that seat in the front row. I will have to discuss this with you later.") Teaching assistants can be guided to address situations in a similar manner. Collect the names of individuals thought to be involved. Ask them to submit their exams directly to you when complete, and set these aside for careful perusal.

Should a student decline to comply with a teaching assistant or faculty's request or guidance, share that their name and the incident will be passed on to the Dean of Students Office. Should the student create a disruption, inform them they must leave. If they refuse, contact ISU Police Department for assistance.

Assault/physical altercation with another student

Response:

If observed by instructors or teaching assistant's the ISU PD should be contacted. Whether or not charges are pursued is often up to the victim/s. Otherwise, encourage the student to make a report to ISU Police Department. If they decline, try to get name(s), dates, summary of incident, and forward this summary to the Dean of Students Office.

The Dean of Students Office will need to investigate and gather information prior to taking any significant action. . If impacted student/s decline to participate, the ability for the Dean of Students Office to respond (other than an outreach) may be limited. Without substantiation, removing an accused student from a class may become an issue to be addressed at the academic department level at a later date. The Dean of Students Office, ISU Police Department, and University Counsel can be consulted on these issues.

Behaving in an unprofessional or inappropriate manner during course-related activities (group meetings, group discussions, etc.)

Response:

Gather information from the student/s impacted to determine if issue should be forwarded to the Office of Equal Opportunity, ISU Police Department, and/or the Dean of Students Office for review and possible investigation. Contact the accused student to request a meeting. It is acceptable to invite another department member or Department Chair to be present to note the conversation . This is not an investigation, but to inform the student a concern has been raised, to review of course and

departmental expectations, and allow them the opportunity to respond. Document the interaction and follow up with an email summary to the student (and any corresponding offices), restating the expectations or redirection discussed. If a higher level of concern exists or is expressed, contact ISU Police Department (with advance notice) to discuss and / or to request an officer be present at the meeting.

Belligerent email

Response:

Respond to the student, addressing any valid concerns, and then share your expectations for appropriate communication. Share that if the student wishes to interact regarding an issue via email, their future emails should not include profanity or aggressive in nature.

Belligerent or disrespectful comments on an assignment

Response:

Send an email to the student addressing the specific assignment and objectively detailing the situation, “You had a number of short answers where you appeared to be deliberately offensive with your responses. This is neither acceptable nor appropriate for an assignment submitted for a grade. Should you not know the answers, the appropriate response would be to leave the question blank. Please note that anything in writing which could be deemed harassing, threatening, or discriminatory in nature must be forwarded to the Office of Equal Opportunity.”

Harassment

Response:

While meeting and interacting with the student reporting, inform them if the harassment is sexual in nature, you will need to inform the Office of Equal Opportunity (OEO). Let the student know that they will not be required to take any action, but they may be contacted by OEO to gather information and they can share their current concerns with this office. Do not make promises to the student (e.g., do not ensure them the accused student will be charged, will be removed from the learning space, etc.). As a follow-up, once you have contacted OEO, you can email the reporting student and share that you have passed their information along to the OEO staff member, including their name, as a contact.

Inappropriate verbal outburst in class (not a direct threat)

Response in the learning space:

Request the student cease the conduct by suggesting corrective measures, “If you want to participate, please do not interrupt”, “I would ask that you raise your hand and wait for me to call on you”, “there is not a need to yell in the learning space”, “that type of language is not appropriate for learning space discussion.” Should the verbal outburst continue, share with the student that they are disrupting the learning space, and pursuant to the policy, ask the student to leave the class. If the student refuses to leave, contact ISU Police Department and request assistance.

Response after class:

Following the class, send an objective summary email to the student regarding their conduct, your expectations for the learning space, and next steps (if applicable).

Mental health concerns

Response:

Should be dependent upon the circumstances. Please note in any interaction, if there is a threat to self or others, it is important to contact ISU Police Department as soon as possible as a resource (phone: 515-294-4428 or call 911). ISU Police have identified staff that can complete a compassionate welfare check with some level of immediacy to ensure student safety, engage in threat assessment, share resources with the student, and pass along information to the other university offices who might need this information. Additionally, it is beneficial to send a summary of the situation with the steps you have taken to the Dean of Students Office.

If the information shared or obtained related to mental health was concerning, but not indicative of an intent to harm self or others, faculty could reach out to the student to share their concern. This could be done via email with a copy to the Dean of Students Office, who could outreach to share the support and resources available on and off-campus.

If a student behaves in a concerning manner in the learning space, if the instructor is comfortable, they can reach out and check in, ask if there is anything going on that they need to discuss, and share there are resources on campus for support and assistance. If the student's conduct in the learning space is also disruptive, the Disruption in the Learning Environment Policy can be utilized.

Offices that help with this most would be: Student Assistance (outreach/support), Student Conduct (charging & separating misconduct from mental health issue), ISU PD (immediate response, welfare check, overall situational assessment), and Student Accessibility Services (course accommodations, when applicable).

Not following learning space instructions "students must be on time", "students must actively participate", "students must put away their cell phones and tablets during discussion", etc.

Response:

Make an announcement regarding these expectations in the learning space, directly addressing the student in question ("Per learning space policy, would you please put your phone away? Thank you.") Follow up with an email to the class and to the specific student of concern regarding conduct expectations in the learning space.

Physically acts out (pushing furniture, throwing anything, slamming doors)

Response in the learning space:

If it occurs in the learning space, instruct the student to cease the conduct and leave the room immediately. If any students are in the vicinity and there is a fear for their safety, instruct them to leave. Call ISU Police Department to report the incident.

Response after class:

Send an objective summary email (documentation) to the Dean of Students Office regarding the incident (including whether ISU Police Department was involved) that includes the name of the student removed and the names of any impacted students. Inform your Department Chair of the incident. A meeting to notify the student of the correct conduct is recommended. An additional summary email to the student regarding this meeting is beneficial.

Sexual harassment, other sexual misconduct and/or discriminatory harassment (based on a protected class)

Response:

If the harassment is observed by the instructor, instruct the accused student to cease the conduct immediately.

If reported outside of the learning space, share early in the interaction with the student that you will report the issue to the Office of Equal Opportunity, and they will reach out to the student. You can share that it is up to them whether or not they meet with this office or participate in an investigation. Encourage the student to make a report to ISU Police Department (sharing that it is up to them to determine how much or little they want to be involved in any process). Document and provide as much information as possible to the Office of Equal Opportunity. You can copy the Dean of Students Office.

The Office of Equal Opportunity investigates and shares information with the Dean of Students Office prior to taking any significant action against an accused student. If impacted student/s decline to participate, the ability for the Office of Equal Opportunity and Dean of Students Office to respond (other than outreach) may be limited. Prior to removing a student, contact the Office of Equal Opportunity to discuss their recommendations. It is also important to ensure all steps taken in the learning space are supported by the Department. The Dean of Students Office, ISU PD, and University Counsel can also be consulted on these issues.

Threatening another student or students (in or out of the learning space)

Response:

If it occurs in the learning space, inform the student this is inappropriate conduct and is disruptive to the learning space and ask them to leave. If they refuse to leave, contact ISU PD and request assistance.

Ask the impacted individuals if they are okay to continue, and stay after class to record their names/statements. Document the incident (if ISU PD is called, they may take a report).

If students report being threatened outside the learning space by a classmate, refer them to the ISU PD (call them, if the students are willing). Faculty can share that the PD will be able to take a report/make a record, and make a threat assessment. Faculty can also share the information with the Dean of Students Office. If students have documentation (emails, screenshots of messages, etc.), encourage them to share this with PD and the Dean of Students Office as well.

Response after class:

Send an objective summary email (documentation) to the Dean of Students Office regarding the incident (including whether ISU PD were involved) that includes the name of the student removed and the names of the impacted students. Inform your Department Chair of the incident.

Threatens faculty (in or out of the learning space)

Response:

If it occurs in the learning space, inform the student this is inappropriate conduct and is disruptive to the learning space and ask them to leave. If they refuse to leave, contact ISU PD and request assistance.

Document incident (if ISU PD is called, they may take a report).

If it happens outside the learning space, inform the student this is inappropriate conduct and that you are done speaking with them until they can conduct themselves more appropriately. Document the incident and send an email summary to ISU PD and the Dean of Students Office. (If a perceived serious threat, get away from student and call ISU PD immediately.)

Under the influence of alcohol or drugs during their class

Response: (note symptoms, etc.)

Approach the student and ask them if they are okay; it is appropriate to ask them to step outside briefly. If it appears the student is under the influence of some substance, it is also appropriate to ask them to gather their items and not return to class. Should the student respond poorly or refuse to leave, it is appropriate to contact ISU Police Department for assistance. If the student leaves, it is also appropriate to contact ISU PD to share your concerns. You may want to request a meeting with the student to set boundaries going forward, or to send an email summary describing your expectations.

Document the incident (include symptoms, observations, and what steps you took) and send this to the Dean of Students Office.

6. Email Response Templates

When providing summaries and follow-up communication regarding expectations that have been conveyed to a student, it is important to utilize objective language, note observations as a report that was made and not findings (unless an investigation and/or adjudication process – including due process – has occurred to permit a student the right to respond to any allegations).

When setting expectations, ensure they are reasonable, directly related to demonstrated misconduct, and do not overstep the boundaries of your course or course-related activities. Consult with the Dean of Students Office and/or University Counsel with questions.

Note: Use as a response guideline, edit as necessary. You may copy the text easily from the [Email Template CyBox BoxNote](http://bit.ly/2ydsAVV) (<http://bit.ly/2ydsAVV>).

A. Conduct Expectations

Student Name,

I am contacting you regarding your conduct in the classroom today. [OUTBURST LANGUAGE]... Concerns I have about your engagement in the classroom today include the use of profanity, yelling, interrupting, refusing to sit down after I asked, and throwing the paper at the front of the room.... [OR OTHER CLASSROOM EXPECTATION LANGUAGE]... Concerns I have about your engagement in the classroom include you consistently coming in late, using your cellphone, and having earphones in during

lecture. All of these are violations of classroom policy. Additionally, when I asked you to cease this conduct, you refused to comply. For purposes of managing a productive classroom environment, I will need to ask that you not engage in these conduct going forward. I would refer you to the Disruption in the Learning Environment Policy (<http://policy.iastate.edu/>) which outlines possible steps that I would have to take should this conduct continue. Discussion and debate are important components of a learning environment, and this must occur respectfully and with regard to the expectations that I have outlined above.

Please let me know if you have questions or would like to discuss this further.

Regards, Instructor

B. Student Sending an Inappropriate Email

Student Name,

I appreciate the opportunity to respond to your concerns. In terms of the specific issues you raise, 1) and 2), this is the current policy / process of my course as noted in the syllabus, my personal process for managing these types of situations, or the departmental process for managing these types of situations.

While I anticipate students will have questions, concerns and crises during their time at Iowa State, I do want to address the tone of your email and / or language used to raise your concerns with me. Just as I am expected to be respectful, appropriate, and professional when communicating with students, I have the same expectations for them. In the future, should you address me in such a manner, I will pass this email on to our Department Chair to note the interaction, as well as to the Dean of Students Office for review of student disciplinary regulation violations.

Please let me know if you have questions.

Regards, Instructor

C. Student Email Disclosing Mental Health Concerns (Non-Emergency)

Student Name,

I am contacting you regarding content on your homework/report/quiz/exam, etc. You shared some concerning information, and as I want to ensure your safety and wellbeing, I have copied the Dean of Students Office on this email. They may outreach to you, and I would encourage you to meet with them, as they are able to share information about the many campus resources and support services available.

[IF THE STUDENT HAS REQUESTED SOMETHING – TO RETAKE THE EXAM, AN EXTENDED DUE DATE, TO WITHDRAW AFTER THE DROP DEADLINE] Regarding your request for _____, I appreciate you contacting me. I am able / unable to accommodate this request [provide brief information of how you will accommodate or why you will not]. I would still encourage you to contact the Dean of Students Office, as they may have additional suggestions for how to assist with and address your current circumstances.

Regards, Instructor

D. Inappropriate Language/Comments on Coursework

Student Name,

In grading your homework/report/quiz/exam, etc. I noted a response from you that appeared to be deliberately offensive. This is neither acceptable nor appropriate for coursework submitted for a grade. Should you not know the answers, the appropriate response would be to leave the question blank. Please note that anything in writing which could be deemed harassing, threatening, or discriminatory in nature must be forwarded to the appropriate office/s for review of violation of policy.

Please let me know if you have questions.

Regards, Instructor

E. Expectations Meeting Summary Email for Disruptive Student

Student Name,

Thank you for meeting with me / us today to discuss the concerns regarding your classroom / studio / lab interactions. Our goal is that all students are able to have a safe and productive learning environment, and to that end, the following were some guidelines and expectations that were covered:

- Questions and debate regarding material covered in class should be respectful and follow the guidelines as indicated by the instructor (raising hand, waiting to be called on, not interrupting other students).

- Belligerent and offensive language is not necessary for dialogue and should not be used.
- Concerns you have about the facilitation of the course or discussion can be addressed first in email to _____(instructor/chair/other person), and if a more detailed conversation is required, a meeting can be scheduled.
- ANY OTHER / ALTERNATIVE EXPECTATIONS DISCUSSED LISTED HERE.

I appreciate your addressing these concerns. Please note that the inability to follow the expectations as outlined above may result in removal from the learning space and referral to the Dean of Students Office for disciplinary action.

Please let me know if you have questions or would like to discuss this further.

Regards, Instructor

F. Inappropriate and Unprofessional Conduct

Student,

I appreciate your taking the time to meet with me today. During our meeting, we discussed some allegations regarding your conduct in the various learning environments for _____[name of course]. We discussed some of the reported concerns, and how to ensure these issues or concerns are addressed and not continued.

Specifically, I reviewed the following as reported concerns:

- Frequent after-hours communications (phone calls, emails and text messages) regarding course items
- Occasional comments during course conversations with peers that were personal in nature, unprofessional and unwanted
- Unwanted touching of the shoulders of another student
- Use of unprofessional, belligerent and derogatory language in text and/or email communications with classmates and/or instructors when expressing frustration
- Interrupting your classmates' group and course meetings to discuss your personal and project concerns
- Unsolicited and inappropriate commentary and personal suggestions regarding course project meetings ("You looked nice in that outfit today", "We should have dinner prior to our presentation.")

We discussed the expectation for you to follow college, course, and professional guidelines for conduct in the classroom and learning environments. This includes maintaining appropriate communication regarding coursework, projects, meetings, etc., and refraining from unwanted personal suggestions or communication with respect to classmates and coursework. Further, it is important to not engage in any unwanted personal contact, whether physical, verbal, electronic. If someone indicates they do not wish to have any contact with you or asks you to cease a specific behavior, it important to adhere to this request.

Please note that this information has been provided to the Office of Equal Opportunity and the Dean of Students Office for review and investigation of any policy violation, and they may contact you, and can provide the opportunity for you to further discuss the issues raised. It is important to note that additional reports of unprofessional and inappropriate conduct from students could result in implementation of the Disruption in the Learning Environment Policy, including potential suspension from the course, and review for student disciplinary action.

Sincerely,

Instructor

CC: Dept Chair

DSO

OEO

8. Roles Pertaining to Disruptive Conduct in Learning Spaces

Dean of Students Office:

Can be copied when documenting to the police, or when the police are not involved. The Dean of Students Office (DSO) will maintain information, pass information on to the appropriate offices, and make a determination if there is necessary action outside of the learning space. If an issue rises to a level of significant concern for safety to the university community, as determined through threat assessment (by ISU Police and in discussion with the DSO team), and significant student disciplinary charges are likely, interim action may be taken by the DSO (such as suspension or restriction from certain buildings). If no interim action is warranted, there may be an investigation by the Office of Student Conduct or Office of Equal Opportunity. This can take time, and if students refuse to participate / information does not support charges or serious sanctions / outcomes (remedies), the DSO may take limited action related to the incident reported.

The DSO will evaluate in all situations whether the student/s involved would benefit from an outreach (to share resources and support service information, and/or discuss any relevant policies.) They will also evaluate whether the information provided constitutes a violation of the Student Disciplinary Regulations and utilize these processes to move forward when adjudication is indicated as appropriate. View the Student Disciplinary Regulations on the Policy Library website (<https://www.policy.iastate.edu/policy/SDR>).

Dean of Students Office (DSO), phone: 515-294-1020, website: <http://www.dso.iastate.edu>

Office of Student Conduct (DSO), phone: 515-294-1020, website: <https://www.studentconduct.dso.iastate.edu>

Student Assistance (DSO), phone: 515-294-1020, email studentassistance@iastate.edu, website: <http://studentassistance.dso.iastate.edu/>

ISU Police (ISU PD):

Can be called to assist in removing a student from the learning space; situation does not need to be emergency or require arrest/citation (they can serve as a resource and often are able to mediate / deescalate situations). Should be called if you have observed an assault or a direct threat of harm to self or others; may or may not result in action other than report depending upon the circumstances. Police gather information and engage in threat assessment, and also pass relevant information on to the appropriate campus offices. They will cite and /or arrest as necessary.

Threat assessment is a process involving a comprehensive review of an individual and / or situation. The process uses consideration of multiple behavioral and contextual factors and considers multiple sources (first-hand knowledge, credible sources, prior incident history, review of social media, etc.), as well as progression of conduct over time. The process is used to assist in identifying at-risk individuals and implementing plans that focus on prevention and risk management, not prediction. More information is available on ISU PD's threat assessment and management process website (<http://bit.ly/2t7qHur>).

Police can also serve as a resource when meeting with a student that has demonstrated verbal and / or physical outbursts, as a plain clothes officer can be requested to stand by during a departmental meeting with the student (to share expectations, explain they have been removed from the learning space or their teaching assistant position, etc.).

Iowa State University Police Department (ISU PD), 515-294-4428 (non-emergency phone), 911 (emergency), website: <http://www.police.iastate.edu/>, email: isupolice@iastate.edu

Anyone leading a class:

Manage learning space environments with the concern of all students involved. Document and report incidents (both those observed and those reported) to the appropriate offices. It is important to ensure that students reporting various issues understand early in the conversation that faculty may have an obligation to report violations (particularly those falling under Title IX).

- Physical assault, direct threat should be reported to ISU PD (515-294-4428 or 911.)
- Sexual assault, sexual harassment, or other sexual misconduct should be reported to the Office of Equal Opportunity, and encourage student to report to ISU PD.
- Discriminatory harassment should be reported to the Office of Equal Opportunity.
- Mental health concerns should be reported to the Dean of Students Office (unless there is a direct threat / more significant concern for harm to self or others – then contact ISU PD).
- Academic misconduct should be reported to the Office of Student Conduct.
- Any emergency situation should result in a call to the ISU PD (515-294-4428 or 911)

When documenting, be clear regarding direct observations, and try to avoid conjecture or embellishment. “The student yelled at another student (name), called the other student a dumba**, threw paper off their desk, and shoved the chair back when they left,” as opposed to, “The student was aggressive, throwing things, swearing, and threatening, and the whole class was worried about what was going to happen next.”

For issues that result in corrective action / redirection in the learning space, faculty can determine if this should be shared with the Department Chair. Those issues that do or could result in removal from the learning space or further action by the university should be shared with the Chair. When implementing corrective action or removal from the learning space, review the Disruption in the Learning Environment Policy found in Section 10 of the Iowa State University Faculty Handbook (<http://bit.ly/isufachbk>).

9. Key Campus Resources at Iowa State University

If it is an emergency, call 911

Departments

- **Dean of Students Office (DSO)**, phone: 515-294-1020, website: <http://www.dso.iastate.edu>
- **Office of Student Conduct (DSO)**, phone: 515-294-1020, email dso@iastate.edu, website: <https://www.studentconduct.dso.iastate.edu>
- **Student Assistance (DSO)**, phone: 515-294-1020, email studentassistance@iastate.edu, website: <https://www.studentassistance.dso.iastate.edu/>
- **Office of Equal Opportunity (OEO)**, phone: 515-294-7612, Hotline: 515-294-1222, email eooffice@iastate.edu
- **Iowa State University Police Department (ISU PD)**, 515-294-4428 (non-emergency phone), 911 (emergency), website: <http://www.police.iastate.edu/>, email: isupolice@iastate.edu

Resources at Iowa State University

- Faculty Handbook website: <https://www.provost.iastate.edu/faculty-and-staff-resources/faculty-handbook>
- ISU Policy Library website: <http://policy.iastate.edu/>
- Know the Code website: <https://knowthecode.dso.iastate.edu/>
- Safety website: <https://web.iastate.edu/students/safety>


Minimizing and responding to disruptive behavior was adapted from:

- Oluwakemi Ladeji-Osias, J., & Wells, A. M. (2014). Best practices in classroom management for today's university environment. Paper presentation at the 121st ASEE Annual Conference and Exposition. Indianapolis, IN (June 14-18).

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