



OFFICE OF RIGHTS,
COMPLIANCE AND ACCOUNTABILITY

University of Alaska Fairbanks

Faculty and Staff

Establishing and Reinforcing Classroom Expectations



Reducing distractions and creating a safe learning environment can improve student learning.

Disrespect and disruption in the classroom can interfere with the instructor's ability to teach and students' ability to learn, as well as undermine students' confidence in the instructor and educational institution. Examples of disruptive behaviors are listed below.

- Interrupting class by repeatedly talking, arriving late, or leaving early.
- Belittling other students.
- Making harassing, hostile, or vulgar comments to students or the instructor.
- Obstructing or disrupting teaching.
- Behavior in a classroom, e-learning environment or instructional program that unreasonably interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to benefit from the class or program.
- Interfering with the freedom of movement of any member or guest of the university to enter, use or leave any university facility, service or activity.
- Any behavior in class that unreasonably interferes with the classwork of others and involves disorder.

#NANOOKSCARE

Actively caring for each other and our community

Preventative Strategies

Design your course with students' unique abilities and experience in mind.

Establish classroom expectations

- Establish expectations, boundaries, and ground rules regarding participation and engagement at the beginning of each semester.
- Classroom expectations can be generated by you or created with your students in the form of community guidelines. Students are active participants in shaping the classroom learning environment, so co-created community guidelines are a great way to motivate students to respect and uphold classroom expectations.
- Communicating what you expect in as much detail as possible is critical for creating an inclusive and productive class.

Reinforce classroom expectations

- Reinforce classroom expectations through multiple modes such as the course syllabus, verbally during in-person learning, and in written materials used for asynchronous learning (e.g. Canvas announcements, discussion board instructions).
- Model careful, respectful engagement for your students by arriving for each class early and prepared to teach, engaging in thoughtful communications and behavior, and cultivating a learning environment where students feel safe, valued, and acknowledged.

Create a community

- Use icebreakers and energizers to learn about your students and encourage peer-to-peer interaction.
- Use student names frequently and encouraging students to use each other's names.
- Engage with students cognitively and collaboratively in class with opportunities for discussion and practices of new concepts.
- Model healthy communication.

Show that you care

- Clearly communicate course goals and how they are valuable to students' lives.
- Make yourself available to help them outside of class time, outline office hours in your syllabus.
- Give timely feedback on assignments.
- Prepare students for assignments and exams with opportunities for practice.

Respond to Challenging Behavior in Class

If a student fails to follow the established class expectations by making a comment or acting in a way that is offensive or inappropriate in the classroom, proceed thoughtfully and purposefully in order to maintain a positive climate that is conducive to learning.

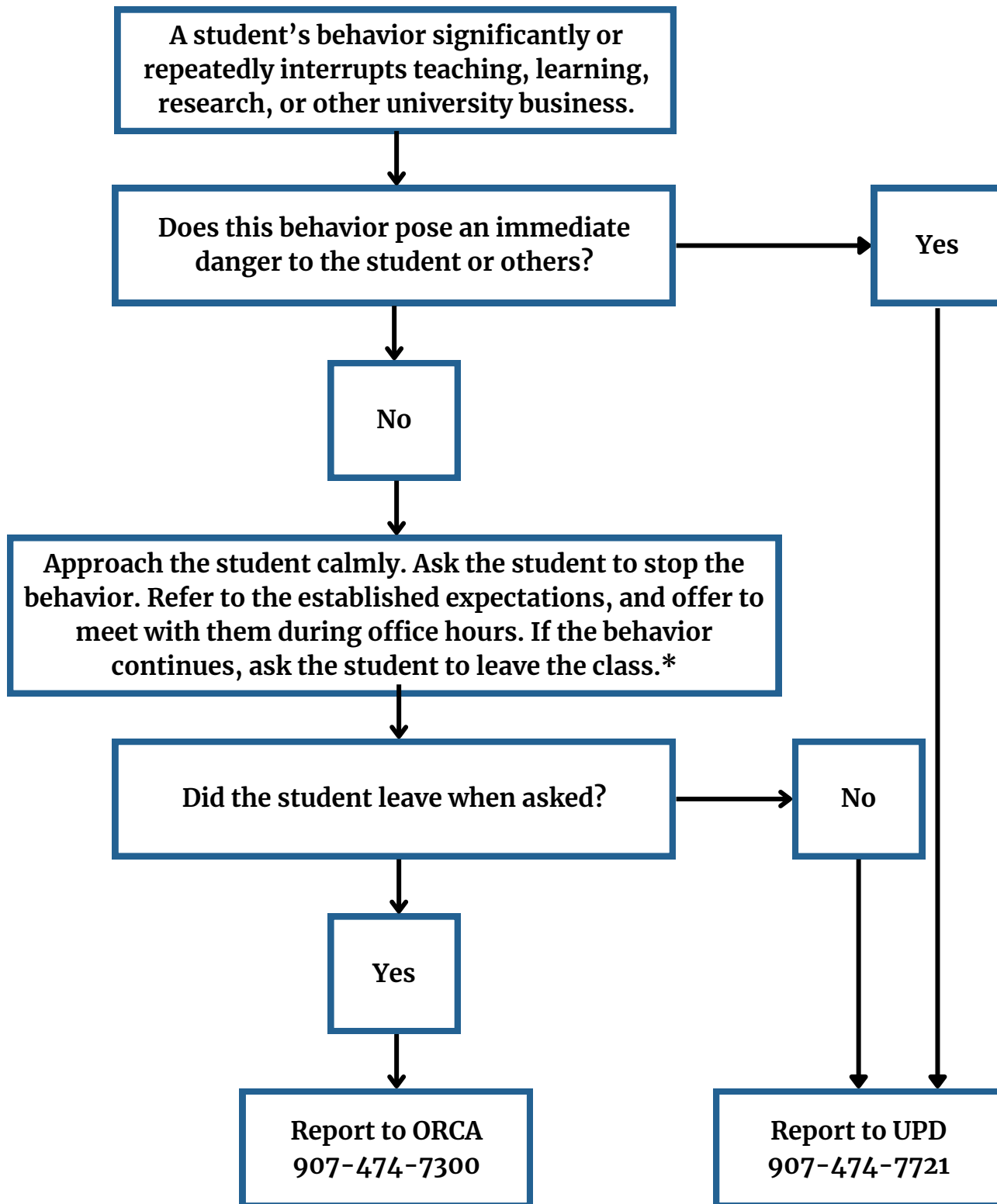
You can do this by enforcing class expectations quickly and consistently, looking for educational opportunities where you can model the skills students need to engage in difficult conversations.

- Ask clarifying questions to understand the students intention.
 - “I want to make sure I understand what you are saying. Were you saying that
- Listen to their response.
 - If they agree, you can explore the intent of the comment.
 - If they disagree and clarify a new meaning you can end the conversation.
- Explore the impact of their statement or action.
 - “What do you think people think when they hear that type of comment?”
 - Refer back to the class expectations.
- Inform them of your thoughts and feelings around the impact.
 - “When I hear your comment I think/feel...”
- Follow through with appropriate next steps.
 - Redirect back to the correct topic.
 - After class send the student an email, addressing the behavior and classroom expectations.
- Report behavior as appropriate.
 - Report to the Office of Rights, Compliance and Accountability.
 - If there is an immediate safety concern, report to University Police by calling 911.

Respond to Challenging Behavior Outside of Class

If you don't feel comfortable or it is not appropriate to address the students behavior in class, acknowledge that your students have touched an important issue and tell them you will return to it at a later time. This signals that you plan to address the concern without further disruption. Consider asking the student who acted in a challenging way to meet you after class to discuss the behavior that caused concern. Reaffirm classroom expectations during this meeting and follow up by email. Report the behavior to the Office of Rights, Compliance and Accountability.

Responding to a Disruptive Student



**If a student is asked to leave, be sure to set the expectation that they need to follow up with your office hours or outline their appropriate next steps.*

Asking for Assistance

If you are concerned about a student but their behavior isn't specifically disruptive to the learning environment, make any relevant reports from the list below to initiate support follow-up with that student:

- Student Conduct Report
 - Make a student conduct report
 - Detail concerns including:
 - repeated non-compliance after instructor intervention,
 - verbal or physical threats,
 - academic misconduct,
 - disruptive content on class Canvas and/or other online platforms used for class activities, and/or
 - disclosure of misconduct.
 - Your report and any subsequent student disciplinary record are considered educational records under the Family Educational Rights and Privacy Act (FERPA) and are therefore confidential.
- Academic Reports
 - Report class absence issues through Nanook Navigator
 - Details of concerns including;
 - frequent absences,
 - declining academic performance,
 - failure to meet academic requirements for class or program, and/or
 - missed coursework.
 - If there are additional well-being and academic concerns make a referral to the student CARE team.
 - Notify the student that you've made a referral to a CARE coordinator.
- CARE Reports
 - Make a report to the student CARE team.
 - Detail concerns including:
 - disclosure of concerning life circumstances,
 - food insecurity and/or housing instability,
 - financial hardship,
 - noticeable changes in behavior,
 - any reference to self-harm or harm to others, and/or
 - disclosure of interpersonal conflict.
 - You can also call ORCA at 907-474-7300 to make a report or get advice.

Your report and any subsequent records of student support may be considered educational records under the Family Educational Rights and Privacy Act (FERPA). In most cases, staff will be unable to share any concerns or update your concern due to confidentiality.