

INTRODUCTION

Eastern Michigan University is committed to promoting a safe and healthy teaching and learning environment. The documents presented here are intended to provide guidance to the university community on the management of that environment. Recognizing that all situations are unique, it is important to note that the timelines and processes outlined here may vary, and that the university may, at its discretion, initiate a formal intervention process at any level, as dictated by the circumstances of the individual situation. Ultimately, all members of the university community must work in concert to assure a high quality educational environment.

ADMINISTRATIVE ROLES

Faculty Member – Any person hired by the university to conduct classes. Faculty members are responsible for classroom management. Both students and Faculty Members have some measure of academic freedom. When warranted, Faculty Members should consult their Department Head/School Director for assistance in determining next steps in addressing student issues. Faculty Members must familiarize themselves with EMU processes, policies, and procedures for managing student issues.

Department Head/School Director – Any person hired by the university to administer a department or school and its programs. Department Heads and School Directors report to the College Dean. The Department Head/School Director acts as a resource to Faculty and assists in the management of student behavioral concerns. The DH/SD is obligated to act and follow up as needed with all parties in a timely manner, facilitating notification to the appropriate office(s) on campus. In addition, the DH/SD should also serve as a resource person and communication point to assure compliance with EMU processes, policies and procedures for managing student issues.

Dean – Any person hired by the university to administer a college, its departments, schools, and programs. Deans report to the Provost. The Dean acts as a resource to Department Heads/School Directors and provides assistance as needed in managing issues. The Dean is to be apprised of any student issue that may rise to any level beyond the department or school, if warranted. In addition, the Dean is to serve as a consultative resource to the DH/SD and Faculty Member(s), while assuring adherence to EMU processes, policies and procedures for managing student issues.

Ombuds – Assists the campus community in resolving concerns, problems, or conflicts with regard to University policies, procedures, and decisions. The Ombuds serves as a resource for the above individuals regarding EMU processes, policies and procedures for managing student issues.

Provost – The Provost and Executive Vice President of Academic and Student Affairs is Eastern Michigan University's chief academic officer. The Office of the Provost brings

together key academic leadership, student affairs, and resources to promote excellence in teaching, research, professional achievement, creative activity, and service. The Office of the Provost serves faculty and students in their pursuit of academic excellence. S/he is further charged with the authority to protect the integrity of the instructional environment of the University.

President – The chief executive officer of the university. The President, as Chief Executive Officer of the University, is charged with the maintenance of that degree of order and safety necessary to the successful continuation of the University’s lawful mission, and he/she is further charged with the authority to protect the members of the University community and University property.

Office of Student Conduct and Community Standards (SCCS) – SCCS administers and enforces the university’s Conduct Code and related disciplinary processes. The Code helps define student behavior that is not acceptable within the university community. The disciplinary process is designed to provide an avenue for the university to address unacceptable behavior exhibited by its students. Examples of such behavior may include, but are not limited to: academic dishonesty, theft, alcohol and drug use, property damage, threatening behavior, disruptive behavior, sexual misconduct, and physical assault.

Counseling and Psychological Services (CAPS) – CAPS addresses the mental health needs of EMU students. The department provides free individual, group, and couples therapy using a short-term model. CAPS also provides emergency services and crisis intervention, as well as consultation, to faculty and staff. Medication management with a staff psychiatrist is also available for a fee. All of these services are confidential.

Assistant Vice President of Student Well-Being – The Assistant Vice President of Student Well Being provides leadership for holistic programs and services through several departments that support the health and well-being of students. S/he also oversees the behavioral concerns process to assist and hold accountable students who are experiencing serious, often complex, behavioral issues. Additionally, the Assistant Vice President provides leadership and direction for the University’s Student Intervention Team (SIT).

Student Intervention Team (SIT) – The Student Intervention Team serves as a central place to report student behaviors of concern. SIT addresses reports of troubling (inappropriate, disruptive, or harmful) student behavior in order to recommend proactive and non-punitive approaches aimed at helping students achieve success. The Team represents a cross-section of campus professionals who can address a broad range of student needs.

CLASSROOM MANAGEMENT DEFINITIONS

Classroom Management – All forms of interaction in and outside the classroom between faculty and students.

Distressed Behavior – Behavior that suggests to a faculty or staff member that a student may be coping with difficulties or is in despair. Distressed behavior may include emotional and/or mental health issues, serious attendance or communication behaviors that suggest a student is experiencing distress.

Disruptive behavior is student behavior that:

- A reasonable person would view as interfering with a faculty member's ability to conduct class; and/or,
- Interferes with the learning activities of other students; and/or,
- Impedes the delivery of university services; and/or,
- Has a negative impact in any learning environment – including classroom, labs, department and staff offices, online classes, the Library, computer labs, learning centers, clinical sites, service learning sites, etc.
- See also Board Policy 8.1, Section V. E., 1-6.

Disruptive behaviors encompass a wide range of activities or actions that undermine faculty leadership of the classroom including:

- Unauthorized use of cell phone, laptop, or tablet;
- Persistent speaking in class without being recognized;
- Dominating or distracting discussions;
- Excessive side conversations with other students;
- Arriving late and leaving early;
- Reading or accessing outside materials (e.g., newspapers, laptops, tablets)
- Direct challenges to faculty authority (e.g., challenging grading publicly, interruptions, confrontations, etc.)
- Other disruptions that otherwise interfere with the teaching and learning environment.

Faculty members have broad authority to manage the classroom environment and should make reasonable efforts to resolve issues within the classroom setting whenever possible. When such reasonable efforts fail, the following steps should be followed.

Threatening Behavior – Behavior that creates an intimidating, hostile, or offensive campus, educational or work environment for another person or group. Behavior that actually threatens, intimidates, humiliates, or otherwise harms another person or group is considered threatening. (See also Board Policy 8.1, Sections V.L. 1-3, V.N. 1-4.)

The Student Conduct Code may be found at: <http://www.emich.edu/studentconduct>.

*CAPS – Counseling and Psychological Services • DPS – Department of Public Safety
DRC – Disability Resource Center • SCCS – Student Conduct and Community Standards
SIT – Student Intervention Team • SWB – Student Well-Being*

Distressed Behavior

Definition: Behavior that suggests to a faculty or staff member that a student may be coping with difficulties or is in despair. Distressed behavior may include emotional and/or mental health issues, serious attendance or communication behaviors that suggest a student is experiencing distress.

Initial Steps

Depending upon the severity of the distress, options for addressing distressed student behavior include:

- Faculty member may follow up with student directly; or,
- Faculty member may seek resources for advisement, such as CAPS, DRC, DPS, SWB Office, etc., and may refer student accordingly; or,
- Faculty member may document the situation but take no further action at that time; or,
- Faculty member may directly submit a Care Report to SIT.

Faculty members may also seek assistance from their department head/school director. Upon a faculty member's report of distressed behavior, the department head/school director must:

- Submit a Care Report to SIT; and/or,
- Work with the appropriate Deans' office staff as needed to resolve the issue.
- Make reasonable attempts to update the faculty member in a timely fashion regarding the steps toward resolution of the issue.

Secondary Steps (depending upon the severity of the behavior)

1. SIT receives Care Report.
2. SIT chair determines timeliness for taking action.
3. SIT chair may contact faculty and department head/school director to obtain further information prior to SIT meeting.
4. SIT meets to discuss the report.
5. Options for processing/resolution:
 - a. SIT determines report is FYI only and closes report.
 - b. SIT determines appropriate actions such as referral to CAPS, DRC, Residence Life check in with student, etc.
 - c. SIT follows up with faculty and department head/school director with recommended actions.
6. SIT (or referring party) shares information with appropriate administrative offices.
7. Faculty Member must be advised of final outcome.

Disruptive Behavior

Disruptive behavior is student behavior that:

- A reasonable person would view as interfering with a faculty member's ability to conduct class; and/or,
- Interferes with the learning activities of other students; and/or,
- Impedes the delivery of university services; and/or,
- Has a negative impact in any learning environment – including classroom, labs, department and staff offices, online classes, the Library, computer labs, learning centers, clinical sites, service learning sites, etc.
- See also Board Policy 8.1, Section V. E., 1-6.

Disruptive behaviors encompass a wide range of activities or actions that undermine faculty leadership of the classroom including:

- Unauthorized use of cell phone, laptop, or tablet;
- Persistent speaking in class without being recognized;
- Dominating or distracting discussions;
- Excessive side conversations with other students;
- Arriving late and leaving early;
- Reading or accessing outside materials (e.g., newspapers, laptops, tablets);
- Direct challenges to faculty authority (e.g., challenging grading publicly, interruptions, confrontations, etc.); and/or,
- Other disruptions that otherwise interfere with the teaching and learning environment.

Faculty members have broad authority to manage the classroom environment and should make reasonable efforts to resolve issues within the classroom setting whenever possible. When such reasonable efforts fail, the following steps should be followed.

Step 1

1. Faculty member reports behavior to department head/school director.
2. Next steps are identified via collaboration between faculty member, department head/school director and other staff as appropriate; department head/school director communicates issue/concern to Dean.
3. Depending on the severity of the disruption, intervention options (which may also be used in combination) include:
 - a. Department head/school director follows up with student, including discussion of resources for advisement.
 - b. Department head/school director submits Care Report to the Student Intervention Team (SIT).
 - c. Department Head contacts SCCS directly for assistance.
4. Department heads/school directors must update the faculty member in a timely fashion regarding the steps toward resolution of the issue.

NOTE: In cases where the faculty member seeks the removal of a student from a course section, the University will establish guidelines regarding justifiable student behaviors that result in that outcome and a defined process by which both a faculty member's concern and a student's response are evaluated and a decision rendered. The review process should occur quickly while providing due process for both student and faculty member. In such cases, faculty members must provide the department head/school director with a plan to ensure the student's participation in the course while not in the classroom. (Exact implementation language to be determined.)

Step 2

1. Should they feel an immediate threat to themselves or other students, Faculty should contact DPS for assistance and additional support.
2. SCCS receives copy of the Care Report/Incident Report.
3. SCCS staff contacts faculty and department head/school director to obtain additional information.
4. SCCS staff may pursue formal disciplinary action after consulting with faculty.
5. If formal disciplinary action is warranted, SCCS will contact the student in order to address allegations in accordance with the Student Code of Conduct.

Step 3

1. SCCS staff will follow up with faculty and department head/school director to communicate next steps or final outcome.
2. SCCS will inform DPS of the outcome, if necessary and appropriate.
3. SCCS (or referring party) shares information with appropriate administrative offices.
4. Administrative offices report back to originating levels as needed.

Threatening Behavior

Definition: Behavior that creates an intimidating, hostile, or offensive campus, educational or work environment for another person or group. Other similar behavior that actually threatens, intimidates, humiliates, or otherwise harms another person or group is considered threatening. In these cases, DPS should be called immediately. (See Board Policy 8.1, Sections V. L. 1-3, V. N. 1-4)

Step 1

1. Faculty member contacts DPS immediately and submits report.
 - a. DPS reports any immediate action taken to all appropriate parties (Provost, dean, SCCS, department head/school director, faculty member, etc.).
2. Faculty member reports incident to department head/school director; department head/school director reports incident to dean immediately.
3. Next steps are identified in collaboration with DPS, SCCS, dean, department head/school director, and faculty member.

Step 2

1. DPS notifies SCCS of the incident and shares copy of the incident report.
2. SCCS initiates formal disciplinary action after receipt of Incident Report.
3. SCCS staff contacts faculty and department head/school director to obtain additional information.
4. SCCS staff communicates to faculty any interim actions.

Step 3

1. SCCS staff follows up with faculty and department head/school director to communicate next steps or final outcome.
2. SCCS informs DPS of the final outcome, when necessary and appropriate.
3. SCCS shares information with Ombuds as appropriate.

Step 4

1. Ombuds shares information with Provost as appropriate.
2. Provost action/response reported to appropriate parties as needed.