

## Tulane University

### Disruptive and Threatening Student Behavior

#### Guidelines for Faculty and Staff

Occasionally, Tulane University experiences threatening and disruptive behavior on the part of some students, a trend paralleled nationally at other campuses. You as a faculty or staff member may find yourself having to contend with a disruptive or emotionally disturbed student at some point during your career.










Student behaviors that you may encounter range from simple disruptions in class, to ongoing harassment, to verbal and physical threats.

The guidelines in this booklet are designed to: 1) assist your department in thinking through its response to situations in which students may be behaving in unusual or unpredictable ways; 2) help you handle an actual threat; and 3) assist you with referral and protocol procedures. When your department has prepared its faculty and staff adequately for such situations, the chances of serious disruption may be lessened.

Students may exhibit disruptive behaviors in a classroom, department, or office. Often the behavior in question constitutes a violation of Tulane's Student Code of Conduct, and can be addressed in accordance with Student Conduct procedures. However, it is rarely enough to simply hand a situation over to the **Office of Judicial Affairs** when a student has caused significant disruption within a department. The department or office involved may also need to address issues related to the perceived safety of its faculty and staff, as well as the well-being of other students.


## Definitions


A student is considered disruptive when he or she engages in behaviors which interfere in a significant way with your normal teaching or administrative duties as a faculty or staff member. Disruptive behavior may sometimes threaten or endanger your physical or psychological well-being or safety, or that of others. Disruptive behavior can assume many forms. It may be:


-  A student in your class who persistently arrives late or leaves early in a manner which is disruptive to the regular flow of the class.
-  A student who talks incessantly while you are delivering a lecture
-  A student who loudly and frequently interrupts the flow of class with inappropriate questions or interjections.
-  A student who persistently calls your office and hampers your ability to continue your normal work, or to assist other students.
-  A student who becomes belligerent when you confront his or her inappropriate behavior.
-  A student who verbally or physically threatens you, another faculty or staff member, or another student.
-  A student who writes you a threatening letter, email, or leaves a disturbing message on your voicemail.
-  A student who attempts to contact you at your home in inappropriate ways.
-  A student who displays behaviors indicating a romantic or other obsessive interest in you.

### Three Levels of Threatening or Disruptive Behavior

For the purpose of these guidelines, disruptive and threatening behavior has been categorized into three different levels.

-  The first level, which is the least serious, encompasses any situation that can be handled informally between you and the student, leading to a prompt resolution.

-  The second level involves an ongoing problem, or a more serious incident in the classroom. In these situations, you may consult with Student Affairs. If necessary, a Student Affairs assessment team will assist you in evaluating and resolving the situation.

-  The third, and most serious, level is reached when there is immediate danger of some kind. If this occurs, you should call Tulane University Police Department (TUPD) **(should we input the phone number)** immediately.

### Level One – Informal Resolution

#### **a) In the classroom**

It is helpful if you clarify behavioral and other expectations at the beginning of a course, and reach agreement with students on standards for classroom conduct.

When you are establishing guidelines for behavior in your course, it is important that you only articulate the standards that you are willing to enforce. Apply these standards fairly and consistently. Students will quickly recognize and resent perceived unfairness.

Describing basic behavioral standards in the course syllabus will assist you in discussing them the first day of class. Information should specify what behaviors are prohibited, how you will manage behavioral issues, and any consequence that may result. A statement in the course syllabus might read:

“Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the **Office of Judicial Affairs** for disciplinary action.”

## When a student is disruptive in class...

- 🗣️ Respond immediately. This may mean employing informal action (such as standing next to students who are talking), reminding the class of the agreed standards for behavior, or directing specific comments to the disruptive student.
- 🗣️ If the behavior continues, notify the student that he or she must leave the room if the behavior continues, notify the student that he or she must leave the room if the behavior does not cease immediately, and that disciplinary action may result. If the student does not respond appropriately, ask him or her to leave and arrange to see you during office hours before the next class session. You may wish to consult with the **Office of Judicial Affairs** prior to that meeting.
- 🗣️ If a student refuses to leave, notify him or her that you will call TUPD and that disciplinary action will result.
- 🗣️ It is appropriate to call TUPD any time a disruptive behavior escalates, or when it is reasonable to interpret behavior (including oral statements) as threatening or harassing to you or to other members of the class.

## Meeting with the disruptive student...

It is generally helpful for you to meet privately with a disruptive student following a confrontation or removal from class. You may wish to request a meeting with a student who has displayed unacceptable behavior even when a confrontation has not resulted. In either case, the meeting is an opportunity for the student to understand the inappropriateness of his or her behavior, and for you to discuss strategies that will enable him or her to continue in the class. You may want to have a third person present, or to leave the door open so that someone in the office can assist you if the situation becomes confrontational.

## In the meeting...

- 🗣️ Remain calm. This may be difficult if the student is agitated. However, your reasoned response will assist the student in addressing the behavior in question.
- 🗣️ Do not take the student's behavior or remarks personally, even though they may be directed at you. Disruptive behavior generally results from other life problems or general academic frustration.
- 🗣️ Be specific about the inappropriate behavior that the student has exhibited. Describe the behavior don't focus on the person. Explain why the behavior is problematic.
- 🗣️ Ask questions and summarize what you hear the student saying. Respectful concern may enable you as the educator, to help the student to be successful both in your class, and in his or her general university experience.
- 🗣️ Focus on areas of agreement between you and the student.
- 🗣️ Conclude by summarizing any resolution, and by articulating expectations for the future. Be clear that continued inappropriate behavior will be referred to the **Office of Judicial Affairs**.

## b) Outside the classroom, or in department or office

You may encounter threatening, intimidating or harassing behavior by students during office meetings, before or after scheduled classes, or in spontaneous encounters on campus. Should this occur, strategies for responding to the student generally are the same as those outlined previously.

## In general...

- 🗣️ Remain calm, and speak in a controlled manner. This will prevent the situation from escalating and may diffuse the tension.

- 🗣️ Identify a more appropriate place and time to discuss the matter if the problem is occurring outside the normal parameters of professional interaction.
- 🗣️ Use a “time out” to allow the student to regain composure, or explain that if the student cannot maintain composure, you cannot discuss the issue at this time.
- 🗣️ Explain to the student that you will call TUPD if inappropriate behavior persists or if a threat is made.

Of course, it is important to differentiate between student behavior that is threatening or harassing, and that which is merely uncivil or rude.

The latter does not generally warrant the intervention of TUPD officers, or other disciplinary action.

### **LEVEL TWO - DISRUPTIVE BEHAVIOR REQUIRING A STUDENT AFFAIRS RESPONSE**

If the disruptive behavior feels intimidating, threatening, or appears to be escalating, you should consult with one of the following: the Office of the Vice President for Student Affairs, the Office of Campus Life, or the Office for Judicial Affairs, and the Educational Resource Counseling Center (ERC), or your department chair. Typically, a team approach will be employed to assist you in evaluating and handling the situation.

A Student Affairs assessment team can meet with you and other faculty and staff involved. The team will assess imminent danger to individuals or to the academic community. The objectives of such an assessment include providing appropriate levels of support for you and others involved; demonstrative concern for other students who may be affected by the student exhibiting the behavior in question; and deciding how to handle the student’s behavioral problems.

Student Affairs will also follow up with the disruptive student. Various disciplinary processes can be employed at this point, including, under certain circumstances, interim suspension of the student or the negotiation of a behavioral contract, pending a formal review.

### **LEVEL THREE - IMMEDIATE THREAT**

Whenever there is an immediate threat to the safety of any person, you should always contact TUPD (should we put the phone number) immediately. This includes behavior that could be classified as unlawful harassment, stalking, or a death threat.

After a disruptive incident has occurred and a report has been taken, TUPD customarily involves the Office of the Vice President for Student Affairs, the Office of Judicial Affairs, the ERC, and other campus offices in responding to the incident. You can expect these and other offices to provide appropriate consultation and assistance on an ongoing basis where a serious problem has occurred.

Where an incident is sufficiently serious and attracts media attention, senior officers of Student Affairs and TUPD will take the lead in communicating with the press, in conjunction with Public Relations and other appropriate offices.

### **WHEN A COMPLAINT IS FORWARDED TO THE OFFICE OF JUDICIAL AFFAIRS**

When you report disruptive behavior to the Office of Judicial Affairs, you will be asked to recommend a desired outcome. Remedies may include disciplinary probation, a behavioral contract, anger management counseling, other educational interventions, or more serious sanctions such as suspension or expulsion.

Following receipt of your complaint, the student will be required to meet with someone at the Office of Judicial Affairs to discuss his or her behavior. In some cases, the complaint can be resolved

administratively without further involvement on your part. In other cases, it may be necessary to convene a panel and conduct a formal review of the matter. Should this happen, you will generally be involved as the complainant at the review.

The purpose of a disciplinary review is to discuss the facts in the case, to hear the accused student's perspective, and to determine an appropriate disciplinary response. Disciplinary decisions take into consideration the needs both of the campus community and of the accused student.

Note: While you, or TUPD, may order a student to leave a class session in which he or she is displaying disruptive behavior, permanent removal cannot occur without a **Student Judicial Review**. The Vice President for Student Affairs may temporarily remove a student from further class sessions, pending a review, where circumstances warrant such action.

### **THE ACCUSED STUDENT'S RIGHTS AND SUPPORT**

As always in situations involving students, you should observe appropriate confidentiality. The Family Educational Rights and Privacy Act of 1974 protects the privacy of student education records (including disciplinary records), and allows only the individual student the right to inspect his or her records. Tulane expects students to be treated as independent, responsible and adult members of the university community. They also have due process rights which must be respected.

The ERC provides additional support and assistance to students accused of any kind of misconduct.

### **DOCUMENTATION**

Resolving disruption cases can be helped if you document problem behavior, including dates, times, brief descriptions of what happened, and the names of witnesses who may have observed the behavior.

Such documentation should always be factual, and not include personal interjections.

### **IMPORTANT TELEPHONE NUMBERS**

|  |               |
|--|---------------|
| Tulane University Police Department (Emergency)  | 504-865- 5200 |
| Tulane University Police Department (Business)   | 504-865-5381  |
| Office of Judicial Affairs                       | 504-          |
| Educational & Resource Counseling Center (ERC)   | 504-865-5113  |
| Campus Life                                      | 504-          |
| Office of the Vice President for Student Affairs | 504-314-2188  |

This book is published by the Division of Student Affairs.  
If you have any questions or need assistance, please contact Student  
Affairs at 504-314-2188

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