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Classroom Management Task Force Update

ALG Meeting

April 7, 2021

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BALL STATE
UNIVERSITY

Overview

- Task Force membership, background and purpose
- Task Force process, methodology and timeline
- Classroom Accountability Toolkit
    - Guiding Principles
    - Terminology/Definition
    - Responding to Disruption in University Learning Spaces (Guidance & Student Code)
    - Distracting, Disrupting & Dangerous Behavior
    - General Principles for responding disruption
    - Guidelines and Resources

Task Force Members

Sarah Ackerman, Executive Director for Teaching Innovation with the Division of Online and Strategic Learning

Lisa Beck, Associate Lecturer of Health Science

Chase Braden, Student and Member of Student Government Association (SGA)

T.J. Brecciaroli, Dean of Students

Catherine Chen, Professor of Information Systems and Operations Management and Assistant Dean of Undergraduate Programs

Sheron Fraser-Burgess, Associate Professor of Social Foundations & Multicultural Education

Mike Gillilan, Director of Student Conduct

Martha Hunt, Chair of Department of Landscape Architecture

*Bill Jenkins, Chair of Department of Theatre and Dance

Alexander Kaufman, Reed D. Voran Distinguished Professor of Humanities and Professor of English

Linh Littleford, Professor of Psychological Science

Emily Rutter, Associate Professor of English

Johnny Sparks, Chair of Department of Journalism

Susan Wilczynski, Plassman Family Distinguished Professor of Special Education and Applied Behavior Analysis

Ruby Yantz, Student and Member of Student Government Association (SGA)

*Chair of the Classroom Management Taskforce

Task Force Background and Purpose

- Appointed the at the direction of President Geoff Mearns
- Review existing Ball State policies and practices related to classroom management
- Define what is considered disruptive classroom behavior
- Research best practices
- Employ a culturally responsive framework for review and recommendations of policies and practices
- Final report and recommendations

Task Force Process, Methodology & Timeline

- August 2020 to December 2020
- Working Groups - *Current Ball State Practices*, *Best Practices*, and *Data Gathering and Analysis*
- Working Group reports to Task Force
- Final report informed by key findings of each Working Group
- Toolkit of resources to accompany recommendations

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Toolkit Highlights

- Guiding Principles
- Defining Terminology – Disruption, Learning Spaces, Inclusive Excellence, Classroom Accountability, Culturally responsive pedagogy
- Purpose of guidance – provide faculty and other University personnel guidance in responding to disruption in university learning spaces.
- Student Code **4.2.8 Obstruction or Disruption**

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Obstructing or disrupting the teaching and/or learning process in any campus classroom, building, or meeting area, or any University-sponsored event or activity, pedestrian or vehicular traffic, classes, lectures, or meetings; obstructing or restricting another person's freedom of movement; or inciting, aiding, or encouraging other persons to do so. Note: obstruction or disruption as prohibited here only occurs on campus or in relation to a University-sponsored event or activity including but not limited to field trips, athletic events, study abroad, or alumni events.
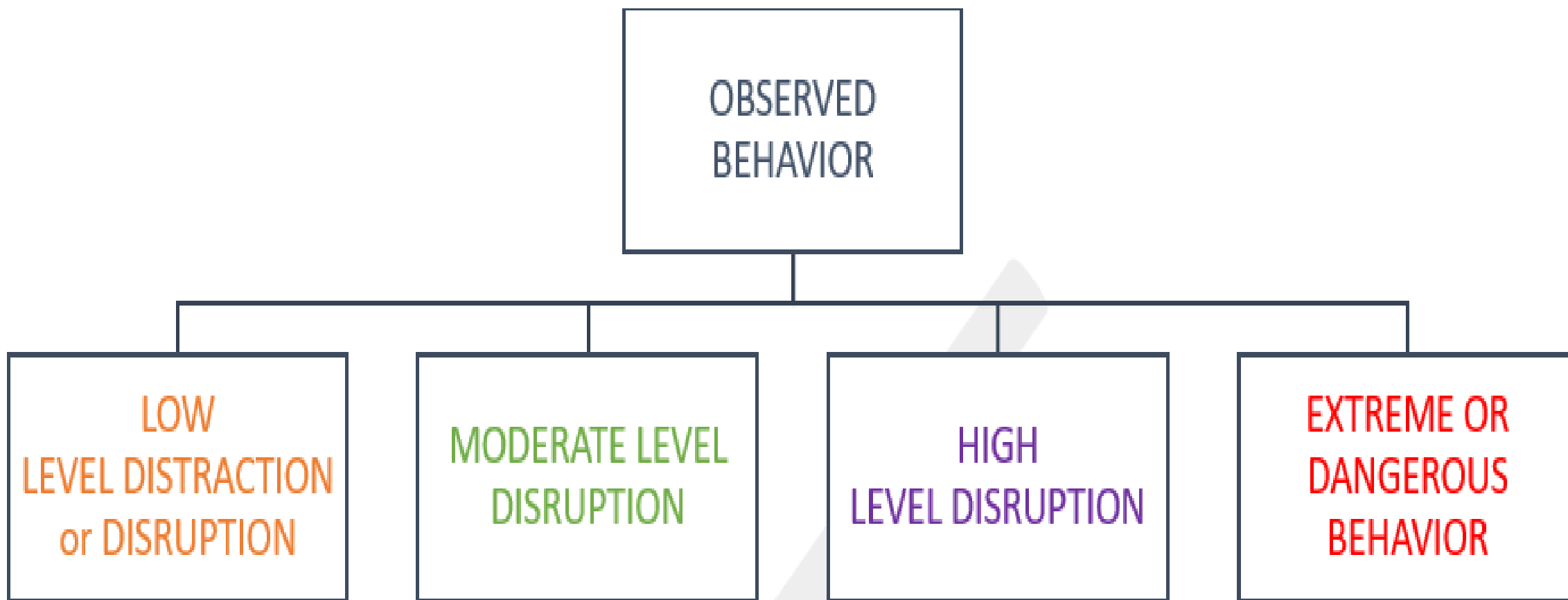
Guidelines for Intervening

- De-escalate
- Failing to comply
- Consult
- Report
- Document
- Immediate and perceived danger

Distracting, Disrupting and Dangerous Behavior

Preventing and Minimizing Disruptive Behavior

- Collaborative learning
- Clear expectations of behavior in syllabus
- Discuss and clarify class standards in first class meeting
- Role model behavior
- Decrease anonymity
- Intervene early when disruption occurs
- Avoid actions that demean, embarrass or dehumanize
- Seek feedback from students, listen respectfully
- Be willing to end class
- Consider other approaches
- Refer students to campus resources