

### Responding to Disruptions or Disrespect: Some Options

*Some of these strategies are better fitted to in-class behaviors, some to behaviors outside of class (in office hours, over email, etc). Considering a specific scenario, discuss the questions below.*

<b>Strategy</b>	<i>What specific language or tactics might you use if you pursued this strategy?</i>	<i>What are some pros and cons of using this strategy? Or factors to consider?</i>
Directly name behavior as problematic or unwelcome (e.g., say why it's inappropriate, and explain your expectations moving forward).		
Acknowledge disrespect or disruption with a smile or laugh and continue with lesson plan.		
Deflect confrontation with sympathetic response (e.g., acknowledge the student's frustration, or respond to a critique as a request for information).		
Emphasize the teacher-learner relationship if a student is assuming a consumer relationship (or focusing on your role as simply a grader, not an educator).		
Create a learning moment for everyone by connecting disruptive or disrespectful comments to course content or learning objectives.		
Follow up with specific students after class.		
Follow up in next session with everyone.		
Stay silent until the disruptive behavior ceases.		
Other strategies?		

## Preparing for unsettling moments

**“Know yourself.** Know your biases, know what will push your buttons and what will cause your mind to stop. Every one of us has areas in which we are vulnerable to strong feelings. Knowing what those areas are in advance can diminish the element of surprise. This self-knowledge can enable you to devise in advance strategies for managing yourself and the class when such a moment arises. You will have thought about what you need to do in order to enable your mind to work again.”

--Lee Warren (Derek Bok Center, Harvard), “Managing Hot Moments in the Classroom”

### Some Key Publications on Classroom Incivility, Healthy Conflict, & Instructor Identities

- Berger, B.A. (2000). Incivility. *American Journal of Pharmaceutical Education*, 64, 445-450.
- Bjorklund, W.L. & Rehling, D.L. (2009) Student Perceptions of Classroom Incivility, *College Teaching*, 58:1, 15-18
- Chesler, M. & Young, A. (2013). *Faculty identities and the challenge of diversity*. Boulder, CO: Paradigm Publishers.
- Feldman, L. J. (2001). Classroom civility is another of our instructor responsibilities. *College Teaching* 49(4), 137-40.
- Hoffman, K. D., & Lee, S. H. (2014). A CIT Investigation of Disruptive Student Behaviors: The Students' Perspective. *Marketing Education Review*, 24(2), 115-126.
- Kardia, D. & Wright, M. (2004). Instructor Identity: The impact of gender and race on faculty experiences of teaching. Occasional Paper No. 19: Center for Research on Learning and Teaching, U of Michigan.
- Knepp, K. A. F. (2012). Understanding student and faculty incivility in higher education. *The Journal of Effective Teaching*, 12(1), 32-45.
- Lampman, C., Phelps, A., Bancroft, S., & Beneke, M. (2009). Contrapower harassment in academia: A survey of faculty experience with student incivility, bullying, and sexual attention. *Sex Roles*, 60(5-6), 331-346.
- Morrisette, P. J. (2001). Reducing incivility in the university/college classroom. *International Electronic Journal for Leadership in Learning* 5(4).
- Meyers, S.A. (2003). Strategies to prevent and reduce conflict in college classrooms. *College Teaching*, 51, 94-98.
- Nilson, L. (2010). Preventing and Responding to Classroom Incivility (pp. 55-64). *Teaching at its best: A research-based resource for college instructors, 3<sup>rd</sup> edition*. Bolton, MA: Anker Publishing.
- Rockquomore, K. (April 10, 2010). Pick Your Battles. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/winning/winning13>.
- Warren, L. (2005). Strategic action in hot moments (pp. 620-30). In M. Ouellett (Ed.). *Teaching inclusively: Resources for course, department and institutional change in higher education*. Stillwater, OK: New Forums Press.

Webinar on “Addressing Incivility in the Classroom: Effective Strategies for Faculty” by Chavella Pittman, from the National Center for Faculty Development and Diversity”:

<http://www.facultydiversity.org/page/Support>

Additional research and resources compiled at the Michigan State University Academic Advancement Network: <http://fod.msu.edu/oir/civilityincivility-college-classroom>

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