

Be proactive and communicate your expectations clearly and directly. Intervene early and address negative behavior before it escalates.

Clear communication is critical. Make sure you consult with your chairperson and/or the appropriate department (e.g., Student Affairs). Be mindful that all communication, including email, may constitute an educational record associated with the student.

Remain open to strategizing solutions that hold students accountable for their behavior but also protect the rights of all TU students, faculty and staff.

As a faculty member, practice self-care by reaching out to colleagues, mental health professionals or the Guidance Resources (towson.edu/hr/current/benefits/employee-assistance.html) as needed.

TIPS FROM...

STUDENT CONDUCT & CIVILITY EDUCATION

- Set clear and reasonable expectations for behavior in your class via the course syllabus.
- Communicate your expectations for potential areas of concern, such as technology use, class participation, tardiness, disruptive behavior and academic honesty. Explain how you will respond if students fail to meet those expectations.
- When addressing disruptive behavior, promptly tell the student that their behavior is not acceptable and ask for cooperation. Contact your department chair and the Student Conduct office if a student continues to be disruptive or if you need assistance with engaging in a conversation with or responding to the student.
- When reporting to Student Conduct & Civility Education about an incident, include as many details of the behavior, such as words used, as possible. Reports can be submitted via phone or online at towson.edu/reportit.

IF... you have questions about a student's behavior and are unsure how to navigate the situation, **THEN...** call the Office of Student Conduct & Civility Education (410-704-2057) to consult regarding possible violations of the Code of Student Conduct or if other responses should be taken.

IF... you believe a student has violated the Academic Integrity Policy (towson.edu/academics/resources/procedures.html), **THEN...** follow the policy and copy Student Conduct & Civility Education (studentconduct@towson.edu) on your notice to the student for recording purposes. Call to consult or for resources. Individual academic colleges may have a concurrent conduct policy.

ACCESSIBILITY AND DISABILITY SERVICES (ADS)

- All ADS COVID-19 updates may be found here: towson.edu/accessibility-disability-services/current.html
- Every student must meet essential program/course standards and abide by the Code of Student Conduct. Medical issues or concerns, including a disability, do not excuse disruptive misbehavior.
- Accommodations are designed to mitigate the effects of a disability so the student has an equal opportunity to meet essential program/course standards, not to change or circumvent them. While accommodations level the playing field, they do not guarantee success for students.
- Faculty must implement the accommodations listed in the student's ADS memo. Do not allow unapproved accommodations. Contact ADS to discuss/resolve questions or concerns about an accommodation rather than act in isolation or without guidance.
- Accommodations are not provided retroactively. Therefore, encourage students to contact ADS about an accommodation as early as possible (e.g., include a statement in course syllabi directing students to ADS [see Syllabus Guidelines at <http://bit.ly/2wlaqCB>]).

IF... a student of concern is registered with ADS, **THEN...** contact the student's assigned ADS specialist listed on the student's ADS memo. The specialist usually knows the student best.

IF... a student of concern is not registered with ADS, or you are not sure, **THEN...** contact the ADS director or ADS associate director at 410-704-2638 with questions and concerns.

COUNSELING CENTER SERVICES

- The Counseling Center remains available for assistance during the period of remote learning. Current Counseling Center services include teletherapy when appropriate, referrals assistance and numerous online workshops and helpful information. The Counseling Center continues to assist any student dealing with an issue that interferes with or impedes their ability to succeed academically or personally.
- Be alert to students whose behavior indicates distress or disengagement. Especially given that students are not on campus at this time, faculty may be the first to notice that a student is struggling. Frequently students are in academic difficulty for non-academic reasons (e.g., difficulty adjusting to the COVID-19 crisis as well as disorganizing personal crisis or trauma, family or relationship problems, financial and job stresses, mental illness or other medical issue).
- Faculty members should ask about obstacles a student may face with regard to academic success. This includes general questions that allow a faculty member to determine that a referral for additional help or support may be useful. Encouraging students to make use of the Counseling Center or follow up on another referral for help or support is often instrumental to student success and the resolution of difficulty.
- Especially during this remote learning period, faculty can be an important link between a student in need and campus resources like the Counseling Center.

IF... a student is willing to seek help with problems, **THEN...** refer directly to the Counseling Center. Faculty and students can get information about how to access Counseling Center resources during this period of remote learning at towson.edu/counseling/.

IF... a student has clear emotional and behavioral markers of distress and/or is causing disruption to others and is unwilling to follow through with help, **THEN...** contact the Office of the Vice President for Student Affairs at 410-704-2055 or submit a CARE form (towson.edu/studentaffairs/care/).

ONLINE RESOURCES

Office of Inclusion & Institutional Equity

towson.edu/inclusionequity/

Report Sexual Assault

towson-advocate.symplicity.com/titleix_report/index.php/pid278136?

CARE Form

towson-advocate.symplicity.com/care_report/index.php/pid713626?

Code of Student Conduct

towson.edu/studentaffairs/policies/documents/code_of_student_conduct.pdf

Guidance Resources

towson.edu/hr/current/benefits/

OFFICE OF INCLUSION & INSTITUTIONAL EQUITY (OIE)

- Individual, public and social media responses to pandemics, both historically and currently, are often linked to racial and ethnic stereotypes.
- Despite TU temporarily transitioning classes to virtual and online spaces, bias incidents can still occur.
- Complaints are still being investigated and should continue to be reported at towson.edu/inclusionequity/

IF... you have questions about a referral or complaint that has been registered with OIE, **THEN...** call the Office of Inclusion & Institutional Equity (410-704-0203) to consult with the AVP/Title IX coordinator.

IF YOU FEAR FOR YOUR SAFETY OR THE SAFETY OF OTHERS, CALL THE TUPD AT 4-4444 FOR IMMEDIATE ASSISTANCE.

This resource was developed by the Division of Academic Affairs in collaboration with the Division of Student Affairs and the Office of the General Counsel. Towson University, April 2020

COMMON TERMS

ACCOMMODATION

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, students with disabilities are entitled to reasonable accommodations to ensure equal access to post-secondary education. In this context, an accommodation is a modification or adjustment to a course or program that eliminates or minimizes disability-related barriers and enables a qualified student with a disability to participate. Examples of reasonable accommodations include a visually impaired student receiving course materials in an accessible format and a student with a mental health disability taking exams in a reduced distraction space with extended time.

ACCESSIBILITY

A measure of how simply a person can participate in any activity. It takes many forms in many places, including physical environments, transportation and even web and digital environments.

CARE FORM

An online form that serves as a primary mechanism to refer a student who is demonstrating emotional and/or behavioral markers of distress. The CARE form is located at towson.edu/studentaffairs/care/

COVID-19-SPECIFIC RESOURCES FOR FACULTY

Dillard, C. (February 14, 2020). *Speaking up against racism around the new coronavirus. Teaching Tolerance.*

Coping with Coronavirus: How Faculty Members Can Support Students in Traumatic Times. *The Chronicle of Higher Education.*

Stachowiak, B. (March 20, 2020). *The Productive Online and Offline Professor: A Practical Guide. Teaching in Higher Ed.*

Gasman, M. (March 14, 2020). *Working from Home? 10 Tips for Productivity, Sanity, and Your Health. LinkedIn.*

CARE TEAM

A cross-divisional group of unit leaders that meets every Monday morning during the academic year to discuss reports and information related to student behavior. This group identifies solutions and support resources for students as well as for university units impacted by concerning student behavior.

CODE OF STUDENT CONDUCT

The Code of Student Conduct applies to all students and student organizations. Review at: towson.edu/studentaffairs/policies/conduct.html. A Code of Student Conduct violation is determined and adjudicated by the Office of Student Conduct & Civility Education when a student's behavior more likely than not violated one or more policies listed in the Code of Student Conduct.

CONFIDENTIAL INFORMATION

Personal information that is shared with a Confidential Resource.

CONFIDENTIAL RESOURCE

A therapist, physician, confidential advocate, clergy, attorney and/or other authorized individual who received information that generally cannot be divulged to third parties without express consent being given or as otherwise specified by law. Contact oiie@towson.edu or 410-704-0203 for more information.

DENIAL OF ACCESS

A formal status issued by TU when a student is prohibited from coming onto university property.

DISABILITY

The ADA defines a person with a disability as someone with a physical or mental impairment that substantially limits one or more major life activities. A medical condition in and of itself does not necessarily constitute a disability. The degree of impairment must substantially impact a major life activity, including but not limited to walking, seeing, hearing, breathing, learning, reading, concentrating, thinking, communicating, working and taking care of oneself.

DISCRIMINATION

Unequal treatment based on a legally protected status that is sufficiently serious to interfere with or limit an individual's opportunity to participate in or benefit from a university program or activity or adversely affects a term or condition of the individual's working, learning and living environment at the university.

DISRUPTIVE BEHAVIOR

Behavior that obstructs teaching, research, administration, disciplinary proceedings or normal university operations.

EMERGENCY SUSPENSION

A temporary action taken by the Office of Student Conduct & Civility Education based on certain behaviors, pending the outcome of a disciplinary process.

EMOTIONAL AND BEHAVIORAL MARKERS OF DISTRESS

The following behaviors may be considered markers of distress: change in personal hygiene, dramatic weight gain or loss, frequently falling asleep in class, irritability, unruly behavior, impaired speech, disjointed thoughts, tearfulness, intense emotion, inappropriate responses, difficulty concentrating, physically harming self, destruction of property, anxiety and panic, inability to communicate clearly or loss of reality contact (e.g., hallucinations, poor thought connections)

EXTENDED MEDICAL ABSENCE

Two or more consecutive missed classes (i.e., a full week of classes) with official verification.

FERPA

The Family Education Rights and Privacy Act of 1974 (FERPA) prevents the university from disclosing education records without an eligible student's consent. FERPA allows exceptions when TU can disclose a student's education records with their consent. For example, school officials (e.g., TU employees, including faculty and staff) with a legitimate educational interest may disclose education records to one another, disclosure is allowed in connection with a financial aid application and the school may share education records with another school for purposes of the student's enrollment or transfer. Details about FERPA, including applicable exceptions, are available at: towson.edu/registrar/grades/ferpa.html. If you have any questions about FERPA, please contact the Office of General Counsel 410-704-4003.

FOOD INSECURITY

An economic and social condition of limited or uncertain access to a sufficient quantity of affordable, nutritious food.

GUIDANCE RESOURCES

Towson University's employee assistance program, Guidance Resources, offers someone to talk to and resources to consult whenever and wherever you need them,

which gives you and your dependents confidential support, resources and information for personal and work-life issues. These services are provided at no charge to you. towson.edu/hr/current/benefits/

HATE/BIAS

A criminal offense defined under Title 10, subtitle 3, of the Maryland Criminal Article and as defined under federal law. Hate crimes are criminal offenses committed against person(s) or property that are motivated, in whole or in part, by the offender's bias toward the actual or perceived group membership(s).

MANDATORY REPORTING

Responsible Employees who learn of reports or allegations of sexual misconduct must promptly notify the Title IX coordinator.

RESPONSIBLE EMPLOYEE

A designation given to certain employees—including faculty, university administrators and non-confidential university employees acting in their supervisory roles—all of whom have a duty to report sexual misconduct that they learn of to the university's Title IX coordinator. Responsible Employees must promptly report all known relevant information including the name of the complainant, respondent and any witnesses and any other relevant facts, including the date, time and location of the misconduct.

SANCTION

A status imposed and/or assignment required as a result of a student being found responsible for violating the Code of Student Conduct.

SELF-CARE

Any activity that we do deliberately in order to take care of our mental, emotional and physical health.

TITLE IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include sexual harassment, including sexual violence, such as rape and sexual assault. Issues of student concern that involve sexual harassment or sex discrimination must be referred to the TU Title IX coordinator at titleix@towson.edu or 410-704-0203.

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