

**FACULTY PREROGATIVES IN MAINTAINING A SAFE, SUPPORTIVE, AND
EFFECTIVE LEARNING ENVIRONMENT**

CHAPTER # 4
POLICY # 1.03

Cabinet Approval: June 1, 2010
Board of Trustees Approval: Sept. 15, 2010
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I. **PURPOSE:** This policy is intended to promote a learning environment that supports and assists students in the educational process and to maintain a learning environment that is safe for all at Salt Lake Community College. This policy outlines and clarifies roles and procedures that protect faculty members, students, and other College officers; and it defines prerogatives that faculty members may exercise when dealing with student behaviors that disrupt a safe, supportive, and effective learning environment.

II. **POLICY:** Faculty members, instructional administrators, campus security personnel, and Student Services officers collaborate in mutual trust to uphold a safe and effective learning environment at Salt Lake Community College. In faculty-supervised learning activities, faculty members monitor and promote safe, effective and supportive learning environments and exercise defined prerogative when dealing with student behavior that distracts students from learning. Disruptive behavior that occurs outside of faculty-supervised learning activities is dealt with in accord with the Student Code. (Ref #: C3S02.01)

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I. REFERENCES:

- A. SLCC Policies and Procedures, Chapter 3, Section 2.10, Student Code of Conduct, Personal Responsibilities and Organizational Standards
- B. SLCC Policies and Procedures Chapter 4, Section 1.01 Academic Freedom, Professional Responsibility and Tenure
- C. SLCC ADA Procedures
- D. USHE Board of Regents Policy R253—Campus Discipline

II. DEFINITIONS:

- A. **Disruptive behavior** includes behaviors that distracts students from learning and/or obstructs the Institution’s goal of creating a safe and productive learning environment.
- B. The **learning environment** is any location where a faculty-supervised learning activity occurs, including classrooms, labs, libraries, field trips, virtual or online locations, and other types of locations.

III. PROCEDURE:

- A. As outlined in the Academic Freedom, Professional Responsibility and Tenure document, a faculty member maintains a safe and effective learning environment. (Reference B.1.1 pg 10)
- B. The faculty member’s response to disruptive behavior should be progressive beginning with the least confrontational and disruptive method given the circumstances. If the faculty member believes the disruptive behavior is not an immediate threat to safety, the faculty member should follow these steps:
 - i. When a student’s behavior negatively impacts the learning environment for other students or for the instructor, faculty should give a verbal warning to the student.
 - ii. If the behavior continues, the faculty member may dismiss the disruptive student from the learning environment. If the student refuses to leave the classroom or learning environment, the faculty member should call Security. The faculty member notifies the Chair before the next regularly scheduled learning activity, or within 24 hours. The Chair notifies the

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instructional Dean and the Dean of Students within 24 hours of receiving the faculty member's notification.

- iii. The faculty member documents in writing any incident of disruptive behavior beyond that which requires an oral warning. This documentation must include the circumstances and the action taken and must be submitted to the Chair.
 - iv. If a student's behavior continues to disrupt learning activities, a faculty member documents the behavior and notifies the Chair, and the Chair notifies the instructional Dean and the Dean of Students. Then:
 - a. The Chair invites the faculty member and student to confer with her or him to resolve the conflict. The faculty member or the Chair may invite the instructional Dean to assist with the resolution. The Chair ensures that the students have an opportunity to voice their concerns and ensures that disciplinary actions are appropriate.
 - v. The student may return to the learning environment on recommendation from the Chair, faculty member, and the Dean of Students.
- C. If the faculty member believes there is an **immediate threat to the safety of** the members of the learning environment, the faculty member should immediately call 911.
- i. The student may not return to the learning environment until the conflict has been resolved. Faculty must immediately report to their Chair the incident and the actions taken. The Chair will notify the instructional Dean and the Dean of Students of the details of the incident and the action taken.
 - ii. The student will not return to the learning environment until she or he has gone through the disciplinary process described in the Student Code of Conduct, and all parties feel secure that the safety of the learning environment will not be compromised.
 - a. The faculty member, instructional Dean, Chair and the Dean of Students will not allow a student to return to class until the conflict has been resolved and there is no longer a threat to the participants in the learning environment.

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- D. While the student is removed from the learning environment or upon return, the faculty and the student will mutually arrive at a fair decision regarding makeup of missed work. Because due process sometimes requires several steps, this fair decision will take into consideration the amount of time that the student is removed from the learning environment. If needed, the faculty member and/or the student may appeal to the chair or Dean of Students for assistance in negotiating a fair decision regarding makeup work.
- E. If the faculty member or any other College officer has knowledge that the student has a documented disability that is covered by the Americans with Disabilities Act, they must notify the Chair, and the Chair must ensure that the ADA Coordinator is consulted and involved in all disciplinary procedures.
- F. If the student is not satisfied with decisions and disciplinary actions, the student may follow the appeal procedures outlined in the Student Code of Conduct, including specified timelines.