## AGENDA FOR UNIVERSITY SENATE

April 21, 2011 4:00 p.m.

## Letterman Building (LB) 125

- I. Roll Call
- II. Approval of the minutes of March 24, 2011
- III. Announcements

PLEASE NOTE: THE APRIL 21 MEETING IS THE FINAL MEETING OF THE 2010-11 SENATE. AFTER ADJOURNMENT OF THIS MEETING, THERE WILL BE A FIVE MINUTE BREAK AND THE NEW SENATORS WILL BE SEATED FOR THE FIRST MEETING OF 2011-12, AT WHICH TIME THE SENATE ELECTIONS FOR EXECUTIVE COMMITTEE WILL TAKE PLACE.

A. <u>Program Information – Academic Posting 2010-11, Volume XLII-7</u>

**Revised Programs** 

College of Architecture and Planning

Department of Architecture

Master of Architecture II (MArchII)

Miller College of Business

Department of Information Systems and Operations Management

Senior High, Junior High/Middle School Education Program

College of Sciences and Humanities

Science

Doctor of Philosophy (PhD) in Environmental Science

Department of Computer Science

Major in Computer Science, 66-70 hours

Minor in Computer Science, 17 hours

Department of Political Science

Major in political Science, 42 hours

- B. Results of Constitutional Amendments (Enclosure #1)
- C. Ball State Football Coach Lembo
- IV. Recognition of Deaths Seemann Baugh, Robert O. Foster, Robert E. Marsh, David A. Upchurch
- V. <u>Committee Reports</u>
  - A. Governance and Elections Committee John Ledbetter, Chairperson
  - B. Faculty Council Barry Umansky, Chairperson
  - C. University Council Barbara Wills, Chairperson

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- D. Campus Council Michael Miller, Chairperson
- E. NCAA/MAC Annual Report James Ruebel, NCAA/MAC Faculty Representative (Enclosure #2)
- VI. Report by Chairperson of Senate Eric Kelly (Enclosure #3 Issues in the Senate System)
- VII. Questions Directed to the President
- VIII. Question and Answer Period
- IX. Unfinished Business
  - A. Policy on Performing Outside Service Activities-Policy on Ghost Employment (Enclosure #4)
- X. New Business
  - A. Revisions to Student Code (Enclosure #5)
  - B. Revision to policy regarding Responding to Disruption in the Academic Setting and Companion Document to policy (Enclosure #6)
  - C. Proposed Change to Quorum regulations to University Review Board (Enclosure #7)
- XI. Other Items
  - A. Weather Emergency Safety at Ball State University SR-04-10/11 (Enclosure #8)
- XII. Adjournment

/mt

# MINUTES OF THE SEVENTH MEETING OF THE 2010-11 UNIVERSITY SENATE Thursday, March 24, 2011

Members Present: 48 Members Absent: 14

1. The meeting was called to order by the Vice Chairperson of the University Senate, John Ledbetter, at 4:00 p.m. Roll Call was taken by initialing the roster located at the entrance to LB 125.

Members Present: C. Ball, R. Bellaver, R. Bremigan, J. Chapman, G. Crawley, L. Deckers, A. Edmonds, J. Fry, J. Gora, J. Green, D. Grosnick, K. Hall, R. Hicks, M. Holtzman, J. Huff, R. Kanu, C. Kapinus, T. King, A. Leahy, J. Ledbetter, M. Maggiotto, L. Markle, W. McCune, M. McGrew, B. McRae, M. Miller, J. Mitchell, S. Parkinson, P. Parkison, K. Pickersgill, J. Popovicova, M. Pyron, T. Richardson, J. Rybarczyk, D. Shawger, G. Stamp, M. Steib, D. Supa, B. Umansky, B. Wagner, B. Wills, J. Yang, J. Zhao

<u>Substitutes</u>: Lathrop Johnson for M. Guntsche, Kathy Segrist for D. Haber, Bruce Frankel for E. Kelly, Jeffrey Clark for D. Marini, Matt Harber for D. Pearson

<u>Members Absent</u>: J. Coggeshall, T. Cummins, R. Dolon, M. Harvey, T. Hendricks, J. Han Kim, C. Munchel, S. Rice-Snow, W. Sharp, C. Walker, K. Warren-Gordon, M. Whitlock, A. Wieseke, T. Zivney

2. A motion was made and seconded (Supa/Crawley) to approve the minutes of February 17, 2011.

The motion carried.

#### 3. Announcements

## A. Next Scheduled Meetings

Senate Agenda Committee – April 11, 2011, 8:00 a.m., Letterman Building (LB) 104 University Senate – Thursday, April 21, 2011, 4:00p.m., Letterman Building (LB) 125

This will be the final meeting of the 2010-11 University Senate. The first meeting of 2011-12 will proceed immediately following adjournment of the final meeting of 2010-11, for the purpose of elections.

- B. The Academic Posting was reviewed.
- C. Report from Provost's Task Force on Response Rates for Online Evaluations

Jim Jones, Assistant Director-Research and Design, Unified Technology Support, was invited to discuss this issue with the members of the senate. He reported that there have been online evaluations since fall, 1999, but it was using a system developed internally. In time, a larger system was necessary and the evaluations were outsourced to the firm, Digital Measures.

He overviewed the security of the system that he gathered from their website as well as correspondence with them. All data is housed offsite, unlike before. The servers are encrypted, locked, caged, stored and secured by armed security guards. It is backed-up in five geographic locations with an iron mountain storage system. FERPA and Safe Harbor principles are adhered to. It is as secure as you'd expect with this type of data.

A student may ask: "If these are anonymous and you don't know what our answers are, how do you send me a reminder?" These reminders are generated by Digital Measures. Another database checks and resends the evaluation and then checks off the e-mail when it is returned. The responses are kept separate from addresses. This creates the anonymity.

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A senate member questioned who gets to read the evaluations. Mr. Jones responded that in the past, the department reads them, and a summary is given to the faculty member. Usually, only the faculty member can see the evaluations if it is faculty defaulted. There are 1-2 colleges where the dean's office could access them. There is no clear policy in place stating only department chairs can see it, but the college can't. He is responsible for handling defaults and security levels.

A senate member questioned how a faculty member could find out who has access to this information? One could ask the faculty chairperson, or an e-mail could be sent to him directly. He suggests handling it at the department level first.

A senate member questioned if there were any norms and if he knew how the university was doing as a whole? He stated there are no published norms; he hasn't been asked to do that. This is usually handled at the department level. There have been no questions as to how the university is doing overall.

A senate member questioned about the five-week courses. Mr. Jones responded that the evaluation tools are set up with very specific evaluation periods. For example, one just completed and another five-week course will start next week.

- D. The deadline for the constitutional amendments is Monday, April 4.
- 4. There was a moment of silence to recognize the deaths of Jennifer Landreth, Mary Shannon, and Dianna Wolfe

## 5. <u>Committee Reports</u>

## A. Governance and Elections Committee – John Ledbetter, Chairperson

John reported that the committee met and this morning and worked through nominating a slate of officers for University Senate and representatives on the Senate Agenda Committee. He mentioned the faculty position on the Indiana Commission for Higher Education (ICHE) and the deadline of April 15 for submitting applications directly to ICHE.

## B. Faculty Council - Barry Umansky, Chairperson

Barry reported the Faculty Council met on February 24. The last meeting of the academic year is Thursday, March 31. The issue of Retirement Models is very close to completion. The Ghost Employment issue will be brought forward to the University Senate at their April meeting.

## C. <u>University Council</u> – Barb Wills, Chairperson

Barb reported that the University Council met last month and approved the policy on Academic Clemency. Their next meeting is April 7, at which time they will have a report from the Governance and Elections Committee concerning the revision of the membership and responsibilities of the Salary and Benefits Committee, and conduct election of officers for 2011-12.

## D. <u>Campus Council</u> – Mike Miller, Chairperson

Mike reported the Campus Council met on March 17 and heard an update from the Cardinal Cash task force, as well as the Meal Card Reimbursement issue. The Meal Card Reimbursement issue is in Business Affairs for consideration. Other items discussed concerned weather safety and the possibility of having

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weather radios in each department office. The Student Senate resolution concerning the use of preferred names on class rosters was passed and is on today's senate agenda.

6. Report by Chairperson of Senate – John Ledbetter (University Senate Agenda 3/24/11, Enclosure #2)

The issue of phased retirements has been forwarded to Terry Zivney, Chairperson of the Salary and Benefits Committee.

## 7. Questions Directed to the President

President Gora reported on the following items:

- The Strategic Plan Task Force met for the first time on Wednesday, March 23, under the leadership of Provost and Vice President for Academic Affairs, Terry King.
- The University's North Central Higher Learning Commission accreditation visit is during the 2012-13 academic year. Associate Provost Marilyn Buck and Dean Michael Maggiotto are co-chairs of the accreditation self-study report. They will assist in appointing a steering committee for the accreditation.
- The NCAA review is a ten year review. The University will be submitting a report to them in April 2011 and the NCAA will be coming to visit in the fall. The NCAA self-study is led by Vice President for Student Affairs and Dean of Students, Kay Bales. The campus community will hear more them in the near future.
- Ball State had an event at the Statehouse in Indianapolis to celebrate, informally, the end of the Bold Campaign, and decided to end it the way it began, by awarding 55 full-tuition and fee scholarships, with the Governor as well as both speakers of the House and Senate in attendance. A report regarding the success of the Bold Campaign will be available to the university community sometime this summer.
- Hudson Akin will return on April 11 to Ball State as the Vice President for University Advancement, replacing Ben Hancock.

## 8. Question and Answer Period

A senate member asked if the university community be made aware of who applied and who received special assigned leaves? The Provost reported that 27 or 28 were approved, which is a few less than last year.

The University Senate website does not reflect the agenda materials for 2010-11. The Senate Office will work on posting this material to the website as soon as possible.

#### 9. Unfinished Business

#### 10. New Business

## A. Policy on Academic Clemency

A motion was made and seconded (Shawger/Steib) to place on the floor for discussion and approval.

Discussion ensued. A question was asked to clarify the student had to be registered before applying. Nancy Cronk, Registrar, responded this was correct. This will help in handling the volume of incoming applications. They should be approved for admissions prior to applying and prefer they show credentials as to what they've received prior to returning.

The motion to approve the Policy on Academic Clemency <u>carried</u>.

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B. Student Senate Resolution Sr-03-10/11 (University Senate Agenda, 3/24/11, Enclosure #4)

A motion was made and seconded (Supa/Umansky) to place on the senate floor for discussion and endorsement.

Kayla Pickersgill, 2011-12 SGA President, was present at today's meeting and discussed the history of the resolution. The student senate is hopeful the new Enterprise Resource Planning (ERP) system will accommodate this request. The legal name is to be kept on all official documents and the preferred name would be placed on class rosters. It was reported that this would be used under the banner system; however, it would be best to implement during the second phase of the ERP banner system. The only name that can change is their first name.

The motion to endorse the resolution <u>carried</u>.

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There were no other items.

## 12. Adjournment

The meeting adjourned at 4:40 p.m.

Respectfully submitted,

Carolyn Kapinus, Secretary

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#### Report of the Faculty Athletics Representative to the University Senate



To: University Senate

Athletics Committee, Provost King, President Gora

**Date**: April 15, 2011

From: James S. Ruebel, Faculty Athletics Representative

The Faculty Athletics Representatives Association (FARA) is the national organization for Faculty Representatives from all three divisions. The annual meeting and symposium in the fall provides various association-wide and division-specific sessions that enable FARs to do a better job by comparing practices across institutions and conferences, by reviewing basic functions (such as the various types and stages of student-athlete eligibility), and by panels and workshops on the nuts and bolts of the position. In addition, FARA arranges a review and discussion of pending legislation in each division. FARA is managed by an Executive Committee, which meets three times per year with monthly conference calls in between the meetings. I was elected to the Executive Committee in November 2010 for a term ending in November 2012.

## NCAA Issues:

"Hot topics" for 2010-2012 are expected to focus on

- The weakened economy and its impact on collegiate sports at the institutional level, not only on the prospect of sports being eliminated, but also on gender equity concerns, possible increases in missed class time because of economies in team travel, and negative consequences on progress toward degree.
- Conference stability and re-alignments
- Amateurism issues: agents and "representatives"; allegations of payments to student-athletes or incentives provided to a prospects family; the fair use of a student-athlete's image and likeness for promotional purposes (both while a student and later).
- Concussion-related issues (in both men's and women's sports, not only in football)
- Substance abuse
- Testing for sickle cell susceptibility
- "Voluntary" v. mandatory athletics-related activity (the number of mandatory hours is regulated by NCAA rule, but there is widespread misunderstanding of the meaning of the rule).
- Issues of academic integrity, especially plagiarism: many high school students do not understand the actual restrictions on use of sources; while all students face penalties upon violation of academic dishonesty, whether or not they "understand" the mechanics of the issue, violations by student-athletes can also have economic consequences for the institution (loss of eligibility or failure to graduate can lead to economic penalties and loss of scholarships).

#### Governance:

Some progress was made on faculty representation on major leadership committees of the NCAA. Most conferences are now nominating faculty for a broader array of committees (not just the academic committees), including the major leadership committees; more progress needs to be made. This issue is one of the top priorities of FARA, as well as the sub-set of FARs known as "D1a FARs".

<u>Legislation</u>: The most controversial piece of new legislation, in a year where there were a lot of proposals but not much controversy, was the promulgation of a draft of new legislation regarding transfers from two-year schools to four-year schools. This new legislation, if passed in unemended form, will require more "core" classes taken at the two-year school with a higher and fixed GPA, while restricting the number of "phys ed" credits that can be used to meet the minimum transfer requirement. This legislation seeks to address the issue of transfers who are unable to remain eligible or – if they do – to complete the requirements for a four-year university degree. FARA has proposed some changes to the legislation to phase in some of the provisions and to avoid disadvantaging student-athletes whose background is already likely to be weak.

<u>Personnel</u>: Mark Emmert, former President of Washington University, was selected as President of the NCAA and is completing his first year in office.

#### **Mid-American Conference Issues:**

The MAC completed a series of strategic planning processes, to establish a series of benchmarks for the conference overall, as well as another series of planning groups to prioritize conference spending and investment of effort. These planning sessions included not only sport-related goals and priorities, but also a review of academic awards: their number and meaning, their individual dollar value (if any), and the process by which they are awarded.

## **Ball State Issues**:

Ball State Athletics also finished its strategic planning process for the department.

In 2010-2011, Ball State has participated in Cycle 3 recertification by the NCAA; the last recertification process was completed in 2002. This process has taken place over the full academic year and involved a steering committee and a number of subcommittees, gathering and interpreting data and writing reports. A wide range of faculty were involved in all these subcommittees. The drafts of the reports was made public in early April; final rewriting is now largely finished. An NCAA site-review will take place on campus at the end of October, after which the NCAA site reviewers will issue findings and make recommendations.

Governance and Elections Committee 2/3/11 Senate Agenda Committee 2/7/11 Faculty Council 2/24/11 University Council 4/7/11 Senate Agenda Committee 4/11/11 University Senate Agenda April 21, 2011 Enclosure #4

#### VI. Performing Outside Services Activities

- 1. Indiana Ghost Employment Law The Indiana Ghost Employment Law, with a limited exception which is set forth below, makes it a criminal and civil law offense for Ball State University to employ and pay an employee when that employee is not assigned duties or is assigned duties not related to the operation of the University. Both the supervisor and employee may be subject to criminal and civil penalties for such violations.
- 2. Exception to the Indiana Ghost Employment Law The Indiana Ghost Employment Law does permit an employee of a governmental entity, such as Ball State University, to voluntarily perform services during the normal hours of employment as long as those services do not:
  - **2.1.** Promote religion,
  - 2.2. Attempt to influence legislation or governmental policy, or
  - **2.3.** Attempt to influence elections to public office; And, the services may only occur:
  - **2.4.** For the benefit of another governmental entity or a not-for-profit organization exempt from taxation under IRC 501(c)(3).
  - 2.5. With the approval of the employee's supervisor, and
  - **2.6.** In compliance with a written policy approved by the governmental entity.
- 3. Outside Services Activities of Employees Employees may be permitted to perform one or more outside services activities provided that such activities conform to this policy and do not otherwise constitute a conflict of interest or commitment. Employees may be permitted to spend up to a total of Four Hundred and Sixteen (416) university compensable hours in a fiscal year in performing outside services activities for a governmental entity or one or more 501(c)(3) not-for-profit organizations as determined in the sole discretion of and with the prior approval of the employee's supervisor. In the administration of this policy the University may take any measures in its sole discretion which are reasonable and necessary for the orderly and efficient operation of its business, including but not limited to altering or terminating the outside services activities that have been approved. An employee who performs the university approved outside services activities during normal hours of employment as provided herein shall be considered to be performing duties related to the operation of the University.
- **4. Administration and Record-Keeping** It is the responsibility of the employee to keep a record of the time spent on outside services activities and it is the supervisor's responsibility to oversee the employee's record-keeping and to ensure that such records are maintained for audit purposes.

#### 5. Exceptions

- **5.1** The President shall determine the limitation on the total time during any fiscal year and any record keeping requirements that the President and members of the President cabinet may spend on performing outside services activities.
- 5.2 It is anticipated that employees in professional and faculty positions will be asked to serve on particular outside boards because of their University related areas of expertise or the offices or positions they hold. "Outside Board" means the board, council, or other governing or advisory body of a business, educational, civic, professional, or social organization, whether for-profit or not-for-profit. Service on an Outside Board is of particular value to the University and is actively encouraged because of the recognition it provides to the University, and the additional information, exposure, understanding, and insight the person will receive. This service is deemed to be service to the University and need not require the use of a person's own time. This service is considered to be a duty or duties related to the operation of the University. The conflict of interest and commitment policies still apply to any service on an Outside Board.
- 5.3 The service of officials elected or appointed to public office is not included in the definition of service on an Outside Board and such officials are not eligible to perform the duties of their office during University compensable time under this policy.

## Appendix P—Responding to Disruption in the Academic Setting

- 1. **Purpose**: This document is designed to provide faculty and other University personnel guidance in responding to disruption in the academic setting. Disruption by a student in a Ball State classroom or other academic setting is a violation of the *Code of Student Rights and Responsibilities*, specifically
  - **5.2.9 Obstruction or Disruption** Obstructing or disrupting the teaching and/or learning process in any campus classroom, building, or meeting area, or any University-sponsored 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. *See also Regulations for Use of Property for Expressive Activity, Appendix N and Classroom Disruption, Appendix P.*

#### 2. Definitions

- **2.1 Disruption** is defined as any "behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of" an academic setting.
  - 2.1.2 Some behaviors or single incidents of some behaviors are not the focus of these guidelines. These include but are not limited to coming late to or leaving early from class, tapping fingers, chewing gum, reading a newspaper, and using electronic devices without authorization. While annoying and distracting, these usually can be addressed effectively through conventional classroom management techniques that include addressing behavior expectations in the syllabus and during the first class period, in-class intervention, and speaking to a student after class.
  - **2.1.2** However, students who exhibit behaviors listed above and who do not respond to reasonable intervention, who exhibit more severe behaviors, or who violate another University policy in an academic setting (e.g., intoxication, weapons policy violation) should be referred for adjudication through procedures outlined in the *Code of Student Rights and Community Standards*. Such behaviors include but are not limited to
    - a. repeated and unauthorized use of cell phones, pagers or other technical devices
    - b. persistent speaking without being called upon or disregarding instructor's requests
    - c. making loud or distracting noises
    - d. making physical or verbal threats
    - e. engaging in behaviors reasonable people consider intimidating
- **2.2 Academic Setting''** is defined to be a classroom, office, laboratory, library, field experience site, online forums or other venues where instruction, advising, or service occurs.

## 3. Guidelines for Intervening When Disruption Occurs

3.1 Faculty members and administrators have the authority to instruct the student to leave temporarily the academic setting where disruption is taking place. For instance, in the case of a classroom setting, the faculty member may instruct the student to leave for the remainder of a class period. The student should be told the reason for this request and instructed to meet with the instructor, administrator or a staff member from the Office of Student Rights and Community Standards prior to returning to the next class. The instructor should consult promptly with the department chair or designee and the Office of Student

<sup>&</sup>lt;sup>1</sup> This and other parts of this protocol are adapted from Pavela, G. (July 18, 2001). *Questions and answers on classroom disruption*. ASJA Law & Policy Report, No. 26). Association for Student Conduct Administrators (formerly Association for Student Judicial Affairs). In addition, a number of other university policies and protocols on this subject were reviewed including University of Rutgers-Camden.

- Rights and Community Standards. If the student refuses to leave, University Police should be called and requested to remove the student from the academic setting.
- 3.2 Suspensions for more than one class period or restrictions from entering a service office require disciplinary procedures outlined in the *Code of Student Rights and Responsibilities*.
  - 3.2.1 These procedures, conducted by the Office of Student Rights and Community Standards, include notifying the student of the complaint, providing the student with an opportunity in a hearing to defend against the complaint, and ensuring the decision is made based on substantial information.
  - 3.2.2 Outcomes of disciplinary procedures can include finding the student not responsible or finding the student responsible for a violation of the *Code of Student Rights and Responsibilities*.

    Sanctions imposed can range from official reprimand to suspension or expulsion in the most severe cases.
  - 3.2.3 A student may also be restricted from returning to a specific classroom or to using an alternative method of accessing services. In the case of restriction from a specific class, the student may be withdrawn administratively from the class with transcript notation (i.e., W, WP, WF, etc.) to be determined by nature and severity of disruption, timing of withdrawal, and other relevant circumstances.
- 3.3. This policy does not replace or modify facility usage policies already in place (e.g., University Libraries, Student Recreation and Wellness Center, residence halls).

## Responding to Disruption in the Academic Setting Companion Document to Policy

## **Purpose**

This document is designed to provide faculty and other University personnel guidance in responding to disruption in the academic setting. Disruption by a student in a Ball State classroom or other academic setting is a violation of the *Code of Student Rights and Responsibilities*, specifically

**5.2.9 Obstruction or Disruption** - Obstructing or disrupting the teaching and/or learning process in any campus classroom, building, or meeting area, or any University-sponsored 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. *See also Regulations for Use of Property for Expressive Activity, Appendix N and Classroom Disruption, Appendix P.* 

## What is Classroom Disruption?

**Disruption** is defined as any "behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of" an academic setting.

These include coming late to class, tapping fingers, chewing gum, reading a newspaper. While annoying and distracting, these usually can be addressed effectively through conventional classroom management techniques which include addressing behavior expectations in the syllabus and during the first class period, in-class intervention, and speaking to a student after class.

However, students who exhibit behaviors listed above and who do not respond to reasonable intervention, who exhibit more severe behaviors, or who violate another University policy in an academic setting (e.g., intoxication, weapons policy violation) should be referred for adjudication through procedures outlined in the *Code of Student Rights and Community Standards*. Such behaviors include but are not limited to

- repeated and unauthorized use of cell phones, pagers or other technical devices
- persistent speaking without being called upon or disregarding instructor's requests
- making loud or distracting noises
- making physical or verbal threats
- engaging in behaviors reasonable people consider intimidating

#### **Preventing Disruption**

- Assume that most students most want to help create positive learning environments
- State clear behavior expectations on the syllabus. For example, if you want students to turn off their cell phones during class, say so.
- Take the time during a first class meeting to discuss and clarify standards for conduct in your classroom including the behaviors that will help to create an effective learning environment versus those that will obstruct learning.
- Serve as a role model for the conduct you expect from your students.

## **Intervening When Disruption Occurs**

- Intervene early when behavior first occurs.
- Utilize a graduated, progressive response.
- Be clear, courteous, and fair.

<sup>&</sup>lt;sup>2</sup> This and other parts of this protocol are adapted from Pavela, G. (July 18, 2001). *Questions and answers on classroom disruption*. ASJA Law & Policy Report, No. 26). Association for Student Conduct Administrators (formerly Association for Student Judicial Affairs). In addition, a number of other university policies and protocols on this subject were reviewed including University of Rutgers-Camden.

- Focus on the details of the disruptive behavior when speaking to the student instead of a student's "attitude" or other attributes that are subject to interpretation
- Document incidents when they occur. Document even small incidents and your response, as this may be important to establish a pattern of behavior; sometimes, small incidents assume greater importance at a later time. Document date, time, location, the names of persons involved, what you observed, and how you and others responded. Incidents that are adjudicated through procedures outlined in the *Code of Student Rights and Responsibilities* require a written complaint.
- Consult with your department chair and the Office of Student Rights and Community Standards (SRCS). SRCS can help by reviewing Ball State disciplinary procedures and meet with accused students informally or formally.
- Suspensions for more than one class period or restrictions from entering a service office require
  disciplinary procedures outlined in the Code of Student Rights and Responsibilities
  (www.bsu.edu/studentcode)

While each circumstance will require a different response, a general response sequence might look like the following:

- Use a general word of caution rather than warning a particular student and make students aware of what behavior is expected.
- Make eye contact with the student who is being disruptive, communicate non-verbally that behavior should stop
- Request student who is being disruptive to speak to you after class in a firm, respectful and non-threatening manner
- On rare occasions, speak to a student during class about his or her behavior. Correct the student with courtesy, indicating that further discussion can occur after class. Keep in mind that other students will expect the instructor or administrator to be reasonable and fair in your response.
- If disruption persists the student may be asked to leave the class for the remainder of the period. The student should be told the reason for this request and be given an opportunity to and meet with you at a scheduled time prior to the next class period. The instructor should consult promptly with the department chair and the Office of Student Rights and Community Standards to meeting with the student. If the student refuses to leave, University Police should be called and requested to intervene.
- Few faculty members will ever encounter a situation that requires calling University Police, However, if a disruption is serious, other reasonable measures have failed, or if you believe there is a threat of violence or if the student refuses to leave the class after being told to do so, the class may be adjourned and the University Police may be called (285-1111 or 5-1111 from a campus phone).

#### Resources

While colleagues, department chairs, and supervisors can assist you with handling most situations effectively, there are a number of Ball State offices are available to assist you with concerns about students, classroom disruption, and classroom management. These include but are not limited to:

- Student Rights and Community Standards, SC L-4, 765-285-5036
- Counseling Center, LU 320, 765-285-1736
- Vice President of Student Affairs/Dean of Students, AD 238,765-285-5344
- University Police, 765-285-1111
- Innovation in Teaching, Assessment and Scholarship, TC 402, 765-285-1763

University Senate Agenda April 21, 2011 Enclosure #7

# Proposed Change to Ball State Code of Student Rights and Responsibilities

#### QUORUM REGULATIONS TO UNIVERSITY REVIEW BOARD

## 6.45.5<sup>3</sup> University Review Board

The University Review Board hears disciplinary cases and grade appeals<sup>4</sup> referred to it by the Screening Committee. It is composed of twenty (20) members; ten (10) shall be students and ten (10) shall be University faculty members and/or professional personnel members.

- **a.** *Student Membership.* The student membership will include the Vice President of the Student Government Association, five (5) members of the Judicial Court of Student Government Association and four (4) additional students appointed by the Student Government Association President. The Judicial Court members shall be elected by students in the spring, assume their committee responsibilities on the first day of fall semester and shall hold office for one calendar year. Other appointed students also assume responsibility at the start of the fall semester and serve for one calendar year. A student member may serve an unlimited number of terms.
- **b.** *Faculty and Professional Staff Membership*. The faculty and professional staff members shall be selected by the University Senate's Governance Committee to assume their committee responsibility on the first day of fall semester and serve for one calendar year. A faculty or professional personnel member may serve an unlimited number of terms.
- **c.** *Quorum*. To conduct a hearing for a student disciplinary case or grade appeal, a Hearing Board composed of a minimum of four (4) members of the University Review Board, of whom at least two (2) must be students and two (2) must be faculty and/or professional personnel<sup>5</sup>, will be designated by the Director of Student Rights and Community Standards or his/her designee. A hearing may proceed with a minimum of 3 members present.

<sup>&</sup>lt;sup>3</sup> Numbering change approved and forwarded by Student Rights, Ethics and Standards Committee in document forwarded to agenda committee on February 22, 2011 and to University Senate on March 22, 2011.

<sup>&</sup>lt;sup>4</sup> Grade appeal reference deletion approved and forwarded by Student Rights, Ethics and Standards Committee in document forwarded to Agenda Committee on February 22, 2011 and to University Senate on March 22, 2011.

<sup>&</sup>lt;sup>5</sup> This change reflects past practice and makes quorum determination consistent with the current sections above 6.4.5 and 6.4.5b.

Student Senate	SR-04-10/11	<u>Status</u>	<u>Date</u>
		1 <sup>st</sup> Reading – Agenda: 2 <sup>nd</sup> Reading – Comm/Senate	4-4-2011 4-6-2011
		3 <sup>rd</sup> Reading – Senate:	4-13-2011

Author(s): Kevin Thurman, Student Safety Chair, Student Government Association

Kyle Hayes, Diversity and Multicultural Chair, Student Government Association

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<u>Title:</u> Weather Emergency Safety at Ball State University

Summary: A resolution suggesting that emergency weather information be made readily

available to all professors and students inside each campus building in immediate fashion in the form of an emergency weather radio, especially in the case of

tornado warnings.

Whereas: Many buildings on campus rely on the outdoor tornado sirens, and;

Whereas: The outdoor tornado sirens are not audible inside many campus buildings, and;

Whereas: Proper notification systems are not in place in every campus building, and;

Whereas: An emergency weather radio would help alert the faculty and staff of a department

to the emergency at hand in a timely manner, and;

<u>Whereas:</u> Department offices are practical places for an emergency radio because the staff

may then notify students and professors of the emergency during class, and;

Whereas: Emergency weather radios are a financially sound investment at around fifty

dollars, and;

Whereas: Student and staff safety should be the first priority in any emergency.

Therefore be it Resolved That:

The Ball State University Student Government Association suggests that a certified emergency weather radio may be purchased for each department and placed at the front office for immediate access by staff members.