

Responding to Unexpected Classroom Behavior

A GUIDE FOR FACULTY



MARQUETTE
UNIVERSITY

BE THE DIFFERENCE.

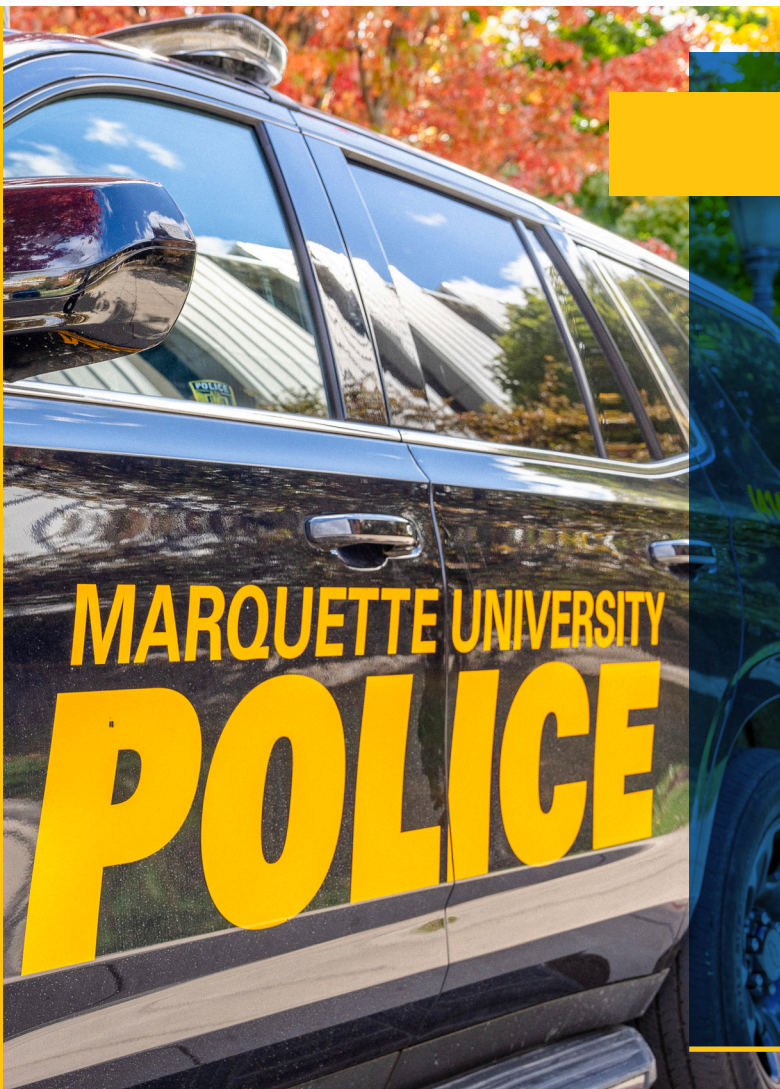
Purpose

This guide assists faculty in determining when classroom behavior can be addressed through instructional strategies and when escalation to the [Office of Student Development](#) is appropriate, as is consistent with Marquette University policy. It is intended to support inclusive teaching, protect academic freedom, and promote a safe and productive learning environment.

Two units within the Office of Student Development will review incoming referrals and incident reports for possible responses.

- The [Student Conduct team](#) reviews incoming reports that are non-emergency incidents, safety concerns, or violations of the university's [Community Expectations](#) that may require review or follow-up by university staff.
- The [Campus Assessment, Response and Education \(CARE\)](#) team reviews incoming referrals for students who are experiencing emotional distress that is negatively impacting their ability to be successful in their academics or to be safe on Marquette's campus.

Anonymous referrals and reports are not accepted by the Office of Student Development. This is to ensure our practices are rooted in transparency and respect for human dignity for our students.



STEP 1: SAFETY FIRST

For immediate safety concerns, including but not limited to:

- Threats of violence or physical aggression
- Credible threats of self-harm or harm to others
- Possession of weapons or dangerous objects

Contact Marquette University Police Department at 414.288.1911.

Notify the Dean of Students / Office of Student Development.

- Document observable facts only (what was said or done, by whom, and when).

Faculty should not attempt to independently manage situations involving immediate safety risk.



STEP 2: POLICY CHECK

Faculty members should file a report or referral when a student's behavior(s):

- Clearly violates the Marquette University Student Conduct Code.
- Constitutes as harassment or discrimination as defined by university policy.

Faculty retain the authority to enforce their standard, publicized classroom expectations while any other process (i.e. student conduct review, Title IX investigation) is in process.

Depending on the possible policy violation under review, the Office of Title IX and Student Civil Rights Compliance may ask faculty members to implement short-term, reasonably supportive measures. While faculty members are required by federal regulation to comply with supportive measures requests, the office will work with faculty members to ensure the requests are workable.

Please review and utilize the different forms [linked here](#) to have a referral or report reviewed by the Office of Student Development or the Office of Title IX and Student Civil Rights Compliance teams.

If you are ever unsure if a student's actions or behaviors violate a university policy, please [contact](#) the Office of Student Development for a consultation.

Documentation Guidelines

When documenting concerns for a consultation or reporting:

- Record dates, times and locations.
- Describe observable behaviors and actions.
- Quote exact language when relevant.
- Note instructional steps already taken.
- Avoid diagnostic labels, assumptions or speculation.



STEP 3: INSTRUCTIONAL REDIRECTION (FIRST-LINE RESPONSE)

Many unexpected behaviors are **instructional, developmental or skill-based** rather than conduct-related. These behaviors, on their own, do not typically warrant escalation to an alleged policy violation (student conduct, academic integrity, Title IX, etc.).

Examples may include:

- Difficulty with communication or emotional regulation
- Missed social cues or conversational norms
- Challenges with transitions, ambiguity or group dynamics
- Talking out of turn or disengagement

When talking with or sending a follow-up email to a student, faculty responses should:

- Clearly state classroom expectations; focus on what students are expected to do.
- Provide brief, private redirection when appropriate.

It is also best practice that faculty should:

- Ensure they apply these expectations consistently across students.
- Maintain informal documentation of student's behavioral patterns.

This tool is intended to support faculty decision-making and clarify university processes. It supports, but does not replace, academic judgment or faculty authority in the classroom.