William & Mary Graduate Arts & Sciences

HANDBOOK

FOR

TEACHING ASSISTANTS/TEACHING FELLOWS

2018 – 2019
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INTRODUCTION

As a William & Mary graduate assistant, you play a unique and vital role in the University's community of scholars. You are a crucial link between the undergraduate students and the faculty. As a teacher, you bear an important responsibility. Undergraduates often look to you, more readily than to faculty, as a role model. Since the way you interact with your students has a significant impact on the way they learn, your job is essential to the success of William & Mary's educational mission. To carry it out most effectively, you need to know about the policies, programs, and the people that affect your work with undergraduate students. This handbook, created by the Office of Graduate Studies and Research, is intended to furnish some of that information.

Many of the documents in this TA/TF handbook are abbreviated sections of the Student Handbook, which you are bound by as a student of William & Mary. The TA/TF handbook is intended to be a handy resource and does not take the place of any of the approved documents on rules and regulations provided by William & Mary. The remaining sections of this handbook are intended to provide you with information on general classroom management and an array of campus resources. You should be familiar with the multitude of resources that are available at the College for undergraduate and graduate students, and should always feel free to seek advice and ask questions.

For any questions about this handbook, please contact the Office of Graduate Studies and Research, Arts and Sciences at 221-1966.

Congratulations on the accomplishments that have led to your new role as Teaching Assistant or Teaching Fellow at William & Mary, and best wishes for continued success.
DESCRIPTION OF TEACHING ASSISTANTS AND TEACHING FELLOWS

Teaching Assistants (TAs) are W&M graduate students who assist an instructor by teaching sections or laboratories, grading papers, or in some other capacity. They are not instructors of record responsible for assigning final grades.

Teaching Fellows (TFs) are W&M graduate students who are instructors of record and responsible for assigning final grades. Only students who have passed their comprehensive exams and have met their program’s definition of ABDs (all but dissertation) and who are trained and supervised by the program responsible for the course or courses involved may be TFs. All TF training programs must be approved by COGS and the Educational Policy Committee.

Arts and Sciences Faculty Manual, Revised April 2012, p.22.
A BRIEF INTRODUCTION TO THE WILLIAM & MARY HONOR CODE

All students at William & Mary are bound by the regulations noted within the Student Handbook. The university reserves the right to make changes in the procedures and regulations contained within the Handbook at any time. The Handbook contains important information about the university's expectations regarding student conduct, student rights and responsibilities, and relevant processes and procedures to address alleged misconduct. The Honor Code and its procedures are also included in the Handbook. The web address is www.wm.edu/studenthandbook. For more information or consultation, contact Community Values & Restorative Practices, 221-2509.

The Office of Student Conduct has a special page of resources for faculty regarding the Honor Code on its website: www.wm.edu/honor. This page contains information and guidance regarding creating a climate of honor in the classroom, model syllabus language, FAQs, and preventing and addressing student classroom misconduct.

The Honor Code

One of the most significant traditions at William & Mary is its student-administered honor system. The essence of the honor system is individual responsibility; students are empowered to both maintain and enforce the Code and its underlying principles.

The Honor Code sustains a documented history that dates back to at least 1736. Today, students administer the Honor pledge to each incoming student and educate faculty and administration on the relevance of the Code and its application to students' lives at the university. Students administer the Code through six Honor Councils and the Council of Chairs.

The Honor Code prohibits lying, cheating, and stealing. For definitions of each offense, view Honor System, Section 2: Infractions of the Student Handbook.

- Read the Honor Code
- Report a Violation

The Pledge

"As a member of the William and Mary community, I pledge on my honor not to lie, cheat, or steal, either in my academic or personal life. I understand that such acts violate the Honor Code and undermine the community of trust, of which we are all stewards."

The Honor Councils

William and Mary's Honor Council consists of six councils: Undergraduate, Education, Law, Marine Sciences, Business, and Arts and Sciences. The governing bodies of each of these entities determine the criteria for selection/election of their officers and council members. Please navigate to each council's page using the link above.

Ours is the oldest student honor code in the nation and now you are a part of it. We also work to uphold a safe and appropriate living/learning environment for all students reflected by the standards in our Code of Conduct.
INFRACTIONS

Infractions of the Honor Code include (1) lying, (2) cheating, and (3) stealing, under the circumstances described below. Students at the College are responsible for learning the Honor Code and ignorance of its provisions is no excuse for a violation thereof.

1. **LYING** is the presentation of false information with the intent to deceive. Lying includes, but is not limited to:

   1. Misrepresenting oneself or one’s accomplishments for the purpose of gaining an academic advantage or an advantage in opportunities for employment or other co-curricular opportunities;
   
   2. Falsifying College documents including alteration or forgery;
   
   3. Providing false or misleading information to Honor or Student Conduct members during the course of an investigation or hearing of an alleged violation of the Honor Code or Student Code of Conduct. Lying within this context may be charged as a separate offense.

2. **CHEATING** includes, but is not limited to:

   1. **Plagiarism**: the presentation, with intent to deceive, or with disregard for proper scholarly procedures of a significant scope, of any information, ideas or phrasing of another as if they were one’s own without giving appropriate credit to the original source.

      a. One commits plagiarism when one includes the words of another without quotation or when one includes the substantive work of another without properly crediting the source with footnotes, quotation marks, or other appropriate citation.

      b. A student’s intent may be inferred based on the extent and context of the improperly cited material and whether the student has provided false citation or has manipulated the original text such that a reasonable person may conclude the student did so in order to avoid detection.

      c. Disregard for proper scholarly procedure that is minimal in scope may be addressed solely as an academic matter, and the instructor may determine whether an academic penalty should be applied without pursuing resolution under the Honor Code. But any intentional acts of plagiarism or disregard for scholarly procedure of a significant scope should be treated as a violation of the Honor Code and addressed under either Sec. VIII or Sec. IX below.

   2. **Unauthorized Assistance/Collaboration**: giving unauthorized aid to another student or receiving unauthorized aid from another person on tests, quizzes, assignments or examinations. Unauthorized assistance includes providing information to another about assignments or examinations prior to the conclusion of the administration of such exams/assignments to all related sections of the course unless permitted by the instructor.

   3. **Use of Unauthorized Materials**: using or consulting unauthorized materials (including electronic materials) or using unauthorized equipment or devices on tests, quizzes, assignments, or examinations.

   4. **Unauthorized Dual Submission of Previous Academic Work**: using any material portion of a paper or project to fulfill the requirements of more than one course unless the student has received prior permission to do so from the appropriate instructor(s).

   5. **Time Constraint Violation**: intentionally commencing work or failing to end work on any examination, test, quiz, or assignment according to the time constraints imposed.

   6. **Directions Violation**: failing to follow instructions for an assignment or examination despite knowing or having reason to know that such conduct would result in an unfair academic advantage.

3. **STEALING** is knowingly taking or appropriating the property of another, including property of the College, without the rightful owner’s permission and with the intent to permanently or substantially deprive the owner of the property. One does not receive rightful permission if it induced by fraud or deception.
**REPORTING A POSSIBLE HONOR CODE OR STUDENT CODE OF CONDUCT VIOLATION**

The basis of an honor system is each student's acceptance of the responsibility to act honorably and to uphold this code of honorable conduct. Students must also reject dishonorable conduct in others. Accordingly, if an honor system is to be effective, students and all College community members must report suspected violations of the Honor Code by students. Use the university's Public Incident Report Form to report a possible violation of the Honor Code or the Student Code of Conduct.

When any member of the College community believes in good faith that an Honor Code violation may have occurred, he or she shall act in accordance with the following procedures: (1) make a good faith and diligent attempt personally to confront the student involved, inform the student of the nature of the alleged violation, and request an explanation; (2) if the explanation is satisfactory, forget the matter; (3) if the explanation is unsatisfactory or if no explanation is received, personally accuse the student of a violation of the Honor Code and offer that student the option of, within twenty-four hours, resigning from the College or reporting himself or herself to the Chief Justice of the Honor Council with jurisdiction over the matter; (4) within twenty-four hours after the personal accusation, whether the accused student has reported to the Honor Council or resigned from the College, notify the Chief Justice and reduce the charge to writing and submit the written charge to the Chief Justice of the Honor Council with jurisdiction over the matter; (5) following an unsuccessful, good faith and diligent effort personally to confront the accused, promptly notify the Chief Justice of the accusation, and within twenty-four hours, deliver a written accusation of the alleged honor violation to the Chief Justice of the Honor Council with jurisdiction over the accused student.

For more information on reporting, see Section VII: Reporting Violations of the Honor Code at www.wm.edu/deanofstudents/report

**THE STUDENT CONDUCT PROCESS**

In addition to the Honor Code, students are responsible for compliance with the Student Code of Conduct. Complainants should discuss concerns with members of the Office of Student Conduct and submit a report, using our online report form (www.wm.edu/deanofstudents/report), if appropriate. Upon receipt of a report alleging one or more violations of College policies, the Director of Community Values & Restorative Practices reviews the report to determine if it alleges a matter of concern warranting a meeting with the student and a possible disciplinary action. Students are asked to meet with a staff member in an Information Session. During the session, the Director's representative reviews the report with the student, explains the conduct process (including the student's options for addressing the report), and informs the student of his or her rights.

If the student wishes to discuss the report, the student may do so; however, students are not required to discuss it during this initial meeting. If the student wishes to discuss the incident, and the hearing officer concludes that there is insufficient information to support a violation, the hearing officer may dismiss the case or conduct a further investigation. If after investigating the matter, the hearing officer concludes that sufficient information exists, the officer will charge the student with one or more specific violations under the Code of Conduct.

If you have questions or concerns about the reporting process, you may contact Community Values & Restorative Practices at 757-221-2509.

For more information about this process, please refer to Community Values & Restorative Practices website: www.wm.edu/communityvalues
CODE OF ETHICS

Integrity is one of the core values of William & Mary. Thus, we are committed to lawful and ethical behavior in all of the university's activities. At William & Mary, we insist that all members of the university community – our board members, employees, students, and volunteers – comply with all laws, regulations, policies and ethical norms applicable to them. More generally, we are to be honest, fair, and trustworthy ourselves and to take care that other members of the university community are also.

We, as members of the William & Mary community, will:

1. Obey the laws, regulations, and policies applicable to our university activities.
2. Protect and preserve university resources and ensure their proper use.
3. Avoid both conflicts of interest and the appearance of such conflicts.
4. Safeguard confidential information.
5. Make procurement decisions impartially and objectively.
6. Maintain effective internal controls to safeguard the regularity and integrity of our activities.
7. Treat other people with dignity and respect, ensuring there is no discrimination or harassment at William and Mary.
8. Report any illegal or unethical action that comes to our attention, so the university can investigate and take corrective steps.

This Code of Ethics was adopted by the Board of Visitors of the College of William & Mary on April 17, 2009. It applies to William & Mary and the Virginia Institute of Marine Science.

http://www.wm.edu/about/administration/senioradmin/financeadministration/codeofethics/index.php
Mandatory Reporting

http://www.wm.edu/offices/compliance/topics/mandatory_reporting/

William & Mary's Code of Ethics, adopted by the Board of Visitors in 2009, obligates all members of the university community to report any illegal or unethical conduct that comes to their attention, "so the university can investigate and take corrective steps." The Code of Ethics is focused on illegal or unethical conduct by members of the W&M community relating to the W&M community; we call this "misconduct". Criminal conduct that poses a threat to the safety of the campus must also be reported; these reports should be made to the William & Mary Police. There are many ways to make reports, file complaints, or otherwise bring to light violations or concerns. The Office of Compliance & Equity has information about the different reporting and complaint mechanisms. The Chief Compliance Officer can accept reports and provide information.

Specific Reporting Obligations
In addition to the general reporting requirement in the Code of Ethics, there are specific reporting requirements imposed on university employees by law and university policy:

1. All employees must report actual or suspected child abuse (abuse of a minor), under state law. Such incidents must be reported to the Department of Social Services (1-800-552-7096) within 24 hours.

2. Campus Security Authorities (who are notified annually of their status) must report to W&M Police (757-221-4596) certain types of criminal conduct ("Clery Act crimes") occurring on campus or W&M-controlled property, under the university's Crime Reporting Policy.

3. All employees must report their own criminal conviction of certain drug or alcohol law violations to their supervisor, under state policy.

4. All employees (except for those working in the Counseling Center, Student Health Center, or the Haven, and a very few other "confidential resources") must report certain instances or situations of sexual harassment or sexual violence:
   - sexual harassment affecting a student, including sexual violence such as sexual assault and non-consensual sexual intercourse, and
   - sexual violence occurring on campus or W&M-controlled property (our "Clery Act geography")

These reports should be made to the Title IX Coordinator. The best way to file a report is through the online form available at http://www.wm.edu/titleix/form.

5. Faculty, supervisors and managers must report any incidents or complaints of discrimination or harassment that impact another employee for whom they have supervisory responsibilities, under the Policy on Discrimination, Harassment, and Retaliation

6. All employees must report threats and acts of violence.

University employees in certain positions or who are engaged in certain activities, such as grant-sponsored research, may be subject to additional reporting requirements.
The goal of a university compliance & ethics program is to help employees do their jobs in compliance with the law and university policies. But prevention isn't perfect. There are many ways for people to report misconduct and bring unethical conduct or violations to light. There are also some matters that employees must report. Information about mandatory reporting requirements is available.

- William & Mary's Whistleblower Policy may be used to report violations. The policy prohibits retaliation against someone for filing a report.
- There are special resources and procedures for reporting Title IX issues -- sexual violence and other sex-based discrimination. Please visit the sexual violence reporting website.
- There are dedicated procedures for certain types of misconduct, such as honor code violations by students or employee grievances.
  - Reporting Options for Students
  - Reporting Options for Faculty or Staff
  - Reporting Options for Parents, Alumni, or Others

If you have any questions regarding your reporting obligations, please contact the Chief Compliance Officer.
Required Training on Sexual Misconduct: The Haven

William & Mary seeks to provide an environment where everyone can live, study, and work without harm or discrimination. Adhering to the philosophy of One Tribe–One Family, the university relies on active bystanders like you to help prevent misconduct. In recognition of the important work that TA’s do in educating and mentoring other William & Mary students, the university is assigning you the same training completed by our Faculty and Staff: an online program called “Haven for Faculty & Staff”. This training program covers sexual harassment, relationship violence, sexual assault, and stalking. The training speaks to situations that students and staff may experience. This training will help you understand your obligations, particularly your duty to report, and educate you about W&M policies and resources.

All A&S graduate students are required to complete the Haven training module no later than December 7, 2018. Failure to complete the mandatory Haven training will result in a hold being placed on your student account, which means that you will be unable to register for classes for Spring 2019 until the training has been completed. All A&S graduate students must be registered to remain in good academic standing. Further, A&S graduate students appointed as graduate assistants must be registered as full-time students to continue to receive any form of financial assistance.

To begin the Haven training, follow this link: https://haven.wm.edu/facultystaff.php.

The module presents information through audio/video, written text, and short interactive exercises. It covers relevant laws, institutional policies/procedures, and on- and off-campus resources. Scenarios presented involve various types of gender-based violence, including sexual harassment, stalking, intimate partner violence, and sexual assault.

If you are concerned that the course might trigger memories or otherwise cause you distress, it may be helpful to know more about the Haven. An outline of the course content is available at https://www.wm.edu/offices/compliance/training/haven_employee/index.php.

If you have any concerns about encountering the course content in this format, please contact Margaret Morrison, mjmorrison@wm.edu or 757-221-3146.

If you or someone you know need to talk about an experience with gender-based violence, we invite you to reach out anonymously to the national, 24-hour helpline at 1.800.656.HOPE (4673).
DISCRIMINATION, HARASSMENT AND SEXUAL MISCONDUCT

As Teaching Assistants, you have a unique opportunity to foster a climate that welcomes and accommodates a diverse student population. You are also subject to university policies prohibiting discrimination, harassment, and retaliation. Please familiarize yourself with these policies and with the resources and reporting outlets available to you. Remember that anyone who raises a complaint or concern is protected from any form of retaliation.

University Policies

The College of William & Mary is committed to providing a discrimination and harassment-free environment for its students and employees. This commitment is expressed in W&M's Code of Ethics, its Statement of Rights and Responsibilities, and other policies and procedures.

The Discrimination, Harassment and Retaliation Policy gives each member of the university community (in their dealings with the institution and in professional interactions with members of the university community) the right to be free from discriminatory treatment based on any personal factor unrelated to qualifications or performance. Such “irrelevant personal factors” include (without limitation) race or color, citizenship, national origin or ethnicity, ancestry, religion or creed, political affiliation or belief, age, sex or sexual orientation, gender identity or expression, physical or mental disability, marital status, pregnancy status, parental status, height, weight, military service, veteran status, caretaker status, or family medical or genetic information. Unless otherwise constrained by law, William & Mary is committed to providing an environment free from discrimination based on any irrelevant personal factor for its students, employees and others present within the community.

Discrimination is conduct based on any irrelevant personal factor that

- adversely affects a term or condition of an individual's employment, education, or participation in a university activity, or
- is used as a factor in a decision affecting an individual’s employment, education, or participation in a university activity, or
- constitutes harassment that creates a hostile environment or quid pro quo sexual harassment, each as explained below.

Failure to provide reasonable accommodations for a person's disability or religion as required by law, or any other violation of a disabled person's rights under applicable anti-discrimination laws is also considered discrimination. W&M makes reasonable modifications and adjustments to its programs and activities for qualified students with disabilities as required by law, under the Student Accommodation Policy and Procedure. W&M also makes reasonable modifications, changes, or adjustments to jobs, work conditions and work environment for qualified employees with disabilities, or to the job application process for applicants, as required by law, under the Employee Reasonable Accommodation Policy and Procedure.

Harassment is unwelcome conduct based on an irrelevant personal factor. Harassment violates this policy when it creates a hostile environment. A hostile environment exists when harassment has the purpose or effect of unreasonably interfering with a person’s work or educational performance or participation in a university program or activity, or is sufficiently severe or pervasive to create an intimidating, hostile, or offensive work or educational environment.

Each situation must be considered in context to determine if harassment has occurred. Conduct alleged to constitute harassment is evaluated from the perspective of a reasonable person.

Sexual harassment is harassment based on sex, gender, sexual orientation or gender identity. Sexual harassment can take the form of hostile environment harassment, discussed above, or “quid pro quo” harassment. A hostile environment can arise from sexual harassment even if the conduct is not sexual in nature, so long as the conduct is based on sex. For example, a female supervisor who regularly and severely criticizes her male employees because she prefers working with women is harassing her male employees
because of their sex, even if the supervisor has no sexual or romantic interest in any of the employees and is not engaging in sexual conduct. A supervisor who makes disparaging remarks about sexual orientation in front of an employee who is openly homosexual could be creating a hostile work environment if the unwelcome conduct is severe or pervasive.

Quid pro quo is a Latin phrase meaning “this for that.” Quid pro quo sexual harassment is unwelcome conduct of a sexual nature, including sexual violence, when

- submission to such conduct is made or threatened to be made a term or condition of employment, education, or participation in a university activity; or
- submission to or rejection of such conduct is used or threatened to be used as a factor in a decision affecting employment, education, or participation in a university activity.

Quid pro quo sexual harassment most often occurs when one person has power or authority over another. In part because of this, the Consensual Amorous Relationships Policy prohibits certain sexual or romantic relationships between people in unequal positions. But sexual harassment (of any type) can occur between individuals of equal status or rank. Similarly, an employee can engage in prohibited sexual harassment by sexually harassing a supervisor.

Sexual harassment can occur between persons of the same sex or members of different sexes.

Sexual violence and sexual misconduct are physical acts made against someone’s will or without their consent. Sexual violence and sexual misconduct take different forms, and often constitute sexual harassment.

Sexual misconduct is actual or attempted:

1. Sexual assault (most commonly non-consensual sexual intercourse or fondling)
2. Relationship violence (domestic or dating violence)
3. Sexual exploitation
4. Stalking

The forms of sexual misconduct are defined and explained in the Policy on Sexual Misconduct, Relationship Violence, and Stalking

Retaliation is prohibited at William & Mary. The university takes action to protect individuals from retaliation and to address any retaliatory behavior that occurs. Retaliation occurs when an employer takes materially adverse action against a person for engaging in protected activity and there was a causal connection between the retaliation and the employer’s action. A person engages in a protected activity when he or she opposes, reports or complains about discrimination, such as by reporting harassment. Adverse action against an employee or student based on their relationship or association with another person who engages in protected activity is also prohibited retaliation.

Examples of adverse action include: firing, denial of a promotion, lowering a grade, unjustified negative performance evaluations and reports, increased supervision or scrutiny, sudden enforcement of previously unenforced policies, exclusion from activities or privileges open to others, or any other action that would deter a reasonable person in the same circumstances from filing a complaint or engaging in protected activity.

Reports of discrimination or retaliation should be made promptly to the Office of Compliance & Equity (reportconcern@wm.edu) or other appropriate university office or officer. Reporting options and resources can be found on the web at www.wm.edu/report.

The full text of the referenced policies is available on the university’s website at www.wm.edu/policies/discrimination and www.wm.edu/policies/sexualmisconduct. TAs are also subject to the Student Code of Conduct, included in the Student Handbook. Please familiarize yourself with these important policies.
Obligations to Report Discrimination & Harassment

As TAs, you are employees of the university. Under Title IX, you are considered a “responsible employee”, which is described as an employee whom a student or other employee might reasonably believe has the authority to respond to a complaint or report of sex discrimination or harassment. When you are notified of potential sex discrimination, the university is deemed to be on notice of the discrimination and has a duty to respond.

1. All William & Mary employees (with the exemption of a small number of “confidential resources”) must report sexual misconduct, including sexual harassment and sexual assault, impacting a student or employee, and

2. All William & Mary employees must report sexual violence (defined by Virginia state law as “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent”) occurring on the university’s Clery Act Geography, regardless of whether or not it involves a student or employee.

Additional information regarding sexual misconduct reporting is available at https://www.wm.edu/sites/sexualviolence/employee/index.php.

Under the Policy on Discrimination, Harassment, and Retaliation, all faculty and employees with supervisory or managerial responsibilities are required to report all incidents of discrimination, harassment, or retaliation of which they become aware. The reporting duty is triggered when you, in your capacity as a supervisor, become aware of a specific incident involving specific member(s) of the W&M community. You may become aware of an incident in many ways, including:

- a student or employee making a complaint to you, whether in writing or orally
- witnessing a situation that you (or a reasonable person in the circumstances) would believe to be discrimination, harassment, or retaliation
- someone telling you about an incident involving others (we call this a "third party" report).

When you make a report, it must include all relevant information that you have. This includes names (if you know them). If you are unsure of your reporting obligations in a particular situation, contact the Office of Compliance & Equity at 757-221-3146 or reportconcern@wm.edu for guidance. Reporting options and mechanisms are available at www.wm.edu/report.

If you experience any form of sexual misconduct or are discriminated against or harassed, you may file a first-person report in the same manner as you would file a mandatory report. You are not required to do so though, and you may choose to seek confidential resources, which include the Counseling Center, Student Health Center and the Haven.

https://www.wm.edu/sites/sexualviolence/survivors/confidentiality/confidential.resources/index.php

Fulfillment of your reporting obligations:

- helps W&M fulfill its commitment to creating a discrimination and harassment-free environment for its faculty and staff
- avoids reports or complaints being mishandled or ignored
- helps W&M fulfill legal expectations that incidents brought to the attention of supervisors or other employees with certain authority will be addressed
- helps prevent illegal retaliation
• **does not** mean that you, the person making the report, have validated or verified the incident - validation happens only through investigation and adjudication under established complaint procedures

• **does not** mean that all concerns or issues will be formally investigated -- each report is assessed to determine the appropriate institutional response, with consideration given to many factors including the wishes of the person allegedly impacted by the incident.

**Key Resources:**

• **The Dean of Students Office**, [http://www.wm.edu/offices/deanofstudents/](http://www.wm.edu/offices/deanofstudents/) described in detail in this Handbook. (757) 221-2510 (Voice) or [deanofstudents@wm.edu](mailto:deanofstudents@wm.edu)

• **Pamela Mason, Interim Chief Compliance Officer and Title IX Coordinator**, 757-221-3146 or [phamso@wm.edu](mailto:phamso@wm.edu). The Chief Compliance Officer has overall responsibility for the university's [compliance and ethics program](http://www.wm.edu/offices/deanofstudents/). This program, founded upon William & Mary's [Code of Ethics](http://www.wm.edu/offices/deanofstudents/), coordinates the many things the university does to prevent, detect, and remediate misconduct -- illegal or unethical conduct. The Office coordinates W&M's discrimination, harassment, and sex- and gender-based violence prevention and response. The Office responds to [reports and complaints of discrimination and harassment](http://www.wm.edu/offices/deanofstudents/), including by conducting investigations.

• **The Office of Diversity & Inclusion** is actively engaged in enriching the diversity of William & Mary's faculty, students, and staff. Central to the university's mission is provision of a climate that is welcoming to all people. The Office of Diversity & Inclusion spearheads the university's affirmative action and diversity efforts. As a part of that mission, it helps to prevent discrimination and harassment. Diversity & Inclusion is committed to creating a College community that is representative and inclusive of individuals with different backgrounds, talents, and skills, and works to ensure that William & Mary is a community where all faculty, staff, and students feel supported and affirmed. William & Mary is an equal opportunity/affirmative action employer and complies with all applicable laws regarding non-discrimination and affirmative action in admissions, hiring, and all other programs and activities. Information about the Office, its services and staff is available at [http://www.wm.edu/offices/diversity/index.php](http://www.wm.edu/offices/diversity/index.php)

• **The Arts & Sciences Graduate Ombudsperson**, Dr. Peter Vishton, (757) 221-3879 or [vishton@email.wm.edu](mailto:vishton@email.wm.edu). The Graduate Ombuds is not a confidential resource for sexual violence reports.
CONSENSUAL AMOROUS RELATIONSHIPS

Because romantic relationships between students and TAs or between two co-workers can create conflicts of interest and/or concerns regarding power differentials, certain consensual relationships are prohibited. W&M’s Consensual Amorous Relationship Policy also applies to TAs. Under this Policy, which is found in the Faculty Handbook, graduate and undergraduate TA’s are prohibited from entering amorous relationships with any student in a class or lab in which the TA serves as an instructor or grader. The Faculty Handbook is available at http://www.wm.edu/about/administration/provost/documents/facultyhandbook.pdf

If a TA has or has had an amorous relationship with an undergraduate or fellow graduate student who enrolls in a class or lab in which that TA is an instructor or grader, then it is the TA’s responsibility to reveal that potential conflict of interest to the instructor of record. When such potential conflicts become evident:

(1) if possible, the TA will be reassigned; but
(2) if there is no class or lab to which the TA can be reassigned, then s/he may lose her/his assistantship or be assigned to non-teaching responsibilities.

Requests for exceptions to this policy, in exceptional circumstances, should be submitted to the Dean of Arts & Sciences.

(1) if possible, the TA will be reassigned; but
(2) if there is no class or lab to which the TA can be reassigned, then s/he may lose her/his assistantship or be assigned to non-teaching responsibilities.

Requests for exceptions to this policy, in exceptional circumstances, should be submitted to the Dean of Arts & Sciences.
DEAN OF STUDENTS OFFICE
Campus Center Room 109
(757) 221-2510
http://www.wm.edu/deanofstudents

* S. Marjorie Thomas, Dean of Students, mthomas@wm.edu
* Dave Gilbert, Associate Dean of Students, dmgil2@wm.edu (Director of Community Values & Restorative Practices)
* April Palmer, Assistant Director of Community Values & Restorative Practices, ajpalmer01@wm.edu
* Lesley Henderson, Assistant Dean of Students, ljhenderson@wm.edu (Student Accessibility Services)
* Chelsea Mullins, Coordinator of Student Accessibility Services, ccmullins01@wm.edu
* Rachel McDonald, Director of Care Support Services, rlmcdonald@wm.edu

The Dean of Students Office assists and supports students in achieving their academic and personal goals. We are here to answer questions, to help resolve issues or concerns, and to refer students to the appropriate university or community resources.

Dean of Students staff members provide a variety of programs and services for undergraduate and graduate students. These include academic enrichment programs and study skills education, student conduct, services for students with disabilities, and other personal success programs, services, and resources.

Academic Enrichment

Academic Enrichment Programs include small-group workshops and individual sessions designed to help students develop skills to achieve their academic and personal goals. Students who wish to acquire or improve strategic learning techniques may benefit from participation in a workshop such as Note-Taking Skills, Strategic Learning or Fantastic Finals. Workshop schedules are posted at http://www.wm.edu/academicenrichment/workshops. Individual appointments may be scheduled by calling the Dean of Students Office.

Tutoring is available for students who seek course-specific learning assistance. Tutors are faculty-recommended students who provide individual tutoring sessions in the Tribe TutorZone located in Swem Library. Tutoring may be scheduled at https://www.wm.edu/offices/deanofstudents/services/academicenrichment/tutors/index.php.

Time management tools and information is available at https://www.wm.edu/offices/deanofstudents/services/academicenrichment/timemanagement/index.php.

Student Accessibility Services

Student Accessibility Services (SAS) works cooperatively with students to develop self-advocacy and to create a network of on- and off-campus resources. Student needs and concerns are addressed on a case-by-case basis, and eligibility for services is determined by thorough review of each individual’s diagnostic information. We serve students with documented disabilities and diagnosed conditions such as specific learning disabilities, ADD/ADHD, psychiatric/psychological diagnoses, traumatic brain injury including concussions, physical/systemic diagnoses, blind/visually impairments, and deaf/hearing impairments. Services and/or accommodations are intended to provide equal educational opportunity through programmatic access to the William & Mary campus community.

Students with documentation of a diagnosed condition are eligible for reasonable and appropriate accommodations such as digital or audio textbooks, additional time on tests, peer note takers, adaptive technology, and sign language interpretation. Students requesting accommodation should provide
supporting documentation well in advance to allow for adequate planning. All documentation and recommendations from outside experts will be reviewed to determine eligibility.

Community Values & Restorative Practices

We promote appropriate standards of conduct for the university community as reflected in the Conduct and Honor Codes. Staff members are available to discuss the community’s standards, the systems by which they are maintained, or concerns related to the conduct of students or student groups. Any member of the community may submit reports about student conduct to this office using the report form available at https://www.wm.edu/report. Leadership opportunities also exist for students who wish to serve the William & Mary community as members of the Student Conduct and Honor Councils. We also are available to assist with any concerns about classroom behavior of students.

Enrollment Support Services

Students may need assistance with a number of enrollment related services during their tenure at the College. Enrollment Services works with all students when communication and support is needed in regards to extended absences and working with faculty members. Additionally, we provide information to students who wish to petition for exceptions to academic policies and deadlines (late adds, drops, withdrawals, overload and underloads).

Assistance in Unexpected or Difficult Circumstances

Staff members are available to consult with students who are experiencing unexpected or difficult circumstances. When you have questions about an academic regulation, a deadline or a procedure, make an appointment to talk with one of our staff members.

Supporting Survivors of Sexual Violence

The university strives to provide an environment that is free from discrimination and violence such as harassment, sexual harassment, stalking, hazing, and sexual assault. We are here to support students if such violence occurs. Please contact our office to learn what types of services are available. Reports may be filed at www.wm.edu/report. Also, we encourage everyone to check out the website: www.wm.edu/sexualviolence.

Parent & Family Programs

Parents and Family members are important partners in the educational experience of our students. Parent & Family Programs provides opportunities for families to engage with the university and develop appropriate support systems for students.

Additional Services

Parental Release*
Final Exam Change Requests*
Academic Leave and Readmission*
Temporary Handicapped Parking Permits
Academic Probation/Suspension*
Dean Certifications for Graduate, Professional & Transfer Schools
Continuance Review*
(*undergraduate services)
MEDICAL & EMOTIONAL EMERGENCY POLICY

The university has a medical/emotional emergency procedure to maintain the safety of individual students, as well as the community. The medical/emotional emergency procedure will be used if a student attempts suicide, makes a threat or gesture of suicide, harms or attempts to harm him or herself or others, or undergoes severe emotional or psychological distress. Anyone with knowledge of such circumstances should contact the Dean of Students, 221-2510; Residence Life Staff, 221-4314; or William & Mary Police, 221-4596 to alert the counselor on call.

When the university medical/emotional emergency procedures are initiated, a student may not attend classes or university activities or return to a residence hall until he or she has been given clearance to do so by the Dean of Students or her/his designee. Clearance will require the student to demonstrate he or she is no longer in crisis and has taken sufficient steps to address the underlying emotional and/or psychological issues which led to the crisis and steps taken to allow him or her to function in the university environment. Because parental notification and involvement is necessary in order to ensure the safety of students, and to comply with state law, only the Dean of Students or the Vice President for Student Affairs may decide not to involve parents/guardians. The medical/emotional emergency procedure is implemented with sensitivity to students' privacy and academic success. Taking time away from the university to address urgent medical and emotional issues in compliance with this policy does not necessitate negative academic consequences. The Dean of Students office will take measures necessary to allow students to return to school with the same academic standing once health is restored. Students are responsible for the costs of their medical care.

Failure to comply with the provisions of the university medical/emotional emergency procedure may result in disciplinary action through the Code of Conduct. A complete summary of the Medical and Emotional Emergency Protocol may be obtained from the Office of the Dean of Students.
INFORMATION TO HELP YOU IN THE CLASSROOM
From the Dean of Students Office

http://www.wm.edu/offices/deanofstudents/facultyinformation/index.php

The Dean of Students Office encourages you to review the Academic Regulations section in the Undergraduate Catalog. This section discusses important issues such for Undergraduates (and in some cases Graduate students), such as the Honor System, Class Attendance, Final Examinations, Academic Records, Student Records Privacy Policy and Notification of Rights under FERPA, Classification of Students, Enrollment Statuses, System of Grading, Grade Review Procedures and Religious Accommodations Guidelines. More extensive information about Student Accessibility Services and Student Conduct is also recommended for our faculty partners.

Academic Struggles
Faculty members often talk with students who are concerned about their academic performance. Our office has professional staff members who work with students on developing effective study skills, habits, and strategies. Consider referring students who you identify as needing additional academic assistance.

Absences (Undergraduate)
Because regular class attendance is crucial to academic success, we encourage you to notify us, as well as the student, any time a student has missed one too many classes. When we receive your notice, we initiate a procedure to locate the student within 24 hours to discuss what their academic or personal issues may be. Our office can assist students experiencing unexpected or difficult circumstances by providing both direct support—study skills assistance and accessibility services—as well as referrals to other appropriate resources, like their academic advisor, the Counseling Center, the Health Center, and Career Services.

Disruptive Behavior
According to the Student Handbook, the definition of disruptive behavior is “conduct which obstructs or disrupts a normal function.” If a student is disrupting your class to the point that you find it difficult to teach or students are finding it difficult to learn, then disruptive behavior is occurring.

You should be able to handle most inappropriate behaviors at the time of the disruption. However, some may require consultation, student conduct action, or immediate emergency response. To learn more please read our recommendations for managing and responding to disruptive behavior in the classroom, please visit https://www.wm.edu/offices/deanofstudents/services/communityvalues/facultyresources/disruptivebehavior/index.php.
Illnesses/Unusual Circumstances
As part of your course attendance policy, you can require students to present the Dean of Students Office with medical information documenting their illness before agreeing to accept late assignments or to reschedule missed quizzes and tests. Should the student miss several days, either consecutively or as a pattern of poor attendance, please refer him/her to the Dean of Students Office via submission of a Care Report (https://wm-advocate.smplicity.com/care_report/index.php). We will work with the student to obtain adequate medical care for serious or chronic conditions and keep you informed of physician recommendations or academic accommodations made necessary by the illness.

Honor Code Infractions
It is the responsibility of each W&M student to uphold the Honor Code. Students must also reject dishonorable conduct in others. If an honor system is to be effective, students and all College community members must report suspected violations of the Honor Code by students. Please refer to the Resources for Faculty section for more about the Honor Code.

Danger Zones
These are sensitive issues you of which you should constantly be aware:

- **Grades and Test Scores**: Posting grades or returning graded work in ways that connect confidential information to “personally identifiable” information is a violation of FERPA.
- **Blocked Information**: Giving out directory information about a student who has requested confidentiality is a violation. In addition, it may cause the student harm. Faculty members can check to see if a student has placed a block on his/her records by contacting the Registrar.
- **Re-disclosure**: Re-disclosing information that has been shared with you by another faculty or staff member without authorization or reason is a violation. Disclosure must follow one of the provisions of FERPA listed above.
- **Sharing Information with Parents/Guardians without Proper Release (Undergraduate)**: You must have permission from the student before you can release any information to their parents or legal guardians. Students may give general permission to release information about academics, financial matters, or honor code/student conduct information.

Please call us to learn if there is a release on record before you discuss information concerning a student's academic performance including grades, notification of academic warning, academic probation, required academic withdrawal, or conduct/honor code related issues.

- **Deferred Exams (Undergraduate)**: The Dean of Students Office manages the deferred exam process during final exam periods. We defer exams for the following reasons:
  - medical issues that are verified by a doctor's statement
  - family emergency, such as a death
  - conflict with a religious holiday
  - confirmed automobile trouble for commuter students
  - documentation of a job interview or graduate school interview that cannot be changed
• **Religious Accommodations:** William & Mary urges its administrators, faculty members, and staff to be sensitive to the religious holidays of organized religions. All persons should be able to participate in the essential practices of their faith without conflict with academic requirements, as long as such practices are in accordance with state and federal regulations and consistent with safety regulations of the university. The university offers the following guidelines:

  • As soon as possible and no later than the end of the drop/add period, each student has the responsibility to inform his or her instructor of religious observances that are likely to conflict directly with classes and other required academic activities. Each student has the responsibility to arrange his or her course schedule to minimize conflicts. It is understood that when scheduling options exist for religious observances, the student has the responsibility to minimize conflicts.

  • Based upon prior agreement between the instructor and student, a student who misses a class meeting because of a scheduling conflict with religious observances should be allowed, whenever possible, to complete without penalty the work missed because of such absences. A student who is absent from a test or presentation because of the observance of a religious holiday should be able to reschedule it without penalty. Absence from a final examination requires that the examination be rescheduled through the established process for rescheduling of final examinations by the Dean of Students Office. Graduate students should contact the Dean of the School or his or her designee.

  • If a scheduling conflict with a student's planned absence cannot be resolved between the instructor and the student, undergraduates should inform the Dean of Students Office who will follow the established procedure for a class absence. Graduate students should contact the Dean of the School or his or her designee.

  • Faculty members and administrators in charge of scheduling campus-wide events should avoid conflicts with religious holidays as much as possible.

• **Letters:** You may receive a letter or email from the Dean of Students Office confirming that a student is dealing with significant issues at the time. We may not be able to give you full information due to privacy commitments, but we invite you to communicate with us if you know of any other circumstances affecting the student's academic success.
A student who believes that a final course grade has been unfairly assigned may request a review of the grade by the end of the sixth week of the next regular semester following the semester or summer session of record or, if the review is requested following conversion of a temporary grade to a permanent grade, six weeks following the change from the temporary to the permanent grade. This request must take the form of a written statement explaining the reasons for the request. (See 2 below.) The following procedures will be followed.

1. The student must first confer with the instructor of the course to discuss the grade. The student may wish to ask about such matters as the particular strengths and weaknesses of his or her course work, the general grade scale utilized by the instructor, and the relative ranking of the student’s work in the class as a whole.

2. If the student is not satisfied by this discussion, or if the instructor’s absence from campus precludes a discussion, he or she may, following the schedule above, present a written statement requesting a further review and giving a full explanation of the reasons for the request. This written statement constitutes a formal request for a grade review. The statement shall be sent to the instructor and the chair of the department or director of the program in which the course was taught. If the course is cross listed in two or more departments or programs, the chair of the faculty member’s home department will be the one to receive the written statement. If the grade in question was given by the department chair or program director, the student will ask the Dean of Undergraduate Studies to appoint another faculty member of the department or program to oversee the further review process. Unless the chair or director (or faculty member appointed by the Dean of Undergraduate Studies, in cases where the grade in question was given by the chair or director) decides the student’s case is wholly without merit, he or she shall discuss the matter with the instructor and seek to resolve the issue. This part of the review process should be completed within three weeks of receipt of the written statement from the student.

3. If the student is not satisfied with the outcome of the above procedure, s/he may appeal in writing to the Dean of Undergraduate Studies (or to the Dean of the Faculty in cases where the grade in question was given by the Dean of Undergraduate Studies, or to the Provost, in cases where the grade in question was given by the Dean of the Faculty). Unless the Dean of Undergraduate Studies decides that the student’s case is wholly without merit, s/he will ask the chair or director (or faculty appointed by the Dean of Undergraduate Studies in cases where the grade in question was given by the chair or director) to appoint a committee of at least three faculty of the department or program. The committee shall review all relevant and available materials supplied by the student, the instructor, or other individuals. Both the student and the instructor have the right to meet with the committee.
4. If the instructor is no longer employed by the College of William and Mary and repeated attempts by the student to engage the instructor in a discussion of the grade have failed, the chair or director (or faculty member appointed by the Dean of Undergraduate Studies, in cases where the grade in question was given by the chair or director) shall try to resolve the issue unless s/he decides the student’s case is wholly without merit. If the student is not satisfied with the outcome, the procedures described in 3 above shall be followed.

5. If the instructor refuses to accept the committee’s recommendation, the committee shall refer the matter to the Dean of Undergraduate Studies (or to the Dean of the Faculty in cases where the grade in question was given by the Dean of Undergraduate Studies, or to the Provost, in cases where the grade in question was given by the Dean of the Faculty). If the committee recommends actions other than changing the grade, for example giving consideration to additional student work not previously graded by the instructor, and the faculty member refuses to follow their recommendations, the committee will make a specific recommendation relative to the grade they deem fair and appropriate when they refer the matter to the Dean of Undergraduate Studies. The decision of the Dean of Undergraduate Studies to accept or reject the committee’s recommendation shall be final.

6. The entire Grade Review process should normally be completed by the end of the semester in which the Grade Review was initiated.

These Grade Review Procedures were approved by the faculty in March 2002 and revised in March 2009.
When discussing Universal Design, most people think instantly of physical accommodations to buildings or other products that allow them to be more easily used by individuals with disabilities. However, the principles of Universal Design extend far beyond this description. The purpose of Universal Design is to make everything from spaces and objects to information and services more accessible to everyone, and in so doing, make a more welcoming, accessible environment for all, and minimize the need for individual accommodations.

http://www.wm.edu/offices/deanofstudents/services/studentaccessibilityservices/facultyresources/makingyourcourseaccessible/index.php

Course Planning

From the moment you, as a faculty member, begin preparing a course, you can begin incorporating principles of Universal Design in Instruction. You probably already utilize many of these UDI principles. For example:

- Providing students a syllabus at or prior to the beginning of the course allows them time to acquire materials in alternate formats if necessary, or to begin readings or assignments early.
- Adding a statement of welcome for individuals with disabilities, and a commitment to working out accommodations as needed helps build a welcoming environment in which students are more likely to reach out for necessary help.
- Offering different forms of information delivery makes it more accessible to a range of students with different characteristics.
- Providing opportunities for group and individual assignments and feedback can help accommodate a broad range of learning styles, and encourage exploration of different learning roles and methods.
- Allowing students the chance to receive feedback on portions of large assignments before final due dates can help reduce the need for accommodations or time extensions on assignments.
In planning out course activities, some other easy changes include:

- Making your website user-friendly for students using screen reading software
- Field trips to locations with both audio and visual resources and information
- Selecting A/V resources with captions for in class activities
- Selecting course materials and readings that are accessible, or available in alternate formats

Communication Tips

Similarly, there are some basic communication tips that you can include in your daily classroom experiences, syllabi, and resources to help smooth the learning process for students with different disabilities.

- Using specific language such as "three feet to the left" rather than "over there," can help orient students with visual impairments.
- Repeating questions that are asked in class so that everyone can hear them, or verbally or visually identifying who is speaking can help students with hearing, visual or mobility impairments.
- Ensuring that all media information is captioned as appropriate.
- Avoiding negative descriptions of a disability (ex: "uses a wheelchair" rather than "confined to a wheelchair") can help create a more welcoming, friendly environment.
- Positioning yourself appropriately to communicate easily with persons that you are talking to.

For a list of tips, or a checklist of what you can do to make your entire course accessible from syllabus to final grades, check out the Universal Design for Instruction Checklist for Inclusive Teaching.

Universal Design for Lectures

To truly incorporate UDI principles into lectures, speeches, or presentations, consider the following basic accommodations that may be built into your lecture to make it more accessible:

- For people with mobility and orthopedic impairments: Make sure that your central aisle is clear of obstacles (including power cords and microphone cords) and will allow for free movement of a wheelchair or scooter. Make certain that there is adequate space for a wheelchair (2’ x 4’) with good sightlines for viewing and/or participating in class or lab. Consider removing a chair or two as needed to make space for wheelchair users to position themselves without blocking the main walking paths.
• For people who are blind or who have vision impairments: Again, be certain that the center aisle is free of obstacles. Make handouts available in large print (use 18 pt. bold) or Braille if requested. Use clear, vivid, legible, high contrast handouts and transparencies. Make all of your transparencies available in electronic form or as handouts. The same applies for anything you write on the chalkboard. Try to refrain from using non-specific visual points of references or gestures when explaining key points or concepts (i.e., “as you can see here”). Adjust lighting when requested.

• For people who are deaf or are hard of hearing: If sign language interpreter(s) are present, they will consult with you about where to position themselves in the classroom. Bear in mind that the interpreter is merely a vehicle for communication, and that you should always address deaf audience members directly. Make eye contact with the person who is deaf when he or she is signing, not the interpreter (even though the interpreter may be the one using voice). Try to control background noise as much as possible. Ask participants with questions or comments to speak in turn and not over one another. Always make certain to repeat questions asked of you.

• For people who have learning impairments: Focus on providing material in a variety of ways to accommodate differences in learning styles between students. Allow students to have options in how they show what they have learned (e.g. writing a paper, giving a speech in front of the class, preparing a multimedia presentation). This can play to their strengths or provide an opportunity for improvement in difficult areas. Provide multiple means of engagement; mix the class up a little. Creating variety or allowing students to have some freedom in how they are taught can make it easier for students to connect to material and to see why it is important to them.

Additional information on Universal Instructional Design:

Universal Design of Instruction in Postsecondary Education

NC State Center for Universal Design

National Center on Universal Design Learning

National Center on Secondary Education and Transition
INSTITUTIONAL AND FEDERAL COMPLIANCE REQUIREMENTS FOR RESEARCH/TEACHING

Research compliance and safety is overseen by the Vice Provost for Research and Graduate/Professional Studies. Federal Regulations require formal review for certain classes of activity that lead to generalizable knowledge BEFORE employees or students begin work. Review is required whether these regulated activities are supported by external or internal funds, whether they are performed as independent or guided inquiries, or as part of normal instruction in a classroom, lab, or practicum, whether they are performed on or off College grounds, and whether they are part of a formal research program or undertaken as the result of academic curiosity on the part of a Professor or Student. Before graduate students can perform the following work for research/teaching, the faculty research advisor must submit a proposal to the appropriate W&M compliance committee(s) and receive written approval.

These classes of work include:

a. work involving living human subjects leading to generalizable knowledge (including survey research or questionnaires);

b. work that involves the use and care of vertebrate animals;

c. work that uses or produces radioactive materials; and

d. work that involves institutional bio-safety concerns such as:
   • Recombinant DNA
   • Work with any human fluid, tissue or infectious agent
   • Research involving direct or indirect contact with wild-caught animals that may harbor infectious agents.

By law, proposed work in any of the four categories above must be reviewed by duly constituted committees appointed by and reporting to senior William & Mary administrators. Investigators must submit compliance proposals that include detailed, step-by-step procedures to be used in the research. Further, committee review is required for survey work that may be done year-after-year in scheduled classes or laboratories.

Annual renewals are not automatic. Researchers must update protocols annually in order to continue the work. Further, any revision in the authorized protocol during the period covered by the protocol must undergo additional review prior to implementation.

Detailed descriptions of the compliance committees, along with guidance for investigators, can be found on William & Mary’s Compliance website, located within myWM, under the Self Service tab.

William & Mary policy mandates that those individuals who will perform, or intend to perform, a particular activity involving these regulated areas may not judge for themselves whether that activity is exempt from formal review. Therefore, whenever you have any doubt about whether your work might require review, the correct approaches are either to submit that work through the Protocol and Compliance Management electronic submission program, or to contact a Committee Chair to discuss it.
MANAGING DISRUPTIVE BEHAVIOR IN THE CLASSROOM
From the Office of Student Conduct
William & Mary
Campus Center Room 107
(757) 221-2509
studentconduct@wm.edu
http://www.wm.edu/offices/deanofstudents/documents/disruptivebehavior.pdf

We have designed this information to help you establish behavioral expectations in your course, assess problem student behavior, and determine appropriate courses of action. Most inappropriate behaviors can be handled by you at the time of the disruption. However, some behavior may require consultation, university disciplinary action, or immediate emergency response. Feel free to contact us at any time for consultation on student behavior in your classroom.

WHAT IS DISRUPTIVE BEHAVIOR?
The definition of disruptive conduct contained within the Student Handbook includes “Disrupting or obstructing the normal living and work environments of other members of the university community or the functions or activities of the university.” If a student is disrupting your class to the point that you find it difficult to teach or students find it reasonably difficult to learn, then disruptive behavior may be occurring.

The following are examples of disruptive behavior:
- Making loud and distracting noises
- Answering cell phones, texting, or noises emanating from electronic devices
- Persisting in speaking without being recognized
- Repeatedly leaving and entering the classroom without authorization
- Interrupting class discussion
- Making physical threats or verbal insults to the faculty member or other students
- Exhibiting erratic, irrational behavior

PREVENTION
You have the prerogative to create and maintain reasonable behavioral standards for your classes. By establishing clear expectations at the beginning of the semester, you may be saving yourself and your class the trouble of dealing with disruptions down the road. Keep these suggestions in mind:
- Include behavioral expectations for you and your students in the course syllabus (see suggestions section.) Articulate clear guidelines regarding attendance, tardiness, class participation, and appropriate conduct. Specify fair and consistent consequences.
- Discuss these norms and expectations with your students, so they can gain an in-depth understanding of how they should act in your class. Engage them in the discussion about what behaviors contribute to, or detract from, an effective class environment.
• Serve as a role model and exhibit the behavior you expect from your students. Responding “in-kind” with sarcasm or disrespect usually escalates the situation.

RESPONSE
Unfortunately, any class at one time or another may experience a disruption. The following suggestions will help you minimize the negative impact of disruptions and to address them in a professional, developmental and appropriate manner.

Do not ignore the behavior. It is rare that a disruptive student will self-correct or have an epiphany in your class. Students who are disturbed by the conduct will expect you to address it and may see your failure to do so a tacit endorsement of the behavior. Addressing behavior early on will give you many more options than if you allow a situation to escalate.

In some cases, students do not realize they are bothering others. One suggestion is to move closer to the inattentive students, pause until everyone quiets down, and make direct eye contact. Then use general statements like “We have too many private conversations going on at this time; let’s focus on the same topic.”

If the behavior does not cease, you may ask the student to refrain from the behavior and ask that he/she come to see you after class. When you meet with the student, explain why you consider this type of behavior inappropriate, stress your behavioral expectations of students, and warn the student that further occurrences of disruptive behavior may result in disciplinary action. Use “I” statements such as, “When I see you ____, I feel _____, and I am asking that the activity stop.”

If the disruptive behavior persists, you may ask the student to leave the class; refer the student to Community Values & Restorative Practices (a report form is available on our website at www.wm.edu/deanofstudents). We encourage you to err on the side of reporting your concern; doing so permits us to assess the situation in light of any other reports or information we have about the student, and we would be happy to offer you tips and support in dealing with a situation.

If you see a pattern of odd behavior and are concerned by it, consult your department chair, the Dean of Undergraduate Studies, the Counseling Center, or our office for consultation.

If a student is posing a threat to the safety of himself/herself or others, or if a student becomes physically or verbally abusive, contact William and Mary Police (221-4596) immediately and submit a report to our office using the URL above.

The fact that a disruptive student may have a documented disability should not inhibit you from acting on the inappropriate behavior. Students with disabilities are bound by the same behavioral expectations that apply to other students. For more information, please contact us.
RESPECT AND PRIVACY
Try to arrange a private discussion with the disruptive student to the extent you are comfortable. Embarrassing a student in front of peers accomplishes little. Any information you learn while speaking privately with the disruptive student should be handled carefully. You may only discuss the matter with campus officials who have a legitimate educational interest, such as your department chair or the Dean of Students Office/Office of Community Values & Restorative Practices. The privacy of a student’s educational record (e.g., grades, reports of misconduct) is protected under FERPA. For more information, please contact our office.

SUGGESTIONS FOR YOUR SYLLABUS
We recommend that you include specific expectations that you have of your students in your syllabus. Be specific and outline consequences. Review these with students and refer to them as needed. Possible expectations include the following:

1. Classroom attendance is a necessary part of this course. You are allowed no more than x number of unexcused absences. More than x unexcused absences will result in a grade penalty of ____.
2. Classroom participation is also a part of your grade in this course. In order to participate, you must arrive to class on time having prepared the materials for the day. Questions and comments must be appropriate, relevant to the topic at hand and must not disrupt the class.
3. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to his/her opportunity to participate. Classroom discussion is intended to allow us to hear and learn from a variety of viewpoints. This can only be achieved if we respect one another and our differences.
   - Any discussion from class that continues on any listserv or class discussion list should adhere to these same expectations.
4. Side conversations that disrupt the class, my ability to teach, or students’ ability to learn will not be tolerated.
5. In order to allow everyone to be heard, you must raise your hand to be recognized.
6. Use of cell phones and texting in class is prohibited. I reserve the right to confiscate your device for the class period if you are not complying with this directive. I also reserve the right to report the matter to Community Values for review and action.
   - On test days, you may not possess any technological devices. Place cell phones, calculators, etc. in your backpacks and leave your backpacks [at the back of the room?].
7. You are expected to be on time. Class starts promptly at x. You should be in your seat and ready to begin class at this time. Class ends at x. Packing up your things early is disruptive to me and those around you.
8. Any continued disruption of class will not be tolerated. I reserve the right to ask you to leave the classroom if your behavior is disrupting the class. Disruptive behavior will also be reported to the Office of Community Values & Restorative Practices.
Campus Resources

Community Values & Restorative Practices
Campus Center 109
(757) 221-2509
www.wm.edu/communityvalues

Dean of Undergraduate Studies
Ewell Hall 124
(757)221-2469
http://www.wm.edu/as/deansoffice/index.php

Counseling Center
http://web.wm.edu/counselingcenter

William & Mary Police
(757)221-4596
911 for emergencies
http://www.wm.edu/offices/police/index.php

Portions of this document have been taken with permission from similar documents by East Carolina State University and the University of Oregon.
STRATEGIES FOR DEALING WITH TROUBLESOME BEHAVIORS IN THE CLASSROOM

Examples of Troublesome Behaviors in the Classroom

1. Challenging authority
2. Talking out of turn
3. Making statements that seemingly have nothing to do with topic
4. Coming late to class
5. Leaving early w/o notification
6. Backpack shuffle
7. Eating in the classroom
8. Doing homework for other classes
9. Reading the newspaper
10. Sleeping
11. Visiting
12. Making racist, sexist, homophobic remarks about others
13. Consumer mentality: I paid for this therefore I want...
14. Using the classroom as a political/religious/fill-in-the-blank platform
15. Dominating discussion
16. Refusing to participate
17. Discrediting person rather than disagreeing with idea
18. Missing Deadlines
19. Leaving beepers, cell phones on to ring
20. Missing class with no notice or legitimate reason and then demanding make-ups, etc.
21. Arguing relentlessly over a grade
22. Demanding special treatment because of whatever. (Extra Credit, another test date, drop a grade, etc.)
23. Cheating
24. Fraudulent excuse making
25. Sexual harassment
26. Hostile verbal attacks

Talking and Inattention

- Make direct eye contact
- Stop talking or stop whomever has the floor and wait
- Do not START talking until you have full attention
- Physically move to that part of classroom
- Vary methods of presenting content
- Speak to the student(s) privately
Unpreparedness, Missed Deadlines and Tests, and Fraudulent Excuse Making

- Design class (syllabus) so there are logical consequences to this behavior. Follow through, be consistent. Do not rescue and do not enable.

- Require evidence of preparation for class (check off and return immediately)
  - Note cards
  - 2 minute written/on-spot reflective feedback (quiz) on assignment
  - Documentation

- Be a good role model. Consistently meet your agenda deadlines with class

- Excuse making: clearly state policy at beginning of semester about excuses with regard to absences, missed exams, etc. For example: validate certain excuses, no make-up exams, all make-up exams vary, one day in semester only to make up.

Lateness and Non-attendance

- Establish a policy and expectations from the beginning
  - Start class on time and finish on time (role model)
  - If going to be absent (professional classes), call and inform ahead of time. (Sets behavior for social and professional life).
- Have a ritual at starting time especially in large classes.
  - Whatever suits style. Something students would hate to miss or be embarrassed to miss.
- Speak privately to chronically late students.
- Make sure content and learning activities are crucial.
  - Keep class discussion focused on issues related to content and to all members of the class.
- Logical consequences to missing and being late. Instructor does not own the problem. Do not re-teach the class.
- Student is responsible for getting missed assignments and material.
  - Do not rescue.
  - Specifically recognize a late student when he/she comes in “Hi, how are you today?” or “Please talk to one of your classmates after class to catch up on what you missed.”

Challenges to Authority

- Do not become defensive. Explain (not defend) instructional objectives and how assignments fit.
- If student presses in class, ask to continue discussion later, privately.
- Be honest if something REALLY is not working (but watch for manipulations).
- Say NO assertively (not aggressively or submissively).
Overt HOSTILITY from a Student

Usually students become verbally abusive in frustrating situations which they see as being beyond their control; anger and frustration become displaced onto others; fear of rejection and feelings of righteous indignation are frequently associated with this pattern.

- Talk to student privately
  - In neutral setting
  - Try to find a common ground
- Write letter to student describing his/her behavior, how behavior disrupts you and others, restate expectations and request behavior change. Copy letter to ...
- Check out your interaction style with person
  - Defensive?
  - Authoritarian?
  - Condescending?
  - Loaded Words?
  - Flaunting Power?
  - Unreasonable, unclear demands
  - Atmosphere of Mistrust
- There may be times when ignoring is best...

When you are the Recipient of an Aggressive Verbal Attack

**DO**
- Allow them to ventilate.
- Recognize feelings. “I can see you are very upset.”
- Tell them that you will not deal with verbal abuse. “When you yell at me, it’s hard to hear what you are saying.”
- Reduce stimulation. Invite person to a quiet place to talk.
- If necessary say, “I am willing to continue this conversation, only if you are able to speak to me more civilly.”

**DO NOT**
- Get into an argument.
- Press for explanation of behavior. “Why are you acting like this?”
- Walk away from person.
- Get others to help you quiet them down i.e. other student, faculty, etc.

Requests for Special Consideration
(e.g., extra credit, retake test, reschedule final, redo paper)

Unless the student is officially registered with Student Accessibility Services (call 221-2510):
- You should fulfill such requests only if same contract is offered to all students in the course.
• You should consider value of your time.
• You should exercise your judgment-confer with your Chair or Undergraduate Studies as needed.

Sexual Harassment

• You must report any incident of Sexual Harassment to the Office of Compliance & Equity. Additional information is available at http://www.wm.edu/offices/compliance/discrimination_overview/shguidance/

*Strategies For Dealing With Troublesome Behaviors In The Classroom,* is Adapted From Rosalind Reed, Ph.D., Department of Health and Community Services College of Behavior And Social Sciences, California State University, Chico, CA.
STRATEGIES TO PROMOTE A POSITIVE CLASSROOM ENVIRONMENT

- Include behavioral expectations in the syllabus.
- Articulate clear guidelines regarding attendance, tardiness, class preparation, technology tools, and appropriate conduct.
- Specify fair and consistent consequences.
- Discuss norms and expectations with students.
- Engage students in discussion about what behaviors contribute to, or detract from, an effective class environment. Let them express what they like and don’t like in a classroom, drawing from their own experiences.
- Serve as a role model.
- If you encounter issues, contact Community Values & Restorative Practices for resources and support.

Adapted from materials from Community Values & Restorative Practices.
http://www.wm.edu/offices/deanofstudents/services/communityvalues/index.php

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DEALING WITH ALCOHOL-RELATED ISSUES

Signs in the Classroom

- Coming to class drunk or high
- Smelling alcohol on a student’s breath
- Continually sleeping in class
- Dramatic drop in academic performance- continually missing assignments
- Always asking for extensions - making up excuses

Signs Outside the Classroom

- Judicial trouble from alcohol and violence
- Drinking to get drunk, habitually “passing out”
- Switching peer groups and finding other heavy drinkers as “friends”
- Experiencing blackouts or memory losses
- Noticeable health problems, bruises, cuts, often sick
- Use of illegal drugs, trying new drugs
- Having a family history of chemical dependency
- Changes in personality, a “Jekyll and Hyde” persona

For additional information about alcohol related issues, contact the substance abuse educator at tdamis@wm.edu.

Taken from Partners for Prevention: A Guide for Faculty, BACCHUS, 1992
SOME KEY CAMPUS CONTACTS

Dean of Graduate Studies & Research
Virginia Torczon
Stetson House
757-221-2468
https://www.wm.edu/as/graduate/
vjtorc@wm.edu

Arts & Sciences Graduate Ombudsperson
Peter Vishton
757-221-3740
https://www.wm.edu/as/graduate/about/ombuds/contact/index.php
pmvish@wm.edu

Dean of Students Office
Campus Center 109
757-221-2510
https://www.wm.edu/offices/deanofstudents/index.php
deanofstudents@wm.edu

Reporting and Issue or Concern to the Dean of Students Office
If you have questions or concerns about the reporting process, you may contact the Dean of Students Office at 757-221-2509. If you have an emergency, are in imminent danger or wish to report a crime in progress, please call the William & Mary Police at 757-221-4596 or local police at 911 immediately.
https://www.wm.edu/report/index.php

Health and Wellness (Campus Recreation, Counseling Center, Health Promotion & Student Health Center)
Dr. R. Kelly Crace, Associate Vice President for Health & Wellness
Campus Center 219
757-221-1236
https://www.wm.edu/offices/wellness/
kelly.crace@wm.edu

Student Health Center
Virginia D. Wells, M.D., Medical Director, Staff Physician
Appointments: (757) 221-2998
Information: (757) 221-4386
Pharmacy: (757) 221-2190
Emergency: 911
sthth@wm.edu (guaranteed privacy cannot be extended to electronic communication)
https://www.wm.edu/offices/wellness/healthcenter/

Counseling Center
Carina Sudarsk-Gleiser, Director
Blow Hall 240
757-221-3620 24/7
https://www.wm.edu/offices/wellness/counselingcenter/
National Suicide Prevention Lifeline 1-800-273-8255 https://suicidepreventionlifeline.org/
Crisis Text Line - Text HOME to 741741 https://www.crisistextline.org/
Avalon Center – Domestic and Sexual Violence 24-Hour Helpline 757-258-5051 https://avaloncenter.org/

William & Mary Police
Emergencies: 911
Phone: 757-221-4596
https://www.wm.edu/offices/police/