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**Talking about Course Disruptions: Resources from Panelists**

Please feel free to reach out directly to any [consultant](https://www.schreyerinstitute.psu.edu/directory) at the Schreyer Institute or email site@psu.edu with questions or to discuss your response/follow-up to a course disruption. Conversations with SITE consultants are always confidential.

[Managing Disruptive Behavior in the Classroom Flowchart](http://studentaffairs.psu.edu/sites/default/files/OSACR_StudentBehaviorFlowChart_2024.pdf), Penn State Student Affairs

[Classroom Disruption Protocols: Guidelines for Instructors and Academic Units](http://equity.psu.edu/offices/senior-faculty-mentors/materials-and-resources/classroom-disruption-protocols-09-06-2024), Office of the Vice Provost for Educational Equity)

[Taking ACTION: Responding to Disruptions and Microaggressions](https://www.schreyerinstitute.psu.edu/pdf/Taking_ACTION_on_Disruptions_or_Microaggressions.pdf), Schreyer Institute for Teaching Excellence, Penn State.

[Navigating Disruptions in the Moment](https://www.schreyerinstitute.psu.edu/pdf/Navigating_Disruptions.pdf), Schreyer Institute for Teaching Excellence, Penn State.

[Course Communication Resources](https://www.schreyerinstitute.psu.edu/pdf/CourseNormsDiscussionGuidelines.pdf), Schreyer Institute for Teaching Excellence, Penn State. Recommended resources to guide instructors as they create expectations for students’ participation in their courses.

[Responding to Disruptions in Asynchronous Courses](https://wcfd.psu.edu/blog/responding-to-disruptions-in-asynchronous-courses/), Online Faculty Development, World Campus.

[Responding to Student Behavior in the Classroom](https://weblearning.psu.edu/resources/penn-state-online-resources/responding-to-student-behavior-in-the-classroom/), Web Learning, Penn State

[Report a Concern](https://studentaffairs.psu.edu/report), Penn State Student Affairs

[Submitting a Bias Report](https://equity.psu.edu/bias-response/submitting-a-bias-report), Penn State Bias Response Network

[Building Inclusive Campus Environments: Leadership for Bias Response](https://facultyaffairs.psu.edu/project/building-inclusive-campus-environments-leadership-for-bias-response/), Educational Equity, Provost Endorsement.

[Red Folder at Penn State](https://redfolder.psu.edu/)

Students may experience different levels of distress across various areas of their lives. The type and amount of distress they are experiencing will require different actions and resources.

Outside Resources for Building Inclusive Classrooms

* <https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms>
* <https://crlt.umich.edu/gsis/p3_1>
* <https://access.ucf.edu/document/tips-for-creating-inclusive-college-classrooms/>
* <https://www.insidehighered.com/advice/2020/08/05/small-steps-instructors-can-take-build-more-inclusive-classrooms-opinion>

[Guidelines for dealing with disruptive students](https://in.nau.edu/dean-of-students/disruptive-students/), Northern Arizona University.

[Request for Conflict Response Consultation](https://cm.maxient.com/reportingform.php?PennState=&layout_id=34), Penn State

[Resources for Faculty and Staff](https://studentaffairs.psu.edu/student-accountability/resources/faculty-staff), Office of Student Accountability & Conflict Response (OSACR), Student Affairs, Penn State.

[Oops Ouch Protocol](https://www.jmu.edu/uwc/tutor-resources/_files/microaggressions.pdf)

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