

# Ensuring Collegiality and Civility: A Classroom Management Quick Guide

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## Ensuring Collegiality and Civility: A Classroom Management Quick Guide

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This classroom management quick guide is designed to support collegiality, civility, and inclusivity in all learning environments. The suggestions herein are intended to create collegial classroom interactions at DU. Because of the fatigue, stress, anxiety, trauma, and uncertainty brought forth by the compounded impact of the pandemic, racial reckonings, climate change, and election season, it is essential to keep in mind anchoring principles of an inclusive classroom climate that can serve as classroom interaction guideposts throughout this challenging time and beyond. A small investment in the classroom climate to remind ourselves and our students about classroom norms may create a more welcoming, supportive, and peaceful environment. These small but powerful approaches to classroom climate, discussions, and ground rules can pay dividends for the mental health of faculty and students.

We recognize you are beyond exhausted and doing everything possible to support our students and yourself. We hope these resources about classroom climate can nourish a learning environment of collegiality and civility for you and your students. Thank you for your commitment to the DU community, and please email [otl@du.edu](mailto:otl@du.edu) if there is anything the OTL can do to support your teaching.

**Additional Resources for election-specific advice:**

- University of Michigan: [Preparing to teach about the 2020 election and after](#)
- University of Oregon: [Teaching and the election](#)
- Inside Higher Ed: [Colleges can help students deal productively with their disappointment and anger](#)
- Nationally crowd-sourced working document: [Resources for supporting our campuses in politically fraught times](#)

### ***I have already established classroom norms; what do I do next?***

Courses with established classroom norms present many opportunities for developing sophisticated discussion skills that increase students' ability to interact across different viewpoints, opinions, backgrounds, and knowledge bases. In this section, we introduce practical strategies for deeply engaging students in democratic classroom discussions. Remember, "how we ask questions can make the difference between a discussion that goes nowhere and one that turns into a complex communal dialogue that bounces all around the room" (Brookfield & Preskill, 2005, p. 85).

<b>+ Revisit, Assess and Invite Buy-in of Classroom Norms by Valentina Iturbe-LaGrave &amp; Leslie Cramblet Alvarez</b>
<b>+ Essential Questions for Democratic Discussion from Brookfield &amp; Preskill, 2005</b>
<b>+ Conversational Roles Exercise from Brookfield &amp; Preskill, 2005, p. 113-114</b>
<b>+ Sentence Completion Exercise from Brookfield &amp; Preskill, 2005, p. 69-70</b>
<b>+ Modeling Democratic Talk from Brookfield &amp; Preskill, 2005, p. 44-50</b>

### ***I haven't established classroom norms; what do I do?***

Classroom norms should be established and revisited frequently, especially during difficult times when incivility and division can render many classroom interactions difficult. Regardless of what academic discipline you teach, classroom norms are useful guideposts for students and faculty alike. What is shared below can help you set up your classroom norms and get in the practice of revisiting them throughout the academic quarter. Remember, it is never too late to establish clear expectations around speaking, listening, discussion, and collaborative group-work.

<b>+ Sample Designated Listener Norms from Brookfield &amp; Preskill, 2005, p. 94</b>
<b>+ Listening Ground Rules from Caldwell &amp; Frame, 2017</b>
<b>+ Speaking Ground Rules from Caldwell &amp; Frame, 2017</b>
<b>+ Discussion Ground Rules From Stone Norton (2008) cited in Salazar, et al., 2009</b>
<b>+ Establish Norms of Collaborative Work</b>
<b>+ Revisit, Assess and Invite Buy-in of Classroom Norms by Valentina Iturbe-LaGrave &amp; Leslie Cramblet Alvarez</b>

### ***What are strategies to prepare for difficult discussions?***

<b>+ Sentence-starter recommendations from Özlem Sensoy and Robin DiAngelo (2020)</b>
<b>+ Glossary of Classroom Communication Considerations:</b>
<b>+ Silence Breakers &amp; Structure Silence</b>

### ***What are strategies to managing hot-moments?***

<b>+ The Classroom Critical Incident Questionnaire (CIQ) by Brookfield &amp; Preskill, 2005, p. 49.</b>
<b>+ Pause, Recognize, Assess and Respond By Valentina Iturbe-LaGrave, director of inclusive teaching practices</b>

#### CITATIONS

<b>+ Citations</b>
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#### Location

2150 E. Evans Ave  
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