

## **The Faculty and Student Classroom Agreement (FSCA)**

We, the Faculty Senate and the Student Senate, representing our constituencies, believe that learning best occurs in an environment built upon the principle of mutual respect. We believe the relationship between faculty and students is strengthened when simple yet indispensable behaviors are followed. As such, we offer these examples of behaviors to help foster an appropriate academic relationship between students and faculty.

*Students* are encouraged to hold themselves and their classmates accountable to the following behaviors: Unless encouraged otherwise, classroom instructors should be addressed as “Professor” – it’s a title they have earned. Arrive to class on time and prepared to contribute; plan to spend three hours on homework for every hour of time spent in class. Exercise academic honesty at all times - never cheat or copy someone else’s words without giving them proper credit. Realize that faculty members have total academic freedom - meaning that they set the curriculum, write exams and are the only ones who decide the final grade. Remember that faculty members have office hours for personal questions and while they certainly want to help students, they often have very full lives (including research and committee work, as well as social and family commitments), much like the student population. Conversations not relevant to the class, as well as the passing of notes, are disrespectful and disruptive to both the professor and fellow classmates; cell phones and other electronic devices are also distracting and should not be used during class. Food and drinks should be left outside the classroom. At all times, students should ensure that they are respectful of their classmates and professor.

*Members of the Faculty* are encouraged to hold themselves to the following behaviors: Plan to be on time and prepared for class. Keep consistent office hours or establish additional hours when they need to be altered, and be sure to make these additional hours known. Return papers and exams expediently; it’s the easiest way for a student to assess his or her strengths and weaknesses and adjust study habits accordingly. Understand that students also have competing time demands, including other classes, family and work responsibilities, and social lives, and need balance to be successful in each class. Faculty should model the behaviors students are held to regarding classroom respect including eating, cell phone use, and irrelevant conversation. Respect the fact that students have varied learning styles and appreciate varied approaches to the teaching/learning process. Attempt to keep to the syllabus so students who have planned ahead will have used their time wisely. Understand that many students may be unaccustomed to speaking with professors and will not understand, and indeed may be hurt by, sarcasm. Be mindful that personal biases do not affect interactions with students. Under no circumstances should a student be accused of violating his or her academic integrity without clear evidence.

This living document by no means details all behaviors and interactions between faculty and students, but we hope that these examples will encourage all of us to give appropriate attention towards the development of a respectful learning community.

*Adopted by the Faculty Senate – September 22, 2008*  
*Adopted by the Student Senate – May 6, 2008*