

September 22, 2025

With classes about to begin, we have been hearing from some in our community who are concerned about a potentially charged political environment in classrooms this fall and are asking for resources. With the help of Strategic Communications, we have pulled together some information.

In the case of a non-student showing up to class with the goal of creating conflict:

- Be aware that [the right to attend University classes](#) is limited to registered students who are properly enrolled in the class. At the instructor's discretion, other individuals can be allowed to audit classes. Instructors who allow such individuals to audit classes should clearly define the extent to which they expect the auditors to participate.
- Ask the person to leave, inform them that they are trespassing, call UCPD if necessary.

In the case of a student who raises a topic outside of class content in an effort to create conflict:

- Quickly make clear that the topic is outside the scope of the class, and that out of respect for everyone there seeking to learn, the effort to address the topic should be dropped.
- Address students in the class as a group and encourage them to focus on the proper class activities.
- Ask the person(s) to leave or stop (without risking physical contact).
- Prepare to accommodate students who express concerns, especially if the disruption comes on an exam day.
- If the problem persists, consider cancelling the session and finding an alternative time.

In the case of a student recording a class without permission:

- You may issue a clear directive that recording is not permitted. For example, your syllabus might say that students must not record lectures because you want to facilitate open communication within the closed and limited community participating in the course. (Please note that some students may be granted an accommodation from SDC that allows recording restricted to personal use only.)
- Students who record after you've issued a clear directive may be referred to OSSJA for failing to comply with your directions.
- If you are concerned about individuals recording class content and posting inaccurate or incomplete clips, you can record sessions yourself. However, be thoughtful about how you communicate your reasons for recording if you also opt to create the syllabus expectations above.
- None of the above steps eliminates the risk that your class will be recorded. Communicate with care, particularly around controversial subjects.

Please see also the other attached document, provided by Strategic Communications, on "Resources for dealing with challenging visitors."

We encourage faculty who are experiencing stress in the classroom to make use of [resources on campus that support the mental and emotional well-being of faculty](#).

You may also find it useful to look at these resources gathered from other universities:

UC Berkeley (see the section on “If significant classroom behavioral disruptions occur”)

<https://teaching.berkeley.edu/resources/guidance-instructor-preparedness-classroom-disruptions-and-emergencies>

UC Santa Cruz

<https://tlc.ucsc.edu/pedagogical-wellness/campus-resources-for-supporting-students/>

<https://tlc.ucsc.edu/emergencies-special-circumstances/critical-incidents-in-the-classroom-on-campus/>

<https://tlc.ucsc.edu/pedagogical-wellness/trauma-aware-teaching/>

Ohio State University

<https://drakeinstitute.osu.edu/resources-instructors/navigating-conflict-toolkit-instructors>

Note that this is specifically focused on Ohio’s intellectual diversity in the classroom requirement: [https://listen-learn-](https://listen-learn-discuss.osu.edu/sites/default/files/documents/2025/08/250821_Facilitating_Civil_Discourse_Guide_FNL.pdf)

[discuss.osu.edu/sites/default/files/documents/2025/08/250821_Facilitating_Civil_Discourse_Guide_FNL.pdf](https://listen-learn-discuss.osu.edu/sites/default/files/documents/2025/08/250821_Facilitating_Civil_Discourse_Guide_FNL.pdf)