

Faculty Zoom Etiquette

Faculty holding class on Zoom are responsible for creating a professional and respectful environment for learning. Although Zoom may be considered a more informal environment as people typically join a Zoom session from off campus, it is important for faculty to ensure the rigor and expectations of the higher education learning environment are maintained throughout the Zoom class session. Have a planned schedule for the Zoom lesson.

Faculty should be skilled with hosting a Zoom session and competent in using the technology and Zoom platform to provide an effective learning environment. As needed, practice Zoom use prior to a class session. Sign-in to Zoom with Stockton credentials so that your professional name is listed on the Zoom screen and you are the meeting host.

The following general tips for faculty help ensure a professional experience for all during a synchronous Zoom class:

1. Consider your environment

- a. Make sure the **background** students see on Zoom is neutral or professional. If there is an issue with the background, use a professional virtual background.
 - i. Do not eat on camera during a class session. Sipping a beverage is acceptable.
 - ii. If you must yawn, sneeze, blow your nose or engage in another distracting behavior students may not wish to see, turn off the camera or face away from the screen.
- b. Present in a **quiet location** and make sure children, pets, and other distractions are not interacting with you or moving through the space during the class session.
 - i. Put away cell phones and other distractions so that you are fully focused on teaching the class session.
 - ii. During an unavoidable interruption, provide instructions/task for students and mute your microphone and turn off your video to deal with the interruption in a quick and efficient manner.
 - iii. Do not conduct a Zoom session when driving (operating a vehicle). Request that students not participate in Zoom when driving as this represents [distracted driving](#).
- c. Adjust **lighting** and consider use of a headset or microphone so that your image and **voice** is clear to students.
 - i. Adjust the **camera** to make sure your head and shoulders are visible on Zoom. Avoid “forehead” view.
- d. **Be ready**. Start the session at least 5 minutes before the class start time.

2. Model professional behavior

- a. Faculty should **dress, behave, and speak** in a professional manner upholding professional standards based on what students would expect in a face-to-face classroom.
- b. Discuss **expectations with students** about participation and student etiquette during a Zoom class session. If appropriate, include information in the course syllabus.
- c. Faculty should be **competent in using Zoom** with PowerPoint or other course materials.
- d. Be **respectful**, adaptable, flexible, and allow grace for miscommunications or other circumstances. Avoid unprofessional behavior.

3. Promote discussion/conversation to engage students in learning the course content

- a. **Limit passive learning activities** such as lecture to shorter amounts of class time. Having students together on Zoom is designed to promote discussion, conversation and interactive learning.
 - i. Use Zoom **breakout rooms** to promote student group/team/partner discussions and work.
- b. Consider methods to **promote discussions** that are organized and meaningful. Use Zoom tools such as polling, raise hand, reactions, chat to have conversations where students are not speaking over each other. Share rules for discussion with students.
 - i. Do not insist on **students sharing audio and video** at all times. Some students may be in environments they don't want to share with peers or instructors. Some students may have anxiety, bandwidth issues, or lack proper equipment for audio or video sharing.
 - ii. **Avoid calling out a student** for background noise, as faculty you will use host access to mute the student. As needed, address the issue privately with the student. Provide a syllabus statement regarding expected Zoom etiquette.
- c. Be competent in using the Zoom **host tools** so that as needed you may mute students, allow screensharing, change roles and more to promote classroom discussion.
- d. Announce the end of the formal class session, but remain on Zoom for a few minutes to **answer any student questions** (similar to staying after class to talk with students).

For more tips on teaching with Zoom, [click here](#). If you need additional assistance, contact the Center for Teaching & Learning Design (CTLD) at 609.626.3828 or ctld@stockton.edu or review resources on the CTLD [website](#).