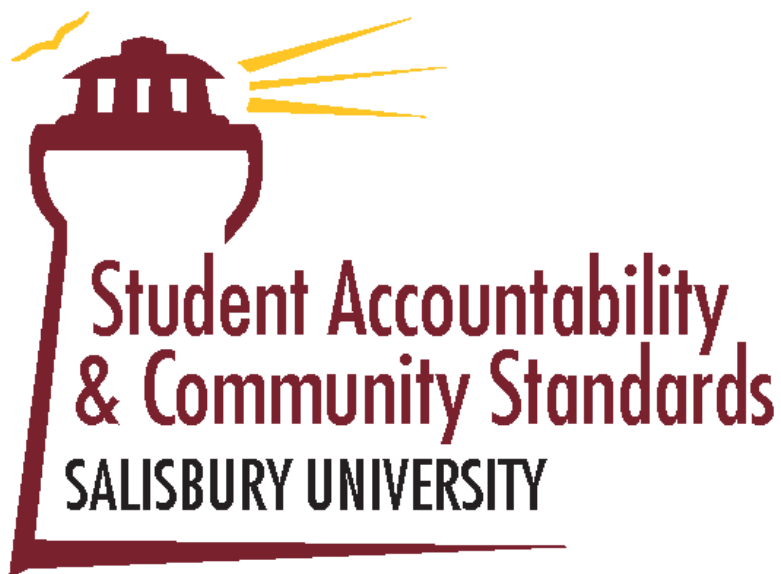


# Student Affairs | Measuring Up

*Creating a culture of assessment and evidence.*

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**Salisbury University**  
**Office of Student Affairs**  
**Student Accountability & Community Standards**  
**July 29, 2019**

<b>TABLE OF CONTENTS</b>
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<b>CONTENT</b>	<b>PAGE</b>
<b>Executive Summary</b>	3
<b>Section I: Department Overview</b>	5
<b>Section II: Examples of Major Events, Services, Activities, and Initiatives</b>	7
<b>Section III: Summary of Budget Reallocations and Impact</b>	8
<b>Section IV: Collaborations and Partnerships (Internal and External)</b>	9
<b>Section V: A Summary of Achievements Related to Student Affairs Strategic Plan</b>	10
<b>Section VI: A Summary of Achievements Related to University Strategic Plan</b>	12
<b>Section VII: Measuring Up: Research, Assessment, and Evaluation</b>	14
<b>Section VIII: Strategic Plan-Related Goals for 2019 – 2020</b>	16
<b>Appendices, Charts, Tables and Graphs (Optional)</b>	18

## EXECUTIVE SUMMARY

Housed within the Dean of Students Office, the mission of Student Accountability & Community Standards is to maintain the integrity of the campus community and foster student learning, development and success by upholding the University's community standards through proactive programming for the campus community, individual student conversations, alternative resolution practices, and the establishment of a fair and educational framework to address potential violations of the Code of Community Standards.

In this annual report, we take the opportunity to report and reflect on our accomplishments during the 2018-2019 academic year, and share our goals and objectives for the upcoming academic year. During this period, our commitment to the implementation of a student conduct program that is learning-centered, community-focused and procedurally sound remained steadfast – and so is our dedication to continuously enhance our program in those areas. **Our biggest point of pride this year was a comprehensive review of the Code of Student Conduct, and the completion of a draft for approval of a “Code of Community Standards” to be implemented in the upcoming fall term.** Some additional accomplishments are highlighted below:

### Learning-Centeredness

- Student Accountability & Community Standards introduced “Action Plans” to support its overarching goal to encourage learning outcomes, personal responsibility and accountability, as well as responsible decision-making. Action Plans offer an opportunity for Case Administrators to partner with the student to develop a plan of action that promotes student learning, addresses the impact of the student's actions, connects the student's with campus resources, and ultimately sets the student on a successful path as a member of our campus community.
- Conduct officers continue to support the department's goal to foster student learning, development and success through the assignment of educational sanctions (364), targeted interventions (296), and restorative actions (76).
- The office implemented Think About It, a research-based, online training course designed to minimize risks associated with alcohol, drugs, and sexual violence that empowers students to make healthy choices, as follows:
  - “Think About It (Part I)” was sent to all incoming students, including modules specifically designed for graduate students and adult learners, to be taken prior to arriving on campus. The course was assigned to 1892 students (61.4% completion rate) during the 2018-2019 academic year.
  - Two online sanctioning courses were used as an educational tool for those who interacted with the student accountability process for incidents related to alcohol and/or drugs. The “Think About It: Alcohol” online education course was assigned to 318 students (78.6% completion rate), and the “Think About It: Drugs” course was assigned to 76 students (68.4% completion rate) during the 2018-2019 academic year.

### Community-Focused

- The University received 413 reports or complaints for review under the University's student accountability process (984 individual incidents) during the 2018-2019 academic year. The vast majority of incidents was resolved administratively – 32 individual incidents were ultimately adjudicated through 10 board hearings over the course of the year.
- Eight (8) students were suspended or dismissed for egregious and/or repeated violations of the University's standards of conduct during the 2018-2019 academic year.
- In recognition of the fact that parents/guardians are our partners in our mission to foster the development of students, their well-being and continued academic progress, the University has implemented a Parental Notification Policy. Under this Policy, parents/guardians of students under the age of 21 are notified when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance when specific criteria are met.
- The Student Accountability & Community Standards staff partnered with departments across campus to provide awareness of University policy and standards of conduct, and to prevent

violations of the Code from occurring. Examples include: Sea Gull Start Up and First Flight (all incoming students), Powerful Connections Intercultural Orientation (students of diverse backgrounds), Housing and Residence Life (resident assistants), Center for International Education (international students).

- Student Accountability & Community Standards continued to partner with the Office of Admissions and the Office of the Registrar to review applications for admission and readmission with disciplinary and/or criminal disclosures.

### **Procedurally Sound**

- Developed a pilot online course utilizing the Canvas platform (MyClasses) to supplement in-person training opportunities, and effectively share incident resolution tools, including forms and guides, as well as other information with Case Administrators and Student Affairs Leadership located throughout campus. Case administrators spent an average 1.32 hour logged into the course during the 2018-2020 academic year.
- Implemented “Pre-Hearing Summary” forms to provide a checklist of procedural information to be covered by Case Administrators during pre-hearing conferences, as well as document the information shared with the student for the student’s file.
- Developed an “Action Plan and Sanctioning Guide” for Case Administrators. While sanctions are ultimately dependent on the specific circumstances of individual cases, the guide and accompanying Institutional Sanctioning Guidelines provide a starting point for determining sanctions and, by doing so, promote fairness through greater consistency.
- Developed and implemented referral forms between the office and the Counseling Center, as well as between the office and the Student Affairs Case Manager. This process has resulted in greater effectiveness, coordination and information-sharing between units, thus allowing the University to more effectively and efficiently meet the needs of referred students.

The Student Accountability & Community Standards departmental plan for the 2019-2020 academic year sets forth ambitious goals that will build upon this year’s accomplishments and address identified areas of improvement. In the coming year, we will:

- Compile robust annual report for Student Accountability & Community Standards including: incident, adjudication and sanction statistics (year-end and trend data), as well as student demographics;
- Implement Year 2 of Departmental Assessment Plan through the implementation of a rubric to measure a student’s ability to apply and analyze information as a result of participating in student accountability proceedings. Similarly, students who participate in reflection groups will be invite to complete a brief survey once confirmation of attendance is received. Results will be included in annual departmental report and assessment report;
- Implement educational programs for students, faculty and staff regarding the Code of Community Standards; and
- Implement Alternative Resolution Processes for interpersonal conflicts in which no alleged violation of the University policy has occurred and/or the parties wish to resolve the matter informally.

## Section I: Department Overview

### **Vision**

Student Accountability & Community Standards is guided by the belief that a community exists on the basis of shared values and principles. We aim to foster a community, at Salisbury University and beyond, where integrity and respect are the established norm, and where each community member understands that this is a responsibility that must be shared by all. Students, through their interactions with our office, will feel empowered to (re)define their behavior and be(come) responsible members of their community.

### **Mission**

Housed within the Dean of Students Office, the mission of Student Accountability & Community Standards is to maintain the integrity of the campus community and foster student learning, development and success by upholding the University's community standards through proactive programming for the campus community, individual student conversations, alternative resolution practices, and the establishment of a fair and educational framework to address potential violations of the Code of Community Standards.

### **Goals**

The goals of Student Accountability & Community Standards are to:

1. Educate members of the campus community about applicable policies, regulations and statutes governing their behavior.
2. Uphold community standards at the University, in the local community and beyond through the resolution of alleged violations of the University's Code of Community Standards through a process that is procedurally sound, community-focused and learning-centered.
3. Provide an outlet for community members to address conflict through alternative resolution practices.
4. Encourage learning outcomes, personal responsibility and accountability, as well as responsible decision-making through the services, programs, and activities provided.

### **Scope of Practice – Services Provided**

Student Accountability & Community Standards provides the following services to the campus community:

- Develop, interpret and implement the Code of Community Standards.
- Investigate and adjudicate alleged violations of the Code of Community Standards through the implementation of a student accountability process that is procedurally sound, community-focused and learning centered.
- Recruit, train and supervise Case Administrators, Community Hearing Board members and other participants in the student accountability process.
- Create learning opportunities for students through our services, programs, activities, and educational sanctions.
- Provide programming on accountability, integrity, civility and other ethical issues to the University community.
- Advise University and Student Affairs leadership, and other members of the University community, on issues of student non-academic misconduct.
- Maintain student disciplinary records, including records pertaining to non-academic misconduct, academic misconduct and/or violations of Housing and Residence Life policies.
- Provide disciplinary verification for study abroad programs, transfer admission applications or applications for graduate/professional programs, employment, etc. upon verification of authorization to release such information.

- Review previous disciplinary history reported on applications for admission in accordance with established procedures, and provide a recommendation to the admissions office, which will make a final determination of acceptance.

### **Student Learning Outcomes**

Students who engage in services, programs, and activities provided by Student Accountability & Community Standards will be able to:

1. Articulate Salisbury University's standards of behavior outlined in the Student Code of Conduct
2. Recognize why standards of conduct exist and why the University is concerned about student behavior.
3. Identify how their actions are consistent or inconsistent with their personal and community values and expectations.
4. Develop an action plan that will help them be successful at Salisbury University and beyond, and avoid future violations of the University's Code of Conduct.
5. Describe how their interaction with the Office of Student Conduct will help them (re)define their behavior and be(come) responsible members of the community.

**Section II: Examples of Major Events, Services, Activities, and Initiatives<sup>1</sup>**

<b>Examples of Major Events, Services, Activities, Initiatives</b>	<b>Audience</b>	<b>Number(s) Served</b>	<b>Cost Per Participant<sup>2</sup></b>
<p>“Think About It” online education program to minimize risks associated with alcohol, drugs, and sexual violence.</p>	<p>Incoming students. Sanction modules sent to students after first low-level alcohol and/or drug violations.</p>	<ul style="list-style-type: none"> <li>• Think About It: Part I               <ul style="list-style-type: none"> <li>○ Invited: 1382</li> <li>○ Completion rate: 61.4%</li> </ul> </li> <li>• Think About It: Graduate Students               <ul style="list-style-type: none"> <li>○ Invited: 190</li> <li>○ Completion rate: 28.4%</li> </ul> </li> <li>• Think About It: Adult Learners               <ul style="list-style-type: none"> <li>○ Invited: 110</li> <li>○ Completion rare: 42.7%</li> </ul> </li> <li>• Think About It: Alcohol               <ul style="list-style-type: none"> <li>○ Invited: 318</li> <li>○ Completion rate: 78.3%</li> </ul> </li> <li>• Think About It: Drugs               <ul style="list-style-type: none"> <li>○ Invited: 76</li> <li>○ Completion rate: 68.4%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• \$2.90 (per course assignment)</li> </ul>
<p>Symplicity’s Advocate record management system</p>	<p>All students</p>	<ul style="list-style-type: none"> <li>• Individual incident reports created: 1793</li> </ul>	<ul style="list-style-type: none"> <li>• \$3.70 (per incident report created)</li> </ul>
<p>Community Hearing Board training sessions (2)</p>	<p>All interested students, faculty and staff invited</p>	<ul style="list-style-type: none"> <li>• 42 individuals trained</li> </ul>	<ul style="list-style-type: none"> <li>• No cost</li> </ul>

<sup>1</sup> Contact the Associate Vice President for assistance in completing this section if needed.

<sup>2</sup> Use this formula to determine cost per participant (CPP) for every person attending: Cost of Event / Attendees.

**Section III: Summary of Budget Reallocations and Impact<sup>3</sup>**

**2018-2019 Budget Reallocations**

<b>Examples of Budgetary Reallocations</b>	<b>Impact on Service Delivery and Operations</b>
N/A	N/A

**2019-2020 Budget Reallocations**

<b>Examples of Budgetary Reallocations</b>	<b>Impact on Service Delivery and Operations</b>
Eliminated all student worker positions.	Graduate Assistants (and, occasionally, Assistant Dean for Student Conduct) may be required to dedicate office hours to covering the front desk rather than scheduling meetings. The plan to mitigate impact on service delivery and operations includes: a) partnership with Student Transitions to minimize impact on service delivery through primary use of their Graduate Assistants to cover the front desk; and b) investment on scheduling assistant to divert some of the telephone traffic from the main line (i.e., phone calls to schedule meetings with student conduct staff). Estimated cost for FY20: \$48-\$144 per year (depending on features).
Telephone line eliminated from conference room.	Unable to hold telephone conferences in conference room used by student conduct staff, Student Affairs main office staff, and Enrollment Management group. The plan to mitigate impact on service delivery and operations includes the implementation of video conferencing software (i.e., Zoom) for long-distance meetings conducted by student conduct staff. Estimated cost for FY20: \$0 (licensed through Information Technology as institutional beta tester).
Reduced professional development opportunities for staff due to cuts in conference/seminar registration and travel budgets.	Continuous program improvement initiatives hindered by lack of access to best practices through professional associations, communities of practice, networking groups and/or training opportunities. No mitigating actions have been identified.
Unable to fund CAS Standards assessment initiative for student conduct program for the academic year 2019-2020.	Continued program improvement initiatives hindered by lack of assessment data. No mitigating actions have been identified.

<sup>3</sup> Contact the Associate Vice President for assistance in completing this section if needed.



**Section IV: Collaborations and Partnerships (Internal and External)<sup>4</sup>**

Examples of Collaborations and Partnerships	Outcomes and Impact
Admissions	Background checks conducted for applicants for admission who disclose disciplinary and/or criminal record.
Center for International Education	Presentation on standards of behavior and student conduct process as part of International Student Orientation curriculum each semester.
Housing and Residence Life leadership	Training and supervision of Case Administrators in Housing and Residence Life to hear minor alleged violations documented in residence halls.
Office of Institutional Equity	Collaborative approach to the resolution of incidents in which alleged violations of both the Student Code of Conduct and SU's anti-discrimination policies have occurred, including joint meetings, referrals and/or information-sharing.
Registrar's Office and Academic Affairs	Cleared applicants for re-admission following period of suspension and conducted background checks for applicants who disclosed disciplinary and/or criminal record. Provided information for investigative requests for educational data by the federal government (Office of Personnel Management) upon request.
Student Affairs Case Administrator	Development of referral system for students found responsible for violations of the Code of Conduct and students eligible for Medical Amnesty to the Student Affairs Case Manager allowing students to discuss underlying issues that may be impacting their behavior and success at SU, and connecting them to resources on campus and in the community, as appropriate. 45 students were referred to the Student Affairs Case Manager through the student accountability and/or Medical Amnesty processes.
Student Transitions, Dean of Students Office	Presented on <i>Community Expectations</i> to incoming students during Sea Gull Start Up. On average, 80% of students who completed the feedback survey agreed that the information presented will help them be successful at SU.
University General Counsel staff	Code of Community Standards developed for implementation in academic year 2020-2021.

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<sup>4</sup> Contact the Associate Vice President for assistance in completing this section if needed.

## **Section V: A Summary of Achievements Related to Student Affairs Strategic Plan**

*The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals.*

### **Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.**

- The University received 413 reports or complaints for review under the University's student accountability process (984 individual incidents) during the 2018-2019 academic year. The vast majority of incidents was resolved administratively – 32 individual incidents were ultimately adjudicated through 10 board hearings over the course of the year. (Appendix A)
- Eight (8) students were suspended or dismissed for egregious and/or repeated violations of the University's standards of conduct during the 2018-2019 academic year. (Appendix A)
- The Dean of Students Office undertook a comprehensive review of the Code of Student Conduct throughout the 2018-2019 academic year, and a revised "Code of Community Standards" is expected to be implemented at the start of the fall 2019 term.
- In recognition of the fact that parents/guardians are our partners in our mission to foster the development of students, their well-being and continued academic progress, the University has implemented a Parental Notification Policy. Under this Policy, parents/guardians of students under the age of 21 are notified when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance when specific criteria are met.
- Student Accountability & Community Standards trained 42 individuals (students, faculty and staff) to serve on the Community Hearing Board during spring 2019.
- Student Accountability & Community Standards continued to partner with the Office of Admissions and the Office of the Registrar to review applications for admission and readmission with disciplinary and/or criminal disclosures.

### **Goal 2: Student Affairs aims to educate students for campus, career, and life.**

- Student Accountability & Community Standards introduced "Action Plans" to support its overarching goal to encourage learning outcomes, personal responsibility and accountability, as well as responsible decision-making. Action Plans offer an opportunity for Case Administrators to partner with the student to develop a plan of action that promotes student learning, addresses the impact of the student's actions, connects the student's with campus resources, and ultimately sets the student on a successful path as a member of our campus community.
- Conduct officers continue to support the department's mission to foster student learning, development and success through the assignment of educational sanctions (364), targeted interventions (296), and restorative actions (76). (Appendix A)
- The office implemented Think About It, a research-based, online training course designed to minimize risks associated with alcohol, drugs, and sexual violence that empowers students to make healthy choices, as follows:
  - "Think About It (Part I)" was sent to all incoming students, including modules specifically designed for graduate students and adult learners, to be taken prior to arriving on campus. The course was assigned to 1892 students (61.4% completion rate) during the 2018-2019 academic year.
  - Two online sanctioning courses were used as an educational tool for those who interacted with the student accountability process for incidents related to alcohol and/or drugs. The "Think About It: Alcohol" online education course was assigned to 318 students (78.6% completion rate), and the "Think About It: Drugs" course was assigned to 76 students (68.4% completion rate) during the 2018-2019 academic year.
- The Student Accountability & Community Standards staff partnered with departments across campus to provide awareness of University policy and standards of conduct, and to prevent violations of the Code from occurring. Examples include: Sea Gull Start Up and First Flight (all incoming students), Powerful Connections Intercultural Orientation (students of diverse

backgrounds), Housing and Residence Life (resident assistants), Center for International Education (international students).

**Goal 3: Student Affairs aims to embrace innovation.**

- Developed a pilot online course utilizing the Canvas platform (MyClasses) to effectively share incident resolution tools, including forms and guides, as well as other information with Case Administrators and Student Affairs Leadership located throughout campus. Case administrators spent an average 1.32 hour logged into the course during the 2018-2020 academic year.
- Implemented a Student Conduct Process Survey sent to all students engaged with the student accountability process to gather their feedback on their experience and measure student learning outcomes (Appendix B). The assessment report will be submitted to the Associate Vice President of Student/ Affairs/Dean of Students by August 1, 2019 in accordance with the unit's 3-year assessment plan.

**Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.**

- Implemented "Pre-Hearing Summary" forms to provide a checklist of procedural information to be covered by Case Administrators during pre-hearing conferences, as well as document the information shared with the student for the student's file.
- Developed an "Action Plan and Sanctioning Guide" for Case Administrators (Appendix D). While sanctions are ultimately dependent on the specific circumstances of individual cases, the guide and accompanying Institutional Sanctioning Guidelines provide a starting point for determining sanctions and, by doing so, promote fairness through greater consistency.
- Developed and implemented referral forms between the office and the Counseling Center, as well as between the office and the Student Affairs Case Manager. This process has resulted in greater effectiveness, coordination and information-sharing between units, thus allowing the University to more effectively and efficiently meet the needs of referred students.
- Set up the CARE module in Symplicity's Advocate System for use by the Student Affairs Case Manager and the University's Coordinated Care and Response Team. Further, provided ongoing assistance to the Case Manager in the effective implementation of the system, and generated reports as needed.

## Section VI: A Summary of Achievements Related to University Strategic Plan

*The following are examples of ways in which the Unit is assisting the University achieve its goals. Units may cut-and-paste as appropriate from above Section. Do not say, "See above."*

### Goal 1: EDUCATE Students for Campus, Career and Life

- Student Accountability & Community Standards introduced "Action Plans" to support its overarching goal to encourage learning outcomes, personal responsibility and accountability, as well as responsible decision-making. Action Plans offer an opportunity for Case Administrators to partner with the student to develop a plan of action that promotes student learning, addresses the impact of the student's actions, connects the student's with campus resources, and ultimately sets the student on a successful path as a member of our campus community.
- Conduct officers continue to support the department's mission to foster student learning, development and success through the assignment of educational sanctions (364), targeted interventions (296), and restorative actions (76). (Appendix A)
- The office implemented Think About It, a research-based, online training course designed to minimize risks associated with alcohol, drugs, and sexual violence that empowers students to make healthy choices, as follows:
  - "Think About It (Part I)" was sent to all incoming students, including modules specifically designed for graduate students and adult learners, to be taken prior to arriving on campus. The course was assigned to 1892 students (61.4% completion rate) during the 2018-2019 academic year.
  - Two online sanctioning courses were used as an educational tool for those who interacted with the student accountability process for incidents related to alcohol and/or drugs. The "Think About It: Alcohol" online education course was assigned to 318 students (78.6% completion rate), and the "Think About It: Drugs" course was assigned to 76 students (68.4% completion rate) during the 2018-2019 academic year.
- The Student Accountability & Community Standards staff partnered with departments across campus to provide awareness of University policy and standards of conduct, and to prevent violations of the Code from occurring. Examples include: Sea Gull Start Up and First Flight (all incoming students), Powerful Connections Intercultural Orientation (students of diverse backgrounds), Housing and Residence Life (resident assistants), Center for International Education (international students).

### Goal 2: EMBRACE Innovation of the Salisbury University Experience

- Developed a pilot online course utilizing the Canvas platform (MyClasses) to supplement in-person training opportunities, and effectively share incident resolution tools, including forms and guides, as well as other information with Case Administrators and Student Affairs Leadership located throughout campus. Case administrators spent an average 1.32 hour logged into the course during the 2018-2020 academic year.
- Implemented a Student Conduct Process Survey (Appendix B) sent to all students engaged with the student accountability process to gather their feedback on their experience and measure student learning outcomes. The assessment report will be submitted to the Associate Vice President of Student/ Affairs/Dean of Students by August 1, 2019 in accordance with the unit's 3-year assessment plan.

### Goal 3: FOSTER Community

- The University received 413 reports or complaints for review under the University's student accountability process (984 individual incidents) during the 2018-2019 academic year. The vast

majority of incidents was resolved administratively – 32 individual incidents were ultimately adjudicated through 10 board hearings over the course of the year. (Appendix A)

- Eight (8) students were suspended or dismissed for egregious and/or repeated violations of the University's standards of conduct during the 2018-2019 academic year. (Appendix A)
- The Dean of Students Office undertook a comprehensive review of the Code of Student Conduct throughout the 2018-2019 academic year, and a revised "Code of Community Standards" is expected to be implemented at the start of the fall 2019 term.
- In recognition of the fact that parents/guardians are our partners in our mission to foster the development of students, their well-being and continued academic progress, the University has implemented a Parental Notification Policy. Under this Policy, parents/guardians of students under the age of 21 are notified when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance when specific criteria are met.
- Student Accountability & Community Standards trained 42 individuals (students, faculty and staff) to serve on the Community Hearing Board during spring 2019.
- Student Accountability & Community Standards continued to partner with the Office of Admissions and the Office of the Registrar to review applications for admission and readmission with disciplinary and/or criminal disclosures.

#### **Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community**

- Developed a pilot online course utilizing the Canvas platform (MyClasses) to supplement in-person training opportunities, and effectively share incident resolution tools, including forms and guides, as well as other information with Case Administrators and Student Affairs Leadership located throughout campus. Case administrators spent an average 1.32 hour logged into the course during the 2018-2020 academic year.
- Implemented "Pre-Hearing Summary" forms to provide a checklist of procedural information to be covered by Case Administrators during pre-hearing conferences, as well as document the information shared with the student for the student's file.
- Developed an "Action Plan and Sanctioning Guide" for Case Administrators (Appendix D). While sanctions are ultimately dependent on the specific circumstances of individual cases, the guide and accompanying Institutional Sanctioning Guidelines provide a starting point for determining sanctions and, by doing so, promote fairness through greater consistency.
- Developed and implemented referral forms between the office and the Counseling Center, as well as between the office and the Student Affairs Case Manager. This process has resulted in greater effectiveness, coordination and information-sharing between units, thus allowing the University to more effectively and efficiently meet the needs of referred students.
- Set up the CARE module in Symplicity's Advocate System for use by the Student Affairs Case Manager and the University's Coordinated Care and Response Team. Further, provided ongoing assistance to the Case Manager in the effective implementation of the system, and generated reports as needed.

**Section VII: Measuring Up – Research, Assessment, and Evaluation<sup>5</sup>**

**Previous Year’s Goals and Outcomes**

<b>Department Goals</b>	<b>Summative Outcomes</b>
Implement student learning outcomes and 3-year assessment plan during the 2018-2019 academic year.	<ul style="list-style-type: none"> <li>• Departmental Plan and Assessment Plan submitted to Assistant Vice President of Student Affairs/Dean of Students on 8/16/2018.</li> <li>• Student Conduct Process Survey implemented (Appendix B); 32 responses submitted in AY18-19.</li> </ul>
Conduct comprehensive review of the Student Code of Conduct during the 2018-2019 academic year.	<ul style="list-style-type: none"> <li>• Regular meetings between Assistant Vice President of Student Affairs/Dean of Students, Associate General Counsel and Assistant Dean for Student Conduct throughout AY18-19.</li> <li>• Draft of completed Code of Community Standards submitted to Assistant Vice President of Student Affairs/Dean of Students for final approval on 5/31/19.</li> </ul>
Introduce “Action Plans” in the 2018-2019 academic year.	<ul style="list-style-type: none"> <li>• Outcome letters updated to reflect revised language</li> <li>• <i>Action Plans and Sanctioning Guide</i> (Appendix D) implemented for AY18-19</li> <li>• 2 in-person trainings conducted with hearing officers (one each semester)</li> <li>• <i>Student Conduct Training Program</i> implemented in MyClasses with particular attention to the development of action plans; access granted to all hearing officers</li> <li>• Hearing Officer Survey (Appendix C) sent to hearing officers at the end of each semester for feedback</li> </ul>

**Other Projects**

<b>Project</b>	<b>Key Result(s) or Outcomes</b>	<b>Organizational Changes</b>
Student Conduct Training Program in MyClasses	<ul style="list-style-type: none"> <li>• Hearing officers spent an average of 1.32 hour logged into the Student Conduct Training Program in MyClasses.</li> </ul>	Online training program to be fully implemented in AY19-20
Summary of Pre-Hearing forms	<ul style="list-style-type: none"> <li>• 65.63% of students surveyed strongly agreed, and 15.63% agreed, with the following statement: “My conduct officer informed of the student conduct process, including appeal process, and was able to answer my questions.”</li> <li>• 75% of Case Administrators surveyed strongly agreed, and 25% agreed, with the following statement: “The systems and processes in place make it easier for me to do a good job.”</li> </ul>	Pre-Hearing Forms will continue to be implemented in AY19-20 to ensure Case Administrators have an effective “checklist” of procedural information to be provided to students at each pre-hearing conference.
Action Plan and Sanctioning Guide	<ul style="list-style-type: none"> <li>• 38.71% of students surveyed strongly agreed, and 22.58% agreed, with the following</li> </ul>	Action Plan and Sanctioning Guide to be updated as needed and implemented in AY19-20.

<sup>5</sup> Contact the Associate Vice President for assistance in completing this section if needed.

	<p>statement: “The Action Plan is fair and appropriate to the violation(s).”</p> <ul style="list-style-type: none"> <li>75% of Case Administrators surveyed strongly agreed with the following statement: “I have access to the tools and resources I need to do my job well.”</li> </ul>	
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**Student Learning Outcomes**

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division’s SLOs	Evidence of Learning
Articulate Salisbury University’s standards of behavior outlined in the Student Code of Conduct			<ul style="list-style-type: none"> <li>62.5% of students surveyed strongly agreed with the statement “I am more knowledgeable about of the University’s expectations with respect to student behavior.”</li> </ul>
Recognize why standards of conduct exist and why the University is concerned about student behavior.			<ul style="list-style-type: none"> <li>56.25% of students surveyed strongly agreed with the statement “I have a better understanding of why the University is concerned about student behavior.”</li> </ul>
Identify how their actions are consistent or inconsistent with their personal and community values and expectations.			<ul style="list-style-type: none"> <li>N/A</li> <li>Assessment starting in Year 2 of 3-Year assessment plan through implementation of personal statement rubric</li> </ul>
Develop an action plan that will help them be successful at Salisbury University and beyond, and avoid future violations of the University’s Code of Conduct.			<ul style="list-style-type: none"> <li>N/A</li> <li>Assessment starting in Year 2 of 3-Year assessment plan through implementation of personal statement rubric</li> </ul>
Describe how their interaction with the Office of Student Conduct will help them (re)define their behavior and be(come) responsible members of the community.			<ul style="list-style-type: none"> <li>N/A</li> <li>Assessment starting in Year 3 of 3-Year assessment plan through implementation of action plan completion survey</li> </ul>



**Section VIII: Strategic Plan-Related Goals for 2019 – 2020<sup>6</sup>**

*The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. Three to five goals are recommended.*

<b>Department Goal or Objective</b>	<b>Mapped to University Strategic Plan Goals</b>	<b>Mapped to SA Strategic Goals</b>	<b>Examples of Assessment Metrics</b>
<p>Compile robust annual report for Student Accountability &amp; Community Standards including: incident, adjudication and sanction statistics (year-end and trend data), as well as student demographics.</p>	<p>Goal 4</p>	<p>Goal 4</p>	<ul style="list-style-type: none"> <li>• Incident statistics               <ul style="list-style-type: none"> <li>○ Individual Referrals and Total Incidents</li> <li>○ Location of incidents</li> <li>○ Types of Incidents</li> </ul> </li> <li>• Student Demographics               <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Classification</li> <li>○ Ethnicity</li> <li>○ GPA</li> <li>○ Retention data</li> </ul> </li> <li>• Adjudication statistics               <ul style="list-style-type: none"> <li>○ Resolution Types</li> <li>○ Administrative Resolution</li> <li>○ Board Resolution</li> <li>○ Medical Amnesty</li> <li>○ Other</li> <li>○ Outcome</li> <li>○ Violations</li> <li>○ Time-to-Resolution</li> </ul> </li> <li>• Sanction Statistics               <ul style="list-style-type: none"> <li>○ Sanctions Assigned</li> </ul> </li> </ul>
<p>Implement Year 2 of Departmental Assessment Plan through the implementation of a rubric to measure a student's ability to apply and analyze information as a result of participating in student accountability proceedings. Similarly, students who participate in reflection groups will be invite to complete a brief survey once confirmation of attendance is</p>	<p>Goal 1 Goal 2</p>	<p>Goal 2 Goal 4</p>	<ul style="list-style-type: none"> <li>• Student conduct process survey</li> <li>• Individual written reflection rubric</li> <li>• In-person group reflection survey</li> </ul>

<sup>6</sup> Contact the Associate Vice President for assistance in completing this section if needed.



received. Results will be included in annual departmental report.			
Implement educational programs for students, faculty and staff regarding the Code of Community Standards.	Goal 1	Goal 2	<ul style="list-style-type: none"> <li>• Number of presentations of incoming students during orientation program</li> <li>• Program evaluation surveys</li> </ul>
Implement Alternative Resolution Processes for interpersonal conflicts in which no alleged violation of the University policy has occurred and/or the parties wish to resolve the matter informally.	Goal 2 Goal 3 Goal 4	Goal 1 Goal 3	<ul style="list-style-type: none"> <li>• Number of Alternative Resolution Processes facilitated</li> <li>• Alternative resolution process survey</li> </ul>

## **APPENDICES, CHARTS, TABLES AND GRAPHS**

**APPENDIX A: 2018-2019 STUDENT CONDUCT STATISTICS**

**Incident Statistics**

During the 2018-2019 academic year, **413 incidents** were reported to the University, resulting in **984 unique incidents** (as each reported incident may involve more than one individual/student group, and each individual report is resolved separately).

<b>Incident Type</b>	<b>Count</b>
Residence Life	682
Student Conduct	298
Neighborhood Complaint	4
<b>Total</b>	<b>984</b>

<b>Location</b>	<b>Count</b>
Residence Halls	710
Off Campus	174
Non-Residential Campus Buildings	100
<b>Total</b>	<b>984</b>

<b>Workflow Status</b>	<b>Count</b>
Closed/Responsible	519
Closed/Not Responsible	282
Closed/No Violation	81
Pending Meeting	48
Pending Decision	46
Appealed	4
Pending Resolution	4
<b>Total</b>	<b>984</b>

<b>Meeting Type</b>	<b>Count</b>
Pre-Hearing Conference	1032
Administrative Hearing	164
Community Board Hearing	32
Sanction Meeting	8
Medical Amnesty Meeting	6
Outreach Meeting	4
Appeal Hearing	3
Informal Resolution Meeting	2
Meeting	2
Complainant Meeting	1
<b>Total</b>	<b>1254</b>

## Student Demographics

Students documented in incidents referred for review by the Dean of Students Office and/or Housing and Residence Life had an **average GPA of 2.33**. See additional self-reported demographic information below.

<b>Class</b>	<b>Count</b>
Freshman	387
Sophomore	172
Junior	93
Senior	76
Undergraduate 2nd Bachelors	1
<b>Total</b>	<b>729</b>

<b>Ethnicity</b>	<b>Count</b>
White	677
Black/African American	163
Hispanic/Latino	65
Asian	36
American Indian/Alaska Native	8
Native Hawaiian/Other Pacific Islander	1
Not Specified	1
<b>Total</b>	<b>951</b>

<b>Gender</b>	<b>Count</b>
Male	624
Female	350
<b>Total</b>	<b>974</b>

## Findings

Finding	Count
<b>Alcohol A</b> - No person who is less than 21 years of age may purchase, possess or consume any type of alcoholic beverage	215
<b>Noise</b>	130
<b>Drugs A</b> - The possession or use of drugs	62
<b>Disruptive Behavior E</b> - Any event occurring on or off campus that is disruptive to normal activities and has not received official support from University and/or local community officials. This may include, but is not limited to, parties, events involving live bands and/ DJs, etc.	52
<b>Theft</b>	37
<b>Drugs B</b> - The possession or use of drug paraphernalia or other items used in preparing or consuming illegal drugs	34
<b>Misrepresentation of Information A</b> - Knowingly furnish false or misleading information to University officials or law enforcement officials	25
<b>Alcohol B</b> - Excessive consumption of alcohol is prohibited regardless of age. Excessive consumption would be any amount that limits an individual's ability to engage in normal activities, including driving	22
<b>Alcohol 6</b> - Alcohol paraphernalia is prohibited in any residential space that is occupied by an individual under the legal drinking age. Examples of paraphernalia include, but are not limited to, collections of alcohol labels and beer caps, cardboard cut outs of alcohol boxes and cleaned alcohol containers used in a decorative manner	18
<b>Alcohol C</b> - No person may possess an open container of alcohol in a public area	17
<b>Failure to Comply B</b> - Failure to follow the reasonable directions of University officials (including Salisbury University Police, faculty and/or staff), law enforcement agents, or officials at other colleges and universities that are necessary for the proper conduct of the University and University community	15
<b>Disruptive Behavior F</b> - Conduct that is inappropriate, disorderly or disruptive in nature. Examples include, but are not limited to: public urination, yelling, use of profanity or behavior that a reasonable person would consider disorderly	13
<b>Housing/Residence Life Violations E</b> - For the health and safety of all occupants, as well as for the care of the facility, the University has placed limits on items being permitted in the residence halls	13
<b>Guests</b>	12
<b>Fire and/or Safety Equipment E</b> - Possessing prohibited materials in the residence halls or any other campus building (e.g. halogen lamps, candles, etc.)	11
<b>Fire and/or Safety Equipment D</b> - Failing to immediately vacate University buildings during or after an alarm	8
<b>Vandalism of Property and/or Acts of Destruction C</b> - No student shall engage in behavior that causes damage to anyone's personal property, community or University property, 10 damage or litter, attempt to destroy, or assist another student in destroying damaging or littering any property of the University, community or of another individual	8
<b>Fire and/or Safety Equipment C</b> - Misusing, tampering or damaging safety equipment (including cameras, exit signs and blue lights) or fire safety equipment (including alarm systems, alarmed fire safety doors, smoke detectors or fire extinguishers)	6

<b>Unauthorized Access</b>	6
<b>Disruptive Behavior D</b> - Engaging in disorderly conduct, including, but not limited to, direct involvement in a verbal and/or physical altercation	5
<b>Failure to Comply A</b> - Failure to comply with or violating the terms of an imposed disciplinary sanction	5
<b>Vandalism of Property and/or Acts of Destruction A</b> - Acts of destruction against the property of others will not be tolerated	5
<b>Aiding and Abetting</b>	4
<b>Disruptive Behavior H</b> - Pranks that cause or have the potential for causing damage to the University or anyone's personal or public property	4
<b>Fire and/or Safety Equipment A</b> - Setting a fire (including charring, burning, lighting of papers, lighting of candles or smoking materials, or any other act that could cause a fire)	4
<b>Smoking and Vaping</b>	4
<b>Threats of Acts of Violence C</b> - Conduct that threatens or that can be construed as threatening; or	3
<b>Alcohol</b>	2
<b>Alcohol H</b> - No person may operate a vehicle, bicycle, scooter, skateboard, etc., under the influence of alcohol	2
<b>Dangerous Weapons, Fireworks and Explosives</b>	2
<b>Housing/Residence Life Violations B</b> - Tampering with locks, locking mechanisms, or damages to doors preventing them from being able to close or open properly is strictly forbidden	2
<b>Threats of Acts of Violence A</b> - Causing physical harm	2
<b>Threats of Acts of Violence D</b> - Conduct endangering the health and safety of any person.	2
<b>Traffic Rules and Regulations</b>	2
<b>Alcohol D</b> - No person may provide alcohol to any person who is less than 21 years of age	1
<b>Disruptive Behavior B</b> - Trespassing or unauthorized entry	1
<b>Drugs</b>	1
<b>Fire and/or Safety Equipment</b>	1
<b>Fire and/or Safety Equipment C</b> - Misusing, tampering or damaging safety equipment (including cameras, exit signs and blue lights) or fire safety equipment (including alarm systems, alarmed fire safety doors)	1
<b>Hazing A</b> - Any activity that causes or requires the student to perform a task that involves violation of the University Code of Conduct, or local, state or federal law	1
<b>Hazing B</b> - Any activity requiring the consumption of food, alcohol, liquid, drugs or other substances	1
<b>Threats of Acts of Violence B</b> - Threat through which the speaker intends to communicate a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals	1
<b>Total</b>	<b>760</b>

<b>Administrative Sanctions</b>
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<b>Administrative Sanction</b>	<b>Count</b>
Probation	348

University Warning	123
Suspension	5
Permanent Dismissal	3
<b>Total</b>	<b>479</b>

<b>Active Sanctions</b>
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Active Sanction	Category	Count
Fine	Fine	283
Parent/Guardian Notification	Intervention	239
Alcohol Education – Think About It	Educational	186
Personal Statement	Educational	95
Drug Education – Think About It	Educational	59
Student Affairs Case Manager Referral	Intervention	45
Sanctioned Service	Restorative	44
Educational Requirement	Educational	24
Other	Unspecified	21
Restitution	Restorative	21
Letter of Apology	Restorative	11
Restriction	Unspecified	11
Alcohol Assessment	Intervention	5
Substance Assessment and Intervention	Intervention	4
Anger Management Assessment	Intervention	2
Drug Assessment	Intervention	1
<b>Total</b>		<b>1051</b>

**APPENDIX B: 2018-2019 STUDENT CONDUCT PROCESS SURVEY**

**Survey Instructions**

We invite you to complete this survey and provide your feedback regarding the University's student conduct process. The results will be used for the purpose of ongoing program improvement efforts. If you have any questions about this survey, please contact Helena Hill, Assistant Dean for Student Conduct, at [hlhill@salisbury.edu](mailto:hlhill@salisbury.edu). Thank you in advance for your time and cooperation. Your input is greatly appreciated!

**Default Question Block**

Before the student conduct meeting...

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The email communication I received regarding my case was easy for me to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received sufficient information about the conduct process so that I could prepare for my hearing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was informed of the meeting in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reviewed the information provided about the student conduct process in preparation for my meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During my student conduct meeting...



	Strongly agree	Agree	Somewhat agree	agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
My conduct officer informed of the student conduct process, including appeal process, and was able to answer my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given the chance to tell my side of the story, and my conduct officer listened to what I had to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt pressured to accept responsibility for violating the Code of Conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My conduct officer was interested in my success at SU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My conduct officer informed me of the resources available to me on- and off-campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My conduct officer treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After my student conduct meeting...

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
My decision letter was sent to me in a timely manner after my preliminary meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
The decision about whether or not I was responsible was fair, based on the information my officer had about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Action Plan is what I expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Action Plan is fair and appropriate to the violation(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My case was handled in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of participating in student conduct proceedings...

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am more knowledgeable about of the University's expectations with respect to student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a better understanding of why the University is concerned about student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am less likely to engage in similar behavior in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am less likely to engage in any other behavior that may violate the Code of Conduct in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To improve our processes, please provide additional comments below.

## Default Question Block

This is an anonymous survey for student conduct hearing officers at Salisbury University. This survey is intended to give the Dean of Students Office guidance to continuously improve our practices and support you in your role. Thank you in advance for your cooperation. If you have any questions, please contact Helena Hill at [hlhill@salisbury.edu](mailto:hlhill@salisbury.edu).

Please indicate your level of agreement with each of the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Not Applicable
The Dean of Students Office gives me enough information to do my job well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Dean of Students Office has communicated a vision of student conduct that motivates me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to the tools and resources I need to do my job well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided with all trainings necessary for me to perform my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The systems and processes in place make it easy for me to do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what I need to do to be successful in my role as hearing officer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Not Applicable
I am encouraged to come up with new and better ways of doing things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Dean of Students Office makes changes based on my suggestions and feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have learned new skills in my role as hearing officer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate opportunities to develop my professional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The other hearing officers and I work well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there some things we are doing great in the student conduct program?

Are there some things we are not doing so great in the student conduct program?

Is there something else you think we should have asked you?



# ACTION PLANS AND SANCTIONING GUIDE

## INTRODUCTION

The Dean of Students Office developed this guide as a starting point for developing Action Plans and determining sanctions. The accompanying Institutional Sanctioning Guidelines provide a uniform set of initial sanctions for all Case Administrators and promote fairness through greater consistency.

**Please note, however, that the guidelines are not absolutes or exhaustive of every potential violation.** Ultimately, the sanctions are dependent on the specific circumstances of individual cases in accordance with the sanctioning factors outlined below.

## SANCTIONING PHILOSOPHY

While students interacting with the student conduct process may think of the outcome as a form of punishment, the Dean of Students Office views it as an Action Plan. With the development of Action Plans, we support our efforts to implement a student conduct process that is procedurally-sound, community-focused, and learning-centered.

As a Case Administrator, you will have an opportunity to partner with the student to develop a plan of action that promotes student learning, addresses the impact of the student's actions, connects the student with campus resources, and ultimately sets the student on a successful path as a member of our campus community.

## DEVELOPING ACTION PLANS

When developing Action Plans and assigning sanctions, it is important to keep sanctioning factors in mind to ensure the outcome is both fair to the student and promotes the welfare of the campus community. It is also important to consider the student's perspective when developing Action Plans, as the student should be empowered to play a central role in their own learning.

Students who accept responsibility or are found in violation of the Student Code of Conduct are generally assigned an administrative sanction and one or more active sanctions as part of their Action Plan. **Administrative sanctions** describe the student's disciplinary standing with the University, and do not require any action on the part of the student. **Active sanctions** on the other hand, serve to educate the student and address the impact of the student's behavior, and generally require some sort of action from the student.

In developing Action Plans, the University considers the nature and severity of the incident, institutional sanctioning guidelines, the student's previous disciplinary history, individual and community needs, and mitigating and/or aggravating circumstances. See the side panel for guidance on how to use sanctioning factors to inform the development of Action Plans.

## STEP-BY-STEP: DEVELOPING ACTION PLANS

- 1) **Nature and Severity of the Violation**
  - a) Determine specifically what happened in the incident, and what violation(s) of the Student Code of Conduct occurred; and
  - b) Determine the impact of the student's behavior, actual and/or potential, on individuals and the overall community.
- 2) **Previous Disciplinary History of the Student**
  - a) Consult the student's record in Advocate to determine the student's previous disciplinary history and how it may impact the sanctions for the current incident.
- 3) **Institutional Sanctioning Guidelines**
  - a) Consult the Sanctioning Guidelines (page 3) to determine the typical sanctions for each violation.
- 4) **Individual and Community Needs**
  - a) Consider individual and community needs as it relates to the incident:
    - i) *Where is the student developmentally, and what educational requirements may be particularly useful to the student?*
    - ii) *Is there harm to the community that can be repaired through restorative actions?*
- 5) **Mitigating and/or Aggravating Circumstances**
  - a) Consider whether there are any circumstances that may warrant more lenient or severe sanctions:
    - i) *Was it the intent of the student to violate the Code of Conduct?*
    - ii) *Is there something going on in the student's life that impacted the student's decision-making?*
    - iii) *Did the student place blame, act disrespectfully, or disrupt the student conduct proceedings?*
    - iv) *Is the student accountable to their behavior and do they understand why the behavior was inappropriate?*
    - v) *Was the student under the influence of alcohol and/or other drugs at the time of the incident? **Please note that the use of alcohol and/or drugs is never a mitigating factor.***

# INSTITUTIONAL SANCTIONING GUIDELINES

These guidelines provide a uniform set of initial sanctions for common violations of the Student Code of Conduct. Please note that a student's disciplinary record is cumulative. If a student has a prior conduct history, the nature of that history must be examined by the Case Administrator. If the nature of the violation(s) that comprise the student's disciplinary history is similar to the nature of the current violation, these guidelines will help Case Administrators determine appropriate administrative and active sanctions for subsequent occurrences. If the nature of the violation(s) that comprise the student's disciplinary history is not similar to the nature of the current violation, the administrative sanction (i.e., warning, probation, suspension or dismissal) will typically escalate from one incident to the next.

**Please note, that the guidelines are not absolutes or exhaustive of every potential violation. Ultimately, the sanctions are dependent on the specific circumstances of individual cases and may be modified in response to identified sanctioning factors. Please consult the "Step-by-Step: Developing Action Plan" section (page 1) for additional sanctioning considerations.**

Violation	Type of Sanction	First Occurrence	Second Occurrence	Third Occurrence
Alcohol (being in the presence of, open container, housing and residence life violation)	Administrative	Warning	Probation I	Probation II
	Active	<ul style="list-style-type: none"> <li>Think About It: Alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Referral to Case Manager</li> <li>Educational Requirement</li> <li>\$70 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Alcohol Assessment</li> <li>Educational Requirement</li> <li>\$70 Fine</li> </ul>
Alcohol (underage use/possession, noise/disruptive behavior, other disciplinary violations)	Administrative	Probation I	Probation II	Suspension or Dismissal
	Active	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Think About It: Alcohol</li> <li>Educational Requirement</li> <li>\$70 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Referral to Case Manager <b>OR</b> Substance Use Assessment (at hearing officer's discretion)</li> <li>Educational Requirement</li> <li>\$70 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> </ul> <p><b>If suspended:</b></p> <ul style="list-style-type: none"> <li>Substance Use Assessment</li> <li>Educational Requirement</li> </ul>
Alcohol (providing alcohol to minors, driving under the influence, excessive consumption)	Administrative	Probation I or Probation II	Probation II or Suspension	Suspension or Dismissal
	Active	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Referral to Case Manager <b>OR</b> Substance Use Assessment (at hearing officer's discretion)</li> <li>Reflection Paper</li> <li>\$100 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Substance Use Assessment</li> <li>Personal Autobiography <b>OR</b> Student Success Plan</li> <li>\$100 Fine (if not suspended)</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> </ul> <p><b>If suspended:</b></p> <ul style="list-style-type: none"> <li>Substance Use Assessment</li> <li>Personal</li> <li>Student Success Plan</li> </ul>

Violation	Type of Sanction	First Occurrence	Second Occurrence	Third Occurrence
Disruptive behavior (off-campus parties)	Administrative	Probation I	Probation II	Suspension
	Active	<ul style="list-style-type: none"> <li>Educational Requirement</li> <li>\$150 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Educational Requirement</li> <li>\$150 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Educational Requirement</li> </ul>
Drugs (use/possession of drugs or drug paraphernalia)	Administrative	Probation I	Probation II	Suspension or Dismissal
	Active	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Think About It: Drugs</li> <li>Educational Requirement</li> <li>\$150 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> <li>Referral to Case Manager <b>OR</b> Substance Use Assessment (at hearing officer's discretion)</li> <li>Educational Requirement</li> <li>\$150 Fine</li> </ul>	<ul style="list-style-type: none"> <li>Parental Notification</li> </ul> <b>If suspended:</b> <ul style="list-style-type: none"> <li>Substance Use Assessment</li> <li>Educational Requirement</li> </ul>
Drugs (distribution)	Administrative	Suspension or Dismissal		
	Active	<ul style="list-style-type: none"> <li>Parental Notification</li> </ul> <b>If suspended:</b> <ul style="list-style-type: none"> <li>Substance Use Assessment</li> <li>Educational Requirement</li> </ul>		
Failure to comply (failure to complete sanctions by deadline)	Administrative	Probation I (until sanctions are completed)		
	Active	<ul style="list-style-type: none"> <li>Hold on account</li> <li>\$50 fine</li> </ul>		
Failure to comply (failure to follow reasonable directions for University and/or law enforcement officials)	Administrative	Warning	Probation I	Probation II
	Active	<ul style="list-style-type: none"> <li>Educational Requirement</li> </ul>	<ul style="list-style-type: none"> <li>Educational Requirement</li> </ul>	<ul style="list-style-type: none"> <li>Educational Requirement</li> </ul>
Guests	Administrative	Handled on a case-by-case basis depending on the policy violated by guest(s)		
	Active	<ul style="list-style-type: none"> <li>Handled on a case-by-case basis depending on the policy violated by guest(s)</li> </ul>		
Housing/Residence Life violations (possession of alcohol paraphernalia)	Administrative	Warning	Warning	Probation I
	Active	<ul style="list-style-type: none"> <li>No fine if evidence of alcohol consumption if not present</li> <li>\$25 fine if evidence of alcohol consumption is present</li> </ul>	<ul style="list-style-type: none"> <li>\$25 fine</li> </ul>	<ul style="list-style-type: none"> <li>\$25 fine</li> </ul>



Violation	Type of Sanction	First Occurrence	Second Occurrence	Third Occurrence
Housing/Residence Life violations (possession of prohibited items)	Administrative	Warning	Warning	Probation I
	Active	<ul style="list-style-type: none"> <li>No fine if evidence of use not present/decorative use</li> <li>\$25 fine if evidence of use of prohibited items is clear</li> </ul>	<ul style="list-style-type: none"> <li>\$25 fine</li> </ul>	<ul style="list-style-type: none"> <li>Educational requirement</li> <li>\$25 fine</li> </ul>
Misrepresentation of information (possession of false ID)	Administrative	Warning	Warning	Probation I
	Active	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Educational Requirement</li> </ul>	<ul style="list-style-type: none"> <li>Educational Requirement</li> <li>\$25 fine</li> </ul>
Noise	Administrative	Warning	Warning	Probation I
	Active	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Educational requirement</li> </ul>	<ul style="list-style-type: none"> <li>Educational Requirements</li> <li>\$25 fine</li> </ul>
Noise (during Finals Week)	Administrative	Warning	Probation I	
	Active	<ul style="list-style-type: none"> <li>\$25 fine</li> </ul>	<ul style="list-style-type: none"> <li>Temporary housing removal through the duration of finals</li> <li>\$25</li> </ul>	
Smoking and Vaping	Administrative	Warning	Warning	Probation I
	Active	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>\$75 fine</li> </ul>	<ul style="list-style-type: none"> <li>\$75 fine</li> <li>Educational requirement</li> </ul>
Theft	Administrative	Probation II	Suspension	Dismissal
	Active	<ul style="list-style-type: none"> <li>Restitution, if applicable</li> <li>Educational Requirement</li> </ul>	<ul style="list-style-type: none"> <li>Restitution, if applicable</li> <li>Educational Requirement</li> </ul>	
Vandalism of property and/or acts of destruction (behavior that causes damage to personal or University property)	Administrative	Handled on a case-by-case basis depending on the nature and/or severity of incident		
	Active	<ul style="list-style-type: none"> <li>Handled on a case-by-case basis depending on the nature and/or severity of incident</li> </ul>		