

University of San Francisco
Division of University Life

Office of Student Conduct, Rights & Responsibilities



**Program Review
Materials
November 2008**

Julie Orio
Assistant Dean of Students

Ryan Garcia
Assistant Director

**University of San Francisco
Division of University Life**

Office of Student Conduct, Rights and Responsibilities

Self-Study for Program Review

OSCRR Self-Study Table of Contents

- 1. OSCRR Self-Study Executive Summary**
- 2. University of San Francisco & University Life (UL) Information:**
 - USF Vision, Mission, Values
 - UL Commitments Statement
 - UL Strategic Plan
 - UL Organization Chart
- 3. OSCRR Overview:**
 - OSCRR Organizational Chart
 - Re-alignment Memo
 - Services
- 4. Self Study:**
 - CAS Self-Assessment
 - CAS Standards
 - Benchmarking
 - ASJA Ethical Principals
- 5. OSCRR Goals & Assessment:**
 - Student Learning Outcomes
 - Curriculum Map
 - Annual Reports
 - Student Conduct Survey
 - UL Assessment Plan
- 6. Policy Development (Examples)**
 - Psychological & Physical Emergency Policy (most recently developed)
 - Eating Disorder Protocol (currently being developed)
- 7. Budget:**
 - Financial Profile
 - OSCRR Quick Glance Budget Study
- 8. Training Materials:**
 - Student Conduct/Crisis Management Training Manual
 - Emergency Response Protocol
 - Student Conduct Board Training
 - Public Safety Training

- Brief Motivational Interview (BMI) Training
- Disciplinary Hearing Committee (DHC) disk

9. Alcohol Education:

- Department of Education Grant
- Department of Education Report
- Community Standard Fines

10. Violence Education:

- Student Resource Team (SRT)
- 1in4
- Sexual Violence Resource Packet

11. Strategic Planning:

- Name Change
- On-line Fogcutter
- Student Conduct Administrative Assistant Rationale
- Planning Initiative: Student Conduct Database

12. Appendices:

- Student Conduct Stats
- Job Descriptions
- Fogcutter Disk

Office of Student Conduct, Rights & Responsibilities Self – Study Executive Summary for Program Review Fall 2008

During the Fall 2008 semester, The Office of Student Conduct, Rights & Responsibilities (OSCRR) at the University of San Francisco conducted its Internal Program Review.

Components of the internal review included:

- Council for the Advancement of Standards (CAS) in Higher Education Self-Assessment for Student Conduct Programs
- Ten Guiding Principles for Campus Judicial Officers
- The Association of Student Judicial Affairs (ASJA) Ethical Principles and Standards of Conduct
- Review of Strategic Initiatives based on benchmarking efforts.

Areas of strength and improvement were identified through analysis of the four above components of the self-study.

OSCRR STRENGTH AREAS

- **Case Management:** the department manages many complicated and sensitive cases in a purposeful and holistic way.
- **Consultation:** it is evident through the increase in staff and faculty consultations that there has been an increase in collaboration between OSCRR and staff and faculty. Several departments within all of the schools and colleges are relying on OSCRR for guidance and support.
- **Crisis Response/Management:** a supportive community has been created through its coordination of the division's Crisis Management Team. Once the Deans Team was reconfigured, the Assistant Dean of Students recognized the importance of restructuring the Crisis Management team. The team meets weekly to process situations, plan coordinated responses, and review policies and procedures. The Crisis Management team has also taken part in emergency response training and professional development opportunities.
- **Program Development:** in order to better serve our students and community and to honor the mission and values of the University of San Francisco, time was spent to re-align and clarify our organizational structure.

- **Goals/Mission Alignment:** in fulfilling the responsibility of enforcing the Standards of Nonacademic Conduct, OSCRR provides a supportive community for students through an educational and development approach.
- **Collaboration:** through intentional efforts that concentrate on creating university partnerships and a great deal of proactive outreach OSCRR educates many people about the overall operations of the office and the importance of student conduct and crisis management.

OSCRR AREAS THAT COULD BE IMPROVED

- **Sanctions:** continue to evaluate the effectiveness of educational sanctions.
- **Training:** continue to improve training for all staff that play a role in the conduct and crisis management/response process.
- **Program Evaluation, Assessment & Research :** while OSCRR conducts regular program and service evaluations, the need exists to increase the quantity and update the quality of the evaluations to measure student learning outcomes
- **Proactive Efforts:** more involvement in student & family programming. Increase earlier intervention with students.
- **Neighborhood Relations:** there has been an increase in neighborhood complaints regarding USF students. Need to spend time determining next steps in working with the broader external community.
- **Use of conduct boards:** re-evaluate use of conduct boards.
- **Human Resources:** increase in staff to focus on proactive educational efforts (i.e. BMI's) and outreach to campus and broader community.

OSCRR AREAS THAT SHOULD BE IMPROVED

- **Technology:** continue to improve/acquire technology to enable better tracking of cases and crisis management. Better use of existing technology to help serve our students.
- **Tracking:** continue to improve tracking of both case management and crisis management.
- **Non-university life faculty and staff outreach:** continue to increase efforts to better educate faculty and staff on role of OSCRR.
- **Enhanced follow-up:** provide more in-depth follow-up to students and community.
- **Conduct Code:** continue to improve code. Although current code is based on the model code issues have been identified.
- **Facilities:** continue to improve office lay-out and locate space that is accessible 24 hours a day seven days a week for meetings.
- **Emergency Response Protocols & Procedures (ERP's):** continue to evaluate and improve ERP's.

OSCRR TOP PRIORITY IMPROVEMENT AREAS

The following information was identified from the Could/Should Improve lists stated above. The top priority areas for improvement of the OSCRR program were:

- **Technology:** continue to improve/acquire technology to enable better tracking of cases and crisis management. Better use of existing technology to help serve our students.
- **Tracking :** continue to improve tracking of both case management and crisis management.
- **Training:** continue to improve training for all staff that play a role in the conduct and crisis management/response process.
- **Non-university life faculty and staff outreach:** increase efforts to better educate faculty and staff on role of OSCRR.
- **Enhanced follow-up:** provide more in-depth follow-up to students and community.
- **Conduct Code:** continue to improve code. Although current code is based on the model code issues have been identified.
- **Emergency Response Protocols & Procedures (ERP's):** continue to evaluate and improve ERP's.

VISION, MISSION *and* VALUES

of the University of San Francisco

Approved by the Board of Trustees September 11, 2001

VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

CORE VALUES

The University's core values include a belief in and a commitment to advancing:

- { 1 } the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University
- { 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion
- { 3 } learning as a humanizing, social activity rather than a competitive exercise
- { 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making
- { 5 } diversity of perspectives, experiences and traditions as essential components of a quality education in our global context
- { 6 } excellence as the standard for teaching, scholarship, creative expression and service to the University community
- { 7 } social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations
- { 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world
- { 9 } the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others
- { 10 } a culture of service that respects and promotes the dignity of every person.

STRATEGIC INITIATIVES

The following initiatives are key to the University's achieving recognition as a premier Jesuit Catholic, urban university:

- { 1 } Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Visions, Mission and Values;
- { 2 } Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.
- { 3 } Provide an attractive campus environment and the resources to promote learning throughout the University:
 - Learning resources that improve the curriculum and support scholarship
 - Facilities to support outstanding educational programs
 - Technology solutions to enhance learning and improve service
- { 4 } Continue to strengthen the University's financial resources to support its educational mission.



University Life Commitments

In its efforts to realize the Vision and to advance the Mission of the University of San Francisco, the Division of University Life collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition.

More specifically, University Life is responsible for weaving into the daily fabric of student life those programs, services and opportunities that develop whole persons, embrace multiculturalism, embody the Jesuit Catholic ethos, and challenge students to exemplify the University's Core Values.

Therefore, University Life commits to:

- Promoting a common good that includes the needs of all students.
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community.
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community.
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills.
- Creating an environment that supports a socially responsible way of being together in community.
- Recognizing and celebrating the achievements and contributions of all students.

October 17, 2003

Division of University Life

The University of San Francisco
Division of University Life
Strategic Goals and Outcomes (2007-2010)

University Life Strategic Goal 1:

Create and implement a student leadership development plan that promotes social responsibility through student integration of knowledge, skills and practice.

To further USF's Vision to "educate leaders who will fashion a more humane and just world" and to institutionalize social responsibility and leadership in the undergraduate student experience, University Life will actively promote the development of socially responsible student leaders by engaging students, faculty and staff in leadership as an on-going process designed to influence social change that "creates, communicates, and applies knowledge to a world shared by all people and held in trust for future generations." Programs will increase students' understanding of themselves, others, and the broader community in the context of leadership, change, and a commitment to USF's Core Values.

To achieve the first strategic goal, we intend to accomplish the following three

Outcomes:

- a. Implement student leadership development programs based on USF's Core Values and the Social Change Model of Leadership. (Greg Wolcott)
- b. Develop a co-curricular transcript program that assists students in tracking their involvement, building a more complete resume, and reflecting on their USF student experience. (James Cattigay)
- c. Partner with faculty to develop a Leadership Minor which includes credit bearing curricular and co-curricular components. (Greg Wolcott)

University Life Strategic Goal 2:

Increase University Life's ability to build an inclusive community at USF.

To fulfill USF's mission of building a "diverse, socially responsible learning community" by "engag[ing] a diversity of perspectives, experiences and traditions as essential components of a quality education" and to institutionalize diversity as a learning resource for students and staff, University Life will develop and retain multiculturally aware, knowledgeable, and skilled persons and professionals by challenging students and staff to engage in honest dialogue and reflect upon experiences of identify, difference, privilege, and equity.

To achieve the second strategic goal, we intend to accomplish the following three

Outcomes:

- d. Establish the Council of Equity and Inclusion to (i) develop and implement a sustained cultural competence professional development series, (ii) facilitate opportunities for ongoing dialogue within University Life on multiculturalism, personal identity and differences and (iii) submit recommendations regarding cultural competence and diversity initiatives to the Vice President. (Mary Grace Almandrez)
- e. Partner with University constituencies to create learning opportunities on cultural competence for first-year students. (Barbara Thomas)
- f. Expand the Allies Training Program to educate on privilege, identity development, cultural competence and ally-building. (Steve Nygaard)

University Life Strategic Goal 3:

Promote student success.

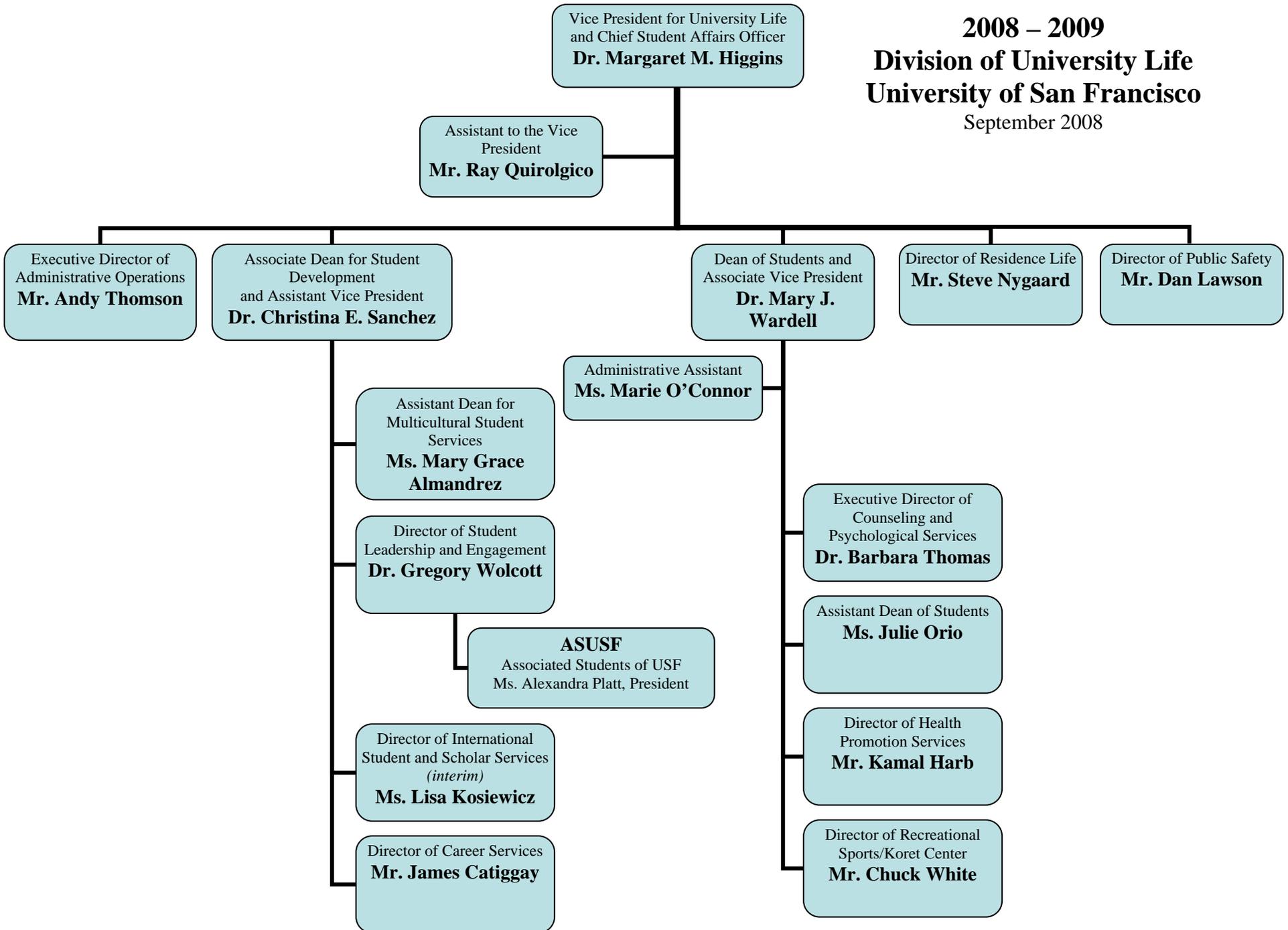
To “enroll, support and graduate a diverse student body”, University Life will continue to foster a supportive learning environment focused on improving student centered space and positively impacting the holistic development of identified student populations at critical times in their undergraduate student experience.

To achieve the third strategic goal, we intend to accomplish the following two Outcomes:

- g. Improve student-centered spaces. Advise planning efforts for a renovated, student-centered University Center. (Andy Thomson)
- h. Analyze, make recommendations, and begin plan for a first-year non-residential student experience. (Linda Thomas)

9/20/07 mmh

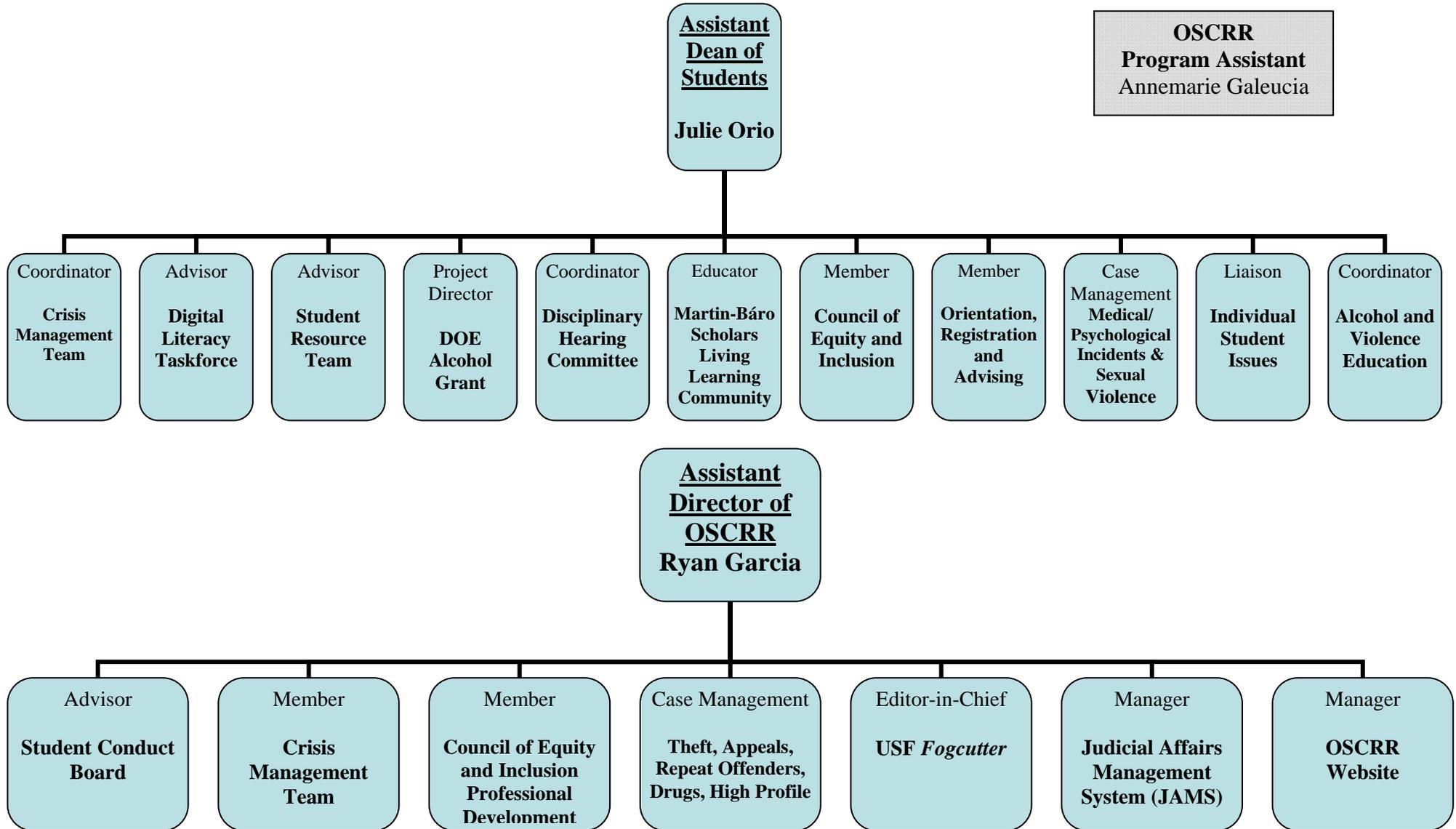
2008 – 2009
Division of University Life
University of San Francisco
 September 2008



Office of Student Conduct, Rights and Responsibilities

A part of the University Life Division of the University of San Francisco

Last updated 11/7/08



To: Margaret Higgins
From: Mary Wardell, Dean of Students and Associate Vice President
Julie Orio, Assistant Dean of Students
Date: April 5, 2008
RE: Dean of Students and Associate Vice President Organizational Structure

In order to better serve our students and community and to honor the mission and values of the University of San Francisco we want to take this opportunity to re-align and clarify our organizational structure.

Organizational Structure:

Housed in The Division of University Life, The Office of the Dean of Students and Associate Vice President main responsibilities include:

- Respond to a myriad of issues and concerns from students, staff, faculty, families, alumni, and other external constituents related to student development and success.
- Initiate appropriate responses to student issues, including communication with campus entities, distribution of publications and support of student programs.
- Provide appropriate consultation to campus constituents and colleagues as needed, develop and maintain strong relationship with student leaders and organizations.
- Oversee all processes related to student crisis interventions and coordinate the Division's response to student emergency situations.
- Initiate, coordinate, and implement policies for the department that are effective, efficient, and conducive to the personal, social, physical, spiritual, cultural development, and general welfare of students.
- Educate the university community around issues of student conduct and behavior and its alignment with the University's core values. Including overseeing the entire disciplinary process.
- Design intentional services and programs to assure student success and guide university-wide retention efforts in collaboration with academic Colleges and Schools, Division of Academic Services, the Associate Provost for Diversity, and the Associate Deans Council.

The Office is comprised of 4 positions with the hopes of adding one additional administrative assistant to support the Assistant Dean of Students and the Coordinator of Judicial Affairs.

- Dean of Students/Associate Vice President
- Assistant Dean of Students
- Coordinator of Judicial Affairs
- Administrative Assistant (who also supports the Associate Dean of Student Development/ Assistant Dean of Students)

In order to honor the multi-dimensional roles of the this office we would like to change the Coordinator of Judicial Affairs title to Director of Student Conduct, Rights & Responsibilities. Job responsibilities will not change however this title will better reflect

the work that is already being done. We propose a \$5,000 increase in compensation. This increase can be funded through the Community Standard Fee fund.

Thank You

University of San Francisco Office of the Dean of Students & Associate Vice President

The Office of the Dean of Students & Associate Vice President, housed in the Division of University Life serves as an advocate for students in areas pertaining to the campus life at The University of San Francisco. Do not hesitate to contact the Office of the Dean of Students & Associate Vice President if you have any questions or concerns regarding campus life during your time at The University of San Francisco.

- Respond to a myriad of issues and concerns from students, staff, faculty, families, alumni, and other external constituents related to student development and success.
- Initiate appropriate responses to student issues, including communication with campus entities, distribution of publications and support of student programs.
- Provide appropriate consultation to campus constituents and colleagues as needed, develop and maintain strong relationship with student leaders and organizations.
- Oversee all processes related to student crisis interventions and coordinate the Division's response to student emergency situations.
- Initiate, coordinate, and implement policies for the department that are effective, efficient, and conducive to the personal, social, physical, spiritual, cultural development, and general welfare of students.
- Educate the university community around issues of student conduct and behavior and its alignment with the University's core values. Including overseeing the entire disciplinary process.
- Design intentional services and programs to assure student success and guide university-wide retention efforts in collaboration with academic Colleges and Schools, Division of Academic Services, the Associate Provost for Diversity, and the Associate Deans Council.

A Sampling of Services

- **Personal, Family, Medical Emergencies:** The Office the Dean of Students & Associate Vice President will contact faculty members on behalf of a student if we are informed of situations that involve personal, family or medical emergencies. If a student needs to be away from campus and miss class, the student is asked to make direct contact with the faculty member once they return to campus. Students can contact the Dean of Students Office to request faculty notification.
- **Sexual Assault Prevention Resources:** The Office of the Dean of Students & Associate Vice President works with students who may have experienced sexual assault in requesting academic and living accommodations, providing the opportunity to pursue campus proceedings, and identifying campus and local resources such as the Student Resource Team. The Student Resource Team members are faculty and staff trained to support a student through the sexual assault reporting process.
- ***The Fogcutter Student Handbook:*** The publication is revised and distributed as a soft copy every year and is also available online. *The Fogcutter Student Handbook* contains all the policies and procedures relevant to student life.

Programs, Committee's & Activities

Fireside Chats with your Dean	Student Conduct Board
Transfer Student Teas	Disciplinary Hearing Committee
Jesuit Student Leadership Conference	Digital Literacy Taskforce
Leadership Minor	First Year Experience Discussion Group
First-year Mentor Program	Student Resource Team
Deans Team Community Service Event	Women's Campus Luncheon
Campus Community Coalition to Reduce High Risk Drinking	

Office of the Dean of Students & Associate Vice President
University Center, Room 405
415-422-6251

Mary Wardell
Dean of Students & Associate Vice President

Julie Orio
Assistant Dean of Students

Ryan Garcia
Assistant Director of Student Conduct, Rights & Responsibilities

Marie Gengler O'Connor & Annemarie Galeucia
Program Assistants

IMPORTANT ...

When a student decides to attend USF he or she makes the choice to adhere to the University's policies and expectations. It is important for students to know what is expected and understand that there are consequences if they choose not to abide by the policies and expectations.

A University's conduct process may have similarities with a court of law; however, the two systems are independent, have different purposes, processes and standards used to determine responsibility.

USF STUDENT HONOR PLEDGE

As a University of San Francisco student, I pledge to honor the Jesuit values of the University by upholding the highest standards of honesty and integrity in my academic work and respect in my personal interactions with members of the USF community. I also intend to use the knowledge and skills I gain through my education for the common good.

HONESTY

If a student has violated a policy, one of the most important and positive decisions he or she can make afterwards is to take responsibility for his or her actions and to be honest about the incident. Becoming a mature adult requires that one take ownership of personal actions. Regardless of the original violation, if a student is found to be dishonest in the judicial process, he or she will be subject to further disciplinary action up to suspension and/or expulsion.

QUESTIONS?

Fromm Hall Director	(415) 422-5472
Gillson Hall Director	(415) 422-6677
Hayes-Healy Hall Director	(415) 422-6653
Lone Mountain Hall Director	(415) 422-6104
Loyola Village Complex Coordinator	(415) 422-3353
Pedro Arrupe Hall Director	(415) 571-4011
Phelan Hall Director	(415) 422-6777
Assistant Director Office of Student Conduct	(415) 422-5330



Promoting an Ethic of Care

Take care of yourself...

Take care of each other...

Take care of this place.

UNIVERSITY OF SAN FRANCISCO CONDUCT PROCESS

As a USF student, you are expected to take personal responsibility for the choices you make, which includes accepting the consequences of those choices.

"You are your
choices"

- John-Paul Sartre

This brochure does not explain all aspects of the Conduct Process. For more information see the *Fogcutter Student Handbook* or contact the Office of Student Conduct,

Rights & Responsibilities:

Phone: (415) 422-5330

Location: UC 411

www.usfca.edu/studentconduct

MISSION

Creating a more humane and just world starts with one's personal commitment to responsible behavior within their own community. The Office of Student Conduct, Rights & Responsibilities at the University of San Francisco fosters an educational and developmental environment for students, staff and faculty to engage in opportunities resulting in socially responsible interactions.

JURISDICTION

Violations that occur on or off campus by USF students may be addressed through the conduct process.

CONDUCT PROCESS

Any USF student, staff, faculty, or Public Safety Officer may document a report of an alleged violation(s) of the Student Conduct Code and/or the Office of Residence Life Policies. The accused student will receive a letter addressing the alleged violation(s), and meet with a conduct officer or the Student Conduct Board for a conduct meeting, or participate in a formal hearing with the Disciplinary Hearing Committee. If the student is found responsible for a policy violation(s), appropriate sanctions will be imposed. Failure to attend the scheduled conduct meeting will result in further disciplinary action and the case will be heard in the student's absence.

DUE PROCESS

If a student is alleged to have violated the Student Conduct Code and/or the Office of Residence Life Policies, he or she will be afforded the following:

- Notice of the charges and the time and place of the Disciplinary Conference
- Opportunity to participate in a conduct meeting
- Review of the documented report of alleged violations
- Written notice of outcome and sanction(s) – if found responsible
- Opportunity to petition for an appeal

STANDARD OF PROOF

In the University conduct process, the standard used to determine responsibility is 'more likely than not'.

“Our character is what we do when we think no one is looking.” – H. Jackson Brown, Jr.

SANCTIONS

If a student is found responsible for violating the Student Conduct Code and/or the Office of Residence Life policies, appropriate sanction(s) will be imposed. Many factors are taken into consideration when sanctioning: the current violation, the past disciplinary record, previous sanctions that may exist, and the level of understanding the student demonstrates regarding the actions and/or behavior displayed. Sanctions include but are not limited to: warning, reflective papers, fines, restitution, community service, relocation to a different hall, removal from on-campus housing, ban from buildings, disciplinary probation, and suspension or expulsion from the University.

APPEAL PROCESS

If the student is found responsible for a violation(s), he or she may file a petition for an appeal of the decision. To do so a Request for a Disciplinary Appeal form must be submitted to the Assistant Director of Student Conduct (UC 405) within 5 business days of receiving the decision and must meet one or more of the following criteria:

- ✓ The decision is not supported by the information
- ✓ The sanction is incongruent with the violation
- ✓ The procedures provided for in the Fogcutter Student Handbook were not followed
- ✓ New relevant information is available that was not available at the time of the meeting

“I believe we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime.”

–Elisabeth Kublar-Ross

FAQs

I was just documented. What does this mean? *This means a report has been filed alleging you have violated a policy. You will receive written notice of allegations from your conduct officer that will identify the policy or policies that you have allegedly violated and will provide the date, time and location of your conduct meeting.*

Should I attend the conduct meeting? **YES.** *Failure to attend the conduct meeting will only result in further disciplinary action and will not look favorable in your conduct file. The conduct meeting is your opportunity to share your account of the situation and to take personal accountability and responsibility or to provide clarification about your involvement.*

Will being found responsible for a University violation give me a criminal record? *The University process is used to determine whether University standards have been violated. It results in a University disciplinary record, which is maintained for three years after the student's graduation or separation from the University. Students can be charged with a criminal law violation and a University conduct code violation at the same time. Being charged under one system does not preclude being charged under another system.*

Will the Student Conduct Office call my parents if I am found responsible? *Under federal and state law, educational records, including conduct records, are confidential. The student is the custodian of the records and the University may only release information to parents if the student signs a waiver of confidentiality. However, the University may and will notify your parents/guardians after you are found responsible for your first Drug Violation or your second Alcohol Violation or if there is cause for concern about your health or well-being.*

Will I be kicked out of the halls if I am found responsible? *Being removed from the residence halls is a potential sanction for some policy violations. However, removal typically happens as a result of multiple community violations or involvement in major policy violations. Students will be made aware if this is a potential outcome.*

CAS
Self-Assessment Guide
Office of Student Conduct Rights & Responsibilities Programs and Services
 October 2008

Part 1: MISSION

Rating Scale:

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	4
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	4
1.3 The mission is consistent with that of the host institution and the CAS standards.	4
1.4 The program functions as an integral part of the host institution's overall mission.	4
1.5 The program addresses institutional needs by ...	
1.5a developing, disseminating, interpreting, and enforcing campus regulations	4
1.5b protecting relevant rights of students	4
1.5c dealing with student behavioral problems in a fair and reasonable manner	4
1.5d facilitating and encouraging respect for campus governance	4
1.5e providing learning experiences for students who are found to be responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the judicial system	4
1.5f initiate and encourage educational activities that serve to prevent violations of campus regulations	4

Part 1: Mission Overview Questions

1.1 What is the program mission?

<p><u>MISSION STATEMENT</u></p> <p>Creating a more humane and just world starts with one's personal commitment to responsible behavior within their own community. The Office of Student Conduct, Rights & Responsibilities at the University of San Francisco fosters an educational and developmental environment for students, staff and faculty to engage in opportunities resulting in socially responsible interactions.</p> <p style="text-align: center;">Goals</p> <p>* Create a more socially responsible community that understands the impact of their actions on themselves, the USF community and the broader community</p>
--

* To promote and reinforce appropriate student behavior by increasing USF student, staff and faculty awareness of the conduct process

* Implement proactive educational opportunities to educate student on policies and procedures in order to minimize violations of the Student Conduct Code in and out of the classroom

* Build and foster strong collaborative relationships across the campus to provide a seamless learning environment

1.2 How does the mission embrace student learning and development?

When students are found responsible for conduct code violations and sanctions are imposed, the sanctions focus on the educational aspect of discipline and foster introspection and personal contemplation of one's actions. Examples include:

- Drug and alcohol education sanctions, such as AlcoholEdu, BMI's and CHOICES.
- Student reflection and/or research papers on particular aspects of the violation in which the student was involved
- Letters of apology to students or staff members that were harmed by student actions
- When students are found responsible of stealing from the University Market Café they are sanctioned to give back hours to that community.

1.3 In what ways does the program mission complement the mission of the institution?

The Office of Student Conduct Rights & Responsibilities (OSCRR) supports the Vision, Mission and Core Values of the University by establishing and enforcing standards of nonacademic conduct that protect the educational purpose of the University and:

- Encourage responsible student behavior
- Encourage students to accept responsibility for their actions
- Help students understand the impact of their actions on the broader University community

Additionally OSCRR:

- provides effective and fair processes for adjudicating allegations of misconduct by regarding each student as an individual, deserving of individual attention, consideration and respect, and by fully and carefully considering the facts before any case is resolved.
- furthers the educational mission of the University by designing policies and procedures, conducting programs and offering instruction that contributes to the intellectual and moral development of the entire University community.
- emphasizes the educational aspect of the discipline process by focusing on the growth and development of the individual student, encouraging self-discipline and fostering a respect for the rights of others.

Student conduct is both an educational and developmental process, and every effort is made to balance the educational and developmental needs of the student with the safety and welfare of the university community. Interactions with students are viewed as opportunities to educate the student and to help him or

her grow as a person and redirect improper behavior into acceptable patterns. In the Jesuit tradition of “cura personalis,” each student is looked at individually and there is a concern for the whole development of the student. The student’s particular needs are taken into consideration when determining what sanctions to impose for a policy violation

By impressing upon students the importance of accepting responsibility for their actions and the understanding that they are being given an opportunity to learn from their mistakes, student conduct can be seen as a means of improving the entire person. Further, by helping students understand the relationship between their actions and the impact they have on both themselves and the broader community, the Office of Student Conduct, Rights & Responsibilities is giving students skills to make responsible life decisions.

Part 2: PROGRAM

PART 2. PROGRAM (Criterion Measures)	Rating Scale	
2.1 The program promotes student learning and development that is purposeful and holistic.	4	
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	3	
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	3	
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	3	
<u>List student learning and/or developmental outcomes in spaces provided</u>		
2.4.1 <input checked="" type="checkbox"/> Intellectual Growth Through conversation and reflection papers, students understand the consequences of their actions and the reasons for establishing institutional policies. Additionally, by allowing students to be full participants in the conduct process, they gain an understanding of the concepts of evidence, due process and fundamental fairness.	3	
2.4.2 <input checked="" type="checkbox"/> Effective Communication Conduct sanctions encourage students to examine their actions through both written reflection and group discussion. While some students take this opportunity seriously and are introspective, others view it merely as a task that must be completed.	3	

<p>2.4.3 <input checked="" type="checkbox"/> Enhanced Self-Esteem</p> <p>Students, whether complainants, witnesses or accused, are asked to actively participate in the conduct process. They are encouraged to ask questions and speak up when there is something they do not understand or agree with. Students are also given an opportunity to appeal any conduct decision and they are encouraged to exercise that right if they feel it is appropriate to do so. Additionally, an element of healthy self-esteem is showing respect for others. Part of the conduct process involves conversations around the impact one person's actions can have on members of the community and how engaging in certain behavior can demonstrate a lack of respect for others.</p>	3	
<p>2.4.4 <input checked="" type="checkbox"/> Realistic Self-Appraisal</p> <p>By imposing sanctions that focus on personal choices and values clarification, students reflect on whether their actions are congruent with their values and the values of the University (and the broader community). Additionally, during conduct meetings, students are encouraged to discuss the reasons they chose to engage in the particular behavior and how they think they can learn from the experience.</p>	3	
<p>2.4.5 <input checked="" type="checkbox"/> Clarified Values</p> <p>By having cumulative conduct records, and enhancing sanctions based on prior conduct violations, the discipline process supports the notion that students should learn from their mistakes</p>	3	
<p>2.4.6 <input checked="" type="checkbox"/> Career Choices</p> <p>Frequently, students inquire as to the impact a conduct record will have on their ability to attend graduate school. Students are informed of the potential impact a violation may have and they are encouraged to be honest about any violations, as withholding information or being dishonest can adversely impact their ability to attend graduate school.</p>	3	
<p>2.4.7 <input checked="" type="checkbox"/> Leadership Development</p> <p>By working with Residence Life to train student staff and coordinate the Student Conduct Board, students learn about group dynamics and leadership principles through the conduct process.</p>	3	

<p>2.4.8 <input checked="" type="checkbox"/> Healthy Behavior</p> <p>When students are found responsible for drug or alcohol violations, sanctions always include an educational component that requires the student to reflect upon his or her behavior as well as to examine the physical effects substances can have. Additionally, students are always reminded they are members of a larger community and they are asked to reflect upon the impact their actions had on that community. Every student that violates the alcohol policy is referred to a Brief Motivational Interaction which is based on harm reduction principles, promoting healthy behaviors.</p>	3	
<p>2.4.9 <input checked="" type="checkbox"/> Meaningful Interpersonal Relationships</p> <p>The discipline process works with students to foster a respect for the rights of others, a key component of meaningful relationship development. Students are reminded they are a part of a community and that in order for the community to be successful, there must be positive contribution and involvement from each person.</p>	3	
<p>2.4.10 <input checked="" type="checkbox"/> Independence</p> <p>OSCRR works with students- both Resident Advisors and Student Conduct Board members- to help them develop their decision making and leadership skills. Although they have the full support of Residence Life and OSCRR, RAs exercise autonomy in managing their floor communities. Similarly, although the Student Conduct Board has an advisor, they guide themselves through the deliberation and sanctioning processes when a case is brought forward.</p>	3	
<p>2.4.11 <input checked="" type="checkbox"/> Collaboration</p> <p>Resident Advisors and Student Conduct Board members are required to work together with others in order to function effectively as a group. To be successful, these students must listen to their peers and work together to develop effective and appropriate responses to situations.</p>	3	
<p>2.4.12 <input checked="" type="checkbox"/> Social Responsibility</p> <p>Resident Advisors and Student Conduct Board members are able to articulate how a student's behavior can take away from the experience of other community members.</p>	3	
<p>2.4.13 <input checked="" type="checkbox"/> Satisfying and Productive Lifestyle</p> <p>Resident Advisors have been trained to facilitate Brief Motivational Interactions promoting healthy lifestyles.</p>	3	

2.4.14 <input checked="" type="checkbox"/> Appreciate Diversity Student conduct board members exhibit the skills and competency in leading conduct meeting procedures while engaging others in meaningful, cross-cultural dialogue.	3	
2.4.15 <input checked="" type="checkbox"/> Spiritual Awareness Student conduct board members are encouraged to explore their own spiritual development.	3	
2.4.16 <input checked="" type="checkbox"/> Personal and Educational Goals Student conduct board members are able to articulate how their behavior outside of the classroom affects their academic success making them less likely to violate policy.	3	
2.5 Program offerings are intentional, coherent and based on theories of learning and human development	3	
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities	3	
2.7 The program publishes and disseminates a written statement of its authority, philosophy, jurisdiction and procedures.	4	
2.8 The program makes clear in writing its components, including hear officer, hearing bodies and their jurisdictions, conduct regulations, interim suspension, pre-hearing procedures, hearing procedures, disciplinary sanctions, appeals procedures, confidentiality standards, records policy/procedures, and statement of rights for accused, accusers, and when appropriate, victims	4	
2.9 The program functions in a timely fashion and insures due process to all clients.	4	
2.10 Disciplinary action taken by the program is fair and reasonable and is encompassed in a single judicial system of the institution.	3	
2.11 The campus community is informed about the judicial programs.	3	
2.12 The program provides a hearing or appellate body composed of representatives of campus community.	4	
2.13 All hearing bodies receive initial and in-service training.	4	

Part 2: Program Overview Questions

2.1 What are the primary elements of the program?

<ul style="list-style-type: none"> ■ Case Adjudication / Consultation ■ Education and Outreach ■ Crisis Response/Management
--

2.2 What evidence exists that confirms the program contributes to student learning and development?

Please see student learning outcome documents.

2.3 What evidence is available to confirm program goals' achievement?

We are currently working on a divisionally based formal assessment process which measure student learning outcomes. Currently, we use statistical information to help evaluate whether our program goals have been met. Specifically, we look at overall rate of repeat violations, which is very low.

Part 3: LEADERSHIP

PART 3. LEADERSHIP (Criterion Measures)	Rating Scale
3.1 The host institution has selected, positioned, and empowered a program leader.	4
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	4
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	4
3.4 Clearly defined leader accountability expectations are in place.	4
3.5 Leader performance is fairly assessed on a regular basis.	4
3.6 The leader exercises authority over program resources and uses them effectively.	4
3.7 The program leader . . .	
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.	4
3.7b prescribes and practices appropriate ethical behavior	4
3.7c recruits, selects, supervises, instructs, and coordinates staff members	4
3.7d manages fiscal, physical, and human resources effectively	4
3.7e applies effective practices to educational and administrative processes	4
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	4
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	3
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	4
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	4

Part 3: Leadership Overview Questions

3.1 In what ways are program leaders qualified for their roles?

All program leaders have advanced degrees and regularly seek and participate in professional development opportunities. Both leaders have significant student development experience.

3.2 In what ways are program leaders positioned and empowered to accomplish the program mission?

Program leaders have had the opportunity to create/build their own department/program.

3.3 How are program leaders accountable for their performance?

Program leaders are held accountable in several ways:

- Meetings: Bi-weekly meetings with Dean of Students/Associate Vice President.
- Departmental mission statement and goals: Supports divisional mission and goals.
- Student learning Outcomes: Each department is responsible for an assessment plan.
- Quarterly Updates: Program leader writes quarterly updates to the Board of Trustees which are shared with the Division of University Life.
- Annual Reports: The Program leader also writes an annual report.
- External Review: Every five year the department goes through an extensive program review.

3.4 What leadership practices best describe program leaders?

Program leaders:

- lead by example
- believe in the mission of the department and the university
- are driven by student development
- are accessible to staff and students.

PART 4. ORGANIZATION AND ADMINISTRATION <i>(Criterion Measures)</i>	Rating Scale	
4.1 The program is structured purposefully and managed effectively.	4	
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	4	
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	4	
4.4 Channels are in place for regular review of administrative policies and procedures.	4	

Part 4: Organization and Management Overview Questions

4.1 What are the institutional organizational structures that define, enable, or restrain the program?

Space is the main organizational structure that restrains the program. It is difficult to create the holistic caring environment in the current space but with the addition of an office we have been able to make some

positive changes.

4.2 What protocols or processes are in place to insure effective management of the program?

Program leaders are held accountable in several ways:

- Meetings: Bi-weekly meetings with Dean of Students/Associate Vice President.
- Departmental mission statement and goals: Supports divisional mission and goals.
- Student learning Outcomes: Each department is responsible for an assessment plan.
- Quarterly Updates: Program leader writes quarterly updates to the Board of Trustees which are shared with the Division of University Life.
- Annual Reports: The Program leader also writes an annual report.
- External Review: Every five year the department goes through an extensive program review.

Part 5: HUMAN RESOURCES

PART 5: HUMAN RESOURCES (Criterion Measures)		Rating Scale
5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	4
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	4
5.3	The program strives to improve the professional competence and skills of all staff members.	4
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	4
5.5	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	N/A
5.6	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	N/A
5.7	Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	3
5.8	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	4
5.9	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	3
5.10	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	3
5.11	Hiring and promotion practices are fair, inclusive, and non-discriminatory.	4

5.12	A diverse program staff is in place that provides readily identifiable role models for students.	4	
5.13	Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	4	
5.14	The program has a system for regular staff evaluation.	4	
5.15	The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	4	

Part 5: Human Resources Overview Questions

5.1 What is the strategic plan for staffing the program?

The four year strategic plan of staffing the Program has been achieved with the promotion of the Coordinator of Judicial Affairs to Assistant Director of Student Conduct, Rights & Responsibilities and the hiring of a full time Program Assistant.

5.2 In what ways are staff members’ qualifications insured and their performance judged?

The University has a formal evaluation process.

5.3 In what ways does the program train, supervise, and evaluate staff members?

The Assistant Dean of Students trained the Assistant Director of Student Conduct Rights & Responsibilities. The Assistant Dean of Students and the Assistant Director of Student Conduct, Rights & Responsibilities trained the Program Coordinator. Staff evaluations are conducted in line with the University’s process.
Both positive and negative feedback are welcomed throughout the year.

Part 6: FINANCIAL RESOURCES

PART 6. FINANCIAL RESOURCES (Criterion Measures)		Rating Scale	
6.1	The program has adequate funding to accomplish its mission and goals.	3	
6.2	Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	3	
6.3	The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	4	

Part 6: Financial Resources Overview Questions

6.1 What is the funding strategy for the program?

Originally OSCRR’s funding came from cost savings from the printing of the *Fogcutter* Student Handbook. The budget was included in the Dean of Students budget. Fiscal year 2008-2009, OSCRR received it’s own budget.

6.2 What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Each year we saved money from the publication of the Fogcutter Student Handbook so we would have an operating budget for programs, trainings and supplies. WE have demonstrated a huge cost savings by first cutting the number of Fogcutters that were produced, going from paper to disk format and finally to going to on-line only.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)	Rating Scale	
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	3	
7.2 Program facilities, technology, and equipment is evaluated regularly.	3	
7.3 Facilities, technology, and equipment is in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	3	
7.4 The program has access to facilities of sufficient size and arrangements to ensure confidentiality of records, meetings, and interviews.	2	

Part 7: Facilities, Technology, and Equipment Overview Questions

7.1 How are facilities, technology, and equipment inventoried and maintained?

All of the above are maintained in accordance with existing University policies and procedures.

7.2 What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

This is an area that we need to continue to improve. We need better facilities for confidential meetings.

Part 8: LEGAL RESPONSIBILITIES

PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)	Rating Scale	
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	4	
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	4	
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	4	
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	1	

8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	3	
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	2	

Part 8: Legal Responsibilities Overview Questions

8.1 What are the crucial legal issues faced by the program?

OSCRR must abide by federal laws related to higher education, such as FERPA, the Clery Act, and the Drug-Free Schools and Communities Act. Additionally, OSCRR must keep up-to-date on court decisions that affect its day to day practices and policies.

8.2 How are staff members instructed, advised, or assisted with legal concerns?

OSCRR presents to other departments within the division on legal topics, such as FERPA and the Clery Act. Additionally, OSCRR consults regularly with the University’s General Counsel when necessary.

Part 9: EQUITY and ACCESS

PART 9. EQUITY and ACCESS (Criterion Measures)	Rating Scale	
9.1 All programs and services are provided on a fair and equitable basis.	4	
9.2 All program facilities and services are accessible to prospective user	4	
9.3 Program operations and delivery are responsive to the needs of all students and other users.	4	
9.4 All services adhere to the spirit and intent of equal opportunity laws.	4	
9.5 Program policies and practices do not discriminate against any potential users.	4	
9.6 The program acts to remedy imbalances in student participation and staffing	4	
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	4	

Part 9: Equity and Access Overview Questions

9.1 How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

All students involved in the conduct process are informed of the charges that have been brought against them. Students are given an opportunity to respond to allegations. By affording the same protections to all students involved in the conduct process, OSCRR provides fair and equitable treatment to all constituents. Additionally, students found responsible for policy violations are given the opportunity to appeal the hearing officer’s decision.

9.2 What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Appeals Process

Part 10: CAMPUS and EXTERNAL RELATIONS

Part 10: CAMPUS and EXTERNAL RELATIONS	Rating Scale	
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	4	

Part 10: Campus and External Relations Overview Questions

10.1 With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Office of Public Safety, Office of Residence Life, Counseling & Psychological Services, Disability Services, Athletics, ROTC, Office of Living Learning Communities, Legal Counsel, Each Colleges Deans Office.

10.2 What evidence confirms effective relationships with program constituents?

The Assistant Dean of Students coordinates the Crisis Management Team (CMT) which meets weekly. The mission of the CMT is to ensure appropriate communication and action among University departments when incidents of a critical nature involving students occur. When an incident occurs, the CMT may be convened to develop a response plan based on the available information. The CMT also facilitates post-crisis debriefings to review the incident, discuss follow-up actions, identify post-crisis support mechanisms, and evaluate the resolution.

The core membership of the CMT consists of the following staff members:

- Dean of Students: Mary Wardell
- Assistant Dean of Students: Julie Orio
- Assistant Director of Student Conduct, Rights & Responsibilities: Ryan Garcia
- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Director Counseling & Psychological Services: Barbara Thomas
- Director of Public Safety: Dan Lawson

The following may be called upon to assist in certain situations:

- Residence Life Senior Staff members: Associate Directors, Hall Directors, Assistant Hall Directors, Loyola Village Assistant Complex Director, Graduate Assistant for Facilities, Operations, and Off-Campus Housing.
- Executive Director of University Ministry: Donal Godfrey
- Director of Health Promotion Services: Kamal Harb
- Director of International Student and Scholar Services: Vacant
- Assistant Dean for Multicultural Student Services: Mary Grace Almandrez
- Coordinator of Student Disability Services: Barbara Zunder
- Director of Athletics (or designee): Debi Gore-Mann
- Coach/ Program Director (if student is a member of an athletic team or academic/ co-curricular program)

Part 11: DIVERSITY

Part 11: DIVERSITY (Criterion Measures)	Rating Scale
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	3
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	3
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	3
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	4

Part 11: Diversity Overview Questions

11.1 In what ways does the program contribute to the nurturing of diversity?

By serving on the student conduct board, student members are able to facilitate cross-cultural discussions with residential students regarding policy violations while providing opportunities for education, development, and behavior modification. The same is true for hearing officers that go through OSCRR’s student conduct training.

11.2 How does the program serve the needs of diverse populations?

Each situation is handled on a case by case basis which takes into consideration the unique issues and needs of each student.

Part 12: ETHICS

Part 12: ETHICS (Criterion Measures)	Rating Scale
12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	4
12.2 The program has a written statement of ethical practice that is reviewed periodically.	4
12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	4
12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.	4
12.5 Information judged to be of an emergency nature when an individual’s safety or that of others is involved is disclose to appropriate authorities.	4
12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	4
12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	4

12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	4	
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	4	
12.10	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	4	
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior	3	
12.12	Staff members practice ethical behavior in the use of technology.	4	

Part 12: Ethics Overview Questions

12.1 What ethical principles, standards, statements, or codes guide the program and its staff members?

OSCRR uses the following guidelines:

- University Mission, Vision & Values
- Ten Guiding Principles for Campus Judicial Officers (Gary Pavela)
- The Association of Student Judicial Affairs (ASJA) Ethical Principles and Standards of Conduct

12.2 What is the program's strategy for managing student and staff member confidentiality issues?

Student Conduct regularly makes presentations to staff members regarding FERPA and student privacy.

12.3 How are ethical dilemmas and conflicts of interest managed?

These topics are covered in trainings that OSCRR conducts with the Office of Residence Life and Public Safety. Topics are also discussed during Crisis Management meetings.

12.4 In what ways are staff members informed and supervised regarding ethical conduct?

The University's mission, vision and values promotes ethical conduct. Staff members are held accountable for upholding the University's mission, vision and values and align it with the work that is being conducted on the divisional level.

Part 13: ASSESSMENT and EVALUATION

Part 13: ASSESSMENT and EVALUATION (Criterion Measures)	Rating Scale	
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	3	
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	3	
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	4	
13.4 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	4	

Part 13: Assessment and Evaluation Overview Questions

13.1 What is the grand assessment strategy for the program?

Please see student learning outcomes.

13.2 How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

Please see curriculum maps.

13.3 How are student learning and development outcomes determined to ensure their level of achievement?

Please see Assessment Process

*Council for the Advancement of Standards
in Higher Education*

CAS Self-Assessment Guide for
Student Conduct Programs



One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

August 2006

THE ROLE of STUDENT CONDUCT PROGRAMS

CAS Standards Contextual Statement

Throughout the history of American higher education, colleges have struggled with how to respond to student misconduct. In his letter to Thomas Cooper on November 2, 1822, Thomas Jefferson described the problem of student discipline as “a breaker ahead” which he was not sure that American higher education could weather. In recent years, issues related to student discipline, including sexual assault, use and abuse of alcohol and other drugs, and campus safety have come to the forefront.

Traditionally, the courts viewed the administration of student discipline as an internal institutional matter and did not become actively involved in the process through judicial rulings. However, this position changed in 1961, with the landmark case of *Dixon v. Alabama State Board of Education*, 294 F.2d 150 (5th Cir. 1961), the first of an ever-growing modern body of case law related to the administration of student discipline. The courts have held under the 14th Amendment to the Constitution that public colleges and universities must afford basic due process rights to students accused of violating student conduct codes. However, it is important to note that the rights of due process described in this body of case law differ significantly from those observed in the criminal court system. The limitations placed upon private institutions are substantially less prescriptive. Although the Constitutional rights afforded to students at public institutions are not generally applicable to private institutions, several authors, including Kaplin and Lee (1995), Stoner and Cerminara (1990), and Stoner and Lowery (2004) have encouraged private institutions to bear in mind the restrictions placed upon public institutions and accord their students the same general rights and protections.

In the early American colleges and universities, student discipline was primarily the responsibility of the faculty. As the positions of dean of men and women were established and the field of student affairs evolved, the responsibility for the administration of student discipline shifted. Barry and Wolf (1957) observed, “Despite all of their later disclaimers, most deans of men seem to have been appointed primarily to act as disciplinarians” (p.14). Only in the past twenty-five years has student discipline emerged as a distinct functional area within student affairs. Prior to that time, the responsibility for student discipline was one of a number of duties which fell to an individual or office such as the dean of men or the dean of women and later the dean of students.

In the early 1970s, the American College Personnel Association established Commission XV, Campus Judicial Affairs and Legal Issues, to meet the needs of this emerging profession. In 1988, the Association for Student Judicial Affairs (ASJA) was founded to facilitate the integration of student development concepts with principles of student conduct practice in post-secondary education and to promote, encourage, and support student development professionals responsible for judicial affairs. ASJA now has a membership of over 1,200 and sponsors conferences attended by more than 600 professionals annually. It also sponsors a summer training institute for campus judicial affairs which began 1993.

Over the past fifteen years, the practice of student judicial affairs has been profoundly affected by the passage of federal legislation. While the Family Educational Rights and Privacy Act of 1974 (FERPA) had implications for judicial affairs, the legislation passed more recently has differed significantly in that it directly targeted aspects of the campus judicial system. For example, the amendments to the Student Right-to-Know and Campus Security Act included in the Higher Education Amendments of 1998 require colleges and universities to include statistics for liquor law violations, drug law, and weapons law violations addressed through the student conduct system. The Higher Education Amendments of 1998 also amended FERPA to allow the release for the final results of a campus disciplinary proceeding when a student is found responsible of a crime of violence or nonforcible sexual offense and to allow parental notification when the institution determined that a student under the age of 21 had violated alcohol or drug policies. In the years between the reauthorization, several pieces of legislation impacting student conduct programs were being introduced into Congress annually as well. This increased governmental involvement demands that student judicial affairs professionals remain knowledgeable about legislative developments and actively work to address legislative proposals which would detrimentally impact the fundamental educational mission of the student conduct system.

The Association for Student Judicial Affairs established three principles for the administration of student conduct programs:

- The development and enforcement of standards of conduct for students is an educational endeavor which fosters students' personal and social development; students must assume a significant role in developing and enforcing such regulations in order that they might be better prepared for the responsibilities of citizenship.

- Standards of conduct form the basis for behavioral expectations in the academic community; the enforcement of such standards must protect the rights, health, and safety of members of that community in order that they may pursue their educational goals without undue interference.
- Integrity, wisdom, and empathy are among the characteristics most important to the administration of student conduct standards; officials who have such responsibilities must exercise them impartially and fairly.

The primary role of student conduct staff members is that of educator. The *ASJA Statement of Ethical Principles and Standards of Conduct* identifies the maintenance and enhancement of the ethical climate on campus and the promotion of academic integrity as the primary purposes for enforcing standards of student conduct. This document further states, “Clearly articulated and consistently administered standards of conduct form the basis for behavioral expectations within an academic community. These standards of conduct for students should be enforced in such manner as to protect the rights, health, and safety of the entire community. “

The student conduct programs standards and guidelines that follow represent the fundamental criteria by which programs can assess their quality and effectiveness.

References, Readings, and Resources

Dannells, M. (1997). *From discipline to development: Rethinking student conduct in higher education*. ASHE-ERIC Higher Education Report Vol. 25, No. 2. Washington, DC: The George Washington University, Graduate School of Education and Human Development.

Dixon v. Alabama State Board of Education, 294 F.2d 150 (5th Cir. 1961).

Hoekema, D. A. (1994). *Campus rules and moral community: In place of in loco parentis*. Lanham, MD: Rowman & Littlefield.

Kaplin, W. A., & Lee, B. (1995). *The law of higher education* (3rd ed.). San Francisco: Jossey-Bass.

Mercer, W. L. (Ed.). (1996). *Critical issues in judicial affairs: Current trends in practice*. San Francisco: Jossey-Bass.

Paterson, G. P., & Kibler, W. L. (Eds.). (1999). *The administration of student discipline: Student, organizational, and community issues*. Asheville, NC: College Administration Publications.

Stoner, E. N., II, & Cerminara, K. L. (1990). Harnessing the “spirit of insubordination”: A model student disciplinary code. *Journal of College and University Law*, 17, 89-121.

Stoner, E. N., II, & Lowery, J. W. (2004). Navigating past the “spirit of insubordination”: A twenty-first century model student conduct code with a model hearing script. *Journal of College and University Law*, 31, 1-77.

American College Personnel Association Commission for Campus Judicial Affairs and Legal Issues. One Dupont Circle Suite 300 Washington, DC 20036; (202) 835-2272.

Association for Student Judicial Affairs: P.O. Box 2237, College Station, TX 77841-2237; 979-845-5262; Web Page: <http://asja.tamu.edu/>

Contributors: John Wesley Lowrey, Oklahoma State University, ASJA

CAS

Student Conduct Programs Self-Assessment Guide (SAG)

Introduction and Instructions

I Purpose and Organization of the Guide

This *Self-Assessment Guide* (SAG) translates the *CAS Student Conduct Programs Standards and Guidelines* into a format enabling self-assessment. Educators can use this *Guide* to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and agency leaders a tool to assess programs and services using current generally accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I Purpose and Organization, II Self-Assessment Process, III Rating Examples, and IV Formulating an Action Plan. The introduction is followed by the *Self-Assessment Worksheet*, which presents the *CAS Student Conduct Programs Standards and Guidelines* and incorporates a series of criterion measures for rating purposes.

SAG Worksheet Format. CAS standards and guidelines are organized into thirteen components.

- Part 1. Mission
- Part 2. Program
- Part 3. Leadership
- Part 4. Organization and Management
- Part 5. Human Resources
- Part 6. Financial Resources
- Part 7. Facilities, Technology, and Equipment
- Part 8. Legal Responsibilities
- Part 9. Equity and Access
- Part 10. Campus and External Relations
- Part 11. Diversity
- Part 12. Ethics
- Part 13. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) facilitates an initial assessment of the program.

II Self-Assessment Process

CAS self-assessment procedures involve several steps, including:

- A. Establishing the self-study process and review team
- B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
- C. Compiling and reviewing documentary evidence
- D. Judging performance
- E. Completing the assessment process

Step A: Establish and Prepare the Self-Assessment Review Team

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, and students] need to be identified and invited to participate. Whether a sole functional area or a full

division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

As a group, the review team should examine the standards carefully before implementing the study. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment. Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur, and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding.

Step B: Understanding the CAS Standards and Guidelines

CAS *Standards* represent best practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. CAS *Guidelines*, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines published in *The CAS Book of Professional Standards for Higher Education 2006* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in slightly smaller, light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

In this SAG, the CAS Standards and Guidelines, presented in boxed text format, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. For each of the 13 component parts, there is a series of numbered criterion measures that team members may rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

Step C: Compile and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs routinely to collect and file relevant data that can be used to document program effectiveness over time.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organization charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports, staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

Step D: Judging Performance

Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures, provided in the *Work Form* section of the SAG, are designed to use a 4-point rating scale. In addition to the numerical rating options, *Not Rated* (NR) and *Not Done* (ND) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The NR response can be used when relevant data are unavailable to support a judgment. When either the ND or the NR ratings are used, an explanatory note should be entered. NR items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other gauges, into the rating procedures before the self-assessment process begins. Such practice is encouraged and space is provided to incorporate additional criterion measure *yardsticks* for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Step E: Completing the Assessment Process

A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, self-assessment team and functional area staff members individually should rate each criterion measure using separate copies of the *CAS Self-Assessment Guide*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

When the individual ratings have been reviewed and translated into a collective rating, the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection. After the team review is completed, a meeting with concerned administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan.

III Rating Examples

Rating Standard Criterion Measures

All CAS Standards, printed in **bold type**, are viewed as being essential to a sound and relevant student support program and include the verbs “**must**” or “**shall**.” Likewise, many standard statements incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single standard statement may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a specific standard statement, but facilitates accomplishing

a more precise assessment. Using a “Program” standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement:

Part 2: Program

Programs must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
Criterion Measures					Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic					ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose					ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes					ND 1 2 3 4 NR

Using Guidelines to Make Judgments about the Program

The CAS Standards are often accompanied by guidelines. Because many guidelines can provide additional evidence of good practice, program leaders may wish to include selected guidelines to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered as being in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following “Human Resources” program guidelines rating example illustrates the process.

Part 5. Human Resources

The program must employ qualified professional, technical, and support staff members who have the ability to provide well-maintained facilities, services, and programs that are responsive to student development goals, student input, and student participation inherent in its mission.

Desirable qualities of staff members should include: (a) knowledge of and ability to use management and leadership principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding the program’s mission; (f) commitment to institutional mission; and (g) understanding of and ability to apply student development and learning theories.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
Criterion Measures					Rating Scale
Guideline 5: Staff members possess knowledge and skills to:					
5a manage volunteers					ND 1 2 3 4 NR
5b train volunteers					ND 1 2 3 4 NR
5c evaluate volunteers					ND 1 2 3 4 NR
5d apply student development theory					ND 1 2 3 4 NR
5e apply learning theories					ND 1 2 3 4 NR

Not all programs under review will incorporate guidelines to be rated as part of its self-study. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When CAS Guidelines or other criterion measures are rated, they should be treated as if they were standards.

IV Formulating an Action Plan

Typically, the assessment process will identify discrepancies between the program and the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document that (1) explains the mission, purpose, and philosophy of the program; (2) reviews available data; and (3) recommends specific plans for action needs to be prepared. Following is an outline of recommended steps for establishing a comprehensive

plan of action using the CAS self-assessment worksheets. Space is provided in the SAG for recording relevant information.

Step 1. Answer Overview Questions (In the Instrument)

- a. Respond, in writing in the space provided, to the *Overview Questions* (A., B., C., etc.) that immediately follow the rating section of each of the 13 components.
- b. Use answers to the Overview Questions to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings, and for development of the self-study report.

Step 2. Identify Areas of Program Strength (Work Form A)

- a. Identify criterion measure ratings where *excellent* performance or accomplishment (i.e., program exceeds criterion and is viewed as excellent or exemplary) was noted.
- b. identify criterion measures in which performance was found to be *satisfactory or good* (acceptable practice).

Step 3. Identify Areas of Program Weakness (Work Form A)

- a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.
- b. Identify criterion measures viewed as being *Unsatisfactory* by one or more reviewer.

Step 4. Describe Practices Requiring Follow-up (Work Form A)

- a. Note criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened.

Step 5. Summarize Actions Required for the Program to Meet Standards (Work Form B)

- a. List each criterion measure and/or related practices that the self-study process identified as being "Not Done," "Unsatisfactory," or wherein rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
- b. List *specific actions* identified in the self-study that require implementation
- c. Prioritize the list by importance, need, and achievability of the desired change.

Step 6. Summarize Program Enhancement Actions (Work Form C)

- a. List each specific action identified in the self-study that would enhance and strengthen services.
- b. Establish specific priorities for the action plan.

Step 7. Write Program Action Plan

- a. Prepare a comprehensive action plan for implementing program changes.
- b. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
- c. Set dates by which specific actions are to be completed.
- d. Identify responsible parties to complete the action steps.
- e. Set tentative start-up date for initiating a subsequent self-study.

CAS

Self-Assessment Guide Student Conduct Programs

August 2006

Part 1: MISSION

Student Conduct Programs (SCP) develop and enforce standards of conduct, an educational endeavor to foster students' and learning development.

SCP must incorporate student learning and student development in its mission. SCP must enhance overall educational experiences. SCP must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. SCP must operate as an integral part of the institution's overall mission.

The goals of SCP must address the institution's needs to:

- develop, disseminate, interpret, and enforce campus policies and procedures
- protect rights of students in the administration of the student conduct program
- respond to student behavioral problems in a fair and reasonable manner
- facilitate and encourage respect for and involvement in campus governance
- provide learning experiences for students who are found to be responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the student conduct system
- initiate and encourage educational activities that serve to reduce violations of campus regulations

SCP should support appropriate individual and group behavior as well as serve the campus community by reducing disruption and harm. The programs should be conducted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is consistent with the overall educational goals of the institution.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR
1.5 The goals of the program address:	
1.5a providing information to students on policies and procedures	ND 1 2 3 4 NR
1.5b protecting student rights	ND 1 2 3 4 NR
1.5c fairness in the disciplinary process	ND 1 2 3 4 NR

1.5d respect for governance	ND 1 2 3 4 NR
1.5e providing learning for students	ND 1 2 3 4 NR
1.5f the need to educate students to reduce violations	ND 1 2 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

B. How does the mission embrace student learning and development?

C. In what ways does the program mission complement the mission of the institution?

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Student Conduct Programs (SCP) must identify relevant and desirable student learning and development outcomes and provide programs that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

SCP must provide evidence of its impact on the achievement of student learning and development outcomes. The table below offers examples of evidence of achievement of student learning and development.

Relevant, Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
Intellectual Growth	Understands consequences of personal actions and purposes of institutional policies; Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Appreciates literature, fine arts, mathematics, sciences, and social sciences
Clarified Values	Demonstrates ethical development; Complies with institutional policy; Commits no additional violations of institutional policy; Understands the institutional values reflected in instructional policies; Understands the effect of their behaviors on others; Understands the importance of personal and academic integrity; Articulates personal ethics and values; Acts in congruence with personal ethics and values; Makes decisions that reflect personal ethics and values; Demonstrates

	willingness to scrutinize personal beliefs, ethics, and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Meaningful Interpersonal Relationships	Practices effective conflict resolution; Deals appropriately with interpersonal conflict; Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community
Enhanced Self-Esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Career Choices	Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
Leadership Development	Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
Independence	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
Satisfying and Productive Lifestyles	Achieves balance between education, work, and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
Appreciating Diversity	Understands one's own identity and culture; Understands the impact privilege and oppression have on individuals and society; Recognizes that oppression exists in our society; Understands the privileges of

	membership; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Spiritual Awareness	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
Personal and Educational Goals	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others

SCP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

SCP must establish the following within the context of its mission and purpose:

1. Authority

A written statement describing the authority, philosophy, jurisdiction, and procedures of the student conduct programs must be developed and disseminated to all members of the campus community.

This statement should address (a) how student academic or non-academic misconduct is within the program's jurisdiction, (b) which campus policies and regulations are enforced by these programs, (c) sanctions that may be imposed, (d) a clear description of the relationship between student conduct programs and both campus and external law enforcement agencies, including guidelines regarding when law enforcement authorities will be called in, (e) authority under the policy to address misconduct which occurs off campus including education abroad, and (f) information regarding the impact, if any, of decisions by the criminal courts on the outcome of corresponding student conduct proceedings.

2. Components

The institution's policies regarding the administration of student discipline must be clearly described in writing. Elements to be addressed in this policy must include: prohibited conduct, sanctions, boards and administrators with roles in the adjudication of student misconduct; procedures for the investigation and adjudication of allegations of student misconduct; appeal procedures (if provided); procedures for interim suspension (if provided); and, policies regarding student disciplinary records.

Generally, the student conduct system should involve significant roles for students in the adjudication of allegations of misconduct; however, membership on boards need not be limited to students. The system should allow sufficient time for an investigation of all allegations prior to a hearing while responding to complaints in a timely fashion.

Procedures and processes must be designed to provide for substantive and procedural due process at public institutions of higher education and fundamental fairness at private institutions of higher education.

SCP should provide students with ample opportunity to receive advice about the process, a general time frame for resolution, and a delineation of individual responsibilities in the process.

Institutional disciplinary action against individual students or recognized student organizations must be administered in the context of a coordinated set of regulations and processes in order to ensure fair and reasonable outcomes and the equitable treatment of students and groups.

Allegations of improper behavior originating from both instructional and non-instructional components of the institution must be encompassed in a comprehensive student conduct system for students.

Different procedures may be used to address the various forms of misconduct.

The institution must be clear about which board or individual has jurisdiction over specific conduct regulations.

Students should be assisted in understanding the sources and lines of authority.

The sanctions imposed as a result of institutional disciplinary action must be educationally and developmentally appropriate.

SCP must follow up on cases, including enforcement of sanctions, assessing the developmental processes that have been affected, and ensuring that students are directed to appropriate services for assistance.

The institution must be clear about how it defines student status and the jurisdiction of the system to include whether students can be held responsible for behavior that takes place off campus or between academic sessions.

SCP should maintain written records to serve as referral materials, to document precedents, to provide source material for identifying recurring problems, or to use for appeals.

The institution must clearly state the conduct regulations that apply to student organizations, the procedures that will be followed in the hearing of cases related to student organizations, and the guidelines used to determine if actions of individual members or small groups within an organization constitute action by the organization.

3. Information to Campus Community

The institution must publish information about the SCP.

Publications should contain (a) campus policies, such as those concerning legal representation, the protection of privacy of student disciplinary records, and the destruction of disciplinary records; (b) campus procedures, such as filing a disciplinary action, gathering information, conducting a hearing, and notifying a student of the hearing or appeal board's decision; (c) the composition, authority, and jurisdiction of all student conduct bodies; (d) the types of advice and assistance that the complainant and others can receive about the process; (e) the types of disciplinary sanctions, including interim suspension procedures; and (f) a general explanation of how and when non-campus law enforcement officials are used.

Publications must be distributed through methods that will reach all students.

Dissemination methods may include electronic media; the institutional catalog; the orientation program; the student handbook; admissions, registration, and billing materials.

Published information should include not only descriptions about how the system works, but also the results of the system. By publishing the outcomes of student conduct cases in a manner which protects the privacy of those involved, the institution demonstrates that the system does work and encourages an open discussion of issues related to student conduct.

4. Hearing Authority

In addition to a hearing officer, SCP must include a hearing or appellate board composed of representatives of the campus community that is responsible for carrying out student conduct functions delegated by the administration.

Roles and functions of student conduct board members may include (a) reviewing disciplinary referrals and claims; (b) interpreting misconduct allegations and identifying specific charges to be brought against the student(s); (c) conducting preliminary hearings and gathering information pertinent to the charges; (d) advising students on their rights and responsibilities; (e) engaging in substantive discussions with students about relevant ethical issues; (f) scheduling, coordinating, and conducting hearings; (g) reviewing decisions from other hearing bodies, when applicable; (h) notifying the accused in writing about relevant decisions and the board's rationale for such; (i) maintaining accurate written records of the entire proceeding; (j) referring information to an appeal board when applicable; (k) following up on sanctions to ensure they have been implemented; (l) following up with students who have been sanctioned to ensure awareness of available counseling services; (m) establishing and implementing a procedure for maintenance and destruction of disciplinary records; and (n) assessing student conduct procedures, policies, and outcomes.

A student conduct officer may be assigned responsibility for training student conduct board members, scheduling and facilitating evaluations, and informing faculty, administration, and staff about legal and disciplinary matters.

Student conduct board members should participate on campus government committees associated with student conduct, except when a conflict of interest will result. Student conduct board members may also be involved in the outreach efforts of the SCP.

5. Training of Student Conduct Board Members

Initial and in-service training of all hearing board members must be provided.

In order for student conduct board members to fulfill their roles and functions, initial training should include (a) an overview of all judicial policies and procedures; (b) an explanation of the operation of the judicial process at all levels including authority and jurisdiction; (c) an overview of the institution's philosophy on student conduct and its role in this process; (d) roles and functions of all student conduct bodies and their members; (e) review of constitutional and other relevant legal individual and institutional rights and responsibilities; (f) an explanation of sanctions; (g) an explanation of pertinent ethics, including particularly the importance of privacy of student disciplinary records and addressing bias and conflict of interest in the student conduct process; (h) a description of available personal counseling programs and referral resources; (i) an outline of conditions and interactions which may involve external enforcement officials, attorneys, witnesses, parents of accused students, and the media; and (j) an overview of developmental and interpersonal issues likely to arise among college students.

In-service training should include participation in relevant and on-going workshops, seminars, and conferences. A library containing current resources about the student conduct system should be maintained and be accessible to student conduct board members.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale
2.1 The program promotes student learning and development that is purposeful and	ND 1 2 3 4 NR

holistic.	
2.2 The program has identified student learning and development outcomes that are relevant to its purpose.	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.	
<u>List student learning and/or developmental outcomes in spaces provided</u>	
2.4.1 <input type="checkbox"/> Intellectual Growth	ND 1 2 3 4 NR

2.4.2 <input type="checkbox"/> Effective Communication	ND 1 2 3 4 NR

2.4.3 <input type="checkbox"/> Enhanced Self-Esteem	ND 1 2 3 4 NR

2.4.4 <input type="checkbox"/> Realistic Self-Appraisal	ND 1 2 3 4 NR

2.4.5 <input type="checkbox"/> Clarified Values	ND 1 2 3 4 NR

2.4.6 <input type="checkbox"/> Career Choices	ND 1 2 3 4 NR

2.4.7 <input type="checkbox"/> Leadership Development	ND 1 2 3 4 NR

2.4.8 <input type="checkbox"/> Healthy Behavior	ND 1 2 3 4 NR

2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships	ND 1 2 3 4 NR

2.4.10 <input type="checkbox"/> Independence	ND 1 2 3 4 NR

2.4.11 <input type="checkbox"/> Collaboration	ND 1 2 3 4 NR
2.4.12 <input type="checkbox"/> Social Responsibility	ND 1 2 3 4 NR
2.4.13 <input type="checkbox"/> Satisfying and Productive Lifestyle	ND 1 2 3 4 NR
2.4.14 <input type="checkbox"/> Appreciate Diversity	ND 1 2 3 4 NR
2.4.15 <input type="checkbox"/> Spiritual Awareness	ND 1 2 3 4 NR
2.4.16 <input type="checkbox"/> Personal and Educational Goals	ND 1 2 3 4 NR
2.5 Program offerings are intentional, coherent and based on theories of learning and human development.	ND 1 2 3 4 NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.	ND 1 2 3 4 NR
2.7 SCP policy includes	ND 1 2 3 4 NR
2.7a prohibited student conduct	ND 1 2 3 4 NR
2.7b sanctions for violations	ND 1 2 3 4 NR
2.7c authority of boards and administrators	ND 1 2 3 4 NR
2.7d appeals procedures	ND 1 2 3 4 NR
2.7e procedures for investigations and adjudications	ND 1 2 3 4 NR
2.7f procedures for interim suspensions	ND 1 2 3 4 NR
2.7g handling of student discipline records	ND 1 2 3 4 NR
2.8 SCP has a clear statement of authority from the institution.	ND 1 2 3 4 NR
2.9 Due process is clearly defined and protected.	ND 1 2 3 4 NR
2.10 Due process is provided for student organizations.	ND 1 2 3 4 NR
2.11 Instructional and non-instructional SCP components are in a single comprehensive system.	ND 1 2 3 4 NR

2.12 It is clear which judicial system component has authority over which regulations.	ND 1 2 3 4 NR
2.13 Sanctions are educationally sound and appropriate.	ND 1 2 3 4 NR
2.14 Follow-up on cases ensures students are directed to appropriate services.	ND 1 2 3 4 NR
2.15 The jurisdiction of the institution for student off-campus behavior is defined, as behavior between terms.	ND 1 2 3 4 NR
2.16 Guidelines for determining student organization action are in place.	ND 1 2 3 4 NR
2.17 Information about SCP is widely distributed to reach all students.	ND 1 2 3 4 NR
2.18 A hearing or appellate board exists.	ND 1 2 3 4 NR
2.19 Training of all hearing or appellate board members is provided.	ND 1 2 3 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

B. What evidence exists that confirms the program contributes to student learning and development?

C. What evidence is available to confirm program goals' achievement?

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Student Conduct Programs (SCP) leaders within the administrative structure to accomplish stated missions. SCP leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for SCP leaders and fairly assess their performance.

SCP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

SCP leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes

- communicate effectively
- initiate collaborative interaction between individuals and agencies, both internal and external, that possess legitimate concerns and interests in the functional area

SCP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

SCP leaders must promote campus environments that result in multiple opportunities for student learning and development.

SCP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP <i>(Criterion Measures)</i>	Rating Scales
3.1 The host institution has selected, positioned, and empowered a program leader.	ND 1 2 3 4 NR
3.2 Leaders are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR
3.3 Leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 4 NR
3.4 Clearly defined leader accountability expectations are in place.	ND 1 2 3 4 NR
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 4 NR
3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR
3.7 The program leaders:	
3.7a articulate organizational vision and goals that includes promotion of student learning and development based on the needs of the population served	ND 1 2 3 4 NR
3.7b prescribe and practice appropriate ethical behavior	ND 1 2 3 4 NR
3.7c recruit, select, supervise, instruct, and coordinate staff members	ND 1 2 3 4 NR
3.7d manage fiscal, physical, and human resources effectively	ND 1 2 3 4 NR
3.7e apply effective practices to educational and administrative processes	ND 1 2 3 4 NR
3.8 The leader communicates effectively and initiates collaborations with agencies to enhance program functions.	ND 1 2 3 4 NR
3.9 The leader works effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR
3.12 The program leader models leadership principles.	ND 1 2 3 4 NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

C. How are program leaders accountable for their performance?

D. What leadership practices best describe program leaders?

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Student Conduct Programs (SCP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. Programs and services must provide channels within the organization for regular review of administrative policies and procedures.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
----------------	--------------	--------------------	---------------	----------------	-----------------

PART 4. ORGANIZATION AND MANAGEMENT <i>(Criterion Measures)</i>	Rating Scale
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, evaluation, and reward systems.	ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

B. What protocols or processes are in place to insure effective management of the program?

Part 5: HUMAN RESOURCES

Student Conduct Programs (SCP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, SCP must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. SCP must strive to improve the professional competence and skills of all personnel it employs.

SCP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking graduate assistants and/ or interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Students from graduate academic programs, particularly in areas such as counseling, student development, higher education administration, law, or criminology, may assist the student conduct programs through practicum, internships, and assistantships.

Students who participate on conduct boards may be awarded academic credit for proper supervision. Clear objectives and assignments should be outlined to ensure that a student's grade for this participation is in no way influenced by his/her decisions on a particular case.

Each organizational unit must have technical and support staff members adequate to accomplish its mission. SCP staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all SCP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

SCP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

SCP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

SCP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

A qualified member of the campus community must be designated as the person responsible for student conduct programs.

The designee should have an educational background in the behavioral sciences (e.g., college student affairs, psychology, sociology, student development including moral and ethical development, higher education administration, counseling, law, criminology, or criminal justice).

The designee and any other professional staff member in the student conduct programs should possess (a) a clear understanding of the legal requirements for substantive and procedural due process; (b) legal knowledge sufficient to confer with attorneys involved in student disciplinary proceedings and other aspects of the student conduct services system; (c) a general interest in and commitment to the welfare and development of students who participate on boards or who are involved in cases; (d) demonstrated skills in working with decision making processes and conflict resolution; (e) teaching and consulting skills appropriate for the education, advising, and coordination of hearing bodies; (f) the ability to communicate and interact with students regardless of race, sex, disability, sexual orientation, and other personal characteristics; (g) understanding of the requirements relative to confidentiality and security of student conduct programs files; and (h) the ability to create an atmosphere where students feel free to ask questions and obtain assistance.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>		Rating Scale
5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR
5.3	The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR
5.5	Professional staff members providing services hold earned graduate degrees or appropriate license in a field relevant to the position description or possess appropriate combination of educational credentials and related work experience.	ND 1 2 3 4 NR
5.6	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR
5.7	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 4 NR
5.8	Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR
5.9	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 4 NR
5.10	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR
5.11	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical	ND 1 2 3 4 NR

region.	
5.12 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR
5.13 A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR
5.14 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR
5.15 The program has a system for regular staff evaluation.	ND 1 2 3 4 NR
5.16 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR
5.17 An identified leader exist for the student conduct programs	ND 1 2 3 4 NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

B. In what ways are staff members' qualifications insured and their performance judged?

C. In what ways does the program train, supervise, and evaluate staff members?

Part 6: FINANCIAL RESOURCES

Student Conduct Programs (SCP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

SCP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES <i>(Criterion Measures)</i>	Rating Scale
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Student Conduct Programs (SCP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

SCP must have access to facilities of sufficient size and arrangement to ensure privacy of records, meetings, and interviews.

The facilities should include a private office where individual consultations and pre-hearing conferences with those involved in disciplinary actions may be held, hearing room facilities, a meeting room for small groups, a library or resource area, and a secure location for student disciplinary records. The facilities should also be designed to promote the personal safety of the individuals involved in the SCP (e.g. multiple methods of egress and panic buttons).

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (<i>Criterion Measures</i>)	Rating Scale
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 4 NR
7.2 Program facilities, technology, and equipment are evaluated regularly.	ND 1 2 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR
7.4 Privacy for records, meetings, and interviews is made available.	ND 1 2 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Part 8: LEGAL RESPONSIBILITIES

Student Conduct Programs (SCP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. SCP staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

SCP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice and current legal literature and resources for SCP staff members as needed to carry out assigned responsibilities.

The institution must inform SCP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Appropriate policies and practices to ensure compliance with regulations should include notification to all constituencies of their rights and responsibilities under the student conduct system, a written description, accurate record keeping of all aspects of the student conduct proceedings, and regular reviews of the student conduct policies and practices.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 8. LEGAL RESPONSIBILITIES (<i>Criterion Measures</i>)	Rating Scale
8.1 Staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 2 3 4 NR
8.6 Both staff members and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

B. How are staff members instructed, advised, or assisted with legal concerns?

Part 9: EQUITY and ACCESS

Student Conduct Programs (SCP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. SCP must adhere to the spirit and intent of equal opportunity laws.

SCP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, SCP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>	Rating Scale
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 3 4 NR
9.2 All program facilities and services are accessible to prospective user.	ND 1 2 3 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR
9.6 The program acts to remedy imbalances in student participation and staffing.	ND 1 2 3 4 NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR
9.8 Outreach to underrepresented populations for membership is conducted.	ND 1 2 3 4 NR

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Part 10: CAMPUS and EXTERNAL RELATIONS

Student Conduct Programs (SCP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Representatives of the student conduct system should meet regularly with pertinent campus constituencies (e.g., student government, student development offices, staff, faculty members, academic administrators, public safety, legal counsel) to exchange information concerning their respective operations and to identify ways to work together to prevent behavioral problems and to correct existing ones. Such collaborative efforts might include educational programs and joint publications.

Representatives should also meet periodically with relevant external agencies(e.g., local police, district attorneys, and service providers) to ensure understanding about the student conduct programs as well as address student behavior problems in an effective manner.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 10. CAMPUS and EXTERNAL RELATIONS (<i>Criterion Measures</i>)	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Student Conduct Programs (SCP) must nurture environments where commonalties and differences among people are recognized and honored.

SCP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. SCP must educate and promote respect about commonalties and differences in their historical and cultural contexts.

SCP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 11. DIVERSITY (<i>Criterion Measures</i>)	Rating Scale
11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored.	ND 1 2 3 4 NR
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 4 NR
11.3 The program promotes respect for commonalties and differences in historical and cultural contexts.	ND 1 2 3 4 NR
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

B. How does the program serve the needs of diverse populations?

Part 12: ETHICS

All persons involved in the delivery of Student Conduct Programs (SCP) must adhere to the highest principles of ethical behavior. SCP must develop or adopt and implement

appropriate statements of ethical practice. SCP must publish these statements and ensure their periodic review by relevant constituencies.

SCP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All SCP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

SCP staff members must recognize and avoid personal conflicts of interest or appearance thereof in their transactions with students and others.

SCP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all SCP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

SCP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

SCP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

SCP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 12. ETHICS (Criterion Measures)		Rating Scale					
12.1	Staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND	1	2	3	4	NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND	1	2	3	4	NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND	1	2	3	4	NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND	1	2	3	4	NR
12.5	Information judged to be of an emergency nature when an individual's safety	ND	1	2	3	4	NR

	or that of others in involved is disclose to appropriate authorities.	
12.6	Staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 3 4 NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 4 NR
12.10	Staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 4 NR
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 3 4 NR
12.12	Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

B. What is the program's strategy for managing student and staff member confidentiality issues?

C. How are ethical dilemmas and conflicts of interest managed?

D. In what ways are staff members informed and supervised regarding ethical conduct?

Part 13: ASSESSMENT and EVALUATION

Student Conduct Programs (SCP) must conduct regular assessment and evaluations. Programs and services must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

SCP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Evaluation of SCP should include:

- performance evaluations of all staff members by their supervisors
- periodic performance evaluations of individual hearing boards
- on-going evaluation of training programs and publications

- periodic review of applicable state, provincial, and federal laws and current case law to ensure compliance

Assessment and evaluation activities may include:

- whether student conduct boards accurately follow the institution's procedural guidelines
- general impressions of the student conduct system according to students, faculty, staff members, and the community
- developmental effects on students and student conduct board members
- annual trends in case load, rates of recidivism, types of offenses, and efficacy of sanctions
- effects of programming designed to prevent behavioral problems
- unique aspects of special function or special population student conduct boards (e.g., student organization or residence hall boards)

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 13. ASSESSMENT AND EVALUATION (<i>Criterion Measures</i>)	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff member performance.	ND 1 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

C. How are student learning and development outcomes determined to ensure their level of achievement?

CAS

Student Conduct Programs

Work Form A Assessment, Ratings, and Significant Items

INSTRUCTIONS:

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

						Step One	
Part	Items					Excellent	Unsatisfactory
1. Mission	1.1 1.5b	1.2 1.5c	1.3 1.5d	1.4 1.5e	1.5a 1.5f		
2. Program	2.1 2.4.3 2.4.8 2.4.13 2.6 2.7e 2.10 2.15	2.2 2.4.4 2.4.9 2.4.14 2.7a 2.7f 2.11 2.16	2.3 2.4.5 2.4.10 2.4.15 2.7b 2.7g 2.12 2.17	2.4.1 2.4.6 2.4.11 2.4.16 2.7c 2.8 2.13 2.18	2.4.2 2.4.7 2.4.12 2.5 2.7d 2.9 2.14 2.19		
3. Leadership	3.1 3.6 3.7e 3.12	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11		
4. Organization & Management	4.1	4.2	4.3	4.4			
5. Human Resources	5.1 5.6 5.11 5.16	5.2 5.7 5.12 5.17	5.3 5.8 5.13	5.4 5.9 5.14	5.5 5.10 5.15		
6. Financial Resources	6.1	6.2	6.3				
7. Facilities, Technology, & Equipment	7.1	7.2	7.3	7.4			

8. Legal Responsibilities	8.1 8.6	8.2	8.3	8.4	8.5		
9. Equity and Access	9.1 9.6	9.2 9.7	9.3 9.8	9.4	9.5		
10. Campus and External Relations	10.1						
11. Diversity	11.1	11.2	11.3	11.4			
12. Ethics	12.1 12.6 12.11	12.2 12.7 12.12	12.3 12.8	12.4 12.9	12.5 12.10		
13. Assessment & Evaluation	13.1	13.2	13.3	13.4			

Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

CAS
College Honor Societies

Work Form C
Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

--

Part 2: Program

--

Part 3: Leadership

--

Part 4: Organization and Management

--

Part 5: Human Resources

--

Part 6: Financial Resources

--

Part 7: Facilities, Technology, and Equipment

--

Part 8: Legal Responsibilities

--

Part 9: Equity and Access

--

Part 10: Campus and External Relationships

--

Part 11: Diversity

--

Part 12: Ethics

--

Part 13: Assessment and Evaluation

--

**Office of Student Conduct, Rights & Responsibilities
Clery Reporting Benchmarking**

Disciplinary Actions – Judicial/Student Conduct Referrals

<u>Loyola University, Chicago</u>		2005	2006	2007
Enrollment: 15,000+	Liquor law violations	151	273	215
Residential: 3500	Drug law violations	9	19	11
	Illegal weapons possession	0	0	0
<u>Georgetown University</u>	Liquor law violations	882	900	512
Enrollment: 13,652	Drug law violations	8	26	42
Residential: 5100+	Illegal weapons possession	0	0	0
<u>Santa Clara University</u>	Liquor law violations	541	754	NA
Enrollment: 8685	Drug law violations	62	88	NA
Residential: 2400+	Illegal weapons possession	8	0	NA
<u>Loyola Marymount University</u>	Liquor law violations	174	36	47
Enrollment: 8972	Drug law violations	29	93	129
Residential: 3278	Illegal weapons possession	0	1	3
<u>UC, Berkeley</u>	Liquor law violations	707	992	736
Enrollment: 34953	Drug law violations	96	159	188
Residential: 6000+	Illegal weapons possession	2	4	0
<u>University of San Francisco</u>	Liquor law violations	354	418	470
Enrollment: 8722	Drug law violations	109	122	113
Residential: 2100+	Illegal weapons possession	1	1	1

ASJA Ethical Principles and Standards of Conduct

Preamble

The Association for Student Judicial Affairs (ASJA) is an organization of professional educators, many of whom hold responsibility for administering standards of student conduct within colleges and universities. The membership of ASJA believes that a primary purpose for the enforcement of such standards is to maintain and strengthen the ethical climate and to promote the academic integrity of our institutions. Clearly articulated and consistently administered standards of conduct form the basis for behavioral expectations within an academic community. The enforcement of such standards should be accomplished in a manner that protects the rights, health and safety of members of that community so that they may pursue their educational goals without undue interference.

As a means of supporting our individual commitments to fairness, honesty, equity and responsibility, the members of ASJA subscribe to the following ethical principles and standards of conduct in their professional practice. Acceptance of membership in ASJA signifies that the individual member agrees to adhere to the principles in this statement.

Use of This Statement

The purpose of this statement is to assist judicial affairs professionals in regulating their own behavior by providing them with standards commonly held by practitioners in the field. These standards may be useful in the daily practice of student judicial affairs work. Self-regulation is preferred. However, if a professional observes conduct that may be contrary to established principles, she/he is obligated to bring the matter to the attention of the person allegedly committing the breach of ethics. If unethical conduct continues, the matter may be referred to the offender's institution for appropriate action.

Ethical Principles and Standards of Conduct

Membership in ASJA implies agreement with and adherence to the following ethical principles and standards of conduct:

1. Professional Responsibility.

Members have a responsibility to support both the general mission and goals of the employing institution and the rights, privileges and responsibilities of the students within that institution. Members shall make every effort to balance the developmental and educational needs of students with the obligation of the institution to protect the safety and welfare of the academic community.

2. Employment Obligations.

Acceptance of employment at an institution of higher education requires that members accept the general mission and goals of the institution and agree to adhere to the terms and conditions of the employment contract or letter of agreement for employment.

Members shall adhere to the lawful tenets of the employee handbook or similar documents of the employing institution.

3. Legal Authority.

Members respect and acknowledge all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, misrepresentation or unlawful discrimination. ASJA recognizes that legal issues are often ambiguous and members should seek the advice of counsel as appropriate. Further, members shall demonstrate concern for the legal, social codes and moral expectations of the communities in which they live and work even when the dictates of one's conscience may require behavior as a private citizen which is not in keeping with these codes/expectations.

4. Nondiscrimination.

Members shall conduct their professional duties and responsibilities in a manner that complies fully with applicable law and demonstrates equal consideration to individuals regardless of status or position. Members shall work to protect human rights and promote an appreciation of diversity and pluralism in higher education. Members do not engage in or tolerate harassment in any form nor do they enter into intimate relationships with those for whom they have any disciplinary, supervisory, evaluative, or instructional responsibility.

5. Treatment of Students.

Members shall treat all students with impartiality and accept all students as individuals, each with rights and responsibilities, each with goals and needs; and seek to create and maintain a campus climate in which learning and personal growth and development take place. Further, members shall fully comply with the rules, regulations and procedural guidelines of the institution in enforcing its standards of conduct. Members shall not exceed their express authority in taking such actions.

6. Development of Rules, Procedures and Standards.

Members shall strive to ensure that rules, procedures and standards for student conduct on their respective campuses meet legal requirements for substantive and procedural due process and reflect the general mission and goals of the institution. Further, they shall follow established procedures in making changes in such regulations. Finally, any such rules, procedures and standards shall reflect the commitment to equity, fairness, honesty, trustworthiness and responsibility.

7. Student Behavior.

Members shall demonstrate and promote responsible behavior and seek to enhance the responsibility that each student takes for his/her own actions. Members support the principle of adherence to community standards and when those standards are violated, the necessity of disciplinary interventions that contribute to the educational and personal growth of the student. However, it is understood in situations where the behavior of a student poses a risk to self or others, members must take action consistent with applicable laws and the general mission and goals of the employing institution.

8. Conflict of Interest.

Members shall seek to avoid private interests, obligations and transactions which are or appear to be in conflict of interest with the mission, goals, policies or regulations of their employing institution. Members shall clearly distinguish between those public and private statements and actions which represent their personal views and those which represent the views of their employing institution. Further, if members are unable to perform their duties and responsibilities in a fair and just manner due to prior involvement with a party or parties, they shall remove themselves from the decision making process.

9. Confidentiality.

Members ensure that confidentiality is maintained with respect to all privileged communications and to educational and professional records considered confidential. They inform all parties of the nature and/or limits of confidentiality. Members share information only in accordance with institutional policies and relevant statutes, when given informed consent, or when required to prevent personal harm to themselves or others.

10. Accuracy of Information.

Members shall strive to assure that information provided for students, faculty, employees and employers, colleagues and the public is accurate and is accompanied by appropriate contextual material if needed.

11. References.

Members shall provide only appropriate information regarding student conduct when providing references to potential employers, graduate schools or professional schools.

12. Limitations.

Members are expected to understand the limits of their professional competencies and to refer students appropriately.

13. Supervision.

Members who have supervisory responsibilities shall clearly define job responsibilities and regularly evaluate performance in accordance with institutional policies.

14. Professional Responsibilities.

Members shall maintain and enhance professional effectiveness by improving skills and acquiring new knowledge so that they may better serve both their students and their institutions. Further, members shall seek to become active, involved members of their institutional communities and in professional associations and/or societies.

REVISED: January 1993

ASJA gratefully acknowledges the previous work on ethical principles and standards of conduct of the National Association of Student Personnel Administrators and the American College Personnel Association as well as the work of numerous professionals throughout the country for their contributions toward the completion of this statement.

Program: Whole Students, Whole Campus: Community Empowerment to Reduce High-Risk Drinking at the University of San Francisco

Office/Service Unit: Student Conduct, Rights & Responsibilities

Student Learning and/or Development Objectives/Outcomes	Activity or Program curriculum that addressed objective	How is outcome operationalized (measured)?
Reduce heavy drinking (defined as 5 or more drinks one or more times in the last two weeks) among first-year residential students by 5%.	Brief Motivational Interactions (BMI's) Social Marketing Campaign Campus Community Coalition	Survey of Student Engagement (NSSE) National College Health Assessment Survey AlcoholEdu Survey (pre and post test) Development of a network of trained BMI facilitators
Reduce alcohol-related harmful consequences (such as injuring self, injuring others, unprotected sex, regretted actions, forgetting actions, etc.) among first year residential students by 10%.	BMI's Social Marketing Campaign Campus Community Coalition	Survey of Student Engagement (NSSE) National College Health Assessment Survey AlcoholEdu Survey (pre and post test) Development of a network of trained BMI facilitators
Increase number of conversations between trained BMI facilitators and students regarding high-risk drinking behaviors and plans for change.	BMI's	BMI Tracking Sheet
Increase in accurate student knowledge of enforcement process.	Social Marketing Campaign Campus Community Coalition	Focus Groups Online Surveys Interviews

Program: Conduct Meetings

Office/Service Unit: Student Conduct Rights & Responsibilities

Student Learning and/or Development Objectives/Outcomes	Activity or Program curriculum that addressed objective	How is outcome operationalized (measured)?
Students will be able to articulate how their behavior outside of the classroom affects their academic success making them less likely to violate policy.	Student Conduct Process Conduct Meetings	Student Conduct Surveys Conduct Database Reflection Papers
Students will be able to articulate how their behavior can take away from the experience of other community members making them less likely to violate policy	Student Conduct Process Conduct Meetings	Student Conduct Surveys Conduct Database Reflection Papers
After a student violates a university policy and goes through the judicial process they will be less likely to violate policy		Student Conduct Surveys Conduct Database Reflection Papers

--	--	--

Program: Student Conduct Board
Office/Service Unit: Student Conduct, Rights & Responsibilities

Student Learning and/or Development Objectives/Outcomes	Activity or Program curriculum that addressed objective	How is outcome operationalized (measured)?
Members of the SCB will be able to articulate the rationale for the Code of Conduct/ORL Policies to peers that violate policy	SCB training Policy and Procedure review Conduct meetings	Observation Student Conduct Survey
Students who participate in the SCB process will exhibit the ability to redirect inappropriate behavior into positive community interactions	Conduct meetings Educational Sanctions	Statistics Student Conduct Survey
Members of the SCB will exhibit the skills and competency in leading conduct meeting procedures while engaging others in meaningful, cross-cultural dialogue	SCB training Conduct meetings	Pre, Post video taping of cases (mock) Surveys Self-evaluations

**USF ASSESSMENT PLAN TEMPLATE
UNIVERSITY LIFE**

UNIT: Counseling and Psychological Services (CAPS)

MISSION: The purpose of Counseling and Psychological Services(CAPS) is to assist students in developing greater self-understanding and to help resolve problems that interfere with their optimal personal functioning. It is normal to experience adjustment problems, especially during periods of transition.

I. PROGRAM GOAL(S) & ASSOCIATED OUTCOME(S)

- A. To develop a sense of personal cultural identity
 - 1) Students will report a greater understanding of cultural identity
- B. To improve relationships
 - 1) Students will indicate improved relationships (i.e., increased assertiveness, communicating better, managing anger, feeling better about self)
- C. To increase knowledge of self-care behavior or awareness of mental health issues
 - 1) Students will demonstrate increased awareness of mental health issues as it is relevant to the specific workshop
 - 2) Students will report that part of their role in the community is to take action
 - 3) Students will be able to convey or demonstrate one/two behaviors to reduce performance anxiety/suicide threat respectively

II. ASSESSMENT METHOD(S)

- A. Rubrics
 - 1)
 - 2)
 - 3)

III. TIME FRAME (3-YEAR PLAN)

IV. ASSESSMENT IMPLEMENTOR

V. PROJECTED USE OF DATA FOR UNIT IMPROVEMENT

Curriculum Mapping Worksheet

Department: Office of Student Conduct Rights and Responsibilities

Department Mission Statement:

Creating a more humane and just world starts with one's personal commitment to responsible behavior within his/her own community. The Office of Student Conduct, Rights and Responsibilities at the University of San Francisco fosters an educational and developmental environment for students, staff and faculty to engage in opportunities resulting in socially responsible interactions.

Key I = Introduced with minimal coverage M = Moderate Coverage C = Comprehensive Coverage

Your Departmental Goals (#) and Outcomes (alpha reference)	Educational Initiatives							
	CMs	SMC	CCC	FGs	MS	BMI Training	SCB Training	BMI
1. Reduce high-risk drinking in first-year student populations at the University of San Francisco.								
a. Students will increase their knowledge of the dangers of alcohol and will be less likely to engage in high risk drinking (defined as five or more drinks, one or more times in the last two weeks.)	M	M	M	M		C		C
b. Students will be less likely to violate the University's alcohol policy	M	M	M					
c. Increase number of conversations between trained BMI facilitators and students regarding high-risk drinking behaviors and plans for change.	M	M	M			C		C
2. After a student violates a university policy and goes through the judicial process they will be less likely to violate policy.								
a. After a student is transported due to an alcohol violation they will be less likely to violate the University's drug free policy.	M			M		M		
b. After a student is held responsible for stealing from the market and meets and follows up with OSCRR staff, they will increase their knowledge about the effects of their behavior resulting in a reduction in their likelihood for a repeat violation of the University's Theft Policy	M				M			
3. Members of the SCB will be able to articulate the rationale for the Code of Conduct/ORL Policies to peers that violate policy.								
a. Students who participate in the SCB process will exhibit comprehension and the ability to articulate the effects their activities have on the community.							C	
b. Members of the SCB will exhibit the skills and competency in leading conduct meeting procedures while engaging others in meaningful cross-cultural dialogue.							C	

Unit Student Service Key:

BMI	Brief Motivational Interactions	FG	Focus Groups
BMI Trng	Brief Motivation Interactions Training	MS	Market Service
CCC	Campus Community Coalition	SCB	Student Conduct Board
	Conduct Meetings	SMC	Social Marketing Campaign

Office of Judicial Affairs
Annual Report
2005-2006

- I. Year In Review
 - A. Trainings & Presentations
 - B. Departmental Projects & Initiatives
 - C. 2005-2006 Judicial Data
 - D. Issues and Trends
- II. Review of Goals
- III. Highlights of Major University Life Outcomes
- IV. Attachments
 - A. 2005-2006 Judicial Stats
 - B. Resources
 - a. Violence Prevention Packet
 - C. Assessment
 - a. Judicial Affairs Presentation Evaluation
 - b. Student Judicial Board Assessment
 - c. Student Resource Team Assessment
 - D. Trainings & Presentations
 - a. 2005-2006 Trainings & Presentations
 - b. Sample Training Agendas

2005-2006 University Life Annual Report Format

1. YEAR IN REVIEW

During the summer of 2005 Judicial Affairs underwent a major transition. The position of Assistant Dean for Judicial Affairs and Ethical Development transformed into two new full time positions: Assistant Dean of Students, and the Coordinator of Judicial Affairs. During this time the Office of Judicial Affairs was completely re-conceptualized and the department worked all year at building a new department. A great deal of time was spent researching best practices, reviewing all current protocol and procedures, developing a vision and mission statement, educating the campus community about the department, and making sure the department was meeting the standards set forth by The Council for the Advancement of Standards in Higher Education.

First and foremost the Office of Judicial Affairs developed a mission statement that reflected the mission and vision of the University. The mission of the Office of Judicial Affairs is both educational and developmental. Through a proactive approach and educating students during the judicial process, judicial affairs seeks to increase social responsibility. In cultivating an ethic of care, judicial affairs affirms the University's mission of helping to create men and women who will create a more humane and just world. Throughout the year, the Office of Judicial Affairs strived to meet the standards set by the Council for the Advancement of Standards in Higher Education (CAS): "judicial affairs must develop, disseminate, interpret, and enforce campus regulations, protect relevant rights of students, deal with student behavioral problems in a fair and reasonable manner, facilitate and encourage respect for campus governance, provide learning experiences for students who are found responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the judicial system, initiate and encourage educational activities that serve to prevent violations of campus regulations."

Trainings and Presentations:

In order to meet the CAS standard of "disseminating, interpreting, and enforcing campus regulations", Judicial Affairs developed and implemented many trainings and presentations. Judicial Affairs' efforts began with developing and implementing several training sessions for the Office of Residence Life's Senior Staff and Resident Advisors on the university's judicial process, crisis management and confrontation. Judicial Affairs also educated all appropriate staff on university policies and procedures. Throughout the year the Office of Judicial Affairs assessed the efforts of all Hearing Officers and conducted several follow up training sessions with the Office of Residence Life Hearing Officers to ensure that the new judicial processes that were put in place were effective in fulfilling the department's mission of helping USF students become more socially responsible.

The Assistant Dean of Students presented on judicial affairs and crisis response to the University Life Leadership Team. The presentation educated the team on the mission and goals of the Office of Judicial Affairs, complexity of student cases, issues and

trends in judicial affairs, and the University's emergency response protocol. In January the Office of Judicial Affairs also presented a summary of fall 2005 judicial statistics, trends and issues, to Residence Life Senior Staff, Public Safety and the University Life Leadership Team. The department made it a priority to educate the campus community about the important work of judicial affairs and how judicial affairs helps to fulfill the mission of the University.

In order to meet the CAS standard of "encouraging educational activities that serve to prevent violations of campus regulations," the Office of Judicial Affairs worked in collaboration with Health Promotions and Services to bring the 1in4 Violence Prevention program to campus. While at USF, the members of NO MORE presented the Men's Program 9 times to approximately 240 faculty, staff, and students. Male student athletes, Resident Assistants, and Koret staff were all required to see the presentation. Additionally, 60 participants attended sessions that were open to the USF community. 98 participants responded to the survey. On all items related to learning outcomes, participants either Agreed or Somewhat Agreed with the given statements at very high levels (87-94%). These included ability to identify on and off campus resources for survivors, how to interact with and assist a survivor, understanding consent, understanding how alcohol influences sexual assault, and acknowledging own behaviors. Additionally, 94% of those who responded stated that they would recommend this program to other USF students. In order to address the need for student's to be aware of resources both on and off campus the Office of Judicial Affairs created a resource sheet (please see attachments).

In order to facilitate and encourage respect for campus governance, the Office of Judicial Affairs through proactive outreach began building relationships with several groups on campus. Some of the groups included: Culturally Focused Clubs Council, the Men's Basketball Team, ASUSF Senate, and the Residence Hall Association. The Assistant Dean of Students and or the Coordinator of Judicial Affairs met with the groups to discuss their role as leaders in the campus community and how they, as leaders, can positively impact their peers.

Departmental Projects and Initiatives:

Major projects included developing an online judicial database, developing and implementing a new duty model, creating and training a Student Resource team, developing a comprehensive training for the Disciplinary Hearing Committee, reviewing all current policies and procedures, educating the campus community on on-line communities, and reconceptualizing the student judicial board.

The on-line judicial database assisted the Office of Judicial Affairs in its collection and analysis of disciplinary information so the Office of Judicial Affairs through education and outreach can better assist the University in educating students to fashion a more humane and just USF (please see attachments). This is the first year that Office of Judicial Affairs has a consistent and effective way

of measuring policy violations. The 2005-2006 data will serve as the baseline as the department continues to measure and analyze policy violations.

The Coordinator of Judicial Affairs developed and implemented a comprehensive training for the Student Judicial Board, which consisted of 4 students. The Student Judicial Board heard 38 cases and the students who served on the board applied learned ethics, analyzed complex issues and information, formulated solid questions, made sound and well-reasoned decisions and developed and utilized active listening and writing abilities. From adjudicating cases to appropriately addressing conflicts of interests, committee members are consistently faced with issues that require mature and complex decision-making. The Coordinator of Judicial Affairs recruited seven students to serve on the 2006-2007 Student Judicial Board. He also conducted an assessment of the current Student Judicial Board and will use his assessment to improve the training and structure of the board.

The Assistant Dean of Students trained the University's Disciplinary Hearing Committee (DHC), which is comprised of faculty, staff, and students. A comprehensive training manual was created and used to train the DHC. Members of the DHC heard 0 cases and 5 appeals. As a result of the increase in the amount of appeals that are being handled by the DHC, more time will be spent during the fall 2006 training on the process of hearing appeals.

Major initiatives that addressed "providing learning experiences for students who are found responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the judicial system," included working in collaboration with Holly Winslow, in Bon Appetit, to develop two new initiatives to address the issues of theft in the Market and students not bussing their tables. An educational sanction has been developed to teach students about the effects of stealing. Students found responsible for stealing are sanctioned to work in the Market so they can experience first hand the many ways stealing effects an organization and how it is misaligned with the University's mission of creating socially responsible students. To promote social responsibility, judicial affairs initiated the first "no bussing" day to educate the campus community about cleaning tables in the Market. The Assistant Dean of Students in collaboration with Ann Dehaene-Nelson, Environmental Safety Professional, are in the process of setting up an educational sanction for students who are found responsible for causing vandalism in the Residence Halls.

The Assistant Dean of Students developed and trained a Student Resource Team, comprised of six university staff members. The role of each team member is to accompany a USF student through the process of either coming forward with a claim of a sexual assault or being accused of sexual assault. The team received six hours of training that provided the necessary theoretical and practical background to provide students with the appropriate support and care that is needed when going through the process of filing a complaint or being accused. The training covered common terms and definitions, campus and community resources, campus policies and procedures, effective communication, role of alcohol and drugs in sexual assaults, diversity issues relevant to sexual assault, rape

myths and misconceptions, rape trauma syndrome, and an overview of the judicial system at the University of San Francisco. As a result of the training all student resource team members feel that they now possess the appropriate skills and resources to work with students who have been assaulted or who have assaulted someone (please see attachment for a detailed assessment).

Judicial Affairs edited the *Fogcutter* Student Handbook for the 2006-2007 academic year. The entire look of the handbook has been changed and will be ready for distribution in July. Consistent feedback showed that the *Fogcutter* needed to have an earlier distribution date. The Assistant Dean of Students has also begun reviewing all policies that are currently found in the *Fogcutter*.

After extensive research on best practices as they relate to universities' leave of absence policies, the Assistant Dean of Students, in partnership with the Dean of Students, worked with the deans of all of the University's schools and colleges, and directors of several departments, to update the University's leave of absence policy. Final edits have been made and will be reflected in the University's 2006-2007 publications.

Responding to the universal need to educate the campus community about on-line communities, the Assistant Dean of Students presented to the University Life Student Experience Team and the Provost's Council about the benefits and challenges of on-line communities, issues and trends surrounding on-line communities, how on-line communities are impacting the campus community, and how we can educate students to help make on-line communities safer. She also created and co-presented a session about on-line communities for the Office of Residence Life Resident Advisors. The session educated the Resident Advisors on creating and maintaining safer on-line communities and provided them with the tools to begin educating their residents on maintaining safer on-line communities. In order to continue the educational efforts the Assistant Dean of Students is currently forming an on-line community taskforce of faculty, staff, and students (please see attachments for a complete list of all trainings and presentations).

2005-2006 Judicial Data

In addition to all of the above proactive efforts the Office of Judicial Affairs adjudicated 137 cases, responded to 37 student crises, fielded 23 calls from student's families, personally met with 6 family members, assisted faculty and staff with 14 cases, responded to 5 situations that dealt with outside agencies (law firms, etc.) and assisted the Office of Residence Life with over 220 cases (please see attachments).

Our initial analysis of the data shows us that alcohol and drug violations are increasing, repeat offenses are higher in first year halls, there is an increase in roommate conflicts and issues, vandalism is increasing in the halls, and overall cases are becoming more complex.

Issues and trends that we are seeing on USF's campus and how we will work to address them:

Alcohol & Drugs: We believe our increase in violations of alcohol and drugs are due to a number of reasons: 2005-2006 serves as the first year that we are consistently and effectively collecting data, staff have received better training in identifying and confronting drug and alcohol violations, and there is a national increase in alcohol and drug consumption on college campuses.

Future Endeavors: Implement an alcohol and drug fining system. The new fining system can help cover the costs of proactive education on alcohol and drug consumption and will hopefully lower the number of alcohol and drug violations. Do proactive programming around responsible decision making. Work with RHA, ASUSF, and RHCs to do late night programming. Work with local retailers to notify Dean of Students Office about fake ids. Work with alcohol retailers in a one mile radius of campus to work in partnership with them around our educational efforts.

Repeat Offenses: Less likely to have repeat offenses in Loyola Village because the building has stricter policies than the traditional residence halls. Stricter policies need to be adhered to because students have much more freedom in Loyola Village than in the traditional halls.

Future Endeavors: Research effects of mixed class buildings as it relates to policy violations. Stricter sanctions need to be put in place for repeat offenders. Define what probation means and create an action plan that a student needs to complete while they are on probation. Begin partnering with academic affairs to see how we can work with students who are showing a pattern of inappropriate behavior. Once again the department is hopeful that the alcohol and drug fines may lessen the number of repeat offenders.

Complex Cases: Cases are becoming much more complex. It is a national trend that students are coming to college with substance abuse problems, more mental health issues as well as a myriad of other issues. We believe these issues add to the complexity of cases. We are also seeing an increase in cases that involve harassment. Families are also more involved in their student's lives. We had several situations where families felt that they needed to secure a lawyer for their student that was going through the university's judicial process. A great deal of time is spent working with families and lawyers. Consultations with the Office of Residence Life are increasing due to the complexity of cases.

Future Endeavors: Provide outreach to families prior to student's arrival. Create on-line information that we can refer families to when they have questions about the judicial process. Hire additional staff in the Office of Judicial Affairs to help with case load and proactive efforts. An administrative assistant would be extremely beneficial for the overall operation of the department.

Roommate Conflicts: We are coming into contact with many students' who have an inability to communicate effectively with their peers. We have had several situations that could have been resolved at a lower level if the students were communicating openly and honestly. Students are automatically saying that they are harassed when they are not getting along with their peers. The situations are not clear cut and take a great deal of staff time to eventually come to a solution that is beneficial to all parties that are involved.

Future Endeavors: Create and implement workshops on effective communication. Train Resident Advisors to be better able to spot roommate conflicts at an early stage and help the students work through the conflict before it becomes a larger and more complicated issue. Educate students and staff on harassment.

Vandalism: We are seeing a steady increase in the amount of vandalism in the halls.

Future Endeavors: Work with the Office of Residence Life to track vandalism and make sure that students and communities are held responsible for community fines. Work with RHCs to empower students to report vandalism. Install cameras in residence halls and exterior of buildings.

REVIEW OF GOALS

05-06 University Life Outcome I:

Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
JA	Promote an ethic of care across the USF Community through proactive educational efforts and role modeling.	In Progress: Creation and maintenance of a community where students care for themselves, each other, and the community.	Achieved: Measure the number and types of incidents (please see attachments). Not Achieved: Conduct focus groups to discuss student's perception of the campus environment.	ORL University Life Athletics
JA	Redirect inappropriate student behavior to responsible behavior that helps students achieve academic, personal and professional goals.	In Progress: Number of repeat violators drops thus reducing attrition. In Progress: Students take responsibility for their actions.	In Progress: Compare matriculated and non-matriculated student's judicial history. Achieved: Individual Student Meetings.	ORL
JA	Judicial Sanctioning is in line with the Jesuit Mission and Values.	In Progress: Sanctioning promotes social responsibility.	Not Achieved: Measure effectiveness of student sanctioning through focus groups and evaluations of the judicial process. Achieved & On-Going: Research sanctioning at other Jesuit Universities.	University Ministry Bon Appetit

05-06 University Life Outcome II:

A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
JA	Create a more socially responsible community that understands the impact of their actions on themselves, the USF community, and the broader community.	<p>Achieved & On-going: Decrease the amount of stealing in the Market.</p> <p>In Progress: Decrease the amount of repeat offenders.</p> <p>Not Achieved: Shared balance between student initiated Incident Reports and staff initiated Incident Reports.</p> <p>In Progress: Less appeals.</p>	<p>Achieved: Measure amount and type of Incidents (please see attachments).</p> <p>Achieved: Evaluate who is writing Incident Reports.</p> <p>Achieved: Measure the amount of repeat offenders (please see attachments).</p>	Bon Appetit Business & Finance ORL Public Safety
JA	The Student Judicial Board is seen as an integral component of the University Community through its proactive educational efforts around social responsibility.	<p>In Progress: That the members of the Student Judicial Board are seen as key student leaders.</p> <p>In Progress: The Student Judicial Board is reaching out to students through educational efforts.</p>	Not Achieved: Collect student feedback through focus groups and evaluations of the Student Judicial Board.	Senate RHA
JA	Increased Awareness- Judicial Affairs will promote & reinforce appropriate student behavior by increasing USF student, administration, staff and faculty awareness of Judicial Process	<p>In Progress: That JA will be seen and used as a resource for the campus community.</p> <p>In Progress: That the students will invest in self-accountability and the culture of care.</p>	Achieved: Track the number of presentations given to clubs, organizations, student groups, etc (please see attachment).	USF community

05-06 University Life Outcome III:

Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
JA	Engage student leaders from culturally focused student groups.	In Progress: Sense of institutional student experiences as it relates to judicial process. In Progress: Awareness training of how cultural differences may play out in the judicial process	Not Achieved: Focus group participation and feedback	ISS MCSS Public Safety
JA	Create a policy pertaining to bias related incidences.	Achieved and Continuing: Students can identify and feel safe identifying bias related incidences. In Progress: Students know where to report such incidences.	Achieved: Number and type of reporting around bias related issues.	ISS MCSS Public Safety
JA	Collaborate with ISS to identify and resolve any policy violation trends amongst international students and work proactively to eliminate such trends.	In Progress: Provide international students with a clearer understanding of the USF code of conduct and judicial process. Achieved: Decrease in policy violations.	Achieved: Tracking cases that involve international students.	ISS

05-06 University Life Outcome IV:

Programs and services are intentionally designed to enhance student: retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
JA	Create proactive educational opportunities to educate students on policy in order to minimize policy violations.	In Progress: The entire campus community is aware of student conduct regulations and the role of Student Judicial Affairs.	Achieved: Feedback gathered from program participants	USF community
JA	Develop a USF student conduct honor pledge that students are committed to upholding.	In Progress: That students will feel a sense of commitment and ownership of being a positive, contributing member of the USF community.	Achieved & On-Going: Witnessing students holding themselves and others accountable. In Progress: Decrease in policy violation incidents.	Academic Deans USF community Orientation
JA	Build a strong collaborative relationship with USF departments.	Achieved & On-going: Increased visibility through programming events. Increased awareness of policies, procedures, role of protocol, and judicial affairs.	Achieved: Track the number of presentations given to clubs, organizations, student groups, etc. Achieved & On-Going: Feedback gathered from programs and presentations	USF community
JA	Evaluate and improve Emergency Response Protocols.	Achieved: Develop a sexual assault advocate program. Achieved & On-going: Ensure that members of the University community are competent in crisis management.	Achieved & On-Going: Efficient and effective responses during crises.	USF community

O5-06 University Life Goal V:

Departments create and implement methods to strengthen the University’s financial resources.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
JA	Achieve and maintain an effective judicial database.	<p>Achieved: Decrease environmental waste.</p> <p>Achieved: Increase productivity in terms of timeliness and efficiency.</p>	<p>Achieved: Efficiency of data collection.</p> <p>Achieved: Feedback from Hearing officers</p>	<p>Residence Life</p> <p>Center for Instruction and Technology</p>
JA	Increase student’s awareness of community responsibility leading student’s to expect themselves and one another to treat the community as their home.	<p>In Progress: Less vandalism and destruction.</p>	<p>In Progress: Measure the amount of money spent in repairs caused by vandalism.</p>	<p>Plant Services</p> <p>Public Safety</p> <p>ORL</p>

2. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

We believe one of our most celebrated outcomes is the fact that we took an “office” and built it into a respected department. We may be in our infancy stages but we have achieved a great deal in our first year of operation as an actual department. Through intentional efforts that concentrated on creating university partnerships and a great deal of proactive outreach we have educated many people about the overall operations of our department and the importance of judicial affairs. We also helped to create a supportive University community through our collaboration with the following groups: The Office of Residence Life, The ASUSF Senate, The Residence Hall Association, Health Promotion and Services, The Koret Recreation Center, Department of Sociology, Athletics, Human Resources, Department of Student Activities, Multicultural Student Services, Bon Appetit, Department of Public Safety, The Counseling Center, Environmental Safety, The School of Education, several university deans.

The Office of Judicial Affairs also worked to create a supportive community through its coordination of the division’s Crisis Response Team. The core membership of the team consisted of the Assistant Dean of Students, the Director of Residence Life, the Associate Director of Residence Life, the Assistant Director of Residence Life, the Director of the Counseling Center, the Coordinator of Judicial Affairs, the Director of Public Safety, and the Dean of Students. When student crisis situations developed, the team met to process the situation and plan a coordinated response. In responding to student crisis situations using a collaborative approach from a variety of areas in University Life, the Crisis Response Team was able to support students as they struggled with issues ranging from suicide attempts to hospitalization for medical conditions to coping with bias related incidents.

In fulfilling the responsibility of enforcing the Standards of Nonacademic Conduct, The Office of Judicial Affairs provided a supportive community for students. The Assistant Dean of Students and the Coordinator of Judicial Affairs adjudicated a number of complex cases this year dealing with issues ranging from drug and alcohol abuse to identity theft. In each case, the Assistant Dean of Students and the Coordinator of Judicial Affairs took into consideration the particular circumstances of each student involved. In keeping with the departmental mission of discipline as being an educational and developmental process, they worked with parents and family members of students going through the process as well as students who were affected by the behavior to ensure that the students received the support they needed while also working to ensure the safety of the broader community.

We believe that the Office of Judicial Affairs fulfills the university’s mission by impressing upon students the importance of accepting responsibility for their actions and the understanding that they are being given an opportunity to learn from their mistakes. We believe student discipline can be seen as a means of improving the development of the entire person. By helping students understand the relationship between their actions and the impact they have on both themselves and the broader community, The Office of Judicial Affairs is giving students skills to make responsible life decisions, thus creating a more humane and just world.

Office of Judicial Affairs 2005-2006 Judicial Summary

Cases heard by the Office of Judicial Affairs and the Student Judicial Board

Off-Campus Students	Fall	Spring
alcohol	8	17
drug	1	1
non-sexual harassment	1	3
relations	1	1
sexual assault		2
theft	2	2
weapons/relations	1	1
total number of hearings	14	27

41

On-Campus Students	Fall	Spring
alcohol	9	16
alcohol and drug	1	
arson	1	
attempted suicide	1	
bias related incidents	2	
computer misuse	1	1
domestic abuse	2	
drugs	7	16
follow-up to sexual assaults	3	
incomplete sanctions	5	
mental health	1	4
non-sexual harassment	1	
physical assaults	2	
relations	2	2
sexual assaults	2	2
sexual harassment	3	2
theft	2	6
vandalism	2	
total number of hearings	47	49

96

137

Student Judicial Board	Fall	Spring
alcohol	2	
alcohol & quiet hours	7	3
alcohol & candle	2	
failure to comply and guest policy	2	
health & safety	2	
keys	2	
quiet hours	4	1
failure to comply		4
guest policy		1
smoking		3
quiet hours & failure to comply	1	
trash & facilities use	1	
unauthorized possession of property	1	
vandalism	2	
total number of hearings	26	12

38

Student Judicial Board Referrals by Building	Fall	Spring
GI	8	5
HH	7	7
LM	4	
LV	1	
PW	0	
PA	0	
PH	2	
FM	4	

2005-2006 Judicial Affairs Statistics

Removal-Relocation

11 students were removed from housing
7 students were relocated

Drug Referrals

31 drug referrals were made to the Counseling Center

Appeals

14 appeals were received
7 were upheld for removal
2 were altered to relocation

Hospital Transports

4 alcohol related hospital transports
8 medical hospital transports
1 non-USF student hospital transport

Bias Related Incidents

7 Bias Related Incidents

Gender Breakdown

Male - 496
Female - 450

Male Repeat Offenders = 111
Female Repeat Offenders = 91

Days of the Week		Alcohol	Drugs	Alcohol and Drugs	Total Cases
	Monday	5	9	1	15
	Tuesday	6	2	1	9
	Wednesday	12	8		20
	Thursday	10	5		15
	Friday	32	9	1	42
	Saturday	39	5	2	46
	Sunday	12	6	2	20
		116	44	7	167

3 non-USF students documented for Alcohol

Alcohol - Not Responsible = 43

Drugs - Not Responsible = 14

Alcohol and Drugs - Not Responsible = 4

Female Alcohol Violations = 157

Female Alcohol Responsible = 138

Female Alcohol Not Responsible = 19

Male Alcohol Violations = 212

Male Alcohol Responsible = 188

Male Alcohol Not Responsible = 24

Female Drug Violations = 57

Female Drug Responsible = 49

Female Drug Not Responsible = 12

Male Drug Violations = 66

Male Drug Responsible = 60

Male Drug Not Responsible = 6

Alcohol and Drug Statistics

	Alcohol	Drugs
2002-2003	216	66
2003-2004	287	100
2004-2005	268	73
2005-2006	414	148

Overall Trends:

Repeat offenses are higher in the first year halls.

Less likely to have third or higher repeat offenses in Loyola Village because the building has stricter policies than the traditional residence halls.

Alcohol and drug use violations are increasing.

Cases overall are becoming more complex which takes more staff time. Consistent with national trend that students are coming to college with more complex issues.

Increase in roommate conflicts and issues.

Vandalism is increasing in the halls. This may be linked to increased alcohol use.

Future Endeavors:

Break down incidents by day of the week.

Break down types of repeat offenses to further define trends.

Work with in hall staff to decrease repeat offenses.

Determine number of students found responsible versus number of students found not responsible. Determine trends if any.

Continue to improve database so data collection is more efficient.

Break down location of incidents and who is in violation. For example, are Hayes-Healy and Gilson residents violating policies in their assigned halls or other halls?

Examine sanctions and how they are effecting student behavior.

Do more proactive education around behavioral issues for first year students.

**Office of Judicial Affairs
Annual Report
2006-2007**

- I. Review of Goals
- II. Highlights of Major University Life Outcomes
- III. What Do You Need?
- IV. Appendices
 - Appendix A Office of Judicial Affairs, 2006-2007 Judicial Summary & Statistics
 - Appendix B Judicial Board Cultural Competency Survey and Survey Responses
 - Appendix C Sample of Program Evaluations
 - Appendix D Violence Prevention Resource Sheet
 - Appendix E Student Learning Outcomes; First time Alcohol Violations
 - Appendix F 2006-2007 Judicial Feedback & 2007-2008 Improvement Plan
 - Appendix G Digital Literacy Taskforce Outreach Plan
 - Appendix H Judicial Database Request

2006-2007 University Life Annual Report Format

I. REVIEW OF GOALS

06-07 University Life Strategic Initiative II:

Advance inclusive student success as measured by increases in student retention, satisfaction and/or engagement.

Dept.	Departmental Goal	Program Outcomes	Assessment Cycle
JA	Redirect inappropriate student behavior, which results in policy violations, to responsible behavior that helps students achieve academic, personal and professional goals.	<p>Program Outcomes: -After a student violates a university policy and goes through the judicial process they will be less likely to violate policy (Achieved & On-going, Please see Appendix A).</p> <p>Learning Outcomes: -Students will be able to articulate how their behavior outside of the classroom effects their academic success (Achieved & On-going). -Students will be able to articulate how their behavior can take away from the experience of other community members (Achieved & On-going).</p> <p>Students articulated learning outcomes in Judicial Hearings, Reflection Papers, and Action Plans.</p>	<p>Assessment Cycle: -Outcomes will be assessed by measuring and tracking repeat offenses (Please see Appendix A).</p> <p>- Develop a survey that will measure the effectiveness of the USF judicial process. The instrument will measure the impact of the judicial process on USF students (In Progress).</p>

06-07 University Life Strategic Initiative III:

Promote learning.

Dept.	Departmental Goal	Program Outcomes	Assessment Cycle
JA	Students involved in Judicial Affairs programs will increase their cultural competency.	<p>Program Outcome: -Each member of the student judicial board, after receiving adequate training, will facilitate 10 cross-cultural discussions (Achieved).</p> <p>Learning Outcome: -By serving on the student judicial board, student members will be able to facilitate cross-cultural discussions with residential students regarding policy violations while providing opportunities for education, development, and behavior modification (Achieved).</p>	<p>Assessment Cycle: Through discussions and dialogues with students during cases and on individual/group levels, board members continued to express various levels of understanding and development in regards to cultural competency. Just as many of their peers throughout the Bay Area do, members of the Board point to being in (or from) the Bay Area as an automatic pass for being “culturally competent”. Members have been challenged to talk out what that means.</p> <p>The students each began the semester at various levels of development and understanding. Some felt that cultural/diversity issues were not necessarily important in the judicial process as “a violation of policy is a violation of policy”. However, with time, discussion and real-life cases, they came to understand that each individual experience is unique and that bias and prejudices (real or perceived) can play a significant role. Over time and as the semester progressed and the Board got more experience, the level of intentionality behind questioning with purpose and acknowledging the range of cultural facets associated with each student/case became increasingly more</p>

			<p>apparent. During end of the year conversations and evaluations, board members commented on the importance of recognizing individual differences and perspectives. They remarked from both the adjudication lens as well as the inter-personal lens of working as a team. One member stated, "Early on in my time as a board member, I was very biased against a certain group of students because I felt they were treated differently (than regular students). But after group conversations and a couple of cases with these students, I realized that my stereotype was not applicable to all." Other members drew upon personal experiences to share with the group that personalized the importance of treating students as individuals.</p> <p>As an example, the Board recently adjudicated a case involving three women and a quiet hours violation. Two of the three young women could have easily been stereo-typed as "rebellious, emo-core, and lesbians" who without a doubt probably violated policy based solely on their appearance. The ability of the Board to completely overlook these potential biases/stereotypes and remain focused on the individual behavior of the person and not the person themselves is indicative of their ability to actualize cultural competency. In fact, in the debrief of the case (following the deliberation and the handing down of the decision) there was a great discussion about personalities, first</p>
--	--	--	---

			<p>impressions and the similarities amongst the “differences” of multiple quiet hours (as one example) cases involving various students throughout the year.</p> <p>Please see Appendix B for survey instrument and survey results.</p>
--	--	--	--

06-07 University Life Strategic Initiative IV:

Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.

Dept.	Departmental Goal	Program Outcomes	Assessment Cycle
JA	Judicial Affairs will promote & reinforce appropriate student behavior by increasing USF student, administration, staff and faculty awareness of Judicial Process	<p>Program Outcomes:</p> <ul style="list-style-type: none"> -Create proactive educational opportunities to educate students on alcohol and drug policy in order to minimize policy violations (Achieved, please see Appendix A). -Create proactive educational programs that educate faculty and staff on the role of judicial affairs and the university’s judicial system (Not Achieved). <p>Learning Outcomes:</p> <ul style="list-style-type: none"> -Faculty and staff will be able to articulate the university’s judicial process (In Progress). -Faculty and staff know where to refer a student if they have a judicial question (Achieved & On-going, please see Section II). 	<p>Assessment Cycle:</p> <ul style="list-style-type: none"> -All programs put on by judicial affairs will be evaluated by participants (Achieved, please see Appendix C). -Develop a survey to measure student’s knowledge of the judicial process (In Progress). -Track amount of referrals to Judicial Affairs from faculty and staff (Achieved, please see section II).
JA	Create socially responsible community norms around alcohol use, violence and civility.	<p>Program Outcomes:</p> <ul style="list-style-type: none"> -Students will be able to explain the judicial process for alcohol violations at USF. 	-Develop and administer an Alcohol violation hearing pre and post test that measures student’s knowledge around

		<p>-All first year students will receive the Violence Resource Sheet (Achieved, please see Appendix D).</p> <p>-Theft will decrease in the Market (Achieved).</p> <p>-Students will bus there own tables in the Market (On-going).</p> <p>Learning Outcomes:</p> <p>-Student's will be able to identify potential consequences for violating the alcohol policy (In Progress, please see Appendix E).</p> <p>-Students will be able to name three on or off campus resources for victims of sexual violence (Did not measure).</p> <p>-Students are able to articulate the connection between theft in the Market and staff morale (Achieved).</p> <p>-Students understand the impact of their behavior on the larger USF community (On-going).</p>	<p>alcohol violations (In Progress, please see Appendix E).</p> <p>-Develop a survey to be used to measure student's knowledge of sexual violence resources (Not Achieved).</p> <p>-Measure the amount of theft in the Market and the rate of repeat offenses (Achieved).</p> <p>-Measure the amount of trash that is left on tables in the Market (Achieved).</p> <p>-Collect data from Holly Winslow's meetings with students who stole from the Market (In Progress).</p> <p>-Develop a survey that will measure the impact of the judicial process at USF (In Progress).</p>
--	--	---	--

Please see Appendix F for the 2006-2007 Judicial Feedback & 2007-2008 Improvement Plan.

II. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

Through intentional efforts that concentrated on creating university partnerships and a great deal of proactive outreach the Office of Judicial Affairs educated many people about the overall operations of the office and the importance of judicial affairs. The office also helped to create a supportive University community through collaboration with the following groups: Admissions, The Office of Residence Life, ASUSF, The Residence Hall Association, Health Promotion and Services, ITS, The Koret Recreation Center, Department of Sociology, Athletics, The Student Resource Team, The Disciplinary Hearing Committee, Human Resources, Department of Student Activities, Multicultural Student Services, Bon Appetit, Department of Public Safety, The Counseling Center, Environmental Safety, The School of Education, and several university deans.

An example of proactive outreach can be seen through the Digital Literacy Taskforce. Knowing that any kind of media can be used well or can be misused the Office of Judicial Affairs took the lead in convening The Digital Literacy Taskforce. The taskforce is taking a mission driven proactive approach to teach faculty, staff and students to make the best use of technological resources while limiting the negative consequences that can be attributed to misuse. The mission of the taskforce is to create sustainable goals in the area of digital literacy that will be integrated into the larger University community. An action plan has been developed for the 2007-2008 academic year (**please see Appendix G**).

The Office of Judicial Affairs also worked to create a supportive community through its coordination of the division's Crisis Response Team. The core membership of the team consisted of the Assistant Dean of Students, the Director of Residence Life, the Associate Director of Residence Life, the Assistant Director of Residence Life, the Director of the Counseling Center, the Coordinator of Judicial Affairs, the Director of Public Safety, and the Dean of Students. When student crisis situations developed, the team met to process the situation and plan a coordinated response. In responding to student crisis situations using a collaborative approach from a variety of areas in University Life, the Crisis Response Team was able to support students as they struggled with issues ranging from mental health to dealing with a death on campus. The team also met twice during the spring semester to process cases. Cases were reviewed and strategies were put into place to improve the overall operation and response of the team.

In fulfilling the responsibility of enforcing the Standards of Nonacademic Conduct, The Office of Judicial Affairs provided a supportive community for students. The Assistant Dean of Students and the Coordinator of Judicial Affairs adjudicated a number of complex cases this year dealing with issues ranging from theft to drug and alcohol. In each case, the Assistant Dean of Students and the Coordinator of Judicial Affairs took into consideration the particular circumstances of each student involved. In keeping with the departmental mission of discipline as being an educational and developmental process, they worked with parents and family members of students going through the process as well as students who were affected by the behavior to ensure that the students received the support they needed while also working to ensure the safety of the broader community.

The Office of Judicial Affairs adjudicated 144 cases, responded to 26 major crises, fielded 36 calls from student's families, personally met with 9 families, assisted faculty and staff with 70 cases and handled 8 situations with outside agencies. The Office of Judicial Affairs conducted 268 discipline checks for various departments and agencies. It is evident through the increase in staff and faculty consultations that there has been an increase in collaboration between the Office of Judicial Affairs and staff and faculty. Several departments within all of the schools and colleges are relying on the Office of Judicial Affairs for guidance and support.

The Office of Judicial Affairs fulfills the university's mission by impressing upon students the importance of accepting responsibility for their actions and the understanding that they are being given an opportunity to learn from their mistakes. Student discipline can be seen as a means of improving the development of the entire person. By helping students understand the relationship between their actions and the impact they have on both themselves and the broader community, The Office of Judicial Affairs is giving students skills to make responsible life decisions, thus creating a more humane and just world.

III. WHAT DO YOU NEED?

Full time Administrative Assistant

This position would help with the overall management of the office. Judicial Affairs has a high volume of calls, consults, and drop ins. A full time administrative assistant could support the office with all judicial and crisis response efforts. Currently, the two staff members do all of their own scheduling, administrative processing, and follow up. An administrative assistant would enable the Assistant Dean of Students and Coordinator of Judicial Affairs to do more proactive outreach as well as program development and assessment.

Centralized Judicial Database

Our homegrown database is not effective for the amount of cases that we handle nor for the type of analysis that we need to be doing on a consistent and on-going basis. A centralized judicial database is crucial to our development as a department. This would mean that we would need an increase in our budget to sustain a database. Currently research is being done to analysis the feasibility of a purchasing and maintaining a centralized database (**please see Appendix H**).

Space for judicial hearings and meetings with students and families.

Currently our office does not have adequate space to meet with families, students, and outside agencies. Due to the confidential and unpredictable nature of our work it is very important to have access to comfortable space on a 24 hour basis.

Appendices

Appendix A

D2 - Alcohol	Total Residents	Reported Violations	Resp.	Not Resp.	FYIs	Men	Women	Men Resp.	Women Resp.	Men Not Resp.	Women Not Resp.	Frosh	Soph	Jr	Sr	Grad
Hayes	393	86	54	28	1	41	42	30	24	11	17	78	7	1		
Gillson	387	83	57	18	1	38	45	26	31	11	13	79	4			
Phelan	501	113	80	12	0	60	53	42	38	5	7	39	63	9	2	
Fromm	176	7	6	1	0	0	7	0	6	0	1	1	5	1		
Lone Mtn.	288	43	30	13	0	10	33	5	25	5	8	12	25	6		
Loyola	324	23	16	7	0	14	9	7	9	7	0	2	13	7	1	
Pedro	90	4	4	0	0	1	3	1	3	0	0			4		
Fulton	8	2	1	0	0	0	2	0	1	0	0	1				
Off-Campus		2	2	0	0	2	0	2	0	0	0		2			
TOTALS		363	250	79	2	166	194	113	137	39	46	212	119	28	3	
D9 - Drugs	Total Residents	Reported Violations	Resp.	Not Resp.	FYIs	Men	Women	Men Resp.	Women Resp.	Men Not Resp.	Women Not Resp.	Frosh	Soph	Jr	Sr	Grad
Hayes	393	35	10	20	3	28	6	6	5	20	0	33	1			
Gillson	387	13	6	3	4	8	4	3	3	3	0	12				
Phelan	501	11	7	3	0	11	0	7	0	3	0	6	5			
Fromm	176	7	7	0	0	0	7	0	7	0	0	2	4	1		
Lone Mtn.	288	20	19	1	0	7	12	6	12	1	0	5	11	2	1	
Loyola	324	6	3	2	1	1	5	0	3	1	1	1	1	4		
Pedro	90	1	1	0	0	0	1	0	1	0	0		1			
Fulton	8	0														
Off-Campus		0														
TOTALS		93	53	29	8	55	35	22	31	28	1	59	23	7	1	

Alcohol and Drug Statistics	Alcohol	Drugs
2002-2003	216	66
2003-2004	287	100
2004-2005	268	73
2005-2006	419	149
Fall 2006	255	61

Judicial Affairs Quick Facts

- 12** - Alcohol related transports
- 11** - students removed from Housing
- 5** - students were relocated
- 13** - students appealed HD decisions
- 152** - incidents occurred on Mondays
- 166** - incidents occurred on Tuesdays

Spring 2007	108	32
2006-2007	363	93

287 - incidents occurred on Wednesdays

160 - incidents occurred on Thursdays

143 - incidents occurred on Fridays

245 - incidents occurred on Saturdays

106 - incidents occurred on Sundays

Policy	Reported Violations	Responsible	Not Responsible										
			FYIs	HH	GI	PH	FM	LM	LV	PA	FH	OFF	
D1 - Aiding, Abetting or Inciting	0	0	0	0	0	0	0	0	0	0	0	0	0
D2 - Alcohol	363	253	83	2	86	83	113	7	43	23	4	2	2
D3 - Assault/Battery	3	1	2	0	2	0	0	0	0	0	1	0	0
D4 - Badgering and Otherwise Abusive Behavior	3	0	2	0	0	0	2	0	0	1	0	0	0
D5 - Destruction of Property	18	5	10	0	8	5	4	0	1	0	0	0	0
D6 - Disruptive or Disorderly Behavior	103	57	36	1	32	25	22	0	11	9	2	0	2
D7 - Disruption of the Educational Process	0	0	0	0	0	0	0	0	0	0	0	0	0
D8 - Disturbing the Peace	4	3	1	0	1	1	2	0	0	0	0	0	0
D9 - Drugs	93	54	29	8	35	13	11	7	20	6	1	0	0
D10 - Failure to Comply or Identify	72	44	20	0	20	39	5	0	6	1	1	0	0
D11 - Failure to Repay Debts or Return University Property	3	3	0	0	2	1	0	0	0	0	0	0	0
D12 - False Report of Emergency	0	0	0	0	0	0	0	0	0	0	0	0	0
D13 - Forgery or Misuse of Documents	0	0	0	0	0	0	0	0	0	0	0	0	0
D14 - Gambling	0	0	0	0	0	0	0	0	0	0	0	0	0
D15 - Hazing	0	0	0	0	0	0	0	0	0	0	0	0	0
D16 - Health and Safety Regulations	54	30	21	0	32	11	3	0	5	1	1	0	1
D17 - Identification	40	38	1	0	25	9	0	0	0	0	6	0	0
D18 - Infliction of Physical or Psychological Harm Upon Any Member of the USF Community	1	0	1	1	0	1	0	0	0	0	0	0	0
D19 - Keys	2	2	0	0	0	1	0	0	0	0	0	1	0
D20 - Laws	0	0	0	0	0	0	0	0	0	0	0	0	0
D21 - Lewd Conduct	1	1	0	0	1	0	0	0	0	0	0	0	0
D22 - Misrepresentation	4	0	4	0	0	0	0	0	0	4	0	0	0
D23 - Posted or Printed USF Rules	2	0	2	0	0	2	0	0	0	0	0	0	0
D24 - Sexual Offense or Threat to do Same to a Member of the USF Community	0	0	0	0	0	0	0	0	0	0	0	0	0
D25 - Smoking	8	6	1	0	0	2	1	1	0	3	1	0	0
D26 - Stalking	2	0	0	2	0	0	0	0	2	0	0	0	0
D27 - Tape Recording	0	0	0	0	0	0	0	0	0	0	0	0	0
D28 - Theft	5	0	1	3	0	2	1	0	1	1	0	0	0
D29 - Threats	1	1	0	0	0	0	0	0	1	0	0	0	0
D30 - Trespass	0	0	0	0	0	0	0	0	0	0	0	0	0
D31 - Unauthorized Possession or Use of Property	15	14	1	0	2	6	7	0	0	0	0	0	0

D32 - University's Computer and Network Appropriate Use Policy	0	0	0	0	0	0	0	0	0	0	0	0	0
D33 - University's Prevention of Sexual and Other Unlawful Harassment Policy	0	0	0	0	0	0	0	0	0	0	0	0	0
D34 - Weapons	2	2	0	0	0	2	0	0	0	0	0	0	0
C1 - Alcohol and Other Drugs		<i>merged into D2- Alcohol</i>											
C2 - Animals	1	1	0	0	1	0	0	0	0	0	0	0	0
C3 - Bicycles and Motorcycles	0	0	0	0	0	0	0	0	0	0	0	0	0
C4 - Candles	0	0	0	0	0	0	0	0	0	0	0	0	0
C5 - Damage Charges	44	44	0	0	0	0	44	0	0	0	0	0	0
C6 - Decorating	0	0	0	0	0	0	0	0	0	0	0	0	0
C7 - Electric Appliances	0	0	0	0	0	0	0	0	0	0	0	0	0
C8 - Facilities and Property Use	201	199	1	2	12	3	177	0	4	4	1	0	0
C9 - Guest Visitation Policy	350	317	27	0	52	128	72	71	19	6	1	0	1
C10 - Identification Cards	76	70	4	0	40	22	14	0	0	0	0	0	0
C11 - Posting and Mailing Policy	0	0	0	0	0	0	0	0	0	0	0	0	0
C12 - Quiet Hours	273	189	55	0	122	82	31	0	17	19	2	0	0
C13 - Skateboards	0	0	0	0	0	0	0	0	0	0	0	0	0
C14 - Smoking	1	0	1	0	0	0	0	0	0	1	0	0	0
C15 - Solicitation and Commercial Activity	2	1	1	0	1	0	1	0	0	0	0	0	0

D2 - Alcohol	Total Residents	Reported Violations	Resp.	Not Resp.	FYIs	Men	Women	Men Resp.	Women Resp.	Men Not Resp.	Women Not Resp.	Frosh	Soph	Jr	Sr	Grad
Hayes	393	86	54	28	1	41	42	30	24	11	17	78	7	1		
Gillson	387	83	57	18	1	38	45	26	31	11	13	79	4			
Phelan	501	113	80	12	0	60	53	42	38	5	7	39	63	9	2	
Fromm	176	7	6	1	0	0	7	0	6	0	1	1	5	1		
Lone Mtn.	288	43	30	13	0	10	33	5	25	5	8	12	25	6		
Loyola	324	23	16	7	0	14	9	7	9	7	0	2	13	7	1	
Pedro	90	4	4	0	0	1	3	1	3	0	0			4		
Fulton	8	2	1	0	0	0	2	0	1	0	0	1				
Off-Campus		2	2	0	0	2	0	2	0	0	0		2			
TOTALS		363	250	79	2	166	194	113	137	39	46	212	119	28	3	
D9 - Drugs	Total Residents	Reported Violations	Resp.	Not Resp.	FYIs	Men	Women	Men Resp.	Women Resp.	Men Not Resp.	Women Not Resp.	Frosh	Soph	Jr	Sr	Grad
Hayes	393	35	10	20	3	28	6	6	5	20	0	33	1			
Gillson	387	13	6	3	4	8	4	3	3	3	0	12				
Phelan	501	11	7	3	0	11	0	7	0	3	0	6	5			
Fromm	176	7	7	0	0	0	7	0	7	0	0	2	4	1		
Lone Mtn.	288	20	19	1	0	7	12	6	12	1	0	5	11	2	1	
Loyola	324	6	3	2	1	1	5	0	3	1	1	1	1	4		
Pedro	90	1	1	0	0	0	1	0	1	0	0		1			
Fulton	8	0														
Off-Campus		0														
TOTALS		93	53	29	8	55	35	22	31	28	1	59	23	7	1	

Alcohol and Drug Statistics	Alcohol	Drugs
2002-2003	216	66
2003-2004	287	100
2004-2005	268	73
2005-2006	419	149

Judicial Affairs Quick Facts

- 12** - Alcohol related transports
- 11** - students removed from Housing
- 5** - students were relocated
- 13** - students appealed HD decisions
- 152** - incidents occurred on Mondays

Fall 2006	255	61
Spring 2007	108	32
2006-2007	363	93

166 - incidents occurred on Tuesdays
287 - incidents occurred on Wednesdays
160 - incidents occurred on Thursdays
143 - incidents occurred on Fridays
245 - incidents occurred on Saturdays
106 - incidents occurred on Sundays

Appendix B



J-Board Cultural Competency Survey



1. What is your understanding of multiculturalism? What does cultural competency mean to you?
2. How would you describe your level of understanding of multiculturalism/cultural competency? ****For Spring evaluation**** How would you describe your current level of understanding in comparison to the beginning of the year?
3. How do you believe multiculturalism/cultural competency present itself in the Student Judicial Board process? ****For Spring evaluation**** After your experience as a Board member this past year, how do you see multiculturalism/cultural competency play out in the judicial process?

4. How do you expect (if at all) being a member of the Judicial Board to impact your understanding of multiculturalism/cultural competency? ****For Spring evaluation****
Has being a member of the Judicial Board had an impact on your understanding/level of multiculturalism/cultural competency?

Judicial Affairs
Cultural Competency Learning Outcome
2006-2007

The following are responses by Board members to a survey about cultural competency:

Multiculturalism is being surrounded by a variety of people from different ethnicities and backgrounds; it is when different ideals and experiences come together. Cultural competency is having a deeper knowledge about other cultures than your own. This often creates a level of respect and understanding for others.

At the beginning of this academic year I would describe by multiculturalism as very high. My current level is still very high, but there is always room to grow and know more.

With Jboard you constantly come across a variety of individuals from different ethnicities and backgrounds. Overall, you get a lot of experience with multiculturalism through your involvement with Jboard and your cultural competency and level of understanding for others is deepened.

Being on Jboard has definitely enhanced my understanding of multiculturalism and has allowed me to obtain a better understanding of others, therefore increasing my cultural competency.

At the beginning of the year, I think that I had a good understanding of multiculturalism. Now, I believe I have a better understanding and allow individuals to speak their ideas and look at their point of view in a different way.

Yes, the JBoard has impacted my level of multiculturalism competency.

Multiculturalism means that many people come "to the table" with different aspects of right and wrong and have different experiences that need to be explored and understood. Cultural competency means having the capacity to recognize that difference and work with it in a malleable way to achieve results that benefit all concerned.

At the beginning of the year, as compared to now, my understanding has increased. I would say that more specifically I have become more sensitive to issues relating to cultural differences or perspectives rather than just asserting one point of view as being "fact."

SJB like other umbrella organizations under ORL definitely increases your awareness of multiculturalism and your own competency as well as that of the surrounding/affected communities. USF is served well by having multiculturally competent individuals in positions to wield enormous influence on campus, whether it is precedents by the SJB, the Senate or the RHA among others.

Since I am multicultural, my level of understanding of multiculturalism is fairly competent. I think, when dealing with different cultures, it is important to inform yourself about these different cultures before making any kind of judgment.

My current level of understanding of multiculturalism/cultural competency is relatively high because I am multicultural but I also think it is always important to inform yourself about other cultures.

Yes, the Judicial Board has impacted my understanding of cultural competency because sometimes I misunderstood how someone reacted to a question through their body language, how someone answered a question, or whether or not the person looked into our eyes when they spoke to the board. All of these situations are approached differently depending on your culture.

My level of understanding of multiculturalism and cultural competency was high at the beginning of this year. Having grown up in a diverse area (Bay Area) and through my family life, I have been able to grow my cultural competency.

My level of understanding of multiculturalism/cultural competency remains the same as from the beginning of this year.

Yes, being a member of the Judicial Board has helped positively impact my understanding of multiculturalism and cultural competency. My work on cases and interactions with other members and students has improved my level of understanding.

Appendix C

University of San Francisco
Student Judicial Board Member Performance Evaluation

Member Name

Date

This evaluation will be based on the Board Member's performance during the training and hearing of cases during the 2005-06 academic year utilizing the following guidelines:

- U Unacceptable** Does not meet expectations and standards necessary for reappointment.
- NI Needs Improvement** Occasionally falls below standards and expectations.
Improvement needed.
- ME Meets Expectations** Meets standards and expectations consistently.
- EE Exceeds Expectations** Goes above and beyond standards and expectations consistently.
- O Outstanding** Goes far above and beyond standards and expectations consistently. Has little room for improvement.

Communication Skills/Assertiveness/Listening Skills

- ME** Shows an awareness of verbal and non-verbal skills.
- ME** Can express self clearly.
- ME** Able to defend expressed thoughts.
- ME** Expresses self honestly without infringing on the rights of others.
- ME** Hears ideas and opinions of others.
- ME** Attentive to discussions.
- ME** Does not interrupt others.
- ME** Does not repeat ideas/thoughts already expressed.

Comments:

Decision-making/Problem solving

- ME** Makes decision objectively after thinking through most aspects of the issue.
- ME** Able to analyze and evaluate all aspects of a conflict situation.
- ME** Able to determine alternative solutions

Comments:

Flexibility

- ME** Willing to reconsider viewpoints given new and significant information.
- ME** Willing to make compromises
- ME** Willing to work as a team member

Comments:

Leadership

- ME** Can direct others without being over-bearing.
- ME** Encourages participation
- ME** Earns respect

Comments:

Motivation/Enthusiasm

- ME Is present and on time to all scheduled meetings.
- ME Participates in and contributes to meetings in a positive manner.
- ME Attends and participates in trainings.
- ME Expresses sincere interest and enthusiasm working with other students
- ME General understanding of the position
- ME Desire to learn more

Comments:

Confidence

- ME Composed
- ME Willing to take an unpopular stand
- ME Able to support own ideas
- ME Strong self-concept
- ME Firm grasp of and ability to facilitate hearing process

Comments:

Overall Evaluation of Board Member

U NI ME EE O

Strengths:

Areas Needing Improvement:

Offer of Reappointment? **Yes** **No**

Additional Comments:

My signature indicates only that I have reviewed the evaluation. It does not mean that I necessarily concur with it. If I disagree with any portion of the evaluation, I understand that I can submit additional information that will be placed in my file.

Board Member Signature

Date

Judicial Board Advisor Signature

Date

Student Resource Team Training Assessment

1. Gender:
 - a. Female
 - b. Male
 - c. Transgender

2. USF status:
 - a. Staff
 - b. Faculty

After participating in the training:

3. I can identify on-campus resources for survivors of sexual assault.
 - a. Agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Disagree

4. I can identify off-campus resources for survivors of sexual assault.
 - a. Agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Disagree

5. I can identify helping behaviors to use when talking with a sexual assault survivor.
 - a. Agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Disagree

6. I can identify behaviors to avoid when talking with a sexual assault survivor.
 - a. Agree
 - b. Somewhat agree

- c. Somewhat disagree
- d. Disagree

7. I know the type of language to use and the type of language to avoid using when speaking with a sexual assault survivor.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

8. I understand the influence of alcohol on sexual assault.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

9. I can identify and debunk rape myths.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

10. I understand the relationship between consent and force in sexual situations.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

11. I understand that people who are raped experience pain and violation.

- a. Agree
- b. Somewhat agree

- c. Somewhat disagree
- d. Disagree

12. I know more about the amount of college students in the US who are sexually assaulted.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

13. I know how the judicial system works at USF.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

14. I know what a student needs to do to pursue a case outside of the University.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

15. Before you attended this training, if a USF student disclosed to you that she or he was sexually assaulted, were you aware of the resources and services available to that person?

- a. Yes
- b. No
- c. N/A: No USF students have disclosed to me that they were sexually assaulted

16. I am inspired to work to change my own behavior and the behavior of others regarding sexual violence.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

17. Would you recommend to other USF staff and faculty that they should become members of the student resource team?

- a. Yes
- b. No

18. What was most beneficial during the training?

19. What was least beneficial during the training? How could the training be improved?

20. I would like additional training on:

21. Additional Comments:

Appendix D

RESOURCES

University of San Francisco
Office of Judicial Affairs, Division of University Life

CAMPUS RESOURCES

Counseling Center

Gillson Hall Lower Level
8:30-5pm
(415) 422-6352

Public Safety

UC 310
24 hours
(415) 422-4222

University Ministry

Phelan Hall Lower Level
8:30-5pm
(415) 422-4463

Dean of Students

UC 405
8:30-5pm
(415) 422-6251

Health Promotion & Services

UC 2nd Floor
8:30-5pm
(415) 422-5797

COMMUNITY RESOURCES

SF General Hospital (Emergency Room)

1001 Potrero Ave
San Francisco, CA 94110
Phone: (415) 206-8000
Hotline: (415) 206-8256

(must specify that you are victim of sexual assault when you call and a nurse practitioner will call you back)
(24-Hour Rape Treatment Center: Only medical facility in the city that performs rape kits.)

USF Student Health Clinic

St. Mary's Medical Center
450 Stanyan Street, 2nd Floor
Phone: (415) 750-4980

Hours & Appointments

M/Th
8:30am-7pm
T/W/F
8:30am-5pm

Appointment

M/Th
8:30am-2:30pm
T/W/F
8:30am-2:30pm T/W/F

Drop-In Hours

M/Th
4:30pm-6:30pm
T/W/F
2:30pm-4:30pm

San Francisco Women Against Rape
San Francisco, CA 94103
Hotline Phone: (415) 647-RAPE (7273)
Business Phone: (415) 861-2024
Website: www.sfwar.org

Highland Sexual Assault Center
Oakland, CA 94602
Hotline Phone: (510) 534-9290
Business Phone: (510) 437-4138
Website: www.acmedctr.org

Trauma Recovery Center / Rape Treatment Center
2727 Mariposa Street
San Francisco, CA 94110
Phone: (415) 437-3000
M-F 8am-5pm

NATIONAL HOTLINES

National Domestic Violence Hotline.....1-800-799-7233
Crime Victim's Comp.....1-800-983-9933
Rape, Abuse, & Incest National Network (RAINN).....1-800-656-HOPE (4673)

WEBSITES

California Coalition Against Sexual Assault	www.calcasa.org
Center for Disease Control	www.cdc.gov
Family Violence Prevention Fund	www.endabuse.org
Gay Men's Domestic Violence Project	www.gmdvp.org
Friends and Family of Survivors	www.rvss.org/friends_family.htm
Love Me Not (information on stalking)	www.lovemenot.org
Men Can Stop Rape	www.mencanstoprape.org
Minnesota Center Against Violence and Abuse	www.mincava.org
The National Center for Victims of Crime	www.ncvc.org
National Coalition Against Domestic Violence	www.ncadv.org
The National Domestic Violence Hotline	www.hdvh.org
National Network to End Domestic Violence	www.nnedv.org
National Sexual Violence Resource Center	www.nsvrc.org
National Stalking Resource Center	www.ncvc.org
National Violence Against Women Prevention Research Center	www.vawprevention.org
National Women's Alliance (resources for women and girls of color)	www.nwaforchange.org
No More (men's outreach for rape education)	www.nomorerape.org
Pennsylvania Coalition Against Rape	www.pcar.org
Violence Against Women Office	www.usdoj.gov/ovw
Voices Not Victims (resources for college students)	www.voicesnotvictimes.org

Working to Halt Online Abuse

www.haltabuse.org

Appendix E

Student Learning Outcomes; First time Alcohol Violation Hearing
Residence Life 2006-2007

As a result of a judicial conference with an Hearing Officer, students will:

Knowledge:

- 1) Explain the judicial process for alcohol violations at USF.
- 2) Articulate the purpose of the Alcohol Policy at USF in context to;
 - Individual health
 - Community health
 - Upholding the Law (under-aged drinking, distribution to minors, public intoxication, driving under the influence, alcohol related assaults, alcohol related property damage)
- 3) Articulate the alcohol policy and the repercussions for violating the policy to hearing officer.
- 4) Be able to name at least two (2) alcohol related behaviors that have the potential to cause harm. Examples:
 - Driving (after drinking/while drinking)
 - Drinking while on over the counter or prescription medications
 - Drinking without carrying contact information and identification
 - Drinking without a plan for how to get home safely
 - Receiving drinks from another person
 - Drinking alcohol from a common source
 - Drinking with the intent to get intoxicated
 - Drinking to a blood alcohol level of .08 or greater
- 5) Site at least three (3) alternative activities to drinking alcohol
- 6) Identify USF resources to support students in lower-risk alcohol-related behaviors.
 - Res Life hall staff and programming (including RHA & RHC)
 - USF Counseling Center
 - USF Health Promotion and Services

- AlcoholEdu, Echug, Etoke
- Activities and involvement through Student Leadership and Engagement
- University Ministry programs and retreats
- Others?

Attitudes:

- 1) Care about how his or her alcohol behavior affects his or her community.
- 2) Care about how his or her alcohol abuse affects him or herself.
- 3) Take responsibility for violating the alcohol policy (no blame or deflecting responsibility).

Skills/Behavior:

- 1) Commit to lower risk drinking behavior including abstaining from drinking.
- 2) Choose to participate in activities that do not involve alcohol.
- 3) Encourage peers to abstain or engage in lower risk alcohol use.

Appendix F

2006-2007 Judicial Feedback & 2007-2008 Improvement Plan

Topic	Issue & Response Plan	
Holds <i>getting HDs access.</i>	Can HDs get access to put on holds? <i>Julie will work with Mark and Steve to explore possibility</i>	<i>of</i>
Judicial Board <i>outcomes.</i>	Need better communication of outcomes. <i>Ryan will develop a system of informing HDs of</i>	
Judicial Databases	Need for database check-ins. <i>Ryan will develop a schedule of regular check-ins that will be communicated during summer training.</i>	
Marijuana Referrals <i>develop additional training.</i>	Need for more training on marijuana referrals. <i>Julie will review training and protocol and will</i>	
Mental Health <i>provide additional training. Invite Mobile Crisis.</i>	Need for additional training. <i>Julie will coordinate with Counseling Center and Mark Thoma to</i>	
Open Cases <i>Hearing Officers.</i>	Need for improved system. <i>Ryan will develop a protocol and will communicate protocol to</i>	
Outcomes <i>up with a protocol so their cases are documented in the judicial database. New protocol Officers during summer training.</i>	Need to improve protocol for sharing outcomes with HDs. <i>Julie and Ryan will work together to</i>	<i>come</i>
Panic Buttons <i>working properly and we have a protocol in place.</i>	Request for testing of panic buttons at desk. <i>Julie will work with Steve and Dan to ensure they</i>	<i>are all</i>
Public Safety <i>training for Senior Staff and Public safety on roles/responsibilities of the collaborative Staff and Public Safety Staff.</i>	Clarification of the role of Public Safety. <i>Julie will work with Dan to provide additional</i>	<i>relationship between Residence Life</i>

Sanctions

Hearing Officers would like additional sanction language. *Ryan will work on adding all sanction language to letters in the database.*

Hearing Officers would like to see stricter alcohol sanctions. **Julie will review alcohol sanctions determine a plan of action which will be shared during summer training.**

and

Appendix G

Digital Literacy Taskforce

Members:

Julie Orio, Assistant Dean of Students, University Life

Joe Garity, Coordinator Library Instruction, Gleeson Library

Alex, Hochman, Assistant Director, Career Services Center

Mike Hughes, Assistant Dean Academic Enrollment Services, Admissions

Walter Petruska, Security Coordinator, Director, Office of the Vice President, ITS

David Silver, Faculty, Media Studies, Arts & Sciences

Mark Thoma, Associate Director, Residence Life

Freddie Wiant, Program Director, Assistant Professor, Rhetoric and Composition

Amber McChesney-Young, student (Fall 06, will rejoin committee when she returns from ElSalvador)

Still working on recruiting additional students.

Charge:

Knowing that any kind of media can be used well or can be misused the University of San Francisco will take a mission driven proactive approach to teach faculty, staff and students to make the best use of technological resources while limiting the negative consequences that can be attributed to misuse.

Mission:

Create sustainable goals in the area of digital literacy that will be integrated into the larger University community.

Overview:

Digital Literacy is a combination of media literacy, digital safety and digital ethics:

Media Literacy: ability for our community to build their ability to use, analyze, create, and evaluate media.

Digital Safety: ability for our community to keep themselves and their information safe.

Digital Ethics: Socially responsible behavior that helps the community to be ethical, courteous, safe, and productive while they use technology. (The U.S Department of Justice defines cyberethics or cybercitizenship as “a code of safe and responsible behavior for the Internet community.”)

The Digital Literacy Taskforce will concentrate on three main areas of Digital Literacy: (all areas incorporate the mission of the University)

Legal:

Copyright Violations

Research:

Plagiarism

Social:

On-line Communities

Action Plan:

Possible Long Term Goals:

- Davies Forum, Digital Literacy Theme
- “Digital Literacy Awareness Week” could incorporate some of the ideas below.
- Digital Literacy Drive-In Conference. One day conference with a keynote and several different speakers.
- Speaker from Google’s Human Resources (or other big name speaker)
- Development of a Webpage that educates faculty, staff and students about digital literacy.
- Development of 4 unit class that is taught over four years educating students on digital literacy.

Possible Short Term Goals:

- Develop an information sheet for admissions counselors/faculty/staff on how we use
- Development of modules (copyright, plagiarism).
- Identify faculty that will use modules in their classrooms.
- Collect information on what other institutions are doing.

Long & Short Term Goals in each area:

Legal:

Develop a module on copyright violations for faculty, staff and students.

Research:

Develop a module on plagiarism for faculty, staff and students.

Have the Learning & Writing Center do programs in the Residence Halls

Social:

Continue with the information in the residence halls on making on-line communities safer.

Afternoon workshop: “Why should you blog?”

Afternoon workshop: “Using the internet to your advantage: what employers are looking for.”

Digital Literacy Taskforce Outreach Action Plan

Charge:

Knowing that any kind of media can be used well or can be misused the University of San Francisco will take a mission driven proactive approach to teach faculty, staff and students to make the best use of technological resources while limiting the negative consequences that can be attributed to misuse.

Mission:

Create sustainable goals in the area of digital literacy that will be integrated into the larger University community.

Educational Outreach:

College Success Classes	Contact: Rebecca Snider & Dena Davis Julie contacted and they are on board
Living Learning Communities	Contact: Lorrie Rank
Freshman Seminars	Contact: Sister Moser
Ambassador Training (Resident Advisors & Orientation Team Members)	Contact: Mark Thoma
Foreward Program	Contact: Charlene Lobo Julie contacted and is awaiting a reply
ASUSF Senate	Contact: Greg Wolcott
Student Judicial Board	Contact: Ryan Garcia Julie contacted and they are on board
Rhetoric & Composition Courses:	Contact: Freddie Wiant
New Staff Orientation:	Contact: Else Tamayo
University Life Leadership Team	Contact: Margaret Higgins
ORL Senior Staff	Contact: Mark Thoma

Outline of Session:

50 minute Powerpoint Session

Welcome & Introductions

Introduction:

Facebook and Fox News, tv and tivo, youtube and yahoo, i-pods, iphones, ieverything- our students are swimming in information. Digital Literacy, a combination of media literacy, digital safety and digital ethic, teaches students how to navigate, evaluate, create, and participate in today's digital environments.

Overview of Digital Literacy:**Three areas of Digital Literacy:****Legal:**

Copyright Violations

Research:

Plagiarism

Social:

On-line Communities

Learning Outcomes:

By the end of the session participants will be able to identify ways to use, analyze, create, and evaluate media (Media Literacy).

By the end of the session participants will be able to identify ways to keep themselves and their information safe (Digital Safety).

By the end of the session participants will be able to identify socially responsible behavior that helps the community to be ethical, courteous, safe, and productive while they use technology (Digital Ethics).

Assessment Tool:

A survey will be developed by the committee.

Office of Judicial Affairs

Annual Report

2007-2008

- I. Review of Goals
- II. Highlights of Major University Life Outcomes
- III. What Do You Need?
- IV. Appendices
 - Appendix A Office of Judicial Affairs, 2007-2008 Judicial Summary & Statistics
 - Appendix B Judicial Affairs Survey
 - Appendix C Sample of Program Evaluations: Student Conduct Board, Student Resource Team
 - Appendix D Sexual Violence Resource Packet & Resource Sheet
 - Appendix E New Policies & Protocols
 - Medical Marijuana Policy
 - Appendix F Alcohol Education
 - BMI Tracking Sheet
 - Grant Initiatives
 - Appendix G Dean of Students and Associate Vice President Organizational Structure
 - Appendix H Judicial Affairs Name Change

2007-2008 University Life Annual Report Format

I. REVIEW OF GOALS

06-07 University Life Strategic Initiative II:

Advance inclusive student success as measured by increases in student retention, satisfaction and/or engagement.

Dept.	Departmental Goal	Program Outcomes	Assessment Cycle
JA	Redirect inappropriate student behavior, which results in policy violations, to responsible behavior that helps students achieve academic, personal and professional goals.	<p>Program Outcomes: -After a student violates a university policy and goes through the judicial process they will be less likely to violate policy (Achieved & On-going, Please see Appendix A).</p> <p>Learning Outcomes: -Students will be able to articulate how their behavior outside of the classroom effects their academic success (Achieved & On-going). -Students will be able to articulate how their behavior can take away from the experience of other community members (Achieved & On-going).</p> <p><i>Students articulated learning outcomes in Judicial Hearings, Reflection Papers, and Action Plans.</i></p>	<p>Assessment Cycle: -Outcomes will be assessed by measuring and tracking repeat offenses (Please see Appendix A). - Develop a survey that will measure the effectiveness of the USF judicial process. The instrument will measure the impact of the judicial process on USF students (Achieved, please see Appendix B. Survey was piloted spring semester but did not receive any hits so we will be coming up with a new plan for the 2008-2009 academic year).</p>

06-07 University Life Strategic Initiative IV:

Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.

Dept.	Departmental Goal	Program Outcomes	Assessment Cycle
JA	Judicial Affairs will promote & reinforce appropriate student behavior by increasing USF student, administration, staff and faculty awareness of Judicial Process	<p>Program Outcomes: -Create proactive educational opportunities to educate students on alcohol and drug policy in order to minimize policy violations (Achieved, please see Appendix A & G).</p> <p>Learning Outcomes: -Faculty and staff know where to refer a student if they have a judicial question (Achieved & On-going, please see Section II).</p>	<p>Assessment Cycle: -Develop a survey to measure student’s knowledge of the judicial process (Achieved, please see Appendix B) -Track amount of referrals to Judicial Affairs from faculty and staff (Achieved, please see section II).</p>
JA	Create socially responsible community norms around alcohol use, violence and civility.	<p>Program Outcomes: -Students will be able to explain the judicial process for alcohol violations at USF. -All first year students will receive the Violence Resource Sheet (Achieved, please see Appendix D). -Theft will decrease in the Market (Achieved). -Students will bus there own tables in the Market (On-going).</p> <p>Learning Outcomes: -Student’s will be able to identify potential consequences for violating the alcohol policy (In Progress, please see Appendix E). -Students are able to articulate the connection between theft in the Market and staff morale (Achieved). -Students understand the impact of their behavior on the larger USF community (On-going).</p>	<p>-Measure the amount of theft in the Market and the rate of repeat offenses (Achieved). -Measure the amount of trash that is left on tables in the Market (Achieved). -Collect data from Holly Winslow’s meetings with students who stole from the Market (In Progress). -Develop a survey that will measure the impact of the judicial process at USF (Achieved, please see Appendix B).</p>

II. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

Through intentional efforts that concentrated on creating university partnerships and a great deal of proactive outreach the Office of Judicial Affairs educated many people about the overall operations of the office and the importance of judicial affairs. The office also helped to create a supportive University community through collaboration with the following groups: Admissions, The Office of Residence Life, ASUSF, The Residence Hall Association, Health Promotion and Services, ITS, The Koret Recreation Center, Department of Sociology, Athletics, The Student Resource Team, The Disciplinary Hearing Committee, Human Resources, Student Leadership & Engagement, Multicultural Student Services, Bon Appetit, Department of Public Safety, Counseling & Psychological Services, Environmental Safety, The School of Education, College of Professional Studies, and several university deans.

Highlights of Proactive Outreach:

Digital Literacy Taskforce

An example of proactive outreach can be seen through the Digital Literacy Taskforce. Knowing that any kind of media can be used well or can be misused the Office of Judicial Affairs took the lead in convening The Digital Literacy Taskforce. The taskforce is taking a mission driven proactive approach to teach faculty, staff and students to make the best use of technological resources while limiting the negative consequences that can be attributed to misuse. The mission of the taskforce is to create sustainable goals in the area of digital literacy that will be integrated into the larger University community.

Department of Education Grant

The Assistant Dean of Students continues to serve as the Project Director in collaboration with Project Co-Director, Kamal Harb, Director of Health Promotions and Services, Florentina Dobrin, Grant Coordinator, and Project Evaluator, Susan Prion, Faculty, School of Nursing, on the \$300,000 grant, “Whole Students, Whole Campus: Community Empowerment to Reduce High-Risk Drinking at the University of San Francisco.” The grant was awarded to University Life through the Department of Education. Three student coordinators were hired and are responsible for the helping with overall implementation efforts.

The team coordinated Brief Motivational Interaction (BMI) training, facilitated by Scott Walters, Assistant Professor of Health Promotion and Behavioral Sciences at the University of Texas School of Public Health, and co-author of *Talking with College Students about Alcohol*. Forty-two faculty and staff and 59 students went through the spring training (**please see appendix G for a list of grant related initiatives**). Six staff were identified as “Super BMI Facilitators and conducted 12 BMI’s during the Spring Semester. Additional BMI trainings are planned for the Fall 2008 semester. A coalition of campus and community stakeholders met regularly to build relationships, support project initiatives, and advocate for policy changes on campus.

Crisis Management Team

The Office of Judicial Affairs works to create a supportive community through its coordination of the division’s Crisis Management Team. Once the Deans Team was reconfigured, the Assistant Dean of Students recognized the importance of restructuring the Crisis Management team. The core membership of the team consists of the Assistant Dean of Students, the Director

of Residence Life, the Associate Director of Residence Life, the Director of the Counseling Center, the Coordinator of Judicial Affairs, the Director of Public Safety, and the Dean of Students. The team meets weekly to process situations, plan coordinated responses, and review policies and procedures. The Crisis Management team has also taken part in emergency response training and professional development opportunities.

In responding to student crisis situations using a collaborative approach from a variety of areas in University Life, the Crisis Management Team was able to support students as they struggled with issues ranging from mental health to drug dealing on campus. Cases were constantly reviewed and strategies were put into place to improve the overall operation and response of the team.

Policy Development

The following policies were developed by the Crisis Management Team and will be put into effect for the 2008-2009 academic year.

Psychological Emergencies Policy: awaiting final approval from Legal Counsel.

Medical Marijuana Policy (**please see appendix F**)

Mission Related Work

In fulfilling the responsibility of enforcing the Standards of Nonacademic Conduct, The Office of Judicial Affairs provided a supportive community for students. The Assistant Dean of Students and the Coordinator of Judicial Affairs adjudicated a number of complex cases this year dealing with issues ranging from theft to illegal drug dealing. In each case, the Assistant Dean of Students and the Coordinator of Judicial Affairs took into consideration the particular circumstances of each student involved. In keeping with the departmental mission of discipline as being an educational and developmental process, they worked with parents and family members of students going through the process as well as students who were affected by the behavior to ensure that the students received the support they needed while also working to ensure the safety of the broader community.

Stats

The Office of Judicial Affairs adjudicated 140 cases, responded to 135 crises, fielded 47 calls from student's families, personally met with 12 families, assisted faculty and staff with 60 cases (this does not include staff from the Office of Residence Life) and handled 3 situations with outside agencies. The Office of Judicial Affairs conducted 283 discipline checks for various departments and agencies. It is evident through the increase in staff and faculty consultations that there has been an increase in collaboration between the Office of Judicial Affairs and staff and faculty. Several departments within all of the schools and colleges are relying on the Office of Judicial Affairs for guidance and support.

The Office of Judicial Affairs fulfills the university's mission by impressing upon students the importance of accepting responsibility for their actions and the understanding that they are being given an opportunity to learn from their mistakes. Student discipline can be seen as a means of improving the development of the entire person. By helping students understand the relationship between their actions and the impact they have on both themselves and the broader community, The Office of Judicial Affairs is giving students skills to make responsible life decisions, thus creating a more humane and just world.

On-line database

The Coordinator of Judicial Affairs formed a taskforce to research and view judicial databases. A 100% web based professional judicial database has been purchased and will enable university administrators to bring all departments and stakeholders together by processing, tracking, reporting and managing student violations campus wide. The database will help ensure that the university is in compliance with Federal reporting laws. This streamlined system will allow staff to maneuver through the judicial process much more efficiently and expeditiously without jeopardizing accuracy ensuring quality student-centered service.

Fogcutter Student Handbook

In an effort to follow suit with the University's efforts of sustainability and going green, the Fogcutter production and distribution will now be distributed in an eco- friendly Compact Disc. This move accomplishes the following: significant cost cut from \$14,000 to \$2500-\$4000; a huge reduction in the waste of paper; delivery in a format more in-line with the technology used by the millennial student population; more efficiency in the editing and production process as turn around time for submission of product to delivery would be about 7 days compared to the 2 month process of proof-editing and final production for our current process; control over formatting, which would eliminate the need to go back and forth with the proof-editing; moving us in the direction that a majority of institutions have gone with their student handbook – online only.

Re-alignment of Organizational Structure

Lastly, in order to better serve our students and community and to honor the mission and values of the University of San Francisco, time was spent to re-align and clarify our organizational structure (**please see Appendix H**). This re-alignment partnered with the changing of the departments name to the Office of Student Conduct, Rights & Responsibilities (**please see Appendix I**), and the promotion of the Coordinator of Judicial Affairs to an Assistant Director will help in all of the department's mission driven efforts.

III. WHAT DO YOU NEED?

We are extremely grateful for the full time administrative assistant position that was funded for the 2008-2009 academic year and the purchase of a centralized professional judicial database. Both will be a tremendous help to the department.

Space for judicial hearings and meetings with students and families.

Currently our office does not have adequate space to meet with families, students, and outside agencies. Due to the confidential and unpredictable nature of our work it is very important to have access to comfortable space on a 24 hour basis.

Appendices

Appendix A

Office of Judicial Affairs - 2007-08 Judicial Summary

Cases heard by the Office of Judicial Affairs, the DHC, & the Student Conduct Board

Off-Campus Students	Fall 2007	Spring 2008	2007-08 Total
Alcohol	5	7	12
Drug			
Disruptive/Disorderly	2	2	4
Infliction of Pscyh Harm		1	1
Disturbing the Peace		3	3
Theft	1	1	2
Trespass			
Assault/Battery		2	2
total number of hearings			24

On-Campus Students	Fall 2007	Spring 2008	2007-08 Total
Alcohol	35	15	56
Drug	27	5	32
Disruptive Disorderly	5	4	9
Disturbing the Peace			
Asault/Battery	2	2	4
Theft	2	3	5
Weapons	6		6
Quiet Hours	4		4
total number of hearings			116

Total number of hearings by the Office of Judicial Affairs: 140

Student Conduct Board	Fall 2006	Spring 2008	2007-08 Total
Indoor Activities/Disruptive Bx	5	0	5
Disruptive Behavior/Quiet Hrs	4	0	4
Alcohol	2	0	2
Quiet Hours	3	0	3
total number of hearings	14	0	14

Student Conduct Board Referrals by Building	Fall 2007	Spring 2008	2007-08 Total
Gillson	12	0	0
Hayes Healy	2	0	0
Lone Mountain	0	0	0
Loyola Village	0	0	0
Pedro Arrupe	0	0	0
Phelan	0	0	0
Fromm	0	0	0
	14	0	14

2007-2008: Judicial Summary Continued

Residence Halls

Building	# of Residents	# of IR Filed	# of FYI's Filed	total reports	# of cases	# of students documented	# of repeat offenders	actual # of students documented	% of students documented	Students on Probation	Alcohol Violations	Drug Violations	Alcohol and Drug Violations
Fromm	176	46	7	53	20	56	12	44	25%	8	32	10	4
Gillson	387	370	2	372	97	348	74	274	71%	33	164	58	43
Hayes-Healy	393	232	14	246	93	241	59	182	46%	15	129	12	8
Lone Mt.	288	113	0	113	91	117	18	99	34%	9	29	9	0
Loyola Village	324	110	10	120	41	89	9	80	25%	32	50	15	7
Pedro	90	29	3	32	17	28	6	22	24%	1	6	0	0
Phelan	501	159	0	159	110	179	31	148	30%	4	60	9	1
Totals	2159	1059	36	1095	469	1058	209	849	27%	102	470	113	63

Judicial Affairs Statistics

Expulsion
4 students expelled

Removal-Relocation
8 students were removed from housing
5 students were relocated

Hospital Transports
12 alcohol related hospital transports
1 drug related hospital transport

Alcohol/Drug Referrals
66 alcohol/drug referrals were made to the Counseling Center

BMI Referrals
19 referrals made

Appeals
23 appeals were received

Alcohol and Drug Statistics

	Alcohol	Drugs
2002-2003	216	66
2003-2004	287	100
2004-2005	268	73
2005-2006	419	149
2006-2007	363	93
Fall 2007	318	80
2007-2008	470	113

Policy	Reported		Not										
	Violations	Responsible	Responsible	FYIs	FM	GI	HH	LM	LV	PA	PH	FH	
D1 - Aiding, Abetting or Inciting	0	0	0	0	0	0	0	0	0	0	0	0	
D2 - Alcohol	470	264	120	0	32	164	129	29	50	6	60	0	
D3 - Assault/Battery	11	5	6	0	1	1	1	0	6	2	0	0	
D4 - Badgering and Otherwise Abusive Behavior	8	3	2	0	0	2	2	0	3	0	0	0	
D5 - Destruction of Property	55	12	31	2	5	9	24	0	7	3	7	0	
D6 - Disruptive or Disorderly Behavior	189	62	88	0	34	27	67	2	33	4	32	0	
D7 - Disruption of the Educational Process	0	0	0	0	0	0	0	0	0	0	0	0	
D8 - Disturbing the Peace	13	2	10	0	0	0	5	0	4	4	0	0	
D9 - Drugs	113	41	38	3	7	51	17	11	15	0	12	0	
D10 - Failure to Comply or Identify	51	26	15	0	0	15	20	1	12	1	2	0	
D11 - Failure to Repay Debts or Return University Property	0	0	0	0	0	0	0	0	0	0	0	0	
D12 - False Report of Emergency	0	0	0	0	0	0	0	0	0	0	0	0	
D13 - Forgery or Misuse of Documents	4	1	3	0	0	1	3	0	0	0	0	0	
D14 - Gambling	0	0	0	0	0	0	0	0	0	0	0	0	
D15 - Hazing	0	0	0	0	0	0	0	0	0	0	0	0	
D16 - Health and Safety Regulations	71	31	26	0	2	24	25	8	6	1	5	0	
D17 - Identification	29	11	11	0	1	9	11	2	4	0	2	0	
D18 - Infliction of Physical or Psychological Harm Upon Any Member of the USF Community	2	1	1	0	1	1	0	0	0	0	0	0	
D19 - Keys	0	0	0	0	0	0	0	0	0	0	0	0	
D20 - Laws	0	0	0	0	0	0	0	0	0	0	0	0	
D21 - Lewd Conduct	1	1	0	0	0	0	1	0	0	0	0	0	
D22 - Misrepresentation	2	2	0	0	0	1	0	0	0	0	1	0	
D23 - Posted or Printed USF Rules	3	2	1	0	0	0	0	2	1	0	0	0	
§D24a - Residence Life Policies -Animals	1	1	0	0	0	0	1	0	0	0	0	0	
§D24b - Bicycles and Motorcycles	2	0	2	0	0	0	0	2	0	0	0	0	
§D24c - Incendiary Objects	10	8	1	0	0	1	0	9	0	0	0	0	
§D24d - Damage Charges	0	0	0	0	0	0	0	0	0	0	0	0	
§D24e - Decorating	9	4	1	0	2	0	1	4	2	0	0	0	
§D24f - Electric Appliances	1	1	0	0	0	0	0	1	0	0	0	0	
§D24g - Facilities and Property Use	18	14	3	0	0	12	0	4	2	0	0	0	
§D24h - Guest and Visitation Policy	316	265	32	0	14	102	25	61	16	4	95	0	
§D24i - Identification Cards	2	2	0	0	1	0	1	0	0	0	0	0	
§D24j - Indoor Athletic Activities	7	5	2	0	0	7	0	0	0	0	0	0	
§D24k - Posting and Mailing Policy	0	0	0	0	0	0	0	0	0	0	0	0	
§D24l - Quiet Hours	399	227	99	0	41	96	127	7	66	17	45	0	
§D24m - Smoking	56	20	25	0	1	20	9	6	15	0	5	0	
§D24n - Solicitation and Commercial Activity	0	0	0	0	0	0	0	0	0	0	0	0	
D25 - Sexual Offense or Threat to do Same to a Member of the USF Community	0	0	0	0	0	0	0	0	0	0	0	0	
D26 - Smoking	37	9	25	0	4	9	3	4	15	0	2	0	
D27 - Stalking	0	0	0	0	0	0	0	0	0	0	0	0	
D28 - Tape Recording	0	0	0	0	0	0	0	0	0	0	0	0	
D29 - Theft	4	2	2	0	0	0	3	0	1	0	0	0	
D30 - Threats	7	1	6	0	1	0	2	0	4	0	0	0	
D31 - Trespass	0	0	0	0	0	0	0	0	0	0	0	0	
D32 - Unauthorized Possession or Use of Property	11	2	0	0	0	0	9	0	2	0	0	0	
D33 - University's Computer and Network Appropriate Use Policy	0	0	0	0	0	0	0	0	0	0	0	0	
D34 - University's Prevention of Sexual and Other Unlawful Harassment Policy	0	0	0	0	0	0	0	0	0	0	0	0	
D35 - Weapons	6	6	0	0	0	0	2	0	0	0	4	0	

Drug and Alcohol Violation Breakdown

D2 - Alcohol	Total Residents	Reported Resident Violations	Resp.	Not Resp.	No Outcome	FYIs	Men	Men Resp.	Men Not Resp.	Men No Outcome	Women	Women Resp.	Women Not Resp.	Women No Outcome	Frosh	Soph	Jr	Sr	Grad
Fromm	176	32	21	6	5	0	0	0	0	0	32	21	6	5	24	8	0	0	0
Gillson	387	164	116	34	14	0	82	63	13	6	48	20	24	4	131	3	0	0	0
Hayes	393	129	69	54	17	0	48	33	35	9	65	36	19	8	134	6	0	0	0
Lone Mtn.	288	29	11	3	0	0	10	7	3	0	4	4	0	0	5	8	1	0	0
Loyola	324	50	18	8	1	0	19	11	8	0	8	7	0	1	3	6	16	2	0
Pedro	90	6	2	3	0	0	2	2	0	0	3	0	3	0	0	0	0	3	2
Phelan	501	60	27	12	12	0	26	9	12	5	25	18	0	7	19	30	2	0	0
Fulton	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	2167	470	264	120	49	0	187	125	71	20	185	106	52	25	316	61	19	5	2

D9 - Drugs	Total Residents	Reported Resident Violations	Resp.	Not Resp.	No Outcome	FYIs	Men	Men Resp.	Men Not Resp.	Men No Outcome	Women	Women Resp.	Women Not Resp.	Women No Outcome	Frosh	Soph	Jr	Sr	Grad
Fromm	176	7	5	0	0	0	0	0	0	0	7	6	1	0	4	3	0	0	0
Gillson	387	51	13	19	4	2	35	15	19	1	14	8	6	0	51	0	0	0	0
Hayes	393	17	5	5	1	0	14	6	7	1	3	1	2	0	15	2	0	0	0
Lone Mtn.	288	11	6	4	1	1	3	2	0	1	8	4	4	0	4	6	0	1	0
Loyola	324	15	7	6	1	0	10	5	5	0	4	2	1	1	1	5	8	0	0
Pedro	90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Phelan	501	12	5	4	3	0	10	3	4	3	2	2	0	0	4	7	1	0	0
Fulton	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	2167	113	41	38	10	3	72	31	35	6	38	23	14	1	79	23	9	1	0

Appendix B

Demographic information

- 1. What is your Class Year (please check one):
 Freshman Sophomore Junior Senior Graduate student

- 2. What is your age in years?

- 3. What is your gender? Female Male

- 4. What is your current residence?
 Hayes Healy Hall Gillson Hall Phelan Hall Fromm Hall Pedro Arrupe Hall Lone Mountain
 Fulton House Loyola Village Other (Please specify):

- 5. My judicial case was adjudicated in a meeting with:
 Hall Director or Asst. Hall Director Student Conduct Board Judicial Affairs office

Judicial Process

1. Please rate your level of agreement with the following statements:

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

I received clear communication about the allegations made against me

The judicial process was clearly explained to me at the beginning of my meeting

Regardless of the outcome, I believe I was treated fairly and with respect

My judicial process took place in a timely manner

Student learning opportunities

1. Please mark your level of agreement with the following statements:

Strongly agree

Agree

Neither agree nor
disagree

Disagree

Strongly disagree

I understand why
administrators are
concerned with my
misconduct

I understand how my
misconduct affects other
members of my community

As a result of my conduct
meeting, I am less likely to
engage in any misconduct in
the future

With respect to my
behavior, I have a
responsibility to others in
my residential community

Institutional Environment

1. Please rate your level of agreement with the following items:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I was aware of the policies and code of conduct in the Fogcutter					
Staff members reinforce the importance of responsible behavior					
Policies and the code of conduct are enforced consistently					
Expectations for student behavior are communicated clearly					
Expectations for student behavior are consistently enforced					

Impact

1. Please rate your agreement with the following statements:

Strongly agree

Agree

Neither agree nor
disagree

Disagree

Strongly disagree

My behavior in similar situations has changed because I was held responsible for my misconduct

Since going through the USF judicial process, I have not violated university policy

I think violation(s) of university policy can negatively affect the USF community

I believe violation(s) of University policy have no impact on the USF community

I think going through the judicial process has helped me become a better member of the USF community

Appendix C

University of San Francisco
Student Conduct Board Member Performance Evaluation

Member Name

Date

This evaluation will be based on the Board Member's performance during the training and hearing of cases during the 2005-06 academic year utilizing the following guidelines:

- | | |
|--------------------------------|---|
| U Unacceptable | Does not meet expectations and standards necessary for reappointment. |
| NI Needs Improvement | Occasionally falls below standards and expectations.
Improvement needed. |
| ME Meets Expectations | Meets standards and expectations consistently. |
| EE Exceeds Expectations | Goes above and beyond standards and expectations consistently. |
| O Outstanding | Goes far above and beyond standards and expectations consistently. Has little room for improvement. |

Communication Skills/Assertiveness/Listening Skills

- ME** Shows an awareness of verbal and non-verbal skills.
- ME** Can express self clearly.
- ME** Able to defend expressed thoughts.
- ME** Expresses self honestly without infringing on the rights of others.
- ME** Hears ideas and opinions of others.
- ME** Attentive to discussions.
- ME** Does not interrupt others.
- ME** Does not repeat ideas/thoughts already expressed.

Comments:

Decision-making/Problem solving

ME Makes decision objectively after thinking through most aspects of the issue.

ME Able to analyze and evaluate all aspects of a conflict situation.

ME Able to determine alternative solutions

Comments:

Flexibility

ME Willing to reconsider viewpoints given new and significant information.

ME Willing to make compromises

ME Willing to work as a team member

Comments:

Leadership

ME Can direct others without being over-bearing.

ME Encourages participation

ME Earns respect

Comments:

Motivation/Enthusiasm

- ME** Is present and on time to all scheduled meetings.
- ME** Participates in and contributes to meetings in a positive manner.
- ME** Attends and participates in trainings.
- ME** Expresses sincere interest and enthusiasm working with other students
- ME** General understanding of the position
- ME** Desire to learn more

Comments:

Confidence

- ME** Composed
- ME** Willing to take an unpopular stand
- ME** Able to support own ideas
- ME** Strong self-concept
- ME** Firm grasp of and ability to facilitate hearing process

Comments:

Overall Evaluation of Board Member

- U NI ME EE O

Strengths:

Areas Needing Improvement:

Offer of Reappointment? **Yes** **No**

Additional Comments:

My signature indicates only that I have reviewed the evaluation. It does not mean that I necessarily concur with it. If I disagree with any portion of the evaluation, I understand that I can submit additional information that will be placed in my file.

Board Member Signature

Date

Judicial Board Advisor Signature

Date

Student Resource Team Training Assessment

1. Gender:
 - a. Female
 - b. Male
 - c. Transgender

2. USF status:
 - a. Staff
 - b. Faculty

After participating in the training:

3. I can identify on-campus resources for survivors of sexual assault.
 - a. Agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Disagree

4. I can identify off-campus resources for survivors of sexual assault.
 - a. Agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Disagree

5. I can identify helping behaviors to use when talking with a sexual assault survivor.
 - a. Agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Disagree

6. I can identify behaviors to avoid when talking with a sexual assault survivor.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

7. I know the type of language to use and the type of language to avoid using when speaking with a sexual assault survivor.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

8. I understand the influence of alcohol on sexual assault.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

9. I can identify and debunk rape myths.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

10. I understand the relationship between consent and force in sexual situations.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

11. I understand that people who are raped experience pain and violation.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

12. I know more about the amount of college students in the US who are sexually assaulted.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

13. I know how the judicial system works at USF.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

14. I know what a student needs to do to pursue a case outside of the University.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Disagree

15. Before you attended this training, if a USF student disclosed to you that she or he was sexually assaulted, were you aware of the resources and services available to that person?

- a. Yes
- b. No
- c. N/A: No USF students have disclosed to me that they were sexually assaulted

16. I am inspired to work to change my own behavior and the behavior of others regarding sexual violence.

- a. Agree
- b. Somewhat agree
- c. Somewhat disagree

d. Disagree

17. Would you recommend to other USF staff and faculty that they should become members of the student resource team?

a. Yes

b. No

18. What was most beneficial during the training?

19. What was least beneficial during the training? How could the training be improved?

20. I would like additional training on:

Appendix D

**Sexual
Violence
Resource
Packet**

Rape or sexual assault can happen to anyone, regardless of age, gender, race, sexual orientation or socioeconomic status. In this packet you will find information, legal definitions, resources, and links you can use to learn more about rape and sexual assault. Remember no one deserves to be sexually assaulted.

California Law

Under California law, **rape** is an act of sexual intercourse against the will of the victim that can occur under a variety of circumstances, including when:

- the survivor is prevented from resisting due to alcohol or drug intoxication.
- the assailant uses physical force or the threat of force to over-power and control the victim.
- the victim fears that she or he or another will be injured if the victim does not submit.
- the victim is at the time unconscious of the nature of the act, and this is known to the assailant.
- the victim is incapable of giving legal consent due to a mental disorder or developmental or physical disability, and this is known or reasonably should be known to the assailant.
- the act is accomplished by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another person.
- the assailant uses duress, such as a direct or implied threat of hardship or retribution, to coerce the victim.
- the assailant uses force, fear, or threats to accomplish sexual intercourse against the will of the spouse. (This provision of the law is known as the "spousal rape law.")

Consent can be withdrawn at **ANY TIME** during a sexual act. If one partner withdraws consent and the other continues, this is **RAPE!**

Acquaintance rape and **date rape** are terms used by society to differentiate between stranger rape and rape between acquaintances. These are not legal terms; therefore, the rape law applies in the same manner whether or not the rapist is known by the victim.

Rape is punishable by imprisonment in the state prison for three, six, or eight years.

Sexual Assault:

Sexual assault is broadly defined as engaging or attempting to engage in unwanted sexual activity.

There are many forms of sexual assault including:

- rape (forced sexual intercourse)
- sodomy (forced anal intercourse)
- oral copulation (forced oral-genital contact)
- rape by a foreign object (forced penetration by a foreign object, including a finger)
- sexual battery (the unwanted touching of an intimate part of another person for the purpose of sexual arousal).

Sexual assault is basically the umbrella term for all forms of sexual violence.

California Law states that sexual battery occurs when:

"Any person touches an intimate part of another person, when the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse...As used in this subdivision, "touches" means physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim."

Sexual battery is a misdemeanor punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in a county jail not exceeding six months, or by both that fine and imprisonment.

The complete **California rape law** is contained in Section 261 of the Penal Code. The spousal rape law is set forth in Section 262.

Source: www.leginfo.ca.gov/calaw.html

Sexual Assault / Rape

RAPE Unwanted, completed vaginal, oral, anal, or object penetration by force or threat of force and without consent. This includes situations in which you are too intoxicated to give consent. Rape is a violent act committed against a person's will. A rapist may be a stranger, an acquaintance, or even a friend or spouse. Every person is a potential victim regardless of age, appearance, race, gender, or socio-economic class.

SEXUAL ASSAULT Any sexual touching (i.e., kissing, fondling, groping) however slight, with any object, by a man or a woman upon a man or a woman, without effective consent.

SEXUAL HARASSMENT Unwanted and unwelcome sexual behavior (words or conduct) that offend, stigmatize or demean a student on the basis of gender.

followed, watched, phoned, written, e-mailed, obsessive and make a student afraid or

Many people believe that sexual assault is only committed by men against women. The majority of sexual assaults are perpetrated by men, but the fact is that 1 out of 10 men is a victim of sexual assault. Victimization can also include childhood sexual abuse. Because our society fails to see that men can be victims, men often have a difficult time accepting their own victimization and delay seeking help and support.

STALKING Being repeatedly or contacted in other ways that seem concerned for their safety.

AQUAINTANCE RAPE A sexual assault by an individual known to the victim. Another term “*date rape*” is a sexual assault by an individual with whom the victim has a “dating” relationship and the sexual assault occurs in the context of this relationship. Many of these rapes are violent, and all are coercive in nature.

DOMESTIC VIOLENCE Is a pattern of physical, emotional, verbal, and sexual abuse, which includes, but is not limited to, threats, intimidation, isolation, and/or financial control. Domestic Violence is an intentional pattern of behavior that is used by one person as a means to harm and take power and control over another person in the context of a dating family, roommate caretaker relationship.

Who can be a perpetrator of sexual assault?

Men or women may be the perpetrators of sexual assault; however, men are more likely to commit sexual assault. The perpetrator may be a stranger, an acquaintance, a lover, a partner, or a date. Most of the time the perpetrator of the assault is someone the victim knows, either, a boyfriend, girlfriend, husband, other relative, or acquaintance.

Who can be a victim of sexual assault?

Anyone can be a victim of sexual assault regardless of age, gender, race, sexual orientation or socioeconomic status. Although it is more common for women to be victims, approximately 1 out of 10 men have been sexually assaulted at some point in their lifetime

“Consent is based on choice.

Consent is active not passive.

Consent is possible only when there is equal power.

Giving in because of fear is not consent.

Going along with something because of wanting to fit in with the group,

being deceived or feeling bad is not consent.

If you cannot say “no” comfortably then “yes” has no meaning.

If you are unwilling to accept a “no,” then “yes”

Has no meaning.:

What is Consent?

Consent is an agreement that 2 people must make if they want to have sex. Legally speaking, for two people to have sex, you both have to agree to it: a voluntary, verbal, positive affirmation that you both want to engage in this behavior at this time. It includes positive cooperation and an exercise of free will. A current or previous dating or marital relationship IS NOT sufficient to constitute consent.

Both partners need to be fully conscious and aware.

The use of alcohol or other substances can interfere with someone's ability to make clear decisions about the level of intimacy they are comfortable with. The more intoxicated a person is, the less they are able to give conscious consent.

Both partners are equally free to act.

The decision to be sexually intimate must be without coercion. Both partners must have the option to choose to be intimate or not. Both partners should be free to change "yes" to "no" at any time. Factors such as body size, previous victimization, threats to "out" someone, and other fears can prevent an individual from freely consenting.

Both partners clearly communicate their

Willingness and permission must be unambiguously. Just because a person fails to mean that s/he is willing. Consent is not the

Both partners are positive and sincere in

It is important to be honest in communicating person states their desires, the other person about the encounter.

What should I do if a sexual assault occurs?

Keep these points in mind...

1. A "NO" answer means "NO."
2. Remember you or your partner can change "yes" to "no" at any time.
3. If someone is passed out or is highly intoxicated /disoriented/ groggy and can't give his or her consent and you have sex with this person, you will be committing sexual assault.

individual from freely

willingness and permission.

communicated clearly and resist sexual advances does not absence of the word "no."

their desires.

feelings about consent. If one can make informed decisions

sexual assault

Sexual Violence is NEVER the survivor's fault. No matter what happened to you, no one has the right to hurt you, pressure or coerce you into sexual contact or take away your choice about your body.

You are not alone. There are many people and services available who want to help you on and off-campus (please see the resource list in the back of this packet.)

What Should I Do?

First Steps:

- Find a safe environment – anywhere away from the attacker. Ask a trusted friend to stay with you for moral support.
- Know that what happened was not your fault.
- You can call San Francisco Women Against Rape's 24hr hotline at (425)647-7273 for free, confidential support.
- Contact Public Safety (x2911) they will be able to get you in touch with University Staff 24hrs a day.

Medical Attention & Evidence Collection:

- You can always see medical attention; no matter when your assault occurred or whether or not you wish to make a report. It is most important that you take care of yourself. There may be injuries as a result of sexual assault that you cannot see.
- Try and preserve evidence of the attack - don't bathe or brush your teeth.
- Go to SAN FRANCISCO GENERAL HOSPITAL'S EMERGENCY ROOM. They are the only hospital in San Francisco that is fully prepared to conduct forensic evidence collection. Ask the hospital to conduct a rape kit to preserve forensic evidence. You can also ask the nurse for a rape crisis advocate from San Francisco Women Against Rape to accompany you to the hospital to provide information and support during the exam.

Involving the Police:

- Sexual assault is a crime AS WELL as a violation of USF policy. You can hold a perpetrator accountable through either or both systems. If the alleged perpetrator is a student at USF, the survivor is encouraged to file a complaint through the University Disciplinary system. Survivors may file charges with the Office of Judicial Affairs (UC 405).
- You can choose to report the attack to police by calling 911 or have the police called when you go to the emergency room at San Francisco General Hospital.
- Write down all the details you can recall about the attack & the attacker.

It was not your fault.

**You are not alone.
You deserve support.
You have rights.**

How to Help someone you care about who has been sexually assaulted?

If your friend has been sexually assaulted, you can expect them to be experiencing some combination of fear, anger, guilt, shame, mistrust, and disconnection. They may have experienced the fear of losing their life and as a result be afraid of everything around them. Your friend may be angry at the perpetrator but also angry at her or himself and at friends and family. As most assaults are perpetrated by someone the victim knows, they certainly may be feeling a lack of trust for those around them and the extreme stress, anxiety, loss of sleep and feeling as though they have lost control makes many survivors feel as though they are disconnected from normal life.

You can help your friend. You can help them focus on their strengths and provide a place for them to vent their emotions, even anger. You can help them understand that no one is responsible for being raped and that they have the right to feel a lack of trust for others. You can help them understand that it is normal to feel unstable under such difficult circumstances. Here's how you can help.

Be a good listener

Let them know that they can talk with you. Listen carefully and respond to feelings as well as words. By reflecting what you are hearing back to the person, you can help them better understand their own emotions and thoughts during this difficult time. Some survivors will want to talk about their experiences. Keep their privacy. It is a survivor's decision when and whether to tell others about what happened. Don't push them to reveal details about the incident or ask questions just because you're curious.

Believe them

Survivors need to know that you believe what happened. It's rare that people make up stories about sexual assault. Don't question details of the assault. If the perpetrator is someone you know, don't say, "I can't believe they would do that!" Important things to communicate to the survivor:

- "It's not your fault."
- "I'm glad you're safe now."
- "I'm sorry it happened."

Validate the survivor's feelings

Acknowledge their sadness, anger, fear, or confusion. Let them know that all of these feelings are normal after a sexual assault. Assure them that they aren't alone. Also:

- If a survivor was drunk during the assault, assure them that they aren't to blame for what happened.
- If a survivor feels guilty because they didn't fight back, assure them that fear sometimes inhibits us.
- Tell them that they did the best they could to survive the situation and that no one deserves to be sexually assaulted.
- Don't blame survivors for what happened by asking them things like why they were drinking, why they didn't fight back, what they were wearing, or by telling them what you would have done.

Let survivors control their own lives

Provide survivors with information about their options. If the survivor chooses one, support them by providing phone numbers or information. Allow them to make a decision for themselves and assure them that you will support whatever decision they make. Don't try to take control of the situation. Let them make that decision for themselves. Don't threaten to hurt the perpetrator, the survivor has lived through one violent experience and does not need to be confronted with another.

Respect the Survivor's Privacy

Don't tell others what your friend tells you. Let the survivor decide who they will tell. Encourage them to seek support and assistance from others.

Stay with them through the healing process

Express your concern over the long run. Healing takes time. Talk about other aspects of survivors' lives. This reassures survivors that they have not become the sexual assault. Survivors will have good and difficult days. Stay with them through both.

Take Care of Yourself

Hearing about the sexual assault of a friend or family member is upsetting. You may feel scared, angry, helpless, sad or all of these emotions and more. You may want to talk about your feelings. There are several campus resources available for you (**please see resource sheet in the back of this packet**).

What can be done to minimize the risk of sexual assault?

Sexual assault and rape can happen to anyone at anytime. A survivor is never responsible for preventing sexual assault and rape but there are steps you can take to be safer.

Protect yourself against sexual violence

At home

When at home keep your doors and windows locked. Use the peephole when answering the door. Leave lights on when you go out and always have your keys ready when you approach the front door.

Respect the rights of others.

- Listen to the messages your partner is giving. Ask. Double check that you both are doing what you want.
- The absence of the word “no” does not constitute consent. If your partner seems confused or unsure, it’s time to stop.
- Remember that having done something sexual previously is not a blanket “yes” for the future.
- Remember that your partner can change “yes” to “no” at any time.
- Most incidents for rape and sexual assault happen between people who know each other.
- If you choose to drink be responsible. Alcohol consumption greatly increases the risk of sexual assault.
- Never slip anyone a drug. Not only is this illegal, but you don’t know what effect a drug can have on someone.

Keep yourself safer.

- Think about what you want from a partner before a possibly uncomfortable or dangerous situation occurs.
- Communicate clearly. You have the right to say “no”
- Go to a party with friends, not alone. Don’t leave alone or with someone you don’t know well.
- If you choose to drink be responsible.
- Know what is in your drink. Don’t leave your drink attended. Avoid punch bowls.
- If something happens, get help. There are many resources to help you recover from painful experiences.

Look out for the safety of friends.

- When going to a party with friends, keep track of each other while you are there. Plan to leave together and don’t let anyone leave alone.
- If a friend decides to leave a party with someone else, talk to them about their safety. If you are worried about someone, it’s okay to try to protect them from harm.
- If someone seems highly intoxicated call EMS.
- Learn as much as you can about sexual assault and rape and how to help a friend who may have been assaulted.
- If a friend discloses to you that they have been sexually assaulted, don’t take it all on yourself. Use USF or off campus resources for advice and support for your friend and for yourself.

Away from home

Don’t walk alone at night, if possible. Plan your route and avoid unlit or isolated places. Carry a whistle. Don’t hitchhike. Lock your car and park it in a well lit place. Have your car keys ready and check the back seat before unlocking the car.

With a date

Communicate clearly your limits regarding sexual behavior; be honest about expectations and intentions. Be aware of how much you and your date drink; it’s difficult to be in control of a situation when these substances are

involved. Suggest meeting in public places or taking your own transportation when you're getting to know someone. Be assertive – no one has the right to touch your body unless you want them to regardless of whether they paid for dinner, have had sex with you before, or think you are “coming on” to them.

USF Resources

Campus Resources

Counseling Center

Gilson Hall Lower Level
8:30am – 5pm
(415) 422-6352

Public Safety

UC 301
8:30am – 5pm
(415) 422-4201 (24 hours)
(415) 422-2911 (Emergency)

University Ministry

Phelan Hall Lower Level
8:30 – 5pm
(415) 422-4463

Dean of Students

UC 405
8:30am – 5pm
(415)422-6251

Health Promotion & Services

UC 2nd Floor
8:30am – 5pm
(415) 422-5797

Student Disability Services

GLLL 20
8:30am – 5pm
(415) 422-2613 (v)
(415)422-5834 (tdd)

Local Emergency Rooms

SF General Hospital (emergency room)

1001 Potrero Ave
San Francisco, CA 94110
(415) 206-8000
(24-Hour Rape Treatment Center: Only medical facility in the city that performs rape kits.)

St. Mary's Medical Center

Emergency Services and QuickCare
450 Stanyan Street, Level A
(415)750-5700

Kaiser Permanente (emergency room)

2425 Geary Blvd., 2nd floor
San Francisco, CA 94115

Reception: 415-833-3300
Injury Center: 415-833-2291
Admitting: 415-833-4077

UCSF Medial Center (emergency department)

505 Parnassus Ave.
San Francisco, CA 94122
(415) 353-1037

USF Student Health Clinic

St. Mary's Medical Center
450 Stanyan Street, 2nd Floor
(415) 750-4980

California Pacific Medical Center

Pacific Campus
2333 Buchanan Street
San Francisco, CA 94115
(414) 600-6000

LOCAL AREA HOTELS

The Blue Tree Flat 41 Parsons St. 1-(206)-523-0185 \$200-270/night \$1200-\$1600/week
2 Bedrooms • 1 Bath • (Sleeps 2-6) • Perfect for visiting faculty, graduate students, students with family members
www.sfbluetree.com/

Carl Hotel 198 Carl St. 1-(415)-661-5679 \$69 to \$79/night
Student discount rate listed

Geary Parkway Motel 4750 Geary Blvd. 1-(415)-752-4406 \$70 to \$80/night

Laurel Inn 444 Presidio Ave. 1-(415)-567-8467 \$139 and up/night
www.jdvhotels.com/laurel_inn

Miyako Hotel 1625 Post St. 1-(415) 922-3200 \$189 and up/night

jdvhospitality.com/hotels/hotel/361

Monte Cristo Hotel 600 Presidio Ave. 1-(415)-931-1875 \$83(w/o bath in room) to \$98(w/bath)/night
Bed & Breakfast; breakfast included with rate. Discount rate of 10% for USF students already calculated.
www.virtualcities.com

Queen Anne Hotel 1590 Sutter St. 1-(415)-441-2828 \$89.99 to \$119.00/night
www.queenanne.com/ (to receive the discounted rate, please mention that you are a USF student when calling to make reservations.)

DOWNTOWN AREA

Cathedral Hill Hotel 1101 Van Ness Ave. 1-(415)-776-8200 \$109 and up/night
www.cathedralhillhotel.com/

Cartwright Hotel 524 Sutter St. 1-(415)-421-2865 \$129/night
www.cartwrighthotel.com/
To receive the discounted rate, please mention that you are a USF student when calling to make reservations.

Hilton Hotel 333 O'Farrell St. 1-(415)-771-1400 \$169 to \$229/night
www.hilton.com

Holiday Inn 1500 Van Ness Ave. 1-(415)-441-4000 \$159 to \$279/night
www.ichotelsgroup.com/

Monarch Hotel 1015 Geary Blvd. 1-(415)-673-5232 \$79 to \$89/night
www.themonarchhotel.com/

Orchard Hotel 665 Bush St. 1-(888)-717-2881 \$169 and up/night
www.theorchardhotel.com/

Office of Residence Life Sexual Violence Protocol

As a member of Residence Life Staff, your response to survivors of sexual assault is very important. You have an opportunity to make a difference in their healing process by responding in a supportive, sensitive, nonjudgmental way. It is very important that you understand that sometimes, not reporting an assault is the best option for a survivor. Sometimes delaying telling someone and talking about the assault months or years after it happened is what a survivor chooses.

You are not expected to, nor should you, act as a counselor. Your responsibility as a staff member of Residence Life is to support the survivor and refer her/him to staff that are trained to assist survivors of sexual assault. It is also important to remember when working with a survivor to ask only for the information that you need to know, rather than want to know. It is not your responsibility to be an investigator if someone discloses an incident of sexual assault; your role is to be there for the survivor. If the survivor mentions the name of the perpetrator, this is something for you to discuss with your supervisor.

You are not alone. Dealing with sexual assault can be overwhelming to those trying to assist the survivor. University Life staff and your supervisor in Residence Life are available and want to help you do your job. It is possible that some of you who have had personal experiences with sexual violence will be approached by a survivor for support. This can be very difficult. Linking the survivor with sources of support is one way to handle this. If you need support for yourself, you can always contact the many resources we have in place at USF.

The following material outlines what is expected of you by the University as a member of Residence Life staff when responding to a survivor of sexual assault.

What do I say if a survivor discloses to me?

Many people are uncomfortable talking about sexual violence. Listening to what a person is saying who discloses an assault often brings up feelings, thoughts and beliefs that are difficult. It is important to remember that if someone has chosen to tell you about an incident, s/he has done so because s/he trusts you. Honoring that trust means being supportive and nonjudgmental. It is not your job to serve as a counselor to the survivor but remember that the way in which you respond, offer support, and refer her/him for assistance can make a critical impact on her/his recovery.

In almost all instances, the appropriate action for faculty or staff that becomes aware of a survivor of sexual assault is to refer by encouraging and assisting the survivor to seek the assistance of the staff in the Dean of Student's Office.

Sexual assault affects different people in different ways. For some people, it is an immediate crisis – they are overwhelmed by the emotions and thoughts they experience as a result of the assault, and it is obvious that something bad has happened. Some people have a delayed response; it may take them months or years before they talk about what happened to them. It is important that you know that students may come to you to talk about a sexual assault that they have experienced and they may appear calm, upset, or somewhere in between. However they appear, your response is very important. You have an opportunity to make a difference in their healing process by responding in a supportive, sensitive, nonjudgmental way.

It is especially important to use sensitive and effective communication with survivors of sexual assault. Sensitive and effective communication is:

- **supportive** – it gives survivors the sense that they can trust you;
- **nonjudgmental** – it conveys the message that the perpetrator, not the survivor, is responsible for the assault;
- **empathic** – it shows sensitivity to the trauma the survivor is experiencing;
- **non-directive** – it encourages the survivor to make her/his own choices, without pressure;
- **provides information** – gives the survivor information about options available to her/him;
- **encourages self-directed decision-making** – allows the survivor to regain a sense of control through making her/his own choices.

Examples of ways to talk with survivors when they disclose that they have been sexually assaulted are:

“Thank you for telling me this, I realize how hard this is.”
- Conveys support and empathy.

“May I ask you some questions, so that we can figure out what to do next?”
- Shows respect and is nondirective.

“Sometimes when this happens, survivors blame themselves – this is not your fault.”
- Shows nonjudgment.

“There are different options for help, would you like to talk about these?”
- Gives information and encourages the survivor’s decision-making.

“Staff are available to help. They can offer you help with whatever you choose to do or not do. They are available 24 hours a day – would you speak with someone from their office?”

- Gives information and helps the survivor link with support services.

Remember that you are in a unique position to positively impact a survivor’s recovery by the way you respond. Residential Life and Dean of Students staff are available any time to talk with you about how you can be supportive and follow up with a survivor who discloses to you.

Immediate Steps for Responding to Survivors of Sexual Assault for Residence Life Staff

1. The first responsibility is to provide support and basic crisis intervention to the survivor.

Listen to the survivor.

[Communicate sensitively and effectively.](#)

[Explain the limits of confidentiality](#)

2. The second responsibility is to help the survivor identify options for obtaining help.

Talk with the survivor about types of options available, including:

Counseling – s/he can speak with a staff person immediately.

Medical care – s/he can obtain medical care through San Francisco General Hospital. Evidence collection, gathered through a forensic exam, can only be done at San Francisco General Hospital. It is best if this exam is done within a week of the assault, however we always advise a survivor to obtain medical care. Public Safety can offer transportation to and from the hospital. A university staff member can accompany them to the hospital.

Judicial/Legal options – s/he can report the assault to the San Francisco Police Department and/or the Office of Public Safety.

Housing/Academic Accommodations can also be made.

It is important to remember that the survivor may choose not to obtain counseling, medical, or legal help, and her/his decision should be respected.

3. The third responsibility is to notify your supervisor.

During regular office hours M-F, 8:30am-5:00pm contact your immediate supervisor. During non-business hours contact the on-call residential life staff. **You always need to notify your supervisor that an assault has happened whether or not the person wants to report the assault.**

Understanding Confidentiality

A working definition of confidentiality is keeping information private by only sharing that information which is necessary for us to do our jobs. For example your department requires that you inform your supervisor that a sexual assault has occurred. Maintaining confidentiality in this case means sharing that information with your supervisor, and not with anyone else.

It is permissible to share that an incident has occurred with other staff if you need support or information to do your job. In this instance, you could keep confidential the name of the survivor and other identifying information, and share only the details needed to follow through with your job responsibilities.

It is important to let a survivor know the limits of confidentiality when s/he begins to disclose an incident but this must be done in a sensitive way. An example of what you might say is, “Thank you for coming to talk with me. Before you tell me anything more, I need to let you know that I am required to let my director know when a student tells me they have been sexually assaulted. This is to help me do my job better and get you the right information and assistance. I will not tell anyone else and you still have control over all the decisions to be made about what to do next.”

Often in our roles as staff, we encounter challenges to confidentiality. Some of these occur because students living in residence halls are in very close contact and often know when something has happened. It is important to keep the privacy of the survivor foremost when responding to the concerns of other residents if a sexual assault occurs. **Remember, you have an opportunity to make a difference in their healing process by responding in a supportive, sensitive, nonjudgmental way.**

The Clery Act

What crimes college campuses are required to report to the public and how they are reported are spelled out in the Jeanne Clery Disclosure of Security Policy and Campus Crime Statistics Act, better known simply as the Clery Act.

The federal act requires colleges and other postsecondary institutions participating in federal student aid programs to disclose information about nine types of campus crime in a timely manner: murder, manslaughter, sexual offenses, arson, robbery, aggravated assault, burglary, motor vehicle theft and arrest or persons referred for campus disciplinary action involving alcohol, drugs or weapons possession. It also requires reporting when bodily injury occurs to victims targeted because of prejudice over race, religion or sexual orientation.

Protocol Checklist for Responding to Sexual Assault

As a staff member, you are expected to provide support to survivors of sexual assault and to refer them to professional resources. This checklist is designed to help you follow the University Protocol for responding to survivors of sexual assault.

1. _____ Explained the limits of confidentiality regarding anything discussed with the survivor, and that you are required to report the incident to your supervisor, in strict confidence (Clery Act).
2. _____ Encouraged the survivor to speak with a staff member who is readily available for support and assistance with exploring counseling, medical, and legal options. If the student does not want to speak with another staff member, please go over all of the support resources listed on the Sexual Violence Resource Sheet.
3. _____ Encouraged the survivor to obtain medical services if injured and informed her/him of the option of having evidence collected at San Francisco General Hospital if the assault occurred within the past five days (see resource list for information).
4. _____ Informed the survivor that it is her/his choice to report or not report the assault to the San Francisco Police Department and/or the Department of Public Safety.
5. _____ Informed the survivor that it is her/his choice to report the assault to a campus judicial official for university disciplinary action against the perpetrator, if the perpetrator is a student.
6. _____ Informed the survivor that s/he could receive academic, housing, and other accommodation as needed. This includes assistance such as extensions on deadlines for academic work, and housing changes to reduce contact with the perpetrator.
7. _____ Provided the survivor with written information about resources available, including the resource sheet and the Sexual Violence Resource Packet and information on other university services as needed.

8. _____ If appropriate, arranged for a follow-up time to talk with the survivor and offer support.

9. _____ Informed your supervisor of the assault.

7/07

Appendix E

USF Medical Marijuana Policy

The University of San Francisco does not permit the use of marijuana for any purpose on university property even if the use meets the qualifications of the California Compassionate Use Act, Proposition 215. Therefore, even students who qualify under Proposition 215 to use marijuana for medical purposes are not permitted to possess, store, provide, or use the marijuana on University-owned or controlled property (including but not limited to residence halls, academic buildings, athletic facilities, and parking lots), or during a University-sanctioned activity regardless of the location.

Appendix F

BMI TRACKING SHEET

Student Information

- Gender: Male Female
Age in years: _____
Residence: On-campus Off-campus

Reason for Intervention

- Sanction Initiated by: Student Faculty Staff
-

Facilitator Checklist

Activities

- Discussed E-Chug Results
 Discussed health and behavioral problems related to alcohol
 Discussed protective behaviors related to alcohol
 Discussed other health promotion strategies
 During the last 2 weeks: how often have you had 5 or more drinks on one occasion _____
 During the last 30 days: how often have you had 5 or more drinks on one occasion _____

Outcome

Please place a mark on the line below to rate the effectiveness of this intervention:

very effective-----neutral-----not effective

Please mark on the line how ready the student seemed to be to change alcohol-related behaviors:

ready-----neutral-----not ready at all

Referral

The student was referred to:

- Counseling Center
 Health Promotion & Services

- St. Mary's Health Clinic
- Judicial Affairs
- Other (please describe): _____

Comments

Specific Health and Behavioral Problems Related to Alcohol

- Not able to do homework or study for a test
- Got into fights, acted bad, or did mean things
- Missed out on other things because you spent too much money on alcohol
- Went to work or school drunk
- Had unsafe sex while intoxicated
- Caused shame or embarrassment to someone
- Neglected your responsibilities
- Neglected your athletic responsibilities (e.g. training or conditioning)
- Noticed a change in your personality
- Missed a day (or part of a day) of school or work
- Suddenly found yourself in a place that you could not remember getting to
- Passed out or fainted suddenly
- Kept drinking when you promised yourself not to
- Were unable to remember what happened the night before because you had been drinking
- Injured yourself or someone else as a result of your drinking
- Was told by a friend neighbor teammate coach relative to cut down on drinking
- Made decisions while intoxicated that you regretted later
- Was hung over, dehydrated or had a headache because of drinking
- None

Protective Behaviors Discussed

- Keep track of the number of drinks you are having
- Do not accept drinks from strangers
- Hold on to a drink without drinking it
- Spend only a set amount of money on alcohol
- Avoid combining alcohol with medications or recreational drugs
- Use a designated driver
- Make sure that you go home with a friend
- Drink slowly, rather than gulp or chug
- Avoid trying to “keep up” out-drinking others
- Put extra ice in your drinks
- Eat before/during drinking
- Avoid drinking shots of liquor

2ND YEAR GRANT ACTION PLAN

(Julie Orio, Florentina Dobrin)

Thursday, May 22, 2008

JUNE 2008:

2nd MEETING: CAMPUS COMMUNITY COALITION

- Second meeting will take place on Monday, June 23, from 11AM to 1:30PM in the Gold & Green Room.
- See attached list of suggested invitees.
- Suggested agenda items: - Update on last semester's activities.
 - Future grant efforts.
 - Julie to share stats from last semester.
 - Member thoughts, ideas, feedback.
 - Encourage members to recruit 3 faculty and/or staff members to BMI trainings: each member gets 3 "recruitment" cards to use in the recruiting process. Incentive will be offered to the member who gets the most recruits.
- Fall semester meetings will take place as follows:

3rd Meeting	4th Meeting	5th Meeting	6th meeting
BMI training session instead of CCC meeting.	10/14	11/11	12/09

JUNE, JULY, AUGUST 2008:

OUTREACH TO CAMPUS PARTNERS

Florentina will reach out to the following groups to find out how we can work together on alcohol education:

- Hall Directors (meetings start June 1st)
- Alex Platt, ASUSF President (meetings start in August)
- Residence Hall Association.
- Culturally Focused Group Council (Simon Hara)
- Leadership Institute (Darren Pierre)
- Bon Appetit: Midnight Breakfast dates for December 2008 and May 2009. Jon Torres (Bon Appetit Manager) will contact Florentina when dates are available.
- Office of Residence Life: information on responsible hosting in “USF Guide to Off Campus Living” not available. Florentina to create brochure.

JULY, AUGUST, SEPTEMBER 2008:

BMI TRAININGS

- Eight target populations have been identified for Summer and Fall 2008 BMI training sessions:

POPULATION	DATE/S	ACTION ITEM/S
Hall Directors Assistant Hall Directors Central Staff	One session: 7/14 or 15, or the week of 7/21	<i>Julie:</i> edit PowerPoint slides & add Judicial Database information.
Resident Assistants	August	TBD
ROTC Nursing Cadets	August/September	<i>Susan:</i> will arrange.
Garden Project	?	<i>Julie:</i> will arrange.
MBS Students	1 st week of September	<i>Julie:</i> will arrange.
Returning BMI Facilitators	One session:	<i>Florentina:</i> arrange room reservation and

	9/16: 12PM -2 PM	catering.
CCC members Faculty Staff	Two sessions: 9/16: 9AM – 11AM 9/26: 12PM – 2PM	<i>GCT</i> : identify new faculty and staff to be invited. <i>Florentina</i> : arrange room reservations and catering for both sessions.
Nursing students	TBD	To be planned with Susan.

- Check-in sessions will be conducted with BMI Facilitators as follows:

POPULATION	SESSION 1	SESSION 2	SESSION 3
“Super BMI” Facilitators	10/24	11/21	12/12
Regular Facilitators	Beginning of November	Email check-in before end of December	

- The following materials will be used for all sessions: PowerPoint slides from training for “Super BMI” Facilitators; chapters 3, 4, and 5 of the Walters/Baer book; a packet of 10 BMI tracking sheets.
- Florentina will send an invitation in August to the campus community via USF Connect.
- Florentina will create a survey to go out to all participants in the February BMI trainings (except for Resident Assistants) to get feedback on how we can make the next trainings better.
- Florentina will research if/how other campuses survey BMI recipients.

AUGUST 2008:

FALL SEMESTER ORIENTATION

- Orientation for Fall semester will start on August 23.
- Table for grant in Residence Halls and in front of Market Café.
- Focus on commuter students at tabling events.

SEPTEMBER 2008:

FACULTY BROCHURE

- See attached brochure “College Drinking: How Faculty Can Change the Culture”.
- Faculty is due back on Monday, August 25, 2008 for Fall Semester classes.
- Create a packet to include brochure, a bookmark with information on the grant and a return postcard on which faculty can indicate their level of interest in working with us on curriculum infusion.
- Grant coordinating team (GCT) picks about 150 faculty members as our initial target population and delivers packet to their mailboxes by September 8th.
- To do items: Julie will edit the brochure to add BMI information. Florentina will create the packet.

OCTOBER 2008:

RECOVERY HOUSE

- Schedule a meeting to discuss the feasibility of a Recovery House on campus. We committed in the grant to look at this possibility.
- Suggested list of invitees: Susan, Kamal, Julie, Florentina, Mary Wardell, Barbara Thomas, Steve Nygaard.
- Florentina will compile a summary of what other campuses are doing in terms of Recovery Houses.
- Florentina will get information from Barbara Thomas and Steve Nygaard regarding number of students who identified themselves as being “in recovery” and student requests for a Recovery House.



Whole students Whole campus

**Community empowerment
to reduce high-risk
drinking at USF**

Since we last met...

Safe Spring Break Photo Contest

We sponsored a contest of photos that exemplified a responsible, safe, alcohol-free and fun Spring Break. Prizes were awarded and the photos submitted were exhibited in the University Center building during the National Alcohol Awareness Month. The winning photos were published in the USF Foghorn.

National Alcohol Awareness Week

In observance of the National Alcohol Awareness Month, we partnered with Crossroads Café, Counseling and Psychological Services, the Office of Public Safety and San Francisco Police Department for the following activities:

- The short documentary “Spin the Bottle”, which addresses the role of the contemporary popular culture in glamorizing excessive drinking and high-risk behaviors, was shown nightly at Crossroads Café.
- A “Movie & Popcorn Night” at Hayes-Healy Residence Hall, presented “Thirteen” a movie inspired by the real life of a Los Angeles teenager who adopts a dangerous lifestyle to fit in at her new high school.
- Phelan Hall residents were treated to a “Movie & Mocktails” night and were offered an opportunity to learn how to make delicious, non-alcoholic cocktails.
- During the Alcohol Awareness Fair, students were encouraged to fill out an anonymous alcohol self-screening quiz and took a simulated Field Sobriety Test conducted by SFPD and Public Safety officers. A fun, new dance class was demonstrated by Koret Center staff.

Spring Fling

At this traditional Spring Semester event sponsored by the Campus Activities Board and Health Promotion Services, we safely demonstrated the effects of various levels of intoxication by using the popular Virtual Intoxication Goggles.

Partnership with the President's Advisory Committee on the Status of Women (PACSW)

We successfully applied for a grant from PACSW, a group that offers financial support to University programs addressing issues and challenges faced by women on our campus. The award will serve to organize an alcohol-free event during Fall Semester 2008.

Midnight Breakfast During Finals' Week

Staff and one of our service-learning volunteers served breakfast to over 200 USF students during Spring Semester's Midnight Breakfast.

Outreach to Lucky Supermarket

We reached out to Mr. Joe Messina, General Manager of the Lucky Supermarket at Fulton and Masonic. Mr. Messina expressed interest in participating in the Campus Community Coalition starting next semester.

Appendix G

To: Margaret Higgins
From: Mary Wardell, Dean of Students and Associate Vice President
Julie Orio, Assistant Dean of Students
Date: April 5, 2008
RE: Dean of Students and Associate Vice President Organizational Structure

In order to better serve our students and community and to honor the mission and values of the University of San Francisco we want to take this opportunity to re-align and clarify our organizational structure.

Organizational Structure:

Housed in The Division of University Life, The Office of the Dean of Students and Associate Vice President main responsibilities include:

- Respond to a myriad of issues and concerns from students, staff, faculty, families, alumni, and other external constituents related to student development and success.
- Initiate appropriate responses to student issues, including communication with campus entities, distribution of publications and support of student programs.
- Provide appropriate consultation to campus constituents and colleagues as needed, develop and maintain strong relationship with student leaders and organizations.
- Oversee all processes related to student crisis interventions and coordinate the Division's response to student emergency situations.
- Initiate, coordinate, and implement policies for the department that are effective, efficient, and conducive to the personal, social, physical, spiritual, cultural development, and general welfare of students.
- Educate the university community around issues of student conduct and behavior and its alignment with the University's core values. Including overseeing the entire disciplinary process.
- Design intentional services and programs to assure student success and guide university-wide retention efforts in collaboration with academic Colleges and Schools, Division of Academic Services, the Associate Provost for Diversity, and the Associate Deans Council.

The Office is comprised of 4 positions with the hopes of adding one additional administrative assistant to support the Assistant Dean of Students and the Coordinator of Judicial Affairs.

- Dean of Students/Associate Vice President
- Assistant Dean of Students
- Coordinator of Judicial Affairs

- Administrative Assistant (who also supports the Associate Dean of Student Development/ Assistant Dean of Students)

In order to honor the multi-dimensional roles of the this office we would like to change the Coordinator of Judicial Affairs title to Director of Student Conduct, Rights & Responsibilities. Job responsibilities will not change however this title will better reflect the work that is already being done. We propose a \$5,000 increase in compensation. This increase can be funded through the Community Standard Fee fund.

Thank You

Appendix H

To: Mary Wardell, Dean of Students
From: Julie Orio, Assistant Dean of Students
RE: Judicial Affairs Name Change
Date: March 25, 2008

The Office of Judicial Affairs would like to change its name better reflect the work that the office does as well as the mission of the University.

Options Include:

The Office of Community Standards and Social Responsibility

The Office of Student Conduct & Community Standards

The Office of Student Conduct, Rights & Responsibilities

The current name implies that the office only deals with judicial matters that result in punitive sanctions. A student violates a policy, and if found responsible, is “punished.” This perception negates the potential personal growth and development that occurs throughout the conduct process.

The foundation of our office is educational and developmental. Through a proactive approach and educating students during the disciplinary process, we seek to increase social responsibility. In cultivating an ethic of care, we affirm the University’s mission of helping to create men and women who will create a more humane and just world. Policy violations are an opportunity for students to learn about the impact of their actions on themselves and their community.

The goals of our office include: Create a more socially responsible community that understands the impact of their actions on themselves, the USF community, and the broader community; to promote and reinforce appropriate student behavior by increasing USF student, staff and faculty awareness of the Disciplinary Process; implement proactive educational opportunities to educate students on policies and procedures in order to minimize violations of the Standards of Nonacademic Conduct in and out of the classroom; build and foster strong collaborative relationships across the campus to provide a seamless learning environment.

It is apparent that the name Office of Community Standards and Social Responsibility (or another name that is listed above) will better reflect the overall goals and mission of the office/department.

Physical or Psychological Emergencies Policy

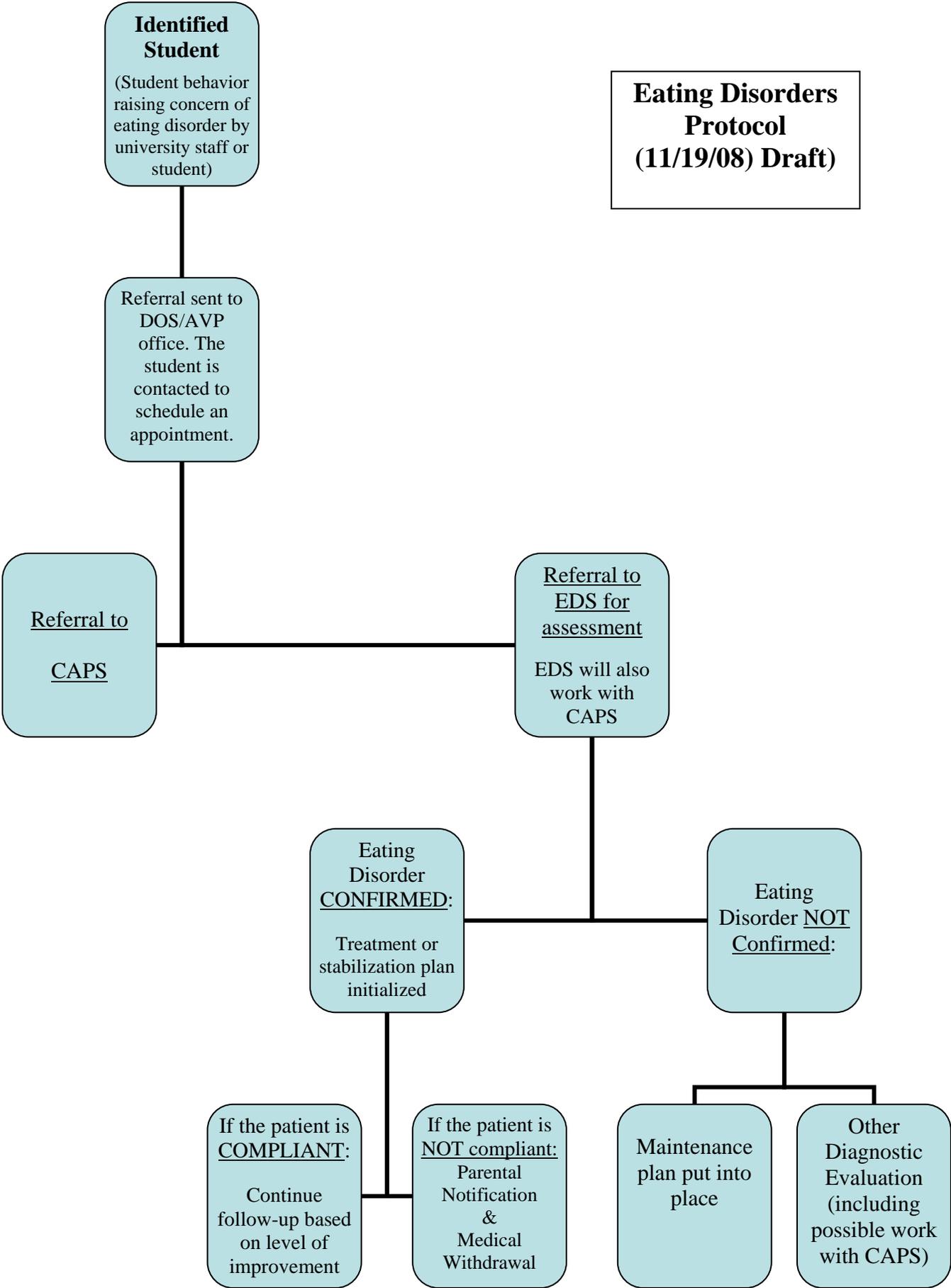
If a student's behavior is incompatible with the Student Conduct Code or the policies of the Office of Residence, the University reserves the right to impose: a) a required professional evaluation and treatment; b) interim suspension from the University and/or University-operated housing; c) withdrawal from University-operated housing; and/or c) withdrawal from the University.

The intent of this policy is to assist the student who cannot function effectively in the University community without posing a risk to him/herself or infringing upon the rights of others. This policy also provides mechanisms by which a student may continue toward the completion of his/her academic goals, if not immediately, then in the future.

The student may be allowed to return to classes and to his/her University-operated residence (if applicable), if he or she agrees to take the recommended therapeutic steps. If the student refuses to take such steps, or if the disruptive, dangerous, or otherwise unacceptable behavior continues, the University may take action to withdraw the student from classes and/or from University-operated housing. Such action could occur if, in the judgment of the University, the condition was such that the student could not reasonably be accommodated in the academic program or residential facilities; if the student was threatening to self and/or others; or was disruptive to others or to the University community. Disruptive is here defined to include behavior which causes emotional, psychological, or physical distress to students, faculty, or staff.

The Dean of Students or designee (in consultation with the appropriate offices which may include but are not limited to, Student Disability Services, Counseling & Psychological Services, Office of Student Conduct, Office of Residence Life and other staff deemed as necessary) is responsible for the implementation of this policy.

Eating Disorders Protocol (11/19/08) Draft



Judicial Affairs (632001)

Unrestricted	2005				2006				2007				2008			
	Final Close		Variance		Final Close		Variance		Final Close		Variance		As of Oct 26		Variance	
CATEGORY	Budget	YTD	+/-	%	Budget	YTD	+/-	%	Budget	YTD	+/-	%	Budget	YTD	+/-	%
68 - Student Staff	0	0	0	NA	0	0	0	NA	0	0	0	NA	0	0	0	NA
71 - General Operating	21,306	21,470	(164)	-0.8%	21,732	16,691	5,041	23.2%	21,732	18,968	2,764	12.7%	21,732	21,702	30	0.1%
	21,306	21,470	(164)	-0.8%	21,732	16,691	5,041	23.2%	21,732	18,968	2,764	12.7%	21,732	21,702	30	0.1%

Traditional Student HC *	4,283				4,453				4,790				4,867			
Ratio: Expense Total / TSHC	4.97	5.01			4.88	3.75			4.54	3.96			4.47	4.46		

Year to Year Unit Change	2005				2006				2007				2008			
	Final Close		Final Close		Final Close		Final Close		As of Oct 26		As of Oct 26		As of Oct 26			
CATEGORY	Budget	YTD		Budget	YTD		Budget	YTD	Budget	YTD		Budget	YTD			
68 - Student Staff	0	0		0	0		0	0	0	0		0	0			
71 - General Operating	418	582		426	(4,779)		0	2,277	0	2,734		0	2,734			
	418	582		426	(4,779)		0	2,277	0	2,734		0	2,734			

Δ in Traditional Student HC	252			170				337				77			
Δ in Expense Total / TSHC	(0.21)	(0.17)		(0.09)	(1.26)			(0.34)	0.21			(0.07)	0.50		

Year to Year % Change	2005				2006				2007				2008			
	Final Close		Final Close		Final Close		Final Close		As of Oct 26		As of Oct 26		As of Oct 26			
CATEGORY	Budget	YTD		Budget	YTD		Budget	YTD	Budget	YTD		Budget	YTD			
68 - Student Staff	NA	NA		NA	NA		NA	NA	NA	NA		NA	NA			
71 - General Operating	2.0%	2.8%		2.0%	-22.3%		0.0%	13.6%	0.0%	14.4%		0.0%	14.4%			
	2.0%	2.8%		2.0%	-22.3%		0.0%	13.6%	0.0%	14.4%		0.0%	14.4%			

% Δ in Traditional Student HC	6.3%			4.0%				7.6%				1.6%			
% Δ in Expense Total / TSHC	-4.0%	-3.3%		-1.9%	-25.2%			-7.0%	5.6%			-1.6%	12.6%		

Notes:
 Budget = Total Available Budget
 YTD = Year-to-Data Activity

Source:
 Judicial Affairs - EP_08S_1.1.xls, Updated 9/21/08

* FY04-FY07 Traditional HC - Actual fall headcount for A&S, Business, and Nursing UG students
 FY08 Traditional HC - Actual fall headcount for A&S, Business, and Nursing UG students

OSCRR 08-09 Budget
9/14/2009

Expenses for OSCRR Fiscal Year 2009						
71 General Operating	Amount Available	YTD Activity in Banner	Acitivity Awaiting Extraction	Total YTD Spending	2007 EOY	Compared to 2007 EOY
700000- Operating Expense Pool	21732					
7110- Office Supplies			795		839	-44
7112- Instructional Supplies		72			1028	-956
7115- Computer Supplies					568	-568
7118- Office Equipment non Capital					1366	-1366
7123- Duplicating and Printing		(includes paypal edits)440	3710.7		13310	-9160
7160- Travel		294	51		817	-472
7162- Lodging		538	827.68		1317	148.68
7164- Meals		181	243.8		1359	-934.2
7166- Conference Registration		445	806		249	1002
7180- Services					200	-200
7190- Other Operating Expense					563	-563
7195- Interdepartment Transfers					10	-10
UL Financial Adjustments October 2008 Economic Initiative				5000	N/A	N/A
71 General Operating Total		1530	6434.18	7964.18	21702	-13122.52
				Remaining Balance:	8407.82	

*182.25 of this will ultimately be reimbursed by ORL for the Student Conduct Board Dinner
*269.00 of this will ultimately be refunded by ASJA

OSCRR Budget 2007

9/14/2009

Expenses for OSCRR Fiscal Year 2007			
71 General Operating	Amount Available	YTD Activity in Banner	Balance Leftover
70000- Operating Expense Pool			
7110- Office Supplies		839	
7112- Instructional Supplies		1028	
7115- Computer Supplies		568	
7118- Office Equipment non Capital		1366	
7123- Duplicating and Printing		13310	
7124- Membership and Dues		77	
7160- Travel		817	
7162- Lodging		1317	
7164- Meals		1359	
7166- Conference Registration		249	
7180- Services		200	
7190- Other Operating Expense		563	
7195- Interdepartment Transfers		10	
71 General Operating Total	22109	21703	407

OSCRR Budget 2007
9/14/2009

NOTES:

UNIVERSITY OF
SAN FRANCISCO

**Student Conduct
&
Crisis Response/Management**

Office of Residence Life
Senior Staff Manual

TABLE OF CONTENTS

STUDENT CONDUCT MANUAL	1
SANCTION GUIDE	2
STUDENT DISCIPLINARY REMOVAL CHECK-LIST	
STUDENT CONDUCT HEARING REFERRALS	3
UNDERSTANDING FERPA & STUDENT PRIVACY	4
ALCOHOL & DRUGS	5
NOTIFICATION POLICY	6
EMERGENCY RESPONSE PROTOCOL	7
OFFICE OF RESIDENCE LIFE DUTY PROTOCOL	8
ADDITIONAL PROTOCOLS & PROCEDURES FOR ON CALL STAFF	9
ALCOHOL & DRUGS	
ASSAULT OR HOMICIDAL THREAT OF A STUDENT	
ATTEMPT OF SUICIDE BY A STUDENT	
DEATH OF A STUDENT	
EMOTIONAL CRISIS OF A STUDENT INCLUDING THREATS OF A SUICIDE	
MEDICAL EMERGENCY	
MISSING STUDENTS	
SAFE ROOM PROTOCOL	
SEXUAL VIOLENCE PROTOCOL & CHECKLIST	
SUDDEN ILLNESS, ACCIDENT OR DEATH OF A STUDENT'S PARENT OR OTHER RELATIVE	
HOSPITAL TRANSPORT CHECKLIST	
APPENDIX	10
INFORMATION REGARDING APPEALS OF DISCIPLINARY APPEAL	
STUDENT PRIVACY IN THE RESIDENCE HALLS & INDEPENDENT LIVING UNITS	
ADMINISTRATIVE SEARCH WARRANTS	
CONSENT FOR RELEASE OF CONFIDENTIAL INFORMATION	
CONSENT TO DISCLOSE STUDENT RECORDS MAINTAINED BY THE OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY LIFE	
USF RESOURCES	

INTRODUCTION

This manual was created to help familiarize you with the philosophy, policies and procedures used by Conduct Officers (CO) at USF. Along with your supervisors, it is intended to serve as a resource for you during your time as a CO at USF.

As you read through the manual, remember that there is no substitute for fairness, objectivity and good judgment. Your success as a CO is contingent upon your conviction to maintain a developing, academic environment while affording individual students maximum personal freedom within institutional guidelines. This is no simple task, but we are confident you will meet the challenge and strengthen the overall sense of community students feel at USF.

PHILOSOPHY AND GOALS

Philosophy

The basic philosophy of the Student conduct process at USF is one of *education* and *accountability*. We focus on the growth and development of students who may have violated Residence Life and University policies. Our goal is to emphasize self-discipline, responsible behavior and respect for the rights and property of other students and staff, as well as respect for University policies. We strive to:

- Build an understanding of the consequences of behavior
- Foster respect for the rights of others
- Encourage personal growth
- Redirect behavior into acceptable and appropriate patterns
- Protect the rights of all students

It is important to always keep these goals in mind, as they serve as the foundation for the student discipline process at USF. And remember that regardless of the way discipline is processed, the end desire remains the same: **to redirect student behavior into acceptable patterns and to protect the rights of the community.**

Goals

- Give the student feedback about his or her behavior and how it affects his or her community.
- Educate the student about Residence Life/University expectations, policies and processes and help instill a sense of accountability.
- Work with the student to examine the cause or reason for the behavior that created the policy violation.
- Through discussion, reflection on the part of the student, and possible sanctioning, prevent the inappropriate behavior from occurring in the future.
- If the situation warrants, inform the student of various campus agencies and services that might be a helpful referral in addressing underlying causes of the inappropriate behavior.

Each student with whom you have contact may require a unique and individual approach, tailored to that person's perceived needs, feelings, fears, motivations and situation.

Community

The development of a positive community does not happen by chance; it is dependent on the cooperative effort of residents and staff who live in the community. Good communication is essential to the development process and in your role as a CO, you will have the opportunity to communicate with residents about:

- University and community standards of behavior
- The rights and needs of community members
- Ways that the individual can be a successful member of the community

Community has been defined as a group of people sharing a common purpose who:

- Live in close proximity and interact on a regular basis
- Are interdependent for the fulfillment of certain needs
- Share in defining expectations for members of the group and assume responsibility for meeting those expectations
- Are respectful and considerate of other persons within the community

The communication that takes place between the CO and individual residents is essential in assuring the presence and fulfillment of these aspects of community. By reviewing the behavior of your residents, you will have the opportunity to reinforce, clarify and articulate community expectations while educating your residents about those expectations.

Student Development

Student discipline is a prime example of an area in which a general understanding of student development theory and its application can make an encounter more effective, meaningful, educational, and relevant to the needs of the particular student. Student development theories allow us to address the cause of behavior, not just the symptoms (i.e. inappropriate behaviors). By identifying and addressing the cause, we are able to assist all students involved in the conduct process in developing more positive lifestyles.

ROLES AND RESPONSIBILITIES

The Resident Advisor

As both a community member and staff member, the Resident Advisor (RA) holds the primary responsibility for providing and clarifying residence hall policies and community standards. RAs begin the planned shaping of a positive community by clearly defining community expectations, encouraging individuals to be responsible for their own behavior and sharing the responsibility for maintaining a positive community environment through accountability and role-modeling. Because of their role in responding to behavior as it occurs, RAs will often be in the position of initiating the information report that leads to formal action, although any resident or staff member can write an information report.

Assistant Hall Director

The Assistant Hall Director (AHD) supports the Hall Director in his/her efforts to manage the student conduct process within the residence hall or apartments. This includes serving as a HO when asked and providing assistance when working with RAs on conduct-related matters.

The Hall Director

The Hall Director plays a vital role in the student conduct process. As a supervisor, the Hall Director works with each RA in developing skills necessary to be effective in developmental conduct situations. The Hall Director also serves as a consultant and resource person to help a RA determine the most effective approaches to the situations he or she encounters. The Hall Director is the main Hearing Officer in his or her residence hall.

Student Conduct Board

The Student Conduct Board (SCB) was established to provide the USF residence hall and independent living community with a means by which peers talking to peers can address inappropriate behavior. Peer influence, exercised through the disciplinary process, can be effective in redirecting student behavior patterns, and the unique advantage of the SCB lies in the opportunity for students to influence the attitudes and subsequent behavior of other students through a formally constituted Student conduct mechanism. SCB is supervised by the Assistant Director of Student Conduct, Rights & Responsibilities and usually addresses situations involving community issues such as noise, damage, and first alcohol violations.

Assistant Director of Student Conduct, Rights & Responsibilities

The Assistant Director of Student Conduct Rights & Responsibilities is supervised by the Assistant Dean of Students. This position assists with the overall administration of the nonacademic student conduct and discipline processes at USF and is responsible for advising the Student Conduct Board. The position also creates and supports out-of-classroom learning environments in all student residential communities and the full education and development of students into informed, adult citizens. All residential appeals are heard by the Assistant Director of Student Conduct, Rights & Responsibilities.

Associate Director of Residence Life for Staff and Programs

The Associate Director is responsible for supervising all residential education efforts at USF by coordinating and directing residence hall staff within the Division of University Life to create and support out-of-classroom learning environments in all student residential communities.

Director of Residence Life

The Director of Residence Life is supervised directly by the Vice President of University Life and is responsible for the overall management and supervision of the on-campus housing program. This includes policy and program design, development and implementation.

Assistant Dean of Students

The Assistant Dean of Students is responsible for the overall administration of the nonacademic student conduct and discipline processes at USF. Responsibilities include revising and developing student discipline and conduct-related policies at the University, education, outreach and coordination of Crisis Response. The Assistant Dean also advises the Disciplinary Hearing Committee and the Student Resource Team. The DHC hears discipline cases that could potentially result in sanctions of expulsion from the University.

CONDUCT PROCESS

No matter how small the violation, each student at USF has a right to have his or her case heard through a Student Conduct process which follows a consistent, step-by-step approach.

Incident Report

The Student conduct process at USF begins once there is an allegation of a violation of University policy. This allegation is documented in an Incident Report that is given to the Hall Director of the hall in which the alleged violation took place. Generally, RAs fill out Information Reports. However, students, Public Safety and other staff members can file reports as well.

Incident Reports (IRs) are designed to give the reporting party an opportunity to factually explain why he or she thinks a violation of University policy has taken place. The report includes information about which sections of the Student Conduct Code may have been violated as well as information about witnesses and other student that may have been involved.

The narrative portion of the IR consists of a factual description of the incident. The description must be written objectively and with as much detail as possible. By reviewing this portion of the IR, the HD is able to determine the level of involvement of each individual listed on the first page of the IR. Based on this description, the HD will determine what policies each student is alleged to have violated. Because multiple students may be listed on the same report form, but have different degrees of involvement, it is important to read the narrative portion of the form.

Determining Hearing Body

When a Hall Director receives an IR, he or she reviews the report and does one of the following:

- Has a Residence Life senior staff member (Hall Director, Assistant Hall Director) hear the case
- Refers the IR to the SCB for adjudication
- Forwards the IR to the Assistant Director of Student Conduct Rights & Responsibilities or the Assistant Dean of Students for adjudication

If the HD is unsure where to refer a case they should consult with the Assistant Director of Student Conduct, Rights & Responsibilities, the Associate Director of Staff and Programs, or the Assistant Dean of Students (please see Appendix).

Generally, the HD of the building in which the student resides hears the case. Thus, if a Phelan resident is documented for an alleged violation in Fromm, the Fromm HD will forward the matter to the Phelan HD to hear.

Student Conduct Notice Letter

Once an IR has been reviewed and the appropriate hearing officer determined, the HD will send all of the proper documentation to the HO. The HO notifies the student that Residence Life has received an allegation of a violation of University policy and that a meeting must be set up to discuss the matter. The letter will inform the student when their hearing is. If the student fails to show for the scheduled hearing, the HO will hear the case in the students absence. Each student involved will meet individually with the HO according to the student's class schedule.

Students are expected to appear at all scheduled appointments, and students that fail to appear will likely have a decision rendered in their absence and may forfeit any opportunity for an appeal.

Student Conduct Meeting

The purpose of a student conduct hearing is to determine what happened and whether a student has committed any violations of University policy. COs perform student conduct meetings in their own personal styles and there is no set format for how these meetings operate. However, there are certain elements that must be covered, and because the basic philosophy of the student conduct process at USF is one of accountability and education, there is a lot more to hearings than just questions and answers.

■ Introduction

The introduction serves as an opportunity to get to know a little about the student and to help put the student at ease about the process. Although there is no set script for how the conversation should flow, you should try to break the ice and try to create a relaxed environment so students will feel comfortable being honest and speaking freely. Often, you will gain information that is helpful to you during this part of the hearing.

During this part of the meeting, you may want to set some ground rules with the student and share your expectations. These should include the following:

- ✓ Honest, civil conversation will take place: no raised voices, profanity, insults, etc.
- ✓ Mutual respect will be displayed
- ✓ The process can be stopped at any time for questions or clarification. This should be strongly encouraged and reinforced throughout the process.

■ Overview of Student Conduct Procedures and Process

Once you have set the tone for the hearing, you will want to provide the student with a broad overview of the Student conduct process at USF and explain how the hearing fits into that process. You will want to explain the following:

- ✓ You have received an allegation that the student was involved in an incident that may have violated University policy, and that it is your responsibility to investigate and determine if the allegation is true. Part of that process involves meeting with the student and hearing what he/she has to say.
- ✓ The process may also include speaking with other students who were involved, either as witnesses or participants, and looking at other evidence, such as Public Safety incident reports or photos. (Investigation)
- ✓ Once you have gathered all the relevant information, you will decide whether the student is responsible for violating University policy and issue any sanctions (make sure the student is aware that a decision will be made after the investigation is complete). Students should be found responsible for policy violations when, based on your investigation, it is **more likely than not** that the conduct in question took place. (Standard of proof)
- ✓ The student may appeal your decision to the Assistant Director of Student Conduct, Rights & Responsibilities.

You will want to be sure to ask the student if he/she has any questions about the student conduct process at USF. You can always refer them to the *Fogcutter* if they would like more information.

■ Overview of Student Conduct Meeting

Next, you will want to discuss specifically what will happen during the meeting. (See Student Conduct Outline below.) This lets the student know what to expect and helps keep the student at ease. As with all parts of the Student conduct process, you will want to encourage the student to ask questions if he/she is confused about something.

■ Student Conduct Meeting Outline

As with the introduction, there is no set script for how the hearing should flow. However, each of the following should occur:

- ✓ Ask for the student's perception of what happened
- ✓ Review incident report. This is important because the student needs to know what he/she is being asked to respond to. **Do not give the student a copy of the IR. Review it with them verbally.**
- ✓ Ask clarifying questions to address inconsistencies.
 - This is an important part of the hearing for it is how you will get information the student may not have already provided. Sometimes, this information is essential to your decision. Ask questions in a non-accusatory tone, and be sure there is a purpose to each question.
- ✓ Identify and discuss the facts on which you both agree.
 - For the facts on which you agree, share your concerns regarding the behavior and the student's choices. Explain the value in students' taking responsibility for their actions, and share that this is an expectation of the department and the University.
 - It is important to discuss the student's motivation for the behavior and his/her values, understanding of the policies and behavioral expectations, and understanding of the effect his/her actions have had on the community.
- ✓ Identify and discuss areas of disagreement.
 - If the areas of disagreement are minor (i.e. "It was 10:00pm and not 10:15pm."), explain that the discrepancies are not significant enough to impact your ability to make a decision and that you can still determine the student's responsibility.
 - If the areas of disagreement are significant (i.e. "The RA couldn't have seen me running down the hallway since I had a cast on my leg and was using crutches.") and you are not able to render a decision, let the student know that you will need to continue your investigation and that you cannot make a decision at that time.
- ✓ Share what sanctions, if any, may be imposed. Let the student know that he/she will receive a letter with your decision. Many COs prefer not to inform the student of their decision after the hearing even if no additional investigation is required. This gives the CO an opportunity to reflect on the conversation and think about an appropriate sanction.
- ✓ End the conversation by informing the student he/she will be hearing from you and encourage them to contact you if they have questions once they receive their outcome letter. Be clear with the student that, although you welcome them to contact you, such contact should take place in the office, not on-campus, in the Market, in the elevator, etc. Also, be clear that the Student conduct process for this case ends when the time to file an appeal passes (and the student does not appeal) or when the appeal is decided.

- ✓ When deciding if the student is responsible, you will want to consider the following:
 - Does the information in the IR represent the **factual** basis for the referral?
 - Is the information relevant to the incident?
 - Based on all the evidence, is it more likely than not that the student is responsible for a policy violation?

Each of these components serves a valuable purpose in the overall student conduct process and you will want to be sure to address each one, although you may find you prefer to cover them in a different order.

Failure to Appear

If a student fails to appear for a scheduled hearing, a decision can be rendered in the student's absence. When making a decision in a student's absence, the same standard of proof is applied (i.e. is it more likely than not that the student engaged in the behavior in question), but your decision will be based only on the information you have received and not the student's statement. Make sure you document the times and ways you have attempted to contact the student.

Conduct Meeting Outcome Letter

Once the CO has met with the student and made a determination of responsibility (or non-responsibility), the student receives an outcome letter from the CO that heard the case. This letter informs the student of the He's decision and what sanctions, if any need to be completed. Students are expected to complete all sanctions in a timely manner and failure to do so may result in additional disciplinary action. Always make sure the sanctions have completion dates.

Maintaining Records

All Student conduct records are entered into the student conduct database. All records are maintained in the student conduct database. These files will be kept up to five years after a student has left the residence hall system. A Student conduct record consists of the following:

- 1) Completed incident report
- 2) Copies of any letters or license agreement actions that relate to the student conduct case
- 3) Copies of all correspondence from the administrative officer/student conduct board. This includes copies of allegation letter/hearing notification as well as the outcome letter.

If hard copies are needed, please consult with the Office of Student Conduct, Rights & Responsibilities.

Appeals

A student found responsible for a policy violation may appeal the decision of the CO in writing to the Assistant Director of Student Conduct, Rights & Responsibilities within five-working days of the date receipt of the CO's written decision. Any such appeal must specify in detail one or more of the following concerns:

1. Lack of substantial basis of fact to support the finding
2. The sanction is incongruent with the violations
3. The procedures provided for in the *Fogcutter* Student Handbook were not followed.
4. New relevant information is available that was not available at the time of the meeting.

The Assistant Director of Student Conduct, Rights & Responsibilities (or designee) will review the appeal and other supporting documentation, such as incident reports, and decide whether the decision should be upheld, modified, or overturned. Appeals are not re-hearings of the incident in question. Rather, an appeal is an outside review of the CO's actions. It is designed to protect student rights and ensure that the student was given a fair opportunity to be heard.

Appeals for a decision made by the Student Conduct Board will be heard by a Hall Director and the Assistant Director of Student Conduct, Rights & Responsibilities will assign the appeals.

Student Conduct Board

When violations are primarily connected to Community Standards, Hall Directors will refer cases to the Student Conduct Board.

The Student Conduct Board shall consist of at least three but not more than nine students who have at least 2 semesters of on-campus living experiences.

- a. If on campus resident for 2008-2009, must have lived in University-operated housing for 2 or more semesters by Fall 2006.
- b. If living off-campus for 2008-2009, must have lived in University-operated housing for 3 or more semesters by Fall 2008.

The Board is chosen by the Assistant Director of Student Conduct, Rights & Responsibilities. The Assistant Director of Student Conduct, Rights & Responsibilities serve as the ex officio, nonvoting member of the Board. The Assistant Director of Student Conduct, Rights & Responsibilities shall determine which matters the Student Conduct Board will hear. Factors that may be considered in determining whether a matter is referred to the Student Conduct Board include the degree of apparent complexity of the facts or issues. Information on the Student Conduct Board may be obtained in the Office of Student Conduct, Rights & Responsibilities located in Phelan Hall 140.

BASIC PRINCIPLES TO KEEP IN MIND

Listed below are some principles that guide us in creating an educational and developmental environment when working with students. You will want to keep these in mind whenever you meet with students to discuss conduct matters.

■ **Respect the rights of the individual**

Listen to the student's perception of the incident and make a decision based upon all known information. Give the student adequate oral and written notice of her/his scheduled meeting with the CO. Respond to and resolve incidents in a timely manner.

■ **Educate about the impact of an individual's behavior on the community**

Many times students will not have thought about how their behavior impacts the rights of others in their community or contributes to their community's atmosphere. The CO's can be very effective in helping students to see themselves as responsible to a larger group.

- **Administrative processes are prompt, fair and consistent.**

Incidents are most effectively handled if there is only a short period of time between the incident, its confrontation, and the student's meeting with you. Perceptions are still clear and any tense or hard feelings still have a chance of being resolved. Remember that consistency is not the same as conformity. We are charged with determining the most appropriate sanction for each situation and each student's unique circumstances or developmental stage. For that reason, we use general guidelines in our sanctioning.

- **The meaningful dialogue**

A dialogue involves an exchange of ideas or opinions between two or more people. In our Student conduct process we encourage a two-way dialogue. The goal of the meeting is not for us to lecture the student on her/his behavior or involvement in the incident. We need to be constantly open to hearing the student's perceptions, discussing his or her level of responsibility for the incident, and exchanging ideas on how the student may contribute more positively to the community. When a student is supported in contributing something positive to his or her community, he or she may move in that direction for the remainder of the year.

- **Shared expectations and understandings**

A student who meets with us may express confusion or a lack of knowledge of Residence Life or University policy. Our responsibility is to outline the policy in question, offer a rationale and check back with the student to confirm his or her understanding. A student also needs to know of possible consequences resulting from continued violations of University and Residence Life policy.

- **Finding the best resolution for the student AND the community**

This approach can be interpreted as asking the question, "What is the best resolution for this student and his or her community?" By operating from this focus, we can curb ourselves from deciding upon an overly punitive sanction for the student, or, conversely, neglecting the rights of community members in determining a sanction for the incident.

- **Appropriate, intentional, purposeful sanctions**

The sanctions that are most effective in educating students and motivating them to change their behavior in the future are those that represent a plus one challenge to the student. Plus one means taking a student one step beyond his or her current level of understanding and challenging the student to move one level further in his or her developmental process. If the sanction is so strong that it is perceived as punitive, the student may not choose to reflect on and accept responsibility for her/his behavior and may instead become frustrated and angry. Additionally, sanctions that are perceived as meaningless, or not related to the inappropriate behavior, may also result in confusion on the part of the student. Sanctioning is a very complex and important aspect of our discussion with the student. Sanctions are individual and situational; what will help one student may be very different from what works with another student.

- **Environmental Considerations**

To assist in creating an atmosphere of trust and openness, certain environmental considerations must be noted. Non-verbal communication may be the key to determining the type of atmosphere that will be established. Do not play with a pen, constantly watch the clock, or answer the phone while meeting with a student. (You may want to turn your ringer off altogether.)

SUGGESTIONS FOR A SUCCESSFUL MEETING

- Resolve all the conflicts in a situation. Call the student back for further discussion if there is still conflicting information.
- Consider all possible contributing factors to the behavior.
- Explore topics thoroughly before moving on. Have a purpose in asking each question.
- When several students are involved in the same incident, ask each person a few of the same questions. This helps in determining the consistency of the information you receive.
- Try to find out how the student would react if this situation were to arise again.
- Maintain a genuine and respectful interaction with students. Listen carefully.
- Consider the possible consequences of your actions before reaching a final decision. Take whatever action is relevant to the present situation in the hope that it will prevent future problems from occurring.

LISTENING

Active listening is an essential skill for COs to possess; in order to get accurate information during a hearing, a CO must be an active listener. However, non-verbal listening is also an essential part of the hearing process. It is important to be mindful of your actions and the way you present yourself.

- Display an open posture: Sitting away from the desk or conference table at an angle with your arms crossed is uninviting. COs should sit up straight and maintain a pleasant and relaxed demeanor. Arms should be open and planed in a non-intimidating location.
- Maintain eye contact and show non-verbal cues: Look toward the student and nod your head when you understand what they are saying.
- Avoid fidgeting: Playing with a pen, twisting your hair, shuffling papers, etc. may imply that you are not listening attentively.

Remember that during each hearing, an opinion of you, the department, and Student conduct process is being formed. The Hearing may be the first time a student is experiencing the Student conduct process. What may feel routine to you after a while is a new experience for the student.

QUESTIONING

Questioning is the most important aspect of the hearing process. In-depth questioning helps the CO ascertain the facts of the case and clarify vague issues. Make sure you take notes during the hearing.

Open-Ended Questions

Open-ended questions are questions that do not require a specific right or wrong answer. Rather, they allow for (and encourage) narrative responses. Open-ended questions are effective tools in the hearing process, as they serve to both give an accused student an opportunity to fully explain his or her position and they give board members an opportunity to illicit the factual background necessary to render a decision.

Asking for Clarification

At any time during the questioning period of a hearing, the CO can ask the student for clarification. This includes asking to have a statement repeated in a different way in order to establish a level of consistency.

Non-Judgmental v. Judgmental

COs must avoid placing judgment on a student during a hearing. A CO should never ask “why” questions during the fact/information gathering portion of a hearing. These questions can be perceived as judgmental and are arguably inappropriate when pursuing that line of questioning. Rather, the CO should focus on more objective questions of “Who? What? When? Where? How?” Asking “Why?” at the wrong time can not only change the tenor of the hearing, but the student may not be able to answer.

Questioning Tips

- Before meeting with the student (but after you have reviewed the IR) write down some questions you would like to ask.
- Establish a rapport with the student before probing for information.
- Make an easy, casual and smooth transition from greetings to the first serious topic of the hearing.
- Do more listening than talking. Encourage the accused to open up. Listen carefully, including between the lines.
- Avoid judgmental or evaluative comments, like “That’s too bad.”
- Without being too mechanical about it, try to cover topics in a systematic order. Each question should have a purpose; do not ask question for the sake of questioning.
- Stick to the topic at hand and avoid any irrelevant information the student may bring up.
- Give adequate time to appropriately ask and hear the answer to each question before moving on to the next one.
- Be alert to cues in the student’s answers and behavior.
- Ask questions that reveal the student’s attitude. Try to find out how the student would react if the situation were to arise again.
- If a student is non-responsive or difficult, ask “yes” or “no” questions to try and ascertain the facts.
- Attempt to get beneath superficial answers. Ask follow-up questions.
- Adjust the sequence of topics to the anxiety of the student.
- Maintain appropriate visual contact.
- Bring the interview to a close gracefully.

STUDENT CONDUCT OUTCOME LETTERS

Once a CO has made a decision, a letter is sent to the student informing him/her of the decision and what, if any, sanctions have been imposed. Decision letters serve a number of purposes and are written for multiple reasons, including:

- To document that the meeting took place.
- To inform and remind the student of the decision of the CO.
- To remind the student of the potential consequences for any further violations of Residence Life and/or University policy, and to remind the student that he or she is required to meet the terms and conditions of the housing contract that was signed with the Office of Residence Life.
 - In order to be consistent in how we draft decision letter, some of the things mentioned above are included in a standard template used by each CO.

Confidentiality

Definition:

1. Communicated in confidence, secret.
2. Indicating close intimacy or communication in confidence.

-Webster

Things to Remember

- Implied in this definition is a state of trust, reliance, faith, and assurance.
- Confidentiality is to be stated and defined each and every time
- Confidentiality is to be “granted”, not assumed. We have the right to refuse confidentiality.
- Confidentiality has limits:
 - MUST disclose information to protect individual or other against serious injury or serious risk
 - Professional peer consultation
 - Best interest of student
 - Question the “need to know.”
 - Keep records in a confidential manner. NOT on top of a desk.
 - Always note on the bottom of a letter, who else will receive the document.
 - Consultation should take place behind closed doors.
 - Breaking confidentiality is grounds for termination.

CONFIDENTIALITY = TRUST = CREDIBILITY

**University of San Francisco
Sanction Guide**

SECTION ONE: THE SANCTIONING “FORMULA”

THE FIRST STEP: KNOWING YOUR GOALS

When imposing a sanction for misconduct, it is important to keep in mind that your decision will help form a basis by which all other interactions with the student conduct system will be perceived. How you choose to react, or not to, will send a clear and strong message to a student which will potentially impact her/his behavior throughout her/his academic career. Thus, while student discipline can be perceived as a reactive response to an inappropriate set of actions, it will likely be more effective if the student conduct affairs administrator assumes a proactive approach. Having a clear set of goals is vital to accomplishing this task, and the capable student conduct officer will ask her/himself the following questions prior to developing a sanction.

Questions to Consider Prior to Imposing a Sanction:

1. **How will you maintain your goal of an educational and developmental sanction?**
2. **How can you make the sanction appropriate for the violation(s)?**
3. **How will you make it clear to the student that her/his choices are always expected to reflect the moral, ethical, and legal “high road”?**
4. **How will you balance your concern for the individual with the welfare of the entire academic community?**
5. **How will “non-issues” cloud your decision-making?**

1. **How will you maintain your goal of being educational and developmental?**

It is critical in any disciplinary situation to separate the person from the behavior. Taking a situation or violation personally as an administrator may lead to an unhealthy desire to sanction inappropriately. This is not an approach that will prove positive or successful over the long term. Instead of providing the student with an opportunity to evaluate and learn from her/his own experiences, we instead establish that we are not objective in reference to this specific student. This allows our motivations as disciplinary officers to be subject to scrutiny, as opposed to placing the focus where it belongs, on the student’s actions.

2. **How can you make the sanction appropriate for the violation(s)?**

In order for a student to be able to learn from a specific set of circumstances, it is helpful to have the student revisit the issues which led to disciplinary action, providing the student with an opportunity to develop a context for better decision making in the future. For example, a student acting in a disorderly manner towards residence hall staff may have to serve several nights of duty with the RA staff, providing that student with a structured opportunity to appreciate the responsibilities of the position. As another example, a student found in violation of throwing objects out a window may be required to write a research paper on falling objects and the physical danger that they pose. Mandatory service also provides a broader opportunity for a student to relate how her/his actions impacted on the academic community as a whole, and what it will take for the student to earn her/his way back into good standing.

3. **How will you make it clear to the student that her/his choices are always expected to reflect the moral, ethical, and legal “high road”?**

Each of us makes mistakes and poor decisions from time to time, and college students are no exception. An effective student conduct officer will recognize the fallibility of all people and determine a means for responding which is not based on overreaction nor under-reaction. A student conduct officer who utilizes phrases such as “Boys will be boys...” or “Well, it’s really not that serious...” is sending the wrong message at precisely the wrong moment. The opportunity to sanction

is the opportunity to educate, whether or not the policy violation is considered “serious.” Even the smallest mistake is still a mistake, in need of correction. The art of sanctioning is to prescribe the appropriate intervention for the situation. Most students make decisions that reflect the “high road” of expectations most of the time. Our task is to determine if the student is regularly meeting expectations (thus hopefully requiring a minimal intervention) or if the student seems to be having difficulty with the established norms of the academic community (requiring a more serious intervention). A good student conduct officer will master the ability of being humane while not dismissing the inappropriateness of a student’s behavior.

4. How will you balance your concern for the individual with the welfare of the entire academic community?

This can often be a difficult question to answer, as we must stop to consider both the actual and potential impact of the misconduct. In addition, each academic community is unique, with its own history and stated set of values. This will lead to each college and university having a slightly different interpretation of the sanctioning process.

In most instances, the welfare of the academic community is not in question and we have the luxury of providing a student with multiple opportunities to learn from her/his mistakes. In other instances, however, the conduct in question could be so extreme as for the institution to inform the student that the only appropriate educational sanction is temporary or permanent separation from the institution. In cases of repeated instances of minor or moderate infractions, an institution must address the question of how often a student should be permitted to come into contact with the campus student conduct system before the institution concludes that the student is not capable and/or willing to live by the norms of the community. This is perhaps the most challenging task in sanctioning student misconduct.

5. How will “non-issues” cloud your decision-making?

In many cases, students will provide non-issues which might interfere with our ability to arrive at sound sanctioning decisions. Other non-issues are created by the student conduct officer who is uncomfortable making a decision. Some examples of non-issues include:

- A. The Non-Issue of Process**
- B. The Non-Issue of Content**
- C. The Non-Issue of Self-Expectations**
- D. The Non-Issue of Time**
- E. The Non-Issue of Comfort**

A. The Non-Issue of Process

Some students will insist that they should be given lesser or no sanctions based on the manner in which they were confronted, or in the manner in which their disciplinary process was conducted. While there are instances in which staff confrontation is more problematic than any cited violations by the student, this is normally an attempt to distract the student conduct officer from the real issue. Similarly, some students will also attempt to avoid the consequences for their behavior by shifting the focus to the disciplinary process, or how the student conduct officer looked at her/him through the course of the hearing. Preventive measures through student conduct training are the most effective way to address this concern before it becomes a genuine issue. In addition, we must also be willing to assume responsibility for mistakes in the disciplinary process while still addressing the central conduct issues.

- **Typical Statement:**
“Yeah, we had alcohol in the room, but this never would have been an issue if Frank (the RA) had not been stalking me looking for a violation.”
- **Our Response:**
“The issue we are here to address is whether or not you possessed alcohol in the room.”

B. The Non-Issue of Content

Another tactic employed by some students is attempting to distract attention from the behavior in question by focusing on irrelevant subject matter. A student accused of possessing marijuana may spend more time addressing the fact that she/he was wearing jeans while the report states the person was wearing sweat pants. This is another issue that should be addressed through appropriate student conduct training. Another student might attempt to create a distraction by focusing on the actions of other students involved in the same incident, or by citing norms of behavior independent of the established rules.

- **Typical Statement:**
“Everybody on the floor was making a lot of noise that night.”
- **Our Response:**
“We are here to address your behavior, not the alleged actions of others.”

C. The Non-Issue of Self-Expectations

A somewhat more creative approach to avoiding responsibility is to assert an external code of conduct that supercedes the conduct officer’s authority. This external code might be a personal one, or an interpretation of how another existing code should affect the student conduct process from the perspective of the student.

- **Typical Statement:**
“You don’t understand. That’s how we resolve arguments where I grew up.”
- **Our Response:**
“It is our expectation for our community members to resolve their conflicts through peaceful and appropriate means as defined through our code.”
- **Typical Statement:**
“But I have not even been charged in court with a crime. How can the school be more qualified to declare me guilty than a court?”
- **Our Response:**
“By attending this institution, you submit to internal rules, regulations, and policies in addition to those proscribed by law. It is a privilege to attend this institution, not a constitutional right.”

D. The Non-Issue of Time

In some instances, students will use a more direct approach of attempting to avoid the sanctioning process by declaring that they do not have time to complete sanctions, based on academic, co-curricular, or employment activities. While the student conduct officer should be sensitive to demanding too much time from any particular student, it is not wise to allow students to manipulate the sanctioning process through such methods. The student has placed

the student conduct officer in the position of determining a sanction, and it is the student who must assume the consequences of inappropriate behavior.

- **Typical Statement:**

“I have a really busy schedule this semester, so don’t waste your time trying to make me do something like mandatory service hours.”

Our Response: “We will determine a sanction that we find appropriate given all of the factors involved. You will be expected to follow through with any sanction that is required of you, even if it is inconvenient.”

- **Typical Statement:**

“What’s the point of making me do a sanction now? I am going to graduate in two weeks.”

- **Our Response:**

“Members of our community are responsible for their own actions at all times, and we would hope that you would understand this as a future graduate. A hold will be placed on your record until the sanction is completed.”

E. The Non-Issue of Comfort

Some student conduct officers find it difficult to impose sanctions based on their own internal lack of comfort. Some student conduct officers might find a suspension or dismissal to be too harsh, no matter what the circumstances. Others might be tempted to reduce a sanction if they are uncomfortable with the standard of proof applied in the case.

To address the former point, student conduct officers must bear the burden of making uncomfortable and sometimes unpopular decisions. Many board members have been known to say, “I am just uncomfortable with what we are doing to the student...” as though the student had no role in the matter being addressed. It is important to remember that we are attempting to provide education and development for the student in reference to the standards of our community. Sometimes the best message we can send to a student is to inform them that her/his behavior is so egregious as to forfeit her or his right to remain in the academic community for a period of time or permanently. We must remember in sanctioning a student, we send a signal to not only the individual student about what constitutes tolerable behavior, but to the entire academic community as well.

In addressing the latter point, it is critical that student conduct affairs officers remember to utilize the applicable standard of proof (preponderance of the evidence) on a case to case basis. While we may feel more comfortable having such overwhelming evidence as to render the issue of a violation indisputable, most college disciplinary systems do not employ such a difficult burden. Thus, when a student conduct officer finds a student responsible, that should end the issue of whether or not the student has violated institutional policy. Remember that the finding of fact and the determination of a sanction are two different questions; sanctioning is not to serve as a continuance to the debate over a violation.

- **Sample Statement (of student conduct officer):**

“I understand what you are saying about the seriousness of a drug violation, but it’s not like anyone actually saw the drugs in this case.”

- **Our Response:**

“We have already established unanimously that a violation did take place, based on the testimony of the RAs involved, and based on the presence of a blow tube

and other pieces of drug paraphernalia. Do we need to revisit this issue, or shall we address sanctioning with the agreement that this person did violate our regulations?”

Once we have dealt with each of these questions, we are ready to move into the development of the actual sanction.

THE SECOND STEP: “THE SANCTIONING EQUATION”

Once we have the appropriate mindset with which to approach the sanctioning question, it is time to consider the specific factors involved in developing a sanction. These include:

Sanctioning Factors:

- 1. The Nature of the Violation(s)**
- 2. Institutional Precedent for the Violations(s)**
- 3. Previous Disciplinary History of the Student**
- 4. Other Mitigating or Aggravating Factors**
- 5. Balancing Active and Inactive Sanctions**

1. The Nature of the Violation(s)

In approaching sanction development, it is important to begin by considering the event in question, not so much on a violation by violation basis, but rather on the basis of what took place overall, as well as what other ramifications the behavior had or might have had. Thus, rather than approaching the sanction by saying, “The student violated policies 1, 6, and 12, so what should we do to her?” we should instead address the specific behavior in question. Therefore, our replacement question might be, “OK, we have determined that the student possessed alcohol in her residence hall room, failed to provide her ID card when asked to, and called the RA several names in a hostile voice during the confrontation.” Focusing on the specific acts rather than the codes helps us retain our vision of what we are trying to address through the sanctioning process. Doing this allows us to focus on the degree to which each regulation was violated, what the intent of the actions was, and what impact the actions had on others and on the community.

When reviewing the nature of the offense, consider not only what took place, but what could have taken place. A garbage can of water propped against a stairwell door might be seen by some as a harmless prank, but did that action carry risks for others? Throwing an object out the window may be seen as benign if the person checked first to see if anyone was present, but is it possible that someone or something could have been struck despite this effort? Think of the worst case scenario, realizing that our educational efforts in sanctioning will help us avoid many worst case events.

2. Institutional Precedent for the Violation(s)

Institutional precedent should be weighed as an important part of the sanctioning process. However, some student conduct officers develop a sense of tunnel vision with precedent, finding it difficult to vary from the norm and respond to individual circumstances. This is certainly reinforced when a disciplinary system requires certain sanctions as a matter of routine. Although directed sanctioning

mandates can be effective in dealing with specific campus issues, it is strongly recommended that an administrator or board be guided, rather than blinded, by institutional precedent.

Precedent does establish the degree of seriousness with which a particular violation is viewed within the academic community. Certainly on a “sliding scale” of violations, many administrators or board members would place physical or sexual assault as being more serious than a noise policy violation. What precedent does not always account for, however, is the potential for a “sliding scale” within a particular violation. As an example, most would agree that a noise violation at 2 a.m. during the middle of finals week is slightly more serious than one committed at 11 p.m. on the first night of classes. Rather than developing specific sanctions to cover all violations of a given regulation, it is recommended that disciplinary systems develop “pools” of potential sanctions for use in differing cases.

3. Previous Disciplinary History of the Student

Previous disciplinary history is a compelling factor in many disciplinary cases. Knowing a student’s disciplinary history assists us in understanding if this individual is someone who consistently makes good decisions and is likely involved in the disciplinary process as an isolated event, or if the person has an established pattern of making poor decisions. In addition, this will assist us in establishing if a student is having difficulty with a particular policy or set of expectations.

There is no magical number of times for a student to come through the student conduct process and clearly establish that it is time for a period of separation. Each academic community must establish the level of tolerance it will have for misconduct. A good guiding philosophy to maintain, however, is that each time we sanction, we do so with the intention of preventing future disciplinary encounters. As a student continues to violate regulations, the student conduct officer increases the degree of intervention until such time that the student has demonstrated an inability and/or unwillingness to live within the behavioral norms of the academic community. Repeated violations need not be of a similar nature. Multiple violations of different policies still reflect upon the character and judgment of the student just as if she/he consistently violates the same regulation.

4. Other Mitigating or Aggravating Factors

In addition to the previously mentioned factors, there exist a number of other conditions that may impact the development of a sanction in any given instance. These include but are not limited to:

- A. Intent of the Student**
- B. Personal Circumstances**
- C. Attitude Displayed During the Process**
- D. Demonstration of Understanding**
- E. Influence of Alcohol and/or Drugs**

A. Intent of the Student

In some cases, a student’s intentions were to abide by regulations, or even to help prevent a violation of regulations. A student conduct officer must determine to what extent intent has in any given situation. Some citations of intent might include:

- A student claiming to have been in a room for seconds who, when realizing a violation of policy was taking place, attempted to leave the room but was confronted by staff before being able to do so
- A student accused of being involved in a fight who asserts that her/his intention was to break up a physical conflict
- A student who acts in self-defense

B. Personal Circumstances

There are times that a student's personal circumstances might impact the sanction imposed. While personal circumstances do not excuse acts of misconduct, they do provide a context with which to approach the sanction. Examples of personal circumstances might include students who are dealing with:

- The recent death of a family member
- A traumatic experience
- A physical or psychological disorder
- A substance addiction

Again, these conditions do not suggest a decreased sanction and may require additional sanctioning methods.

C. Attitude Displayed During the Process

Gauging the student's attitude throughout the process can assist the student conduct officer or board in understanding how receptive the student is to educational interventions. A student who maintains a negative and confrontational attitude throughout the student conduct process may react differently to a sanction than a student who demonstrates a positive approach, and may require a more significant intervention.

D. Demonstration of Understanding

If the goal of sanctioning is to assist in the education and development of the student, it helps to gauge whether or not the student has learned anything from the experience. Unfortunately, many student conduct officers ask "softball" questions, such as, "did you learn from this experience?" and are placated by a mere "yes" or "no" response.

In general, there are four levels of response (Mildly Negative, Very Negative, Receptive, and Deceptive) that we can discern, based on asking the following questions:

<i>Question:</i>	<i>"Have you learned from this experience?"</i>
Mildly Negative Response:	"Not really."
Very Negative Response:	"Yeah, I learned that this school sucks."
Receptive Response:	"Yes, I have."
Deceptive Response:	"Yes, I have."

Question: *“What have you learned from this experience?”*

Mildly Negative Response: “Not to get caught the next time.”

Very Negative Response: “That you are running a fascist state and are depriving me of my rights.”

Receptive Response: “That I should have made a better decision in this case.”
 “That I screwed up.” OR,
 “That I infringed on other people’s rights.”

Deceptive Response: “Not to get into trouble anymore.”

Question: *“How will things be different in the future?”*

Mildly Negative Response: “I’ll make sure to do it off campus.” OR,
 “I’ll make sure I don’t get caught.”

Very Negative Response: “I’ll punch the next RA who confronts me.” OR,
 “I’ll transfer to another school.”

Receptive Response: “I’ll make the decision not to.....” OR,
 “I won’t get in the situation to begin with. As soon as I see what is going on, I will leave.” OR,
 “I’ll think about how this will affect the people around me.”

Deceptive Response: “I won’t get into trouble anymore.”

Another effective question in this instance is to ask the student to place her/himself back in the same situation, and ask specific questions about what they would do differently. We might also ask the student how this incident has impacted her/his daily life. The goal is to determine if the student has actually reflected on her/his conduct and learned from her/his previous decision making.

E. Influence of Alcohol and/or Drugs

If alcohol and/or drugs are involved in an incident, it is important to determine how the student views the substance. There are two critical questions we are seeking to address. First, does the student seem to have a problem with her/his decision making when alcohol or drugs are involved? This helps us address the concern of whether or not the student has a “substance problem,” one that goes beyond the simple use of a substance. A second question is whether or not the student views the use of a substance as a complicating factor in the event, or if she/he views the substance as an excuse for other acts of misconduct.

When inquiring about the use of substances, be careful to limit the amount of “armchair quarterbacking” that you engage in. Unless you are a certified addictions counselor, it is unlikely that two or three questions used to aid in sanctioning will provide enough information to diagnose a student. Student conduct officers are qualified to make judgments as to what sanctions are appropriate for various offenses. They are generally not qualified to

label someone as an “addict.” Be aware of various resources that exist on your campus to assist in addressing underlying concerns that you have about a student.

Signs that a student has not effectively reflected on the use of substances can be evidenced in the following situations:

Question: *“Do you think that alcohol/drugs impacted your behavior?”*

Answer: “No. I can handle my alcohol/drugs.”

Concerns: * indicates potential denial and possible high tolerance level

* high tolerance level is normally a sign of increased risk of addiction/dependence (On Campus Talking About Alcohol and Drugs)

Question: *“How much did you drink that night?”*

Answer: (after deliberating) “Probably 15 drinks.”

Question: *“Is that normal for you?”*

Answer: “Yes, it is what all of my friends usually drink.”

Concerns: * indicates potential high tolerance level

* indicates an externally perceived sense of normalcy

* indicates potential habituation

Question: *“Looking back, would you do anything differently?”*

Answer: “Yes. I would have only been drinking beer instead of having hard liquor.”

Concern: * demonstrates a lack of knowledge on the effects of alcohol

Question: *“You have told me that in the future you will only smoke marijuana off campus. Do you think that is your wisest choice?”*

Answer: “Marijuana comes from hemp and is a natural fiber, so it’s no worse for you than alcohol and probably healthier than tobacco. Why else would they give it to cancer and HIV patients?”

Concerns: * provides irrelevant information that demonstrates a lack of informed knowledge on the substance, as well as a lack of regard for the law.

Balancing Active and Inactive Sanctions

The use of “paper sanctions” (warnings, reprimands, censures, probation, etc.) as the sole sanction is rarely effective in educating the student and deterring future violations. Instead, the use of active sanctions as a complement to the “paper trail” are much more effective in both educating the student and deterring further acts of misconduct. Only by actively engaging the student in action and thought can we expect to impact a mindset that provides for inappropriate behavior. While we must also recognize that different students will require different interventions (based on how far off of the “high road” they have found themselves), an active sanction will benefit a student and the academic community in almost every disciplinary situation.

By combining these five major factors in sanctioning, we are ready to reach a decision.

THE THIRD STEP: MAKING IT HAPPEN

In addition to having sound philosophical underpinnings, it is equally critical to have a sound practical approach. The best sanctioning intentions can be nullified by a lack of forethought or planning on the part of a student conduct officer. For instance, it may be very appropriate to tell a student that she is required to attend three programs in the next month on multicultural awareness, but has anyone checked to see if three programs are going to be offered? It might seem very appropriate to send a student on a “ride-along” with campus police, but do they allow such a thing? It’s a great idea to make a student meet with the student conduct officer to discuss the implications of his actions, but has anyone checked with the student conduct officer? It is important to be aware of campus and community resources at the disposal of the student conduct officer or board. It is equally important to be aware of policies, campus politics, and individual personalities that may impact whether or not a sanction can be carried out. As a general rule, it is best to create sanctions in advance, rather than trying to develop new sanctions on the fly.

When imposing sanctions, it is best to articulate clearly the rationale to the student both verbally and in writing. Some student conduct officers hesitate to give students “too much information,” but it seems to be in the student’s best interests for us as student conduct officers to articulate the learning objectives that we have for a particular sanction.

It is also critical for a student conduct officer or board to be explicit in its requirements. Some examples of this include:

- ***Assign length of papers in number of words, not pages:*** It is not unheard of for a student to triple space a paper or write in 20 point type in order to meet the required length. By maintaining a word minimum, students must put forth enough content to meet the requirement, rather than cutting corners.
- ***Clearly articulate the intent of a written assignment:*** Don’t assign papers like... “write an essay on the effects of marijuana.” What does this mean? In many cases, the student conduct officer will find her/himself reading a rather lengthy description of what it is like to be stoned, or reading a treatise on how the oppressive U.S. Government is violating the rights of citizens by not legalizing drugs. So what did the student learn in writing this? If our intent is to teach the student to understand both sides of the marijuana debate, then we might have the student write an essay examining the impact of marijuana on the human body, citing at least five sources. Or, perhaps we are trying to teach a different message, about the impact of the student’s decision in his future. In this case, we might direct the student to write an essay examining the impact of a criminal drug prosecution on a person’s ability to work in law enforcement or education, citing interviews with specific local officials.
- ***Reinforce that this is supposed to be a sanction which helps the student reflect on her/his own behavior:*** Make clear to a student that the result of her/his sanction will be reviewed to determine if it complies with the established requirements. One helpful clause reads, “Be advised that this paper may not be utilized to justify your own behavior or to evaluate the actions of others in this case.”

- ***Follow through:*** If we require the student to go through the time and trouble to complete a sanction, it seems that we have a responsibility to review the sanction and respond to the student. Many responses may be a simple form letter indicating that the student has successfully completed the requirements. In other instances, a letter may indicate why a sanction is not being approved, or may serve to offer individual feedback from the student conduct officer in cases where a student has done an exemplary job of completing the sanction.

Further, it is critical that student conduct officers routinely check to make sure that sanctions are being completed.

Showing individual attention to a student during the sanctioning process, whenever possible, assists us in developing positive relationships with students and impress upon them that the sanctioning process is indeed an educational one.

SECTION TWO: SANCTIONS USED AT USF

Written Projects:

- Article Review
- Behavioral Agreement
- Book Review
- Environmental Assessment
- Letter of Apology
- Newspaper Article
- Personal Journal
- Reflection Paper
- Research Paper
- Restitution
- Video Review
- Policy Review Paper (General Regulations)
- Computer Use Regulations

Services and/or Activities with Reflection Papers:

- Educational Interview
- Educational Poster Board
- Educational Service
- Front Desk Duty
- Program Attendance
- Program Presentation With Staff
- Duty Rounds

Formalized Programs and/or Workshops:

- AlcoholEdu for Sanctions
- Alcohol Education Program
- Counseling Assessment
- Ethics Workshop
- Marijuana Education Program
- Recognizing Differences Training
- Violence Awareness Training

Restrictions:

- Contact Restriction
- Guest Privileges Restriction
- Other Restrictions
- Restricted Access – Hall/Apartment
- Restricted Access – Campus

Recommended Sanctions:

- Recommended Counseling
- Recommended Housing Contract Termination

Recommended Housing Room Change
Recommended Mediation

Other Sanctions:

Community Standard Fines
Official Warning (Censure)

OBJECTIVES/DESIRED OUTCOMES

A. Self Reflection

Sanction designed to promote self-awareness of behavior, awareness of appropriateness/inappropriateness of behavior, awareness of institutional expectations

B. Impact on Others

Sanction designed to promote student understanding of how behavior impacted or could have impacted others

C. Impact on University Community and/or Society

Sanction designed to promote student understanding of community and/or societal standards

D. Impact on Personal Being

Sanction designed to promote self-awareness of potential physical or psychological impacts of behavior

E. Impact on Personal Future

Sanction designed to promote self-awareness of potential impacts of behavior on student's future (choice of career, course of study, etc.)

F. Strong Deterrence and Awareness Raising

Sanction designed to serve as a serious and/or uncomfortable intervention

Additional sanction language that coincides with the outcomes will be e-mailed to you.

Student Conduct Hearings Referrals

Please consult when you have a question as to where a violation should be referred to.

Student conduct Board:

Community Violations: noise, smoking, fire safety, id misuse, disruptive behavior, vandalism.

First Alcohols: presence, empty containers, minor alcohol violations.

Assistant Director of Student Conduct:

Second Alcohol: (lesser second violations can be heard in-hall).

Second Marijuana Violations: (all second marijuana violations will be heard by the ADSC)

Non-Marijuana First time Drug Violation: (all first drug violations with the exception of first marijuana violations will be heard by the ADSC)

Any violation where the outcome may be suspension or expulsion from the University: Physical Assaults, Major Drug and Alcohol Violations, Bias-Related Incidents, ect.

Appeals at the In-Hall Level: HD/AHD appeals will be heard by the ADSC or designee.

Assistant Dean of Students:

**All alcohol and Drug related hospital transports
Sexual Assaults**

Understanding FERPA and Student Privacy

What is FERPA?

FERPA, also known as the Buckley Amendment, is the Family Educational Rights and Privacy Act. It is federal legislation designed to protect the privacy of students by limiting third party access to student education records.

What is an education record?

Education records are defined as “[t]hose records that are directly related to a student and [are] [m]aintained by an educational agency or institution or by a party acting for the agency or institution.”

- Examples: Grade reports, transcripts, most disciplinary records

What does it mean to say a record is “protected” by FERPA?

Unless personally identifiable information from a student’s education record falls under a specified exception (see below), the information cannot be released to third parties (including parents) without signed and dated written consent from the student.

What type of information is and is not protected by FERPA?

1. Protected information → not releasable:
 - Personally identifiable information (i.e. everything not defined as directory information).
 - Directory information the student has directed the University not to release.
2. Information not protected by FERPA → releasable:
 - Generally, directory information is releasable. (Please see the University’s “Notification of Rights Under FERPA” in the *2005-2006 Fogcutter Student Handbook* for a definition of directory information at the University of San Francisco.)

Why can’t I access my student’s records?

Under FERPA, access rights that parents and legal guardians have transfer to the student once the student has turned eighteen or is attending any post-secondary educational institution, whichever comes first. Thus, while you may have been able to access your student’s records in elementary or high school, you cannot in college (absent the student’s written consent or an exception to FERPA).

Under what conditions is prior consent not required to disclose information?

Information may be released to the following people under the following circumstances:

- To school officials with legitimate educational interests (as defined in the University’s annual notification)
- To schools in which a student seeks or intends to enroll
- To federal, state, and local authorities conducting an audit, evaluation, or enforcement of education programs
- In connection with financial aid
- To organizations conducting studies on behalf of educational institutions
- To accrediting organizations
- To parents of a dependent student
- To comply with a student conduct order or subpoena
- In a health or safety emergency
- For directory information
- To the student
- Results of a disciplinary hearing to an alleged victim of a crime of violence

- Results of a disciplinary hearing concerning a student who is an alleged perpetrator of a crime of violence and who is found to have committed a violation of the institution's rules or policies
- To a parent of a student under the age of 21 if the institution determines that the student has committed a violation of its drug or alcohol rules or policies

Will I be notified if my student is hurt or in danger?

The University's Parental Notification Policy states that we may notify parents or legal guardians when there is concern for the health and welfare of the student, including situations involving medical transportation and treatment, and serious or repeated violations of alcohol and/or drug policies. (For more information, please see the Parental Notification Policy in the *2005-2006 Fogcutter Student Handbook*.)

How will I know if my student is subject to University disciplinary action?

Student disciplinary records are protected under FERPA. The best practice is for your student to inform you of any disciplinary charges directly. Students can also authorize the release of all the information in their disciplinary files.

RESOURCES

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4650
(202) 263-0282
(202) 260-9002 fax
ferpa@ed.gov
<http://www.ed.gov/policy/gen/guid/fpcol/ferp/index.html>

2005-2006 Fogcutter Student Handbook
www.usfca.edu/fogcutter

ALCOHOL & DRUGS

University of San Francisco Alcohol and Drug Sanctions 07-08 (to be used in-house)

The following is a guideline for alcohol and drug violations. Multiple policy violations will receive a combination of sanctions.

All monies that are collected as a result of fines for alcohol and drug policy violations will go into a fund that will be used for alcohol and drug prevention programming.

Alcohol Violations:

1. Underage possession and/or consumption of alcohol
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

2. Possession of an open container of alcohol in public
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

3. Hosting, organization of, or participation in a student group event where alcohol is being unlawfully consumed
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

4. Being present (if under the age of 21) while others are consuming alcohol
First Offense: Alcohol Edu, E-chug, warning,
Second Offense: Parental Notification, E-chug, BMI meeting, \$100 fine
Third Offense: Parental Notification, \$200 fine, Alcohol Assessment, probation
Fourth Offense: Removal from Housing

5. Dispensing alcohol to minors
First Offense: Alcohol Edu, E-chug, Parental Notification, BMI meeting, probation, \$100 fine
Second Offense: Removal from Housing, \$200 fine

6. Intoxication (regardless of age)
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

Drug Violations:

1. Unauthorized possession, consumption, sale, distribution, or manufacture of any controlled substance, illegal drug, and or drug paraphernalia
2. Being present while others are using or are in possession of illegal drugs
3. The attempted sale, distribution, or manufacture of any controlled substance, illegal drug, and/or drug paraphernalia on University property or at official University functions
4. use or possession of equipment, products, or material that is used or intended for use in manufacturing, growing, using, or distributing any drugs or controlled substance, including but no limited to bongs, pipes, or roach clips.

5. The medically unsupervised use of drugs that may involve medical or psychological hazards to individuals on University property or at official University functions that is unlawful or otherwise prohibited, limited, or restricted by University policies or regulations, or may lead to interference with the rights and privileges of others.

The only drug violations that will be heard in hall are marijuana:

Marijuana Violation:

1. Marijuana Possession and Use

First Offense: Parental Notification, \$250 fine for violating our smoking policy, \$100 fine to cover the use of e-toke and the drug assessment at the Center), e-toke, Counseling Center Drug Assessment, probation

Second Offense: Removal from halls, \$250 fine for violating smoking policy

2. Presence of Marijuana Use

First Offense: Parental Notification, e-toke, \$50 fine, probation

Second Offense: Removal from halls, Counseling Center Drug Assessment, \$100 fine to cover the use of e-toke and the drug assessment at the Center.

Sanction Language: As a result of your DRUG FREE POLICY violation you are sanctioned to pay a Community Standard Fine of \$____. This fine helps to cover the costs of the educational sanctions that are used at USF and will be billed to your student account, posted as “CSF”. You must pay this fine by _____ at the One Stop Office located in Lone Mountain 251.

Possibility: If a student can absolutely not afford the fine we can make arrangements to have them work off their time. This will be done in consultation with Julie and Ryan.

BMI Meeting - You will need to contact Florentina Dobrin at fdobrin@usfca.edu by (Date) to schedule a Brief Motivation Information meeting which will help encourage and promote healthy behaviors.

Alcohol Assessment- As a result of your second alcohol violation, you will be required to participate in a program consisting of three educational counseling sessions that will help students identify and implement safer, healthier choices regarding the use of alcohol. You must contact the Counseling Center (422-6352) by (Date) and ask to register for the group session.

University of San Francisco Notification Policy

The University of San Francisco understands that parents/guardians, coaches, and directors play a central role in the continuing development and education of college students and hope to work in partnership with them.

Parental Notification

A letter is sent to the student's emergency contact information when the student is found responsible for a 2nd alcohol violation and/or a 1st drug violation. Included in this letter is the brochure: "Violations of the Drug Free Policy: A Guide for Families."

Notification to Coaches

When a student athlete has been found responsible for violating University Policy a notification memo needs to be sent to the student's coach.

On the letter to coaches Debi Gore Mann (Director of Athletics) and Dean Wardell will be copied. Debi's copy needs to be delivered to her and Dean Wardell's copy needs to be given to Julie.

Notification to ROTC

On the letter to ROTC, Dean Wardell will be copied. Please deliver Dean Wardell's copy to Julie.

Notification of Living Learning Director

If any student residing in a living learning community is found responsible for violating the student code of conduct, notification needs to go to Lorrie Ranck (Director of Living Learning Communities). Dean Wardell will be copied. Please deliver Dean Wardell's letter to Julie.

Notification

Notification letters need to come from Hall Directors. Please share this information with AHDs. If an AHD hears a case involving an athlete or an ROTC member than they will need to notify you.

Patterns

If athletes, and or ROTC students, are not found responsible but you are noticing certain patterns in behavior, etc. please forward that information to Julie.

Student Leaders

If you are concerned with any student leaders please forward that information to Julie. At this time Julie will notify advisors if there is a need to.

Rosters

Rosters will be given to you.

Timing of Letters

All notification letters should be sent after the student's appeal date has passed.

Division of University Life

Emergency Response Protocols

A. INTRODUCTION

The Division of University Life is responsible for coordinating the University's response to student crisis situations, including emergency and non-emergency incidents that occur in the residence halls, Loyola Village, and other areas on or off campus. The University operates under the premise that students in an emergency are best served by a coordinated team approach involving staff members from multiple departments. Because crisis situations frequently impact multiple students, using a coordinated team response helps ensure situations are handled in a thorough and supportive way.

B. CRISIS MANAGEMENT TEAM

The Assistant Dean of Students coordinates the Crisis Management Team (CMT). The mission of the CMT is to ensure appropriate communication and action among University departments when incidents of a critical nature involving students occur. When an incident occurs, the CMT may be convened to develop a response plan based on the available information. The CMT also facilitates post-crisis debriefings to review the incident, discuss follow-up actions, identify post-crisis support mechanisms, and evaluate the resolution.

The core membership of the CMT consists of the following staff members:

- Dean of Students: Mary Wardell
- Assistant Dean of Students: Julie Orio
- Assistant Director of Student Conduct, Rights & Responsibilities: Ryan Garcia
- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Director Counseling & Psychological Services: Barbara Thomas
- Director of Public Safety: Dan Lawson

The following may be called upon to assist in certain situations:

- Residence Life Senior Staff members: Associate Directors, Hall Directors, Assistant Hall Directors, Loyola Village Assistant Complex Director, Graduate Assistant for Facilities, Operations, and Off-Campus Housing.
- Executive Director of University Ministry: Donal Godfrey
- Director of Health Promotion Services: Kamal Harb
- Director of International Student and Scholar Services: Vacant
- Assistant Dean for Multicultural Student Services: Mary Grace Almandrez
- Coordinator of Student Disability Services: Barbara Zunder
- Director of Athletics (or designee): Debi Gore-Mann
- Coach/ Program Director (if student is a member of an athletic team or academic/ co-curricular program)

C. ROLES OF STAFF

The roles of University Life staff members involved in responding to student emergencies are outlined below. Because each crisis situation is unique, and because the first order of concern is for the safety and well being of any student(s) who may be injured or significantly impacted by the crisis (e.g., witnesses, friends of victims, roommates, etc.), the responsibilities may shift as necessary.

Reporting Party – RP

This person is the first to hear about the situation. This person can be on-scene (Resident Advisor), witness a situation (front desk worker), Public Safety, or receive information about the incident from someone.

Senior Staff on Duty - SSOD

A Hall Director and an Assistant Hall Director/Graduate Assistant are the on-call staff members for The Office of Residence Life. There are always two Senior Staff members on duty at a time. The SSOD serves as a conduit for information regarding the incident and provides guidance and support for the RP. In life threatening emergencies, the SSOD will report to the scene to provide support and guidance, and to gather information directly. For non-life threatening emergencies that do not require immediate notification of the Central Staff member on duty, the SSOD will provide information via voicemail or email to the following people so they can coordinate appropriate follow-up in the morning:

- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Assistant Dean of Students: Julie Orio
- Appropriate Hall Director

Central Staff on Duty – CSOD

The following positions rotate as the CSOD: Director of Residence Life, Associate Director of Residence Life, and Assistant Director of Residence Life. The CSOD is notified by the SSOD when a situation requires consultation with another staff member, may warrant the involvement of individuals outside of Residence Life, or families of students may need to be contacted.

Dean of Students Staff on Duty – DOSSOD

The following positions rotate as the DOSSOD: The Dean of Students, The Associate Dean of Student Development, The Assistant Dean of Students, and the Assistant Director of Student Conduct Rights & Responsibilities. The Dean of Students Staff is usually not involved in the initial stage of crisis management. The Dean of Students Staff is available for consultation by phone, but should only be consulted in situations that warrant such consideration. The Dean will determine if other members of the campus community need to be involved, such as the Vice President for University Life or the University President, and will contact those individuals.

Counseling & Psychological Services Staff

A Counseling Center staff member is available for 24-hour emergency consultation. This consultation can include helping with assessment and referral in a mental health crisis situation. The on-call staff member can be reached at 415-608-9045.

Public Safety Dispatcher

The Public Safety Dispatcher is responsible for communicating information from the RP to the responding Public Safety Officers. The Dispatcher is also responsible for contacting emergency response services when necessary. Dispatch can be reached at 415-422-4222 (non-emergency) 415-422-2911 (emergency).

Public Safety Officers – PSO

Public Safety Officers are responsible for assessing the situation and maintaining the safety and security of the students involved. Public Safety Officers should also notify the SSOD via the duty phone for after-hours violations that involve residential students. When a PSO reports to a building and the SSOD is present, decisions about how to proceed are made in collaboration.

D. REPORTING PROCEDURES

Business Hours (8:30am-5:00pm)

During weekday business hours, emergency situations occurring in the residence halls or Loyola Village should be reported to Public Safety and the Hall Director (HD) or Assistant Hall Director (AHD) of the building in which the emergency is taking place. If the HD and AHD cannot be reached, the Residence Life Central Office should be contacted at 422-6824. A Central Office staff member will locate a Senior Staff member to assist with the incident and provide support. If you cannot get through to the Central Office, contact the Dean of Student's Office at 422-6251. If the emergency is not taking place in a residence hall or Loyola Village the situation should be reported to Public Safety at 422-2911.

Non-Business Hours (5:00pm-8:30am)

A designated Residence Life staff member is on-call during non-business hours to coordinate the response to emergency situations involving residential students. The staff member on-call (SSOD) gathers information regarding the incident and coordinates the communication flow with appropriate campus offices. This person also works with appropriate offices to provide necessary follow-up. Public Safety will coordinate all of the situations involving non-residential students. **Non-Business Hour emergencies concerning both residential students and non-residential students, occurring on campus and off-campus, should be reported to Public Safety at 422-2911.**

Non-Residential Students

When a non-residential student is involved in an emergency situation, a staff member from the Dean of Students' Office, 422-6251, will coordinate the response and communicate information to the appropriate departments. Incidents regarding non-residential students during business hours should be reported to the Dean of Student's Office at 422-6251 and during non business hours should be reported to Public Safety at 422-2911.

E. RESPONSE PROCEDURES FOR RESIDENTIAL STUDENTS

NON-BUSINESS HOURS (5:00PM-8:30AM; WEEKENDS & HOLIDAYS)

LIFE THREATENING EMERGENCY

The following procedures should be used in the event of any student crisis situation that requires the use of emergency personnel (i.e. ambulance, fire department, police department, etc.).

Reporting Party:

1. Call 2-911 from a campus phone. Public Safety will respond and determine what, if any, medical emergency personnel should be contacted.
2. Contact the SSOD and notify him/her of the situation. SSOD will report to the scene.
3. Provide as much information to the SSOD as possible regarding the situation. This includes:
 - Name(s) of student(s) involved
 - Location of emergency
 - Nature of emergency → type of injury, severity, etc.
 - Current status of situation
 - Prognosis *ONLY IF KNOWN*
 - Whether Public Safety has been notified
 - If emergency personnel are on-scene
 - Whether there are other students involved → roommate, floormates, witnesses, RAs, desk workers, etc.
 - Any other pertinent information that will assist in the response
 - How many pills? How much alcohol? When did the injury happen? How did the injury happen? Does the student want someone contacted?

For hospital transports: If a student has been transported to a hospital, try to get the following information:

- Name of the hospital
- Whether the parents have been notified
- Whether the student is alone or accompanied by friends to the hospital

Note: If the injured student cannot speak, gather information from witnesses or others who are present.

Public Safety Dispatch:

1. Contact the appropriate emergency personnel.
2. Make sure someone is available to meet the responding personnel and direct them to the location of the student on campus.
3. Contact the SSOD on the duty phone at 850-1364. Share the information you have been provided.

Public Safety Officer:

1. Report to scene and determine whether emergency medical personnel should be contacted.
2. Meet the responding personnel and direct them to the student in crisis.

3. Provide assistance and support to responding medical or psychological personnel as needed or directed.
4. Provide assistance to outside authorized agencies (e.g., SFPD, SFFD) as needed or directed.
5. Gather on-scene information such as name(s) of victim, witnesses, etc.
6. Administer crowd control if necessary.
7. Consult with the SSOD prior to leaving the building to make sure the SSOD has all necessary information to be able to provide immediate follow-up.

Senior Staff on Duty:

1. Gather information from the RP.
2. Report to scene to assist and support students and to gather information directly.
3. Notify CSOD of the situation.
4. Work with Public Safety to determine the most appropriate response.

Central Staff on Duty

1. Gather Information from SSOD.
2. Determine if SSOD or CSOD needs to go to the hospital.
3. Notify DOSSOD of the situation.
3. In consultation with DOSSOD determine appropriate contact, if any, with family.

NON-LIFE THREATENING EMERGENCY

Reporting Party

1. Contact SSOD and notify him/her of the situation. SSOD will determine whether it is necessary to report to the scene.
2. Provide as much information as possible regarding the situation. This includes:
 - Name(s) of student(s) involved
 - Location of emergency
 - Nature of emergency → type of injury, severity
 - Current status of situation
 - Prognosis *ONLY IF KNOWN*
 - Whether Public Safety has been notified
 - If emergency personnel are on-scene
 - Whether there are other students involved roommate, floormates, witnesses, RAs, desk workers, etc.
 - Any other pertinent information that will assist in the response

Senior Staff on Duty:

If the incident occurs after hours and a determination is made that the situation is non-life threatening and adequate follow-up can be conducted in the morning, SSOD should send an email or leave a voicemail for the following people:

- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Assistant Dean of Students: Julie Orio
- Appropriate Hall Director

The email message should include the following:

- Name(s) and ID(s) of the student(s) involved
- Address
- Nature of the incident
- Any other relevant factual information that will allow for immediate information gathering the morning following the incident

Public Safety

1. Provide transportation to hospital for students (if requested) in non-emergency cases.

BUSINESS HOURS

(M-F, 8:30AM-5:00PM)

LIFE THREATENING EMERGENCY

&

NON-LIFE THREATENING EMERGENCY

The following procedures should be used in the event of any student crisis situation that requires the use of emergency personnel (i.e. ambulance, fire department, police department, etc.).

Reporting Party:

1. Call 2-911 from a campus phone. Public Safety will respond and determine what, if any, medical emergency personnel should be contacted.
2. Contact the HD or AHD of the building.
3. If they cannot be reached, contact the Residence Life Central Office at 422-6824 and request to speak with one of the following:
 - Associate Director: Brian Arao
 - Director: Steve Nygaard
 - Assistant Director: Casey Burnett Yu
 - Associate Director: Golden Venters
4. Provide as much information to the HD/AHD or Senior Staff Member as possible regarding the situation. This includes:
 - Name(s) of student(s) involved
 - Location of emergency
 - Nature of emergency → type of injury, severity
 - Current status of situation
 - Prognosis *ONLY IF KNOWN*
 - Whether Public Safety has been notified
 - If emergency personnel are on-scene
 - Whether there are other students involved → roommate, floormates, witnesses, RAs, desk workers, etc.
 - Any other pertinent information that will assist in the response
 - How many pills? How much alcohol? When did the injury happen? How did the injury happen? Does the student want anyone contacted?

Note: If the injured student cannot speak, gather information from witnesses or others who are present.

For hospital transports: If a student has been transported to a hospital, try to get the following information:

- Name of the hospital
- Whether the parents have been notified
- Whether the student is alone or accompanied by friends to the hospital.

Public Safety Dispatch:

1. Contact the appropriate emergency personnel.
2. Make sure someone is available to meet the responding personnel and direct them to the location of the student on campus.
3. Contact the Hall Director of the building in which the incident is taking place.
4. If the Hall Director cannot be reached, contact the Assistant Hall Director.
5. If neither person can be reached, contact the Residence Life Central Office and request to speak with one of the following:
 - Associate Director: Brian Arao
 - Director: Steve Nygaard
 - Assistant Director: Casey Burnett-Yu
 - Associate Director: Golden Venters

Public Safety Officer:

1. Report to scene and determine whether emergency medical personnel should be contacted.
2. Meet the responding personnel and direct them to the student in crisis.
3. Provide assistance and support to responding medical or psychological personnel as needed or directed.
4. Provide assistance to outside authorized agencies (e.g., SFPD, SFFD) as needed or directed.
5. Gather on-scene information such as name(s) of victim, witnesses, etc.
6. Administer crowd control if necessary.
8. Consult with the Senior Staff Member present prior to leaving the building to make sure he/she has all necessary information to be able to provide immediate follow-up.

Responding Senior Staff Member:

1. Gather information from the RP.
2. Report to scene to assist and support students and to gather information directly.
3. Work with Public Safety to determine the most appropriate response

F. FOLLOW-UP PROCEDURES

The divisional follow-up response will vary depending on the nature of the incident and the status of the student. Below is a list of some responsibilities for individuals who may be involved in responding to the situation. This list is not exhaustive and responsibilities may be delegated or shifted if necessary. Additionally, in order to minimize confusion and impact on the student's family, if initial contact with a family member has been made by a staff member other than the Dean of Students, that staff member may be asked to maintain contact with the family and provide updates as new information is gathered.

Dean of Students

The Dean of Students (or designee) may provide the following assistance:

- Serve as the primary contact for the student's family; coordinate communication with family and respond to requests or needs.
- Help coordinate logistics if family comes to campus.
- Notify President's office (if necessary).
- Notify Vice President for University Life (if necessary).
- Notify the Office of Risk Management (if appropriate).
- Notify Human Resources (if appropriate).

- Notify Public Relations (if necessary).
- Work with appropriate individuals to coordinate communication to the University and outside community regarding the incident.
- Serve as primary contact with hospital to ascertain status of student and potential release date.

Assistant Dean of Students/ Assistant Director of Student Conduct, Rights & Responsibilities

The Assistant Dean of Students or Assistant Director of Student Conduct Rights & Responsibilities will coordinate the incident follow-up. Follow-up actions differ depending on the nature of the incident and where appropriate, the Assistant Dean may delegate the follow-up actions to an appropriate designee. Actions may include the following:

- Gather relevant background information, such as incident reports, class schedule, and family contact information.
- Convene the CMT to discuss the incident and coordinate the continuing response.
- Work with Public Safety to gather incident documentation from external agencies such as SFPD or SFFD (if applicable).
- Contact appropriate academic administrators and/or faculty members if the student will be absent from class.
- Work with academic administrators to facilitate withdrawal or leave of absence (if applicable).
- Notify the Office of the General Counsel (if appropriate).
- Work with Residence Life to modify living arrangements (if necessary).

In Hall Staff: Hall Directors, Assistant Hall Directors

- Identify appropriate friends, acquaintances and witnesses as targets for special intervention. Make special inquiry about roommates and partners, and relatives who may also be students. See if student is part of a group that may have affected members, such as a sorority or fraternity.
- Work with hall staff (RAs) to provide information and support to residents. This includes giving information about the status of the person(s) involved (where permissible).
- For incidents impacting an entire floor or building, coordinate community or floor meeting to help affected student process.

Director & Associate Director of Residence Life

- Coordinate emergency or temporary accommodations.
- Coordinate follow-up with affected staff.

Director of Public Safety

- Ensure incident report is available for review.
- Work with Assistant Dean to gather incident documentation, both internal and external.
- Post notices to the community (if appropriate).

Executive Director, University Ministry

- Serve as a pastoral and counseling resource for students, family members, faculty, and staff as needed.
- Arrange to have a pastoral presence at the hospital or other location if requested.

Director of Counseling & Psychological Services

- Serve as the liaison for the medical or psychological aspect of the crisis.
- Coordinate follow-up with treating professionals for hospitalized students.

Counseling & Psychological Services Staff

- Provide follow-up treatment or referral as needed.
- Provide debriefing assistance for students who have been emotionally impacted by the crisis.

I ♥ Duty

DUTY COVERAGE

Duty coverage is an essential aspect of the service the Office of Residence Life staff offers to the University.

Duty Staff:

- Provide a first line contact person knowledgeable of University resources and procedures in case of an emergency;
- Are a communication link between the University (Residence Life, Public Safety, Dean of Students, etc.) and the students;
- Ensure immediate accessibility to staff for questions, concerns and counseling;
- Assist other Residence Life Staff;
- Conduct building facilities checks;
- Enforce Office of Residence Life policies, procedures and community standards.

Resident Advisors

Responsibilities: A staff duty schedule is set up among members of each building. Daily coverage is from 5:00pm – 8:30am, Monday - Friday. Weekend coverage is determined by individual building staff, but must minimally meet daily coverage hours. Weekend coverage extends from Friday at 5:00pm to Monday at 8:30am. RAs on duty are required to stay in their buildings and be accessible by phone at all times. RAs need to pick up the duty phone at 5:00pm at their building's front desk (or other designated space) and return it the next morning by 9am. After an RA picks up the duty phone they must call the AHD on duty to check in. RA responsibilities extend to the area in and immediately around the residence halls. While on duty, RAs are required to complete at least 3 building rounds. Each round consists of checking every floor, all lounges, bathrooms, laundry rooms, basements, and any other pertinent public spaces. In all areas, damages, fire safety equipment, lights, etc. should be checked. The last evening round should include a security check of all exterior building doors. **Additional duty expectations and requirements are determined by each HD and/or AHD, and must also be followed.**

Change of Duty: Change of duty is possible when done at least **two days in advance** of the date of duty. Changes may only be made among members of the same building staff and must be approved by the HD or AHD of that building. You are also required to update the Building's Master Duty Calendar and notify the staff in your building of the duty change. The front desk must also be notified of the duty change. Due to the communication problems involved in "informally" covering for a RA, it is not permitted except in emergency situations (e.g., RA is tending to a student crisis).

Emergency Situations: Should there be an emergency situation that occurs while an RA is on duty (e.g., facilities concern, disciplinary occurrence or incident involving the health and well-being of a student) the RA should contact the Assistant Hall Director (AHD) on duty by calling the AHD duty cell phone at (415)-850-1349. Every RA will receive a copy of the AHD duty schedule. If for some reason the AHD does not answer, the RA must call the HD on duty at (415) 850- 1364.

ASSISTANT HALL DIRECTOR/ GRADUATE ASSISTANT

Responsibilities: The main responsibility of the AHD/GA on duty is to serve as a communication coordinator for the entire residential campus. A weekday/weekend duty schedule will be set up among all GAs on a rotational basis. Weekday coverage is scheduled Monday – Thursday from 5:00pm – 8:30am. Weekend coverage extends from Friday at 5:00pm to Monday at 8:30am.

The AHD/GA on duty should carry the duty phone and binder on his/her person at all times. The duty phone should never be turned off during the period of duty. The duty phone/binder should be returned to Office of Residence Life Office by 12noon, on the day that the new person is taking over duty coverage. Prior to the duty binder being passed off, the contents of the binder should be checked and if anything is needed please contact the Office Manager or the Associate Director for Staff and Programs.

When on duty, the AHD/GA may leave campus, but must remain within 10 minutes of campus at all times.

When on weekend duty, the AHD/GA is required to complete one campus-wide round with the on duty HD. The HD and AHD/GA will determine when they would like to do the round and will meet up with the RAs who are on duty in each building.

Each morning following being on duty the AHD/GA will send a duty report to the on call HD.

Change of Duty: The changing AHD/GA is responsible for changing the office duty schedule, the AHD/GA duty log schedule, notifying the HD on duty and notifying the Associate Director for Staff and Programs.

Emergency Situations: In critical situations (major facilities issues, student issues, student transports, anytime Public Safety is called or is responding, drug violations, missing student, sexual assaults, physical assaults, suicide threats, building responses, etc.), the AHD/GA on duty should call the duty HD via home phone or duty cell phone at **(415) 850-1364**. At this time the AHD/GA will share all information with the HD and the two will work as a team.

If a residence hall desk does not have proper coverage and needs to be shut down, the AHD/GA needs to call the Assistant Director of Facilities and Operations prior to the desk being shut down.

HALL DIRECTOR

Responsibilities: The main responsibility of the HD on duty is to serve as the central communication coordinator for the entire residential campus. A weekday/weekend duty schedule will be set up among all HDs on a rotational basis. Weekday coverage is scheduled Monday – Thursday from 5:00pm – 8:30am. Weekend coverage extends from Friday at 5:00pm to Monday at 8:30am.

The HD on duty should carry the duty phone and binder on his/her person at all times. The duty phone should never be turned off during the period of duty. The duty phone/binder should be returned to Office of Residence Life Office by 12noon, on the day that the new person is taking over duty coverage. Prior to the duty binder being passed off, the contents of the binder should be checked and if anything is needed please contact the Office Manager or the Associate Director for Staff and Programs.

When on duty, the HD may leave campus, but must remain within 10 minutes of campus at all times.

When on weekend duty, the HD is required to complete one campus-wide round with the on duty AHD/GA. The HD and AHD/GA will determine when they would like to do the round and will meet up with the RAs who are on duty in each building.

After receiving the duty report e-mail from the AHD/GA, the HD will add to the duty report e-mail as appropriate, and e-mail it to Central Staff and the Dean of Students Staff.

Change of Duty: The changing HD is responsible for changing the office duty schedule, the HD duty log schedule, notifying the A HD/GA on duty and notifying the Associate Director for Staff and Programs.

Emergency Situations: For major facilities issues (e.g., fire, flood, earthquake, major property damage), the HD on duty should call the Central Staff person on duty and the Assistant Director of Facilities.

For emergency situations involving student transports, police custody, sexual assault, physical assault, death of a student, and other events the HD on duty should contact the Central Staff Person on Duty.

CENTRAL STAFF

Responsibilities: Central Staff serve as a resource for AHDs/GAs and HDs on duty.

DEAN OF STUDENTS STAFF

Responsibilities: Dean of Students Staff serve as a resource for Central Staff.

DUTY RECAP

Who to Call & When



1st level: RA on Duty

- At least one in each building each night (some buildings will have two RAs on duty during the weekend).
- Completes 3 building rounds each night.
- Will call AHD/GA on duty to check in at 5pm.
- Will call AHD/GA on duty if Public Safety has been called.
- Will call AHD/GA on duty for major facilities issues.
- Will call AHD/GA on duty to consult about a student situation.

2nd level: AHD/GA on Duty

- One for campus each night.
- Will call HD on duty in emergency situations or when uncertain of how to handle a situation.
- Will leave a silent voice message or send an email to the HD of the building, when an after hours call for facilities or custodial response has been made. This information should also be added to the duty log in the duty binder and be sent out in the duty e-mail.
- Will complete one campus wide round during weekend duty night with HD.
- Each morning after being on call will send a duty report e-mail to the HD on duty.

3rd level: HD on Duty

- One for campus each week.
- Will call Central Staff on duty and Assistant Director of Facilities and Operations for major facilities issues (e.g., fire, flood, earthquake, major property damage).
- Will call Central Staff on duty for issues involving student transports, police custody, sexual assault, physical assault, weapons, suicide attempts, suicide, death of a student, and other events outlined in the ORL emergency protocols.
- Will leave a silent voice mail or send an email to the HD of the building to cover any issues that need to be followed up on the next morning.
- Will complete one campus wide round during weekend duty with AHD/GA.
- Each morning after being on call and after receiving the AHD/GA duty e-mail will send out an updated duty e-mail to the Central Staff and the Dean of Students Staff.

4th level: Central Staff on Duty

- One for campus each week.

5th level: Dean of Students Staff on Duty

- One for campus each week.

Additional Protocols & Procedures for On Call Staff

The following list is not exhaustive and should be used as a guide when working with individual situations.

Alcohol & Drugs

Intoxication

Assess

- If conscious: Ask: “How much have you had to drink or what substances (including prescription medication) have you consumed? Over what period of time have you consumed them? When did you last eat?”
- Check for bottles, pills, etc.
- Ask friends if they can confirm the student’s statements or can give you information regarding where the student has been and what they may have consumed.
- When responding to situations where a student is semi-conscious or unconscious due to alcohol or drug consumption call Public Safety x2911 to do an assessment.

Act:

- If there is concern for the student’s health Public Safety will call paramedics to assess the student (it is not our policy or practice to ask students or staff to monitor students).
- Paramedics will make the determination if the student needs to be transported to the hospital.

Follow-Up:

- Please see **Hospital Transports & Student Transport Checklist**

Death of a Student

Act

- Report on-campus deaths to the OPS (2911) who will immediately notify the Office of the Dean of Students & Associate Vice President (6251) and Director of University Ministry (4463). If it is after hours, please contact the on call Dean of Students staff member.
- All information related to the death of a student should be channeled through the Office of the Dean of Students & Associate Vice President.
- The Dean of Students and Director of University Ministry will make a decision on how to contact the family of the student. If the initial contact with the family is made by others, the Dean of Students and Director of University Ministry will follow-up with the family.
- In the case of a resident student, roommates and other peers will be informed by University Ministry in consultation with the ORL.
- Upon verification of all pertinent facts, the University Ministry will prepare a statement for internal distribution to the campus community and contact the Director of Public Affairs if the incident is of a public nature.

Follow-up

- University Ministry will arrange an on-campus memorial service if requested and communicate with the University community about the funeral services.
- University Ministry, in consultation with the Dean of Students & ORL (if the student resides on campus), will offer support to the deceased student's friends and roommates. Referrals to the Counseling & Psychological Services will be made where appropriate.
- The Director of University Ministry will coordinate an exchange of information with the family and prepare for the President condolences from the University.
- After being notified by the Office of the Dean of Students & Associate Vice President, the student's academic dean will inform the deceased student's faculty members that a death has occurred. A psychologist from Counseling & Psychological Services is available to provide crisis debriefing to community members who request such services.
- The Office of the Dean of Students & Associate Vice President will contact the Bursar and the Registrar's office to request that the deceased student's name be omitted from billing records.
- The Director of International Student and Scholar Services (2654) will be contacted by the Office of the Dean of Students & Associate Vice President if this is an international student.

Sudden Illness, Accident or Death of a Student's Parent or Other Relative

Act

- Sudden illness, accident, or death of a student's relative is to be reported to the Office of the Dean of Students & Associate Vice President and the Director of University Ministry.
- University Ministry, if asked by the family will inform the student of the situation. If the student lives on campus, University Ministry will consult the ORL prior to contacting the student.
- If the student requests roommates be informed, a Resident Minister may do so.

Follow-up

- The Office of the Dean of Students & Associate Vice President in consultation with University Ministry, and ORL (if the student resides on campus), will offer support to the student. Referrals to the Counseling & Psychological Services may be made.
- The Office of the Dean of Students & Associate Vice President will contact the student's dean, who will inform the current faculty members of the affected student.

Missing Students

Definition

A student is considered missing after a reasonable investigation fails to discover the whereabouts of the person reported by anyone as absent from campus or where a set of extenuating circumstances may suggest immediate concern (e.g., health-related problems, the person has not regularly attended classes and has not been seen elsewhere, the family of the missing student reports such disappearance due to irregular contact with their student).

Act

- Report to the OPS (2911). When appropriate, they will commence an investigation including contacting Residence Life staff (if the person resides on campus), friends and classmates of the student, One card offices, faculty members, local police, and other resources that might help in locating the missing student.
- The Director of Public Safety will immediately inform the Office of the Dean of Students & Associate Vice President and Director of Residence Life (for students living on campus) that a student may be missing from campus. The Dean of Students will notify the Vice President of University Life, President and the Director of University Ministry as appropriate.
- The OPS will contact a close family member of the missing student.
- The Director of Public Safety will keep the Office of the Dean of Students & Associate Vice President informed of the investigation.
- If the student is an International Student, the Office of the Dean of Students & Associate Vice President will contact the Director of International Student and Scholar Services (2654).

Follow-up

- If the search is successful, the Office of the Dean of Students & Associate Vice President, will contact the student and inform him or her of support services available on campus.
- If the search is deemed unsuccessful, the Director of Public Safety and the Crisis Management Team will decide what further action should be taken.

Emotional Crisis of a Student Including Threats of Suicide

Definition

A crisis state represents significant deviation from an individual's accustomed level of emotional equilibrium, precipitated by any significant stressor or a series of minor stressors.

Assess

- If the student is violent call the OPS (2911).
- Senior Staff on duty in the Residence Halls will assess the situation and call persons necessary to help deal with the situation. This may include friends, residence hall staff members, OPS, and family members. Contact University Ministry if requested by student to do so. If the student is elsewhere on campus, contact the Counseling & Psychological Services staff for assessment assistance.

Act

- If the individual assessing the situation continues to have strong concerns regarding the emotional well-being of the student (e.g., out of control, crying hysterically, incoherent, refusing to speak so an assessment may be made), the student should be taken to the Counseling & Psychological Services (6352).
- If after hours:
 - telephone consultations:
 - * Psychiatric Emergency Services: 206-8125
 - * On-call psychologist: 608-9045

on-site assessment:

- * Mobile Crisis Unit: 255-3610
- * SFPD: 911.

If the Mobile Crisis Unit and SFPD do not assess imminent risk and refuse to transport the student, it is important to document this thoroughly. In all cases the Office of the Dean of Students & Associate Vice President or the Counseling & Psychological Services may contact a family member to brief them on the situation.

Follow-up

- Counseling & Psychological Services staff will consult with Residence Life, if an on-campus student or the Office of the Dean of Students & Associate Vice President if off-campus, to determine additional intervention which may be helpful once the crisis is passed.

Attempt of Suicide by a Student

Definition

An attempt to voluntarily take one's life

Assess

- Medical emergency? Call the OPS (2911).
- Immediate threat to self or others or indicates he/she may flee? Call the OPS (2911).

Act

- During operating hours, the student should be taken to the Counseling & Psychological Services(6352).
- If after hours:
 - telephone consultations:
 - * Psychiatric Emergency Services: 206-8125
 - * On-call psychologist: 608-9045
 - on-site assessment:
 - * Mobile Crisis Unit: 255-3610
 - * SFPD: 911.

If the Mobile Crisis Unit and SFPD do not assess imminent risk and refuse to transport the student, it is important to document this thoroughly.

- If the student lives in the residence halls, call the ORL. The Director of Residence Life will notify the Office of the Dean of Students & Associate Vice President and Director of the Counseling & Psychological Services of the incident. If the student lives off campus and the suicide attempt is committed on campus, notify the Office of the Dean of Students & Associate Vice President (6251).
- The Office of the Dean of Students & Associate Vice President will decide whether or not to contact family members and who shall do so.

Follow-up

- Counseling & Psychological Services will follow-up with the treating professional for all students hospitalized following a suicide attempt.
- If requested, the directors of University Ministry, Counseling, and Residence Life (if a resident student) will coordinate a support system for roommates and friends of the student who has attempted suicide.
- If an off-campus mental health professional or a psychologist at the Counseling & Psychological Services evaluates a resident student, the Director of Residence Life may request information regarding the student's needs if an appropriate release has been signed. The Director of Residence Life in consultation with Counseling & Psychological Services staff will draft appropriate contracts to be signed by the student.

Medical Emergency

Definition

A potentially life-threatening event or any situation where a loss of consciousness, an excessive loss of blood, or an altered breathing pattern occurs.

Act

- Call the OPS (2911)
- In the Residence Halls, senior staff on duty will immediately inform the Director of Residence Life that a medical emergency has occurred.
- Encourage the student to notify his or her parent, guardian or other family member about the incident. If the student is unable to call, the Office of the Dean of Students & Associate Vice President will decide whether or not to contact the family.
- The Director of Public Safety will notify the Office of the Dean of Students & Associate Vice President and the President whenever a student is hospitalized with a life-threatening illness or injury.

Follow-Up

- If the student lives on campus, the ORL will keep up to date on the medical condition of the student and inform the Office of the Dean of Students & Associate Vice President. If a student resides off-campus, the Office of the Dean of Students & Associate Vice President will monitor his/her well-being.
- When the student returns to campus, the ORL (for students residing on campus) or the Office of the Dean of Students & Associate Vice President (for students living off campus), will inform the student of related services that may be helpful.

Sexual Violence

As a member of Residence Life Staff, your response to survivors of sexual assault is very important. You have an opportunity to make a difference in their healing process by responding in a supportive, sensitive, nonjudgmental way. It is very important that you understand that sometimes, not reporting an assault is the best option for a survivor. Sometimes delaying telling someone and talking about the assault months or years after it happened is what a survivor chooses.

You are not expected to, nor should you, act as a counselor. Your responsibility as a staff member of Residence Life is to support the survivor and refer her/him to staff that are trained to assist survivors of sexual assault. It is also important to remember when working with a survivor to ask only for the information that you need to know, rather than want to know. It is not your responsibility to be an investigator if someone discloses an incident of sexual assault; your role is to be there for the survivor. If the survivor mentions the name of the perpetrator, this is something for you to discuss with your supervisor.

You are not alone. Dealing with sexual assault can be overwhelming to those trying to assist the survivor. University Life staff and your supervisor in Residence Life are available and want to help you do your job. It is possible that some of you who have had personal experiences with sexual violence will be approached by a survivor for support. This can be very difficult. Linking the survivor with sources of support is one way to handle this. If you need support for yourself, you can always contact the many resources we have in place at USF.

The following material outlines what is expected of you by the University as a member of Residence Life staff when responding to a survivor of sexual assault.

What do I say if a survivor discloses to me?

Many people are uncomfortable talking about sexual violence. Listening to what a person is saying who discloses an assault often brings up feelings, thoughts and beliefs that are difficult. It is important to remember that if someone has chosen to tell you about an incident, s/he has done so because s/he trusts you. Honoring that trust means being supportive and nonjudgmental. It is not your job to serve as a counselor to the survivor but remember that the way in which you respond, offer support, and refer her/him for assistance can make a critical impact on her/his recovery.

In almost all instances, the appropriate action for faculty or staff that becomes aware of a survivor of sexual assault is to refer by encouraging and assisting the survivor to seek the assistance of the staff in the Dean of Student's Office.

Sexual assault affects different people in different ways. For some people, it is an immediate crisis – they are overwhelmed by the emotions and thoughts they experience as a result of the assault, and it is obvious that something bad has happened. Some people have a delayed response; it may take them months or years before they talk about what happened to them. It is important that you know that students may come to you to talk about a sexual assault that they have experienced and they may appear calm, upset, or somewhere in between. However they appear, your response is very important. You have an opportunity to make a difference in their healing process by responding in a supportive, sensitive, nonjudgmental way.

It is especially important to use sensitive and effective communication with survivors of sexual assault. Sensitive and effective communication is:

- **supportive** – it gives survivors the sense that they can trust you;
- **nonjudgmental** – it conveys the message that the perpetrator, not the survivor, is responsible for the assault;
- **empathic** – it shows sensitivity to the trauma the survivor is experiencing;
- **non-directive** – it encourages the survivor to make her/his own choices, without pressure;
- **provides information** – gives the survivor information about options available to her/him;
- **encourages self-directed decision-making** – allows the survivor to regain a sense of control through making her/his own choices.

Examples of ways to talk with survivors when they disclose that they have been sexually assaulted are:

“Thank you for telling me this, I realize how hard this is.”
- Conveys support and empathy.

“May I ask you some questions, so that we can figure out what to do next?”
- Shows respect and is nondirective.

“Sometimes when this happens, survivors blame themselves – this is not your fault.”
- Shows nonjudgment.

“There are different options for help, would you like to talk about these?”
- Gives information and encourages the survivor’s decision-making.

“Staff are available to help. They can offer you help with whatever you choose to do or not do. They are available 24 hours a day – would you speak with someone from their office?”
- Gives information and helps the survivor link with support services.

Remember that you are in a unique position to positively impact a survivor’s recovery by the way you respond. Residential Life and Dean of Students staff are available any time to talk with you about how you can be supportive and follow up with a survivor who discloses to you.

Immediate Steps for Responding to Survivors of Sexual Assault for Residence Life Staff

1. The first responsibility is to provide support and basic crisis intervention to the survivor.

Listen to the survivor.

Communicate sensitivity

Explain the limits of confidentiality

2. The second responsibility is to help the survivor identify options for obtaining help.

Talk with the survivor about types of options available, including:

Counseling – s/he can speak with a staff person immediately.

Medical care – s/he can obtain medical care through San Francisco General Hospital. Evidence collection, gathered through a forensic exam, can only be done at San Francisco General Hospital. It is best if this exam is done within a week of the assault, however we always advise a survivor to obtain medical care. Public Safety can offer transportation to and from the hospital. A university staff member can accompany them to the hospital.

Student conduct/Legal options – s/he can report the assault to the San Francisco Police Department and/or the Office of Public Safety.

Housing/Academic Accommodations can also be made.

It is important to remember that the survivor may choose not to obtain counseling, medical, or legal help, and her/his decision should be respected.

3. The third responsibility is to notify your supervisor.

During regular office hours M-F, 8:30am-5:00pm contact your immediate supervisor. During non-business hours contact the on-call residential life staff. **You always need to notify your supervisor that an assault has happened whether or not the person wants to report the assault.**

Understanding Confidentiality

A working definition of confidentiality is keeping information private by only sharing that information which is necessary for us to do our jobs. For example your department requires that you inform your supervisor that a sexual assault has occurred. Maintaining confidentiality in this case means sharing that information with your supervisor, and not with anyone else.

It is permissible to share that an incident has occurred with other staff if you need support or information to do your job. In this instance, you could keep confidential the name of the survivor and other identifying information, and share only the details needed to follow through with your job responsibilities.

It is important to let a survivor know the limits of confidentiality when s/he begins to disclose an incident but this must be done in a sensitive way. An example of what you might say is, “Thank you for coming to talk with me. Before you tell me anything more, I need to let you know that I am required to let my director know when a student tells me they have been sexually assaulted. This is to help me do my job better and get you the right information and assistance. I will not tell anyone else and you still have control over all the decisions to be made about what to do next.”

Often in our roles as staff, we encounter challenges to confidentiality. Some of these occur because students living in residence halls are in very close contact and often know when something has happened. It is important to keep the privacy of the survivor foremost when responding to the concerns of other residents if a sexual assault occurs. **Remember, you have an opportunity to make a difference in their healing process by responding in a supportive, sensitive, nonjudgmental way.**

The Clery Act

What crimes college campuses are required to report to the public and how they are reported are spelled out in the Jeanne Clery Disclosure of Security Policy and Campus Crime Statistics Act, better known simply as the Clery Act.

The federal act requires colleges and other postsecondary institutions participating in federal student aid programs to disclose information about nine types of campus crime in a timely manner: murder, manslaughter, sexual offenses, arson, robbery, aggravated assault, burglary, motor vehicle theft and arrest or persons referred for campus disciplinary action involving alcohol, drugs or weapons possession. It also requires reporting when bodily injury occurs to victims targeted because of prejudice over race, religion or sexual orientation.

Protocol Checklist for Responding to Sexual Assault

As a staff member, you are expected to provide support to survivors of sexual assault and to refer them to professional resources. This checklist is designed to help you follow the University Protocol for responding to survivors of sexual assault.

1. ____ Explained the limits of confidentiality regarding anything discussed with the survivor, and that you are required to report the incident to your supervisor, in strict confidence (Clery Act).
2. ____ Encouraged the survivor to speak with a staff member who is readily available for support and assistance with exploring counseling, medical, and legal options. If the student does not want to speak with another staff member, please go over all of the support resources listed on the Sexual Violence Resource Sheet.
3. ____ Encouraged the survivor to obtain medical services if injured and informed her/him of the option of having evidence collected at San Francisco General Hospital if the assault occurred within the past five days (see resource list for information).
4. ____ Informed the survivor that it is her/his choice to report or not report the assault to the San Francisco Police Department and/or the Department of Public Safety.
5. ____ Informed the survivor that it is her/his choice to report the assault to a campus Student conduct official for university disciplinary action against the perpetrator, if the perpetrator is a student.
6. ____ Informed the survivor that s/he could receive academic, housing, and other accommodation as needed. This includes assistance such as extensions on deadlines for academic work, and housing changes to reduce contact with the perpetrator.
7. ____ Provided the survivor with written information about resources available, including the resource sheet and the Sexual Violence Resource Packet and information on other university services as needed.
8. ____ If appropriate, arranged for a follow-up time to talk with the survivor and offer support.
9. ____ Informed your supervisor of the assault.

Assault or Homicidal Threat of a Student

Definitions

Assault: An intentional, unlawful injury to another person with a weapon or by force or force unlawfully directed toward another person that is likely to cause great bodily harm.

Homicidal Threat: The threat to kill a human being.

Act

- Call the OPS (2911). They will arrange for transportation to a hospital or the Student Health Clinic depending upon the injury. Even if no medical need is apparent, assault victims should be encouraged to seek medical attention.
- The OPS will take statements from all parties involved, including witnesses. Report any alleged perpetrator(s) at that time.
 - The Director of Public Safety will immediately inform the Office of the Dean of Students & Associate Vice President. and the President of any aggravated assault or threat of homicide, make appropriate arrests, and contact the SFPD.
- The Dean of Students & Associate Vice President will contact immediate family members.

Follow-up

- If a student was hospitalized or taken to a hospital for assessment, the ORL (if a resident student) or the Dean of Students & Associate Vice President (for nonresident students) will follow-up as soon as possible.
- If the assault was alleged to have been committed by a currently enrolled student, the Dean of Students & Associate Vice President will notify the victim of the opportunity to file nonacademic disciplinary charges.
- If the incident is of a public nature, the Dean of Students & Associate Vice President will contact the Director of Public Affairs.
- If arrested, and the student is an international student, the Director of International Student and Scholar Services will be contacted (2710) by the Dean of Students & Associate Vice President.

Hospital Transports

Student Transport Checklist

Non-Emergency Hospital Transports (minor physical injuries, minor alcohol/drug related sickness, illness, etc.)

If the hospital transport occurs after hours and a determination is made that the situation is non-life threatening and adequate follow-up can be conducted in the morning, SSOD should send an email or leave a voicemail for the following people:

- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Assistant Dean of Students: Julie Orio
- Appropriate Hall Director

The message should include the following:

- Name(s) and ID(s) of the student(s) involved
- Address
- Nature of the incident
- Any other relevant factual information that will allow for immediate information gathering the morning following the incident

Emergency Hospital Transports (student is unconscious, alcohol poisoning, physical and sexual assaults, suicide attempt, major injury where we are unsure of outcome, etc.)

Senior Staff on duty should always call the Central Staff on duty and consult about the situation.

Central Staff will determine if Senior Staff on duty should go to the hospital.

Once it is determined that Senior or Central Staff on duty will respond to the hospital, the following needs to be done:

- Arrange for transportation via Public Safety (if you have your own vehicle and feel comfortable using it to go to the hospital then that is fine).
- Attempt to find out the status of the student (directly from the student, hospital personnel, friends that may have gone to the hospital). Let the hospital staff know that you are the on-call staff person for the University of San Francisco and are checking on the status of one of the University's students.
- Attempt to find out if the student or student's friends have made contact with the student's family.
- Senior Staff: update Central Staff On Duty on student's condition.
- Central Staff: update Dean of Students On Duty Staff on student's condition.
- If necessary, and advised to, make contact with student's family.
- Provide student with **"Getting Back to Campus"** card. Fill out the back of the card for the student. Leave it with student or student's friend.
- Call Public Safety for a ride back to campus.
- Leave detailed silent message or an e-mail message regarding status of student and what has been done with:
 - Director of Residence Life: Steve Nygaard
 - Associate Director of Residence Life: Brian Arao
 - Dean of Students: Mary Wardell
 - Assistant Dean of Students: Julie Orio
 - Director Counseling & Psychological Services: Barbara Thomas
 - Appropriate Hall Director

University of San Francisco
Office of Residence Life
Safe Room Protocol

HD on duty (after business hours) resident's HD (during business hours) in consultation with the Central Staff member on duty determines the need for a resident to move temporarily to another room. Safe Room(s) should not be used as a temporary solution to minor roommate issues and conflicts. Safe Room(s) should be limited to use during moments of significant crisis such as: death in family, alleged sexual or physical assaults, significant roommate crisis where student safety is at risk, to protect the safety of an individual student because of crisis, etc.

Assistant Director of Facilities & Operations makes sure that a Safe Room is always available and presentable and updates the information in the duty log.

After Hours: HD/AHD refers to the HD/AHD on duty.

During Business Hours: HD/AHD refers to the HD/AHD of the building the resident resides in. IF building HD/AHD can not be located, call ORL to locate a staff member.

HD/AHD on duty should coordinate the occupancy of the Safe Room. The key and access card will be located at the front desk of the building that the Safe Room is located in.

HD/AHD accompanies resident to the Safe Room. HD/AHD ensures that room items are in place and will notify Assistant Director of Facilities & Operations so that the room can get prepared for its next use. Any problems with the room that can wait until ORL opens should be called into the Assistant Director of Facilities by the HD/AHD.

Room will be equipped with all linens (bedding and towels) and basic toiletries.

An extra set of linens and toiletries will be located at the front desk.

HD/AHD should always log the situation into the morning duty report.

Appendix

UNIVERSITY OF SAN FRANCISCO
INFORMATION REGARDING APPEALS OF DISCIPLINARY DECISIONS
Office of Residence Life

As stated in the *Fogcutter Student Handbook*, students may appeal disciplinary decisions rendered by Student Conduct Officers to the Assistant Director of Student Conduct, Rights and Responsibilities.

Any such appeal must be submitted in writing to the Assistant Director (UC 405) within five working days following receipt of the Conduct Officer's written decision. The Assistant Director will review the appeal and coordinate all matters relating thereto.

An appeal does not constitute a new hearing but rather a review of the Conduct Officer's action.

The appeal may request that the sanction be reduced or eliminated or that the case be referred back to the Conduct Officer for further consideration. Any such appeal must specify in detail one or more of the following conditions:

- 1) There is a lack of a substantial basis of fact to support the finding
- 2) The sanction is incongruent with the violations
- 3) The Standards of Fairness and Other Provisions outlined in the *Fogcutter* were not met or provided
- 4) There is new evidence, not known at the time of the hearing, which supports the Accused's non-responsibility

Appeals that fail to state one of the aforementioned conditions will not be forwarded on to an Appeals Officer and the Accused will be notified his or her request for an appeal has been denied.

Appeals will normally be reviewed within ten-working days after the Assistant Director receives the written appeal. The Assistant Director shall make the final determination as to the outcome of the appeal and shall deliver his or her decision in writing to the Accused within ten-working days of receipt of the appeal. The Assistant Director shall decide whether:

- 1) the finding and recommended sanction of the Conduct Officer should be upheld;
 - 2) the finding of the Conduct Officer should be upheld but the sanction changed;
 - 3) the case should be referred back to the Conduct Officer for further consideration;
- or
- 4) the case should be dropped and the charges dismissed.

There is no appeal of the final determination of the Assistant Director of Student Conduct, Rights and Responsibilities.

University of San Francisco Request for Disciplinary Appeal

In order to appeal a decision of a Student Conduct Officer, you must completely fill in the information below and sign and date this form. Additionally, you should provide a statement in support of your request for an appeal. This statement should explain the reason you feel your request for an appeal should be granted as well as provide any evidence in support thereof.

Today's Date: _____

Date of Decision Letter: _____

Name: _____

Student ID: _____

Address: _____

Phone: _____

Reason for appeal:

- _____ There is a lack of a substantial basis of fact to support the finding
- _____ The sanction is incongruent with the violations
- _____ The Standards of Fairness and Other Provisions outlined in the Fogcutter were not met or provided
- _____ There is new evidence, not known at the time of the hearing, which supports the Accused's non-responsibility

I understand that I may only appeal on one or more of the above mentioned grounds and that if I fail to adequately demonstrate that such grounds exist, my request for an appeal will be denied. I also understand that an appeal does not constitute a new hearing but rather a review of the Assistant Director of Student Conduct, Rights & Responsibilities' action and that the decision of the Appeals Officer is final.

Signed: _____

Date: _____

For Office Use Only

Date Received: _____

Received By: _____

Total # of Pages: _____

Appeals Officer: _____

Date Forwarded: _____

STUDENT PRIVACY IN THE RESIDENCE HALLS & INDEPENDENT-LIVING UNITS

1. Limitations to Privacy

The University of San Francisco recognizes the basic right of each resident to privacy in his or her University-operated residence hall room or living unit, whether located on or off campus. Although every effort will be made to respect this right of privacy, the University reserves the right to enter any resident's room or unit to conduct a search for health, safety, and/or maintenance reasons, as well as suspected violations of University policies or procedures, local, state or federal laws.

It should be clearly understood that the guidelines outlined herein for search and entry are intended for the protection of the individual resident and the University. It is anticipated that the spirit of this search and entry policy will reflect an attitude of fair play to maintain the integrity of the individual and the University.

2. Room or Independent-living Unit Entry

Rooms or independent-living units can be entered by authorized representatives of the University for the following reasons:

- a. Inspecting for condition of room and compliance with safety regulations;
- b. Repair, maintenance or cleaning of facility and furnishings by an employee or authorized representative of Facilities Management (including contracted janitorial personnel);
- c. Responding to reported or perceived emergency situations;
- d. Enforcing University policies and investigating possible infractions thereof; and
- e. Inspecting rooms and independent-living units to ensure that the building is vacated in fire drills, during vacation periods and, in the judgment of an authorized person (i.e., a University Life official, Residence Life staff, or a Public Safety Officer), there is an immediate and clear emergency regarding health or safety (e.g., a bomb threat, the presence of harmful animals, or a particular telephone number or address is needed in an emergency situation).

Authorized representatives of the University are expected to respond to violations of campus policy discovered upon entering a resident's room or living unit. Violations will be documented and students may be subject to disciplinary action.

3. Room or Independent-living Unit Search

Residence hall rooms and independent-living units will be searched only with the voluntary consent (waiver) of the resident unless an Administrative Search Warrant has been granted by the Vice President for University Life or designated representative. The occupant(s) will be informed of the reason for any room or independent-living unit search. It is understood that this policy in no way limits bona fide law enforcement officials with a search warrant from lawful entry. A possible reason for a room search includes but is not limited to an indication that the occupant(s) is in violation of University policy with regard to conduct, health standards, or safety regulations.

4. Procedures for Room Entry or Search

- a. No resident's room or independent-living unit should be entered without first knocking. Entry, following the knock, shall be preceded by a time lapse of sufficient duration to

provide occupant(s) with ample opportunity to open the door him or herself. In cases in which a room or independent-living unit is entered in the absence of its occupant(s), written notification will be left by authorized personnel.

- b. Residents will be given a receipt for any belongings removed following a search or discovered upon entry. Their belongings will be returned, if and when it is safe and lawful to do so, after the disposition of the case by the appropriate University or civil authorities.
- c. Two University representatives must be present when searching a room or independent-living unit if an occupant is not present.

5. Administrative Search Warrants

The Administrative Search Warrant authorizes only University officials to search a room or independent-living unit. Any search by local police or other civic officials must be conducted with a search warrant issued through a court having competent jurisdiction. An Administrative Search Warrant must include the following information:

- a. The violation(s) suspected;
- b. The basis for suspicion and the particular item(s) for which the search is being conducted;
- c. The room or condo unit number to be searched and the occupant(s) name(s); and
- d. The date and approximate time of the search.

The Administrative Search Warrant must be authorized by the Vice President for University Life or designee.

ADMINISTRATIVE SEARCH WARRANT

1. _____
Building and Room Number

2. Registered Occupants and Student Identification Numbers:

_____ Occupant's Name	_____ Student Identification Number
--------------------------	--

_____ Occupant's Name	_____ Student Identification Number
--------------------------	--

_____ Occupant's Name	_____ Student Identification Number
--------------------------	--

_____ Occupant's Name	_____ Student Identification Number
--------------------------	--

3. Suspected Violation(s) of the Student Conduct Code:

4. Basis for suspected violation and particular item(s) for which the search is to be conducted:

5. University Officials Authorized to Conduct Search:

Name and Title

Name and Title

Name and Title

Name and Title

6. Date and approximate time for search to be conducted:

Date (mm/dd/yr)

approximate time a.m./p.m.

7. Authorization of Administrative Search Warrant:

Name and Title of Director of Residence Life or designee

Signature

Date (mm/dd/yr)

Name and Title of Vice President of University Life or designee

Signature

Date (mm/dd/yr)

Consent for Release of Confidential Information

Name (PRINT): _____

Date of Birth: _____

I give permission to the University of San Francisco Counseling and Psychological Services to release psychological/counseling information regarding the above client to the following parties:

NAME: _____

ADDRESS: _____ **PHONE:** _____

The specific type of information needed is: Whether the above named student
scheduled and attended their appointment in Counseling and Psychological Services.

This information is needed for the purpose of: Verifying attendance

Student Signature: _____

Date: _____



The above named student attended his/her appointment in Counseling and Psychological Services on (date): _____

CAPS Staff Name (PRINT): _____

Signature: _____ Date: _____

UNIVERSITY OF SAN FRANCISCO
CONSENT TO DISCLOSE STUDENT RECORDS MAINTAINED BY
THE OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY LIFE

Student's Name: _____ USF ID#: _____
[Print full name]

I, _____, am/was a student at the University of San Francisco and hereby give my voluntary consent to the Office of the Vice President for University Life, or designee, to disclose the following records: *[Initial appropriate item(s)]*

_____ Contents of individual disciplinary file
_____ Other: *(Please specify)* _____

To the following person(s): _____

These records are being released for the purpose of: _____
[Indicate the purpose of disclosure (i.e. communication with parents)]

Please indicate your access preference regarding the nature of this record release: *[Initial appropriate item(s)]*

_____ Provide personal access to documentation contained in file.
_____ Authorize the Office of the Vice President for University Life to orally discuss information contained in the file.
_____ All of the above

I understand that under the Federal Educational Rights and Privacy Act of 1974, no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and Student conduct decisions. I also understand that I may revoke this consent at any time (via written request to the Office of the Vice President for University Life) except to the extent that action has already been taken upon this release.

Signature of Student: _____ Date: _____

Signature of office staff member: _____ Date: _____

Student Disciplinary Removal Check List

(For residents who didn't appeal or for appeals denied)

- Notify the following of removal and the date and time of checkout
 - Resident Advisor
 - Frederique Evans
 - Ryan Garcia

- Email One Card to have card access shut off as of the date and time.
 - Copy Casey Burnett Yu

- Email Public Safety
 - Nicole Beamer for parking permits if in LV
 - Dan Lawson in case the student might be difficult to remove and the officers need to be involved.

- Email ITShelp notifying them the student will no longer be living on campus as of the date and time.
 - No need to let them know the reason.

- Continue checking in with RAs and desk to know if resident checks out before date and time.

- Set date and time on calendar and check room shortly before check out time. If student has made no effort in moving out, try and make verbal contact with student to remind them of check out time.

- If student is not moved out by designated date and time and the student is not around, contact Facilities to do an emergency recore. Notify the desk that if the student comes by to contact you or the senior staff on duty to escort the student back into the room to get his/her belongings.

- Cross name off roster at desk and pull keycard and RIF in case student tries to come in and get new key or lockout key.

- If student is not permitted to come back as a visitor and is banned from the hall, notify Ryan Garcia who will update the Banned/Do Not Admit list.

- Within 24 hours of the student moving out, RIF out room. If the student returned the key, make sure the keycard is filled out and a forwarding address card is at the desk. If the student did not return the key and an emergency recore was not necessary, call in a recore and fill out a damage and loss form to charge the student. If the student did not properly checkout, please add an improper checkout charge to the damage and loss form. Attach the damage and loss form to the keycard and give the keycard, damage and loss form and the RIF to Frederique on the next business day.

- If room needs cleaning or there are other Facilities issues, place a work order with Facilities.

USF Resources

Campus Resources

Counseling Center

Gilson Hall Lower Level
8:30am – 5pm
(415) 422-6352

Public Safety

UC 301
8:30am – 5pm
(415) 422-4201 (24 hours)
(415) 422-2911 (Emergency)

University Ministry

Phelan Hall Lower Level
8:30 – 5pm
(415) 422-4463

Dean of Students

UC 405
8:30am – 5pm
(415)422-6251

Health Promotion & Services

UC 2nd Floor
8:30am – 5pm
(415) 422-5797

Student Disability Services

GLLL 20
8:30am – 5pm
(415) 422-2613 (v)
(415)422-5834 (tdd)

Local Emergency Rooms

SF General Hospital (emergency room)

1001 Potrero Ave
San Francisco, CA 94110
(415) 206-8000
(24-Hour Rape Treatment Center: Only medical facility in the city that performs rape kits.)

St. Mary's Medical Center

Emergency Services and QuickCare
450 Stanyan Street, Level A
(415)750-5700

Kaiser Permanente (emergency room)

2425 Geary Blvd., 2nd floor
San Francisco, CA 94115
Reception: 415-833-3300
Injury Center: 415-833-2291
Admitting: 415-833-4077

UCSF Medial Center (emergency department)

505 Parnassus Ave.
San Francisco, CA 94122
(415) 353-1037

USF Student Health Clinic

St. Mary's Medical Center
450 Stanyan Street, 2nd Floor
(415) 750-4980

California Pacific Medical Center

Pacific Campus
2333 Buchanan Street
San Francisco, CA 94115
(414) 600-6000

LOCAL AREA HOTELS

The Blue Tree Flat 41 Parsons St. 1-(206)-523-0185 \$200-270/night \$1200-\$1600/week
2 Bedrooms • 1 Bath • (Sleeps 2-6) • Perfect for visiting faculty, graduate students, students
with family members
www.sfbluetree.com/

Carl Hotel 198 Carl St. 1-(415)-661-5679 \$69 to \$79/night
Student discount rate listed

Geary Parkway Motel 4750 Geary Blvd. 1-(415)-752-4406 \$70 to \$80/night

Laurel Inn 444 Presidio Ave. 1-(415)-567-8467 \$139 and up/night
www.jdvhotels.com/laurel_inn

Miyako Hotel 1625 Post St. 1-(415) 922-3200 \$189 and up/night
jdvhospitality.com/hotels/hotel/361

Monte Cristo Hotel 600 Presidio Ave. 1-(415)-931-1875 \$83(w/o bath in room) to
\$98(w/bath)/night
Bed & Breakfast; breakfast included with rate. Discount rate of 10% for USF students already
calculated.
www.virtualcities.com

Queen Anne Hotel 1590 Sutter St. 1-(415)-441-2828 \$89.99 to \$119.00/night
www.queenanne.com/ (to receive the discounted rate, please mention that you are a USF
student when calling to make reservations.)

DOWNTOWN AREA

Cathedral Hill Hotel 1101 Van Ness Ave. 1-(415)-776-8200 \$109 and up/night
www.cathedralhillhotel.com/

Cartwright Hotel 524 Sutter St. 1-(415)-421-2865 \$129/night
www.cartwrighthotel.com/
To receive the discounted rate, please mention that you are a USF student when calling to
make reservations.

Hilton Hotel 333 O'Farrell St. 1-(415)-771-1400 \$169 to \$229/night
www.hilton.com

Holiday Inn 1500 Van Ness Ave. 1-(415)-441-4000 \$159 to \$279/night
www.ichotelsgroup.com/

Monarch Hotel 1015 Geary Blvd. 1-(415)-673-5232 \$79 to \$89/night
www.themonarchhotel.com/

Orchard Hotel 665 Bush St. 1-(888)-717-2881 \$169 and up/night
www.theorchardhotel.com/

Division of University Life

Emergency Response Protocols

A. INTRODUCTION

The Division of University Life is responsible for coordinating the University's response to student crisis situations, including emergency and non-emergency incidents that occur in the residence halls, Loyola Village, and other areas on or off campus. The University operates under the premise that students in an emergency are best served by a coordinated team approach involving staff members from multiple departments. Because crisis situations frequently impact multiple students, using a coordinated team response helps ensure situations are handled in a thorough and supportive way.

B. CRISIS MANAGEMENT TEAM

The Assistant Dean of Students coordinates the Crisis Management Team (CMT). The mission of the CMT is to ensure appropriate communication and action among University departments when incidents of a critical nature involving students occur. When an incident occurs, the CMT may be convened to develop a response plan based on the available information. The CMT also facilitates post-crisis debriefings to review the incident, discuss follow-up actions, identify post-crisis support mechanisms, and evaluate the resolution.

The core membership of the CMT consists of the following staff members:

- Dean of Students: Mary Wardell
- Assistant Dean of Students: Julie Orio
- Assistant Director of Student Conduct, Rights & Responsibilities: Ryan Garcia
- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Director of the Counseling Center: Barbara Thomas
- Director of Public Safety: Dan Lawson

The following may be called upon to assist in certain situations:

- Residence Life Senior Staff members: Associate Directors, Hall Directors, Assistant Hall Directors, Loyola Village Assistant Complex Director, Graduate Assistant for Facilities, Operations, and Off-Campus Housing.
- Executive Director of University Ministry: Donal Godfrey
- Director of Health Promotion & Services: Kamal Harb
- Director of International Student Services: Vacant
- Assistant Dean for Multicultural Student Services: Mary Grace Almandrez
- Coordinator of Student Disability Services: Barbara Zunder
- Director of Athletics (or designee): Debi Gore-Mann
- Coach/ Program Director (if student is a member of an athletic team or academic/ co-curricular program)

C. ROLES OF STAFF

The roles of University Life staff members involved in responding to student emergencies are outlined below. Because each crisis situation is unique, and because the first order of concern is for the safety and well being of any student(s) who may be injured or significantly impacted by the crisis (e.g., witnesses, friends of victims, roommates, etc.), the responsibilities may shift as necessary.

Reporting Party – RP

This person is the first to hear about the situation. This person can be on-scene (Resident Advisor), witness a situation (front desk worker), Public Safety, or receive information about the incident from someone.

Senior Staff on Duty - SSOD

A Hall Director and an Assistant Hall Director/Graduate Assistant are the on-call staff members for The Office of Residence Life. There are always two Senior Staff members on duty at a time. The SSOD serves as a conduit for information regarding the incident and provides guidance and support for the RP. In life threatening emergencies, the SSOD will report to the scene to provide support and guidance, and to gather information directly. For non-life threatening emergencies that do not require immediate notification of the Central Staff member on duty, the SSOD will provide information via voicemail or email to the following people so they can coordinate appropriate follow-up in the morning:

- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Assistant Dean of Students: Julie Orio
- Appropriate Hall Director

Central Staff on Duty – CSOD

The following positions rotate as the CSOD: Director of Residence Life, Associate Director of Residence Life, and Assistant Director of Residence Life. The CSOD is notified by the SSOD when a situation requires consultation with another staff member, may warrant the involvement of individuals outside of Residence Life, or families of students may need to be contacted.

Dean of Students Staff on Duty – DOSSOD

The following positions rotate as the DOSSOD: The Dean of Students, The Associate Dean of Student Development, The Assistant Dean of Students, and the Assistant Director of Student Conduct Rights & Responsibilities. The Dean of Students Staff is usually not involved in the initial stage of crisis management. The Dean of Students Staff is available for consultation by phone, but should only be consulted in situations that warrant such consideration. The Dean will determine if other members of the campus community need to be involved, such as the Vice President for University Life or the University President, and will contact those individuals.

Counseling Center Staff

A Counseling Center staff member is available for 24-hour emergency consultation. This consultation can include helping with assessment and referral in a mental health crisis situation. The on-call staff member can be reached at 415-608-9045.

Public Safety Dispatcher

The Public Safety Dispatcher is responsible for communicating information from the RP to the responding Public Safety Officers. The Dispatcher is also responsible for contacting emergency response services when necessary. Dispatch can be reached at 415-422-4222 (non-emergency) 415-422-2911 (emergency).

Public Safety Officers – PSO

Public Safety Officers are responsible for assessing the situation and maintaining the safety and security of the students involved. Public Safety Officers should also notify the SSOD via the duty phone for after-hours violations that involve residential students. When a PSO reports to a building and the SSOD is present, decisions about how to proceed are made in collaboration.

D. REPORTING PROCEDURES

Business Hours (8:30am-5:00pm)

During weekday business hours, emergency situations occurring in the residence halls or Loyola Village should be reported to Public Safety and the Hall Director (HD) or Assistant Hall Director (AHD) of the building in which the emergency is taking place. If the HD and AHD cannot be reached, the Residence Life Central Office should be contacted at 422-6824. A Central Office staff member will locate a Senior Staff member to assist with the incident and provide support. If you cannot get through to the Central Office, contact the Dean of Student's Office at 422-6251. If the emergency is not taking place in a residence hall or Loyola Village the situation should be reported to Public Safety at 422-2911.

Non-Business Hours (5:00pm-8:30am)

A designated Residence Life staff member is on-call during non-business hours to coordinate the response to emergency situations involving residential students. The staff member on-call (SSOD) gathers information regarding the incident and coordinates the communication flow with appropriate campus offices. This person also works with appropriate offices to provide necessary follow-up. Public Safety will coordinate all of the situations involving non-residential students. **Non-Business Hour emergencies concerning both residential students and non-residential students, occurring on campus and off-campus, should be reported to Public Safety at 422-2911.**

Non-Residential Students

When a non-residential student is involved in an emergency situation, a staff member from the Dean of Students' Office, 422-6251, will coordinate the response and communicate information to the appropriate departments. Incidents regarding non-residential students during business hours should be reported to the Dean of Student's Office at 422-6251 and during non business hours should be reported to Public Safety at 422-2911.

E. RESPONSE PROCEDURES FOR RESIDENTIAL STUDENTS

NON-BUSINESS HOURS (5:00PM-8:30AM; WEEKENDS & HOLIDAYS)

LIFE THREATENING EMERGENCY

The following procedures should be used in the event of any student crisis situation that requires the use of emergency personnel (i.e. ambulance, fire department, police department, etc.).

Reporting Party:

1. Call 2-911 from a campus phone. Public Safety will respond and determine what, if any, medical emergency personnel should be contacted.
2. Contact the SSOD and notify him/her of the situation. SSOD will report to the scene.
3. Provide as much information to the SSOD as possible regarding the situation. This includes:
 - Name(s) of student(s) involved
 - Location of emergency
 - Nature of emergency → type of injury, severity, etc.
 - Current status of situation
 - Prognosis *ONLY IF KNOWN*
 - Whether Public Safety has been notified
 - If emergency personnel are on-scene
 - Whether there are other students involved → roommate, floormates, witnesses, RAs, desk workers, etc.
 - Any other pertinent information that will assist in the response
 - How many pills? How much alcohol? When did the injury happen? How did the injury happen? Does the student want someone contacted?

For hospital transports: If a student has been transported to a hospital, try to get the following information:

- Name of the hospital
- Whether the parents have been notified
- Whether the student is alone or accompanied by friends to the hospital

Note: If the injured student cannot speak, gather information from witnesses or others who are present.

Public Safety Dispatch:

1. Contact the appropriate emergency personnel.
2. Make sure someone is available to meet the responding personnel and direct them to the location of the student on campus.
3. Contact the SSOD on the duty phone at 850-1364. Share the information you have been provided.

Public Safety Officer:

1. Report to scene and determine whether emergency medical personnel should be contacted.
2. Meet the responding personnel and direct them to the student in crisis.
3. Provide assistance and support to responding medical or psychological personnel as needed or directed.
4. Provide assistance to outside authorized agencies (e.g., SFPD, SFFD) as needed or directed.
5. Gather on-scene information such as name(s) of victim, witnesses, etc.
6. Administer crowd control if necessary.
7. Consult with the SSOD prior to leaving the building to make sure the SSOD has all necessary information to be able to provide immediate follow-up.

Senior Staff on Duty:

1. Gather information from the RP.
2. Report to scene to assist and support students and to gather information directly.
3. Notify CSOD of the situation.
4. Work with Public Safety to determine the most appropriate response.

Central Staff on Duty

1. Gather Information from SSOD.
2. Determine if SSOD or CSOD needs to go to the hospital.
3. Notify DOSSOD of the situation.
3. In consultation with DOSSOD determine appropriate contact, if any, with family.

NON-LIFE THREATENING EMERGENCY

Reporting Party

1. Contact SSOD and notify him/her of the situation. SSOD will determine whether it is necessary to report to the scene.
2. Provide as much information as possible regarding the situation. This includes:
 - Name(s) of student(s) involved
 - Location of emergency
 - Nature of emergency → type of injury, severity
 - Current status of situation
 - Prognosis *ONLY IF KNOWN*
 - Whether Public Safety has been notified
 - If emergency personnel are on-scene
 - Whether there are other students involved roommate, floormates, witnesses, RAs, desk workers, etc.
 - Any other pertinent information that will assist in the response

Senior Staff on Duty:

If the incident occurs after hours and a determination is made that the situation is non-life threatening and adequate follow-up can be conducted in the morning, SSOD should send an email or leave a voicemail for the following people:

- Director of Residence Life: Steve Nygaard
- Associate Director of Residence Life: Brian Arao
- Assistant Dean of Students: Julie Orio
- Appropriate Hall Director

The email message should include the following:

- Name(s) and ID(s) of the student(s) involved
- Address
- Nature of the incident
- Any other relevant factual information that will allow for immediate information gathering the morning following the incident

Public Safety

1. Provide transportation to hospital for students (if requested) in non-emergency cases.

BUSINESS HOURS

(M-F, 8:30AM-5:00PM)

LIFE THREATENING EMERGENCY & NON-LIFE THREATENING EMERGENCY

The following procedures should be used in the event of any student crisis situation that requires the use of emergency personnel (i.e. ambulance, fire department, police department, etc.).

Reporting Party:

1. Call 2-911 from a campus phone. Public Safety will respond and determine what, if any, medical emergency personnel should be contacted.
2. Contact the HD or AHD of the building.
3. If they cannot be reached, contact the Residence Life Central Office at 422-6824 and request to speak with one of the following:
 - Associate Director: Mark Thoma
 - Director: Steve Nygaard
 - Assistant Director: Casey Burnett Yu
 - Associate Director: Golden Venters
4. Provide as much information to the HD/AHD or Senior Staff Member as possible regarding the situation. This includes:
 - Name(s) of student(s) involved
 - Location of emergency
 - Nature of emergency → type of injury, severity
 - Current status of situation
 - Prognosis *ONLY IF KNOWN*
 - Whether Public Safety has been notified
 - If emergency personnel are on-scene
 - Whether there are other students involved → roommate, floormates, witnesses, RAs, desk workers, etc.
 - Any other pertinent information that will assist in the response
 - How many pills? How much alcohol? When did the injury happen? How did the injury happen? Does the student want anyone contacted?

Note: If the injured student cannot speak, gather information from witnesses or others who are present.

For hospital transports: If a student has been transported to a hospital, try to get the following information:

- Name of the hospital

- Whether the parents have been notified
- Whether the student is alone or accompanied by friends to the hospital.

Public Safety Dispatch:

1. Contact the appropriate emergency personnel.
2. Make sure someone is available to meet the responding personnel and direct them to the location of the student on campus.
3. Contact the Hall Director of the building in which the incident is taking place.
4. If the Hall Director cannot be reached, contact the Assistant Hall Director.
5. If neither person can be reached, contact the Residence Life Central Office and request to speak with one of the following:
 - Associate Director: Brian Arao
 - Director: Steve Nygaard
 - Assistant Director: Casey Burnett-Yu
 - Associate Director: Golden Venters

Public Safety Officer:

1. Report to scene and determine whether emergency medical personnel should be contacted.
2. Meet the responding personnel and direct them to the student in crisis.
3. Provide assistance and support to responding medical or psychological personnel as needed or directed.
4. Provide assistance to outside authorized agencies (e.g., SFPD, SFFD) as needed or directed.
5. Gather on-scene information such as name(s) of victim, witnesses, etc.
6. Administer crowd control if necessary.
8. Consult with the Senior Staff Member present prior to leaving the building to make sure he/she has all necessary information to be able to provide immediate follow-up.

Responding Senior Staff Member:

1. Gather information from the RP.
2. Report to scene to assist and support students and to gather information directly.
3. Work with Public Safety to determine the most appropriate response

F. FOLLOW-UP PROCEDURES

The divisional follow-up response will vary depending on the nature of the incident and the status of the student. Below is a list of some responsibilities for individuals who may be involved in responding to the situation. This list is not exhaustive and responsibilities may be delegated or shifted if necessary. Additionally, in order to minimize confusion and impact on the student's family, if initial contact with a family member has been made by a staff member other than the Dean of Students, that staff member may be asked to maintain contact with the family and provide updates as new information is gathered.

Dean of Students

The Dean of Students (or designee) may provide the following assistance:

- Serve as the primary contact for the student's family; coordinate communication with family and respond to requests or needs.
- Help coordinate logistics if family comes to campus.
- Notify President's office (if necessary).
- Notify Vice President for University Life (if necessary).
- Notify the Office of Risk Management (if appropriate).
- Notify Human Resources (if appropriate).
- Notify Public Relations (if necessary).
- Work with appropriate individuals to coordinate communication to the University and outside community regarding the incident.
- Serve as primary contact with hospital to ascertain status of student and potential release date.

Assistant Dean of Students/ Assistant Director of Student Conduct, Rights & Responsibilities

The Assistant Dean of Students or Assistant Director of Student Conduct Rights & Responsibilities will coordinate the incident follow-up. Follow-up actions differ depending on the nature of the incident and where appropriate, the Assistant Dean may delegate the follow-up actions to an appropriate designee. Actions may include the following:

- Gather relevant background information, such as incident reports, class schedule, and family contact information.
- Convene the CMT to discuss the incident and coordinate the continuing response.
- Work with Public Safety to gather incident documentation from external agencies such as SFPD or SFFD (if applicable).
- Contact appropriate academic administrators and/or faculty members if the student will be absent from class.
- Work with academic administrators to facilitate withdrawal or leave of absence (if applicable).
- Notify the Office of the General Counsel (if appropriate).
- Work with Residence Life to modify living arrangements (if necessary).

In Hall Staff: Hall Directors, Assistant Hall Directors

- Identify appropriate friends, acquaintances and witnesses as targets for special intervention. Make special inquiry about roommates and partners, and relatives who may also be students. See if student is part of a group that may have affected members, such as a sorority or fraternity.
- Work with hall staff (RAs) to provide information and support to residents. This includes giving information about the status of the person(s) involved (where permissible).
- For incidents impacting an entire floor or building, coordinate community or floor meeting to help affected student process.

Director & Associate Director of Residence Life

- Coordinate emergency or temporary accommodations.
- Coordinate follow-up with affected staff.

Director of Public Safety

- Ensure incident report is available for review.
- Work with Assistant Dean to gather incident documentation, both internal and external.
- Post notices to the community (if appropriate).

Executive Director, University Ministry

- Serve as a pastoral and counseling resource for students, family members, faculty, and staff as needed.
- Arrange to have a pastoral presence at the hospital or other location if requested.

Director of Counseling Center

- Serve as the liaison for the medical or psychological aspect of the crisis.
- Coordinate follow-up with treating professionals for hospitalized students.

Counseling Center Staff

- Provide follow-up treatment or referral as needed.
- Provide debriefing assistance for students who have been emotionally impacted by the crisis.

**STUDENT
CONDUCT BOARD
MANUAL**

UNIVERSITY OF SAN FRANCISCO
OFFICE OF RESIDENCE LIFE
STUDENT CONDUCT BOARD

2007-2008

Table of Contents

Prologue: Why Conduct Board?.....	3
Chapter 1: Vision and Mission.....	4
Chapter 2: Student Conduct Board Member’s Position Description.....	6
Chapter 3: Student Conduct Board Member Qualities	7
Chapter 4: Student Conduct Board’s Philosophy and Goals.....	8
Chapter 5: Roles and Responsibilities.....	6
Chapter 6: Judicial Process.....	11
Chapter 7: An Overview: The Student Conduct Board Meeting.....	13
Chapter 8: Basic Principles for Student Conduct Board Meetings.....	16
Chapter 9: The Student Conduct Board Meeting.....	17
Chapter 10: Listening.....	21
Chapter 11: Questioning.....	21
Chapter 12: Making Fair and Consistent Decisions.....	23
Chapter 13: Consensus.....	26
Chapter 14: Sanctioning.....	26
Chapter 15: Writing Conduct Letters.....	27
Chapter 16: Confidentiality.....	30
Hearing and Chair Script.....	32

PROLOGUE: WHY CONDUCT BOARD?

Welcome to the Student Conduct Board (SCB). The University and the Office of Residence Life (ORL) support the Student Conduct Board for several reasons. First, the Student Conduct Board creates an intentional leadership and professional development opportunity for its members. In accordance with the University's and ORL's missions, Conduct Board members are challenged to begin and continue to develop their own leadership styles and professional identity. Board members are empowered to build the necessary skills and techniques to positively impact their current and future communities.

During training and the Conduct Board process, advisors and cohorts will challenge board members to develop as students and future professionals. The Conduct Board members will be trained to apply learned ethics, analyze complex issues and information, formulate solid questions, make sound and well-reasoned decisions and develop and utilize active listening and writing abilities.

Throughout their experience, members will continually be ethically, morally and intellectually challenged. From adjudicating cases to appropriately addressing conflicts of interests, a Board member will be consistently faced with issues that require mature and complex decision-making.

Lastly, the Board hears and adjudicates cases regarding alleged University policy violations that adversely affect residence hall communities. As a result, students found responsible for violations learn to be accountable for their actions and the rationale behind University policies. Board members, acting judiciously, hold fellow community members accountable for policy violations and together, strive to achieve a more respectful and harmonious USF community.

In all, the Conduct Board offers its members a unique opportunity to simultaneously develop skills and abilities that are directly transferable to many professions and make significant and positive contributions to the USF residential communities.

1.

VISION AND MISSION

UNIVERSITY OF SAN FRANCISCO

VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

CORE VALUES

The University's core values include a belief in and a commitment to advancing:

1. The Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University.
2. The freedom and the responsibility to pursue truth and follow evidence to its conclusion.
3. Learning as a humanizing, social activity rather than a competitive exercise.
4. A common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision-making.
5. Diversity of perspectives, experiences and traditions as essential components of a quality education in our global context.
6. Excellence as the standard for teaching, scholarship, creative expression and service to the University community.
7. Social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations.
8. The Moral dimension of every significant human choice: taking seriously how and whom we choose to be in the world.
9. The full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others.
10. A culture of service that respects and promotes the dignity of every person.

DIVISION of UNIVERSITY LIFE COMMITMENTS

In its efforts to realize the Vision and to advance the Mission of the University of San Francisco, the Division of University Life collaborates and cooperates across divisions and departments to create a supportive University community, which encourages student learning and development in the Jesuit Catholic tradition.

More specifically, University Life is responsible for weaving into the daily fabric of student life those programs, services and opportunities that develop whole persons, embrace multiculturalism, embody the Jesuit Catholic ethos, and challenge students to exemplify the University's Core Values.

Therefore, University Life commits to:

- Promoting a common good that includes the needs of all students.
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community.
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community.
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills.
- Creating an environment that supports a socially responsible way of being together in community.
- Recognizing and celebrating the achievements and contributions of all students.

OFFICE OF RESIDENCE LIFE MISSION STATEMENT

Building on a strong Catholic, Jesuit tradition, the Office of Residence Life collaborates with students, staff and faculty to create communities and provide an environment that inspires academic achievement, personal growth and social responsibility.

GOALS

- Provide safe, secure, comfortable living environments
- Provide opportunities for learning and leadership development
- Promote cultural sensitivity and understanding
- Provide a high level of support and service
- Promote clear communication and facilitate respectful dialogue

2.

STUDENT CONDUCT BOARD MEMBER'S POSITION DESCRIPTION

Requirements of the Position

- On-Campus Living Experience:
 1. If on-campus resident for 2007-2008, must have lived in University-operated housing for 2 or more semesters by Fall 2007.
 2. If living off-campus for 2007-2008, must have lived in University-operated housing for 3 or more semesters by Fall 2007.
- 2.5 or Higher G.P.A.
- In Good Disciplinary Standing.
- Registered as a Full-Time Student.

Responsibilities of the Position

1. Attend and participate in all required training sessions.
2. Attend and participate in those SCB meetings for which you are scheduled.
3. Be punctual at all SCB meetings for which you are scheduled. If you are unable to attend a meeting for which you are scheduled, it is your responsibility to find another SCB member to take your place and notify the advisor at least 24 hours prior to the time of the meeting.
4. Share responsibility for ensuring that each SCB meeting is conducted in accordance with SCB guidelines.
5. Inform the advisor if you have any personal interest in or knowledge about any case, or if you are personally acquainted with any party.
6. Rotate Board responsibilities, serving as SCB Chair and Secretary occasionally.
7. Share responsibility for interpreting Residence Life policies and regulations.
8. Determine appropriate sanctions for violations of Residence Life policy through group deliberation and decision-making
9. When designated as Secretary, complete and turn in to the SCB advisor follow-up sanction letters, in accordance with SCB procedures.
10. The names of all parties in a case and information pertaining to the case, whether pending or completed, shall not be revealed to any person other than other board members responsible for reviewing the case.
11. Return all copies of all documents related to a SCB meeting to the advisor before leaving the meeting room.

Board members who do not abide by these expectations or who otherwise fail to fulfill their responsibilities as a board member may be removed from the Student Conduct Board

3.

STUDENT CONDUCT BOARD MEMBER QUALITIES

Communication Skills	shows an awareness of verbal and non-verbal skills, can express self clearly and defend expressed thoughts
Assertiveness	expresses self honestly without infringing on the rights of others
Listening Skills	hears ideas and opinions of others, attentive, does not interrupt, does not repeat ideas already expressed
Leadership	can direct others without being over bearing, encourages participation, and earns respect
Sensitivity	understands feelings, shows concern for others, tolerant of others, open to other's ideas, concern for personal rights
Decision-making	makes decisions objectively after thinking through most aspects of the issue
Problem-solving	able to analyze and evaluate all aspects of a conflict situation and determine possible alternative solutions
Flexibility	willing to reconsider viewpoints given new and significant information, willing to make compromises, willing to work as a group member
Maturity	exhibits sound judgment, can set goals and evaluate progress, purposeful, reliable, and responsible; ability to be fair and honest
Motivation/enthusiasm	express sincere interest and enthusiasm for working with other students, general understanding of the position, desire to learn more
Personality	friendly, outgoing, honest, patient; ability to relate with a variety of individuals
Confidence	composed, willing to take an unpopular stand; able to support own ideas; strong self concept

4.

STUDENT CONDUCT BOARD'S PHILOSOPHY AND GOALS

This manual was created to help familiarize you with the philosophy, policies and procedures used by the SCB. Along with your advisors, it is intended to serve as a resource for you throughout your term on the SCB.

Philosophy

The basic philosophy of the judicial process at USF is one of *education* and *accountability*. We focus on the growth and development of students who may have violated Residence Life and University policies. Our goal is to emphasize self-discipline, responsible behavior and respect for the rights and property of other students and staff, as well as respect for University policies. We strive to:

- Build an understanding of the consequences of behavior
- Foster respect for the rights of others
- Encourage personal growth
- Redirect behavior into acceptable patterns
- Protect the rights of all students

It is important to always keep these goals in mind, as they serve as the foundation for the student discipline process at USF.

Regardless of the way discipline is processed, the end desire remains the same: **to redirect student behavior into acceptable patterns and to protect the rights of the community.**

The unique advantage of the SCB lies in the opportunity for you – a team of students – to influence the attitudes and subsequent behavior of your peers through a formally constituted judicial mechanism. Without question, peer influence, exercised through the disciplinary process, can often be more effective in redirecting student behavior patterns than any other method of discipline within the institution.

Your success as a board is contingent upon your conviction to maintain a nurturing, academic environment while affording individual students maximum personal freedom within institutional guidelines. This is no simple task, but we are confident you will meet the challenge and strengthen the overall sense of community students feel at USF.

Our Goals

- Give the student feedback about his or her behavior and how it affects his or her community.
- Educate the student about Residence Life/University expectations, policies and processes and help instill a sense of accountability.

- Work with the student to examine the cause or reason for the behavior that created the policy violation.
- Through discussion, reflection on the part of the student, and possible sanctioning, prevent the inappropriate behavior from occurring in the future.
- If the situation warrants, inform the student of various campus agencies and services that might be a helpful referral in addressing underlying causes of the inappropriate behavior.

Each student with whom you have contact may require a unique and individual approach, tailored to that person's perceived needs, feelings, fears, motivations and situation.

Community and the Student Conduct Board

The development of a positive community does not happen by chance; it is dependent on the cooperative effort of residents and staff who live in the community. Good communication is essential to the development process. Your role as a SCB member will provide you the opportunity to communicate with peers about:

- University and community standards of behavior
- The rights and needs of community members
- Ways that the individual can be a successful member of the community

Community has been defined as a group of people sharing a common purpose who:

- Live in close proximity and interact on a regular basis
- Are interdependent for the fulfillment of certain needs
- Share in defining expectations for members of the group and assume responsibility for meeting those expectations
- Are respectful and considerate of other persons within the community

The communication that takes place between the SCB and individual residents is essential in assuring the presence and fulfillment of these aspects of community. By reviewing the behavior of your peers, you will have the opportunity to reinforce, clarify and articulate community expectations while educating your peers about those expectations.

5.

ROLES AND RESPONSIBILITIES

The Student Conduct Board Member

The SCB was established to provide the University of San Francisco residence hall and apartment community with a means by which peers talking to peers may address inappropriate behavior. Peer influence, exercised through the disciplinary process, can be effective in redirecting student behavior patterns, and the unique advantage of the SCB lies in the opportunity for students to influence the attitudes and subsequent behavior of other students through a formally constituted judicial mechanism. The SCB will usually address situations that involve alleged policy violations that adversely affect a residential community.

To fulfill their roles, SCB members must be open and responsive to new and changing situations and ideas. They respond positively to ideas and viewpoints different from their own. Board members address the behavior, not the person. They need to be sensitive to students from different backgrounds, cultures, and experiences. They assure students of their rights and let them exercise those rights. Board members hold students accountable for their actions and use creativity in determining meaningful sanctions that fit behavior. Board members make a sincere effort to teach students mutual respect and consideration for the rights of others.

The Student Conduct Board Advisor

The SCB's advisor is the Coordinator of Judicial Affairs who performs many functions. These include: a) providing ongoing training for SCB members; b) advising during the actual meeting proceedings to ensure that procedures are properly conducted; and c) coordinating all administrative details, such as ensuring completion of all necessary communication, taking care of meeting arrangements, and maintaining records.

The Resident Advisor

As both a community member and staff member, the Resident Advisor (RA) holds the primary responsibility for providing and clarifying residence hall policies and community standards. RAs begin the planned shaping of a positive community by clearly defining community expectations, encouraging individuals to be responsible for their own behavior and sharing the responsibility for maintaining a positive community environment.

As community members, RAs are in a position to observe and respond to student behavior. RAs have several options available to them when determining the most appropriate response to a situation. Occasionally, the RA may decide that the situation can best be handled through an informal discussion with the student(s) involved. The RA would choose an informal discussion when, in his or her opinion, a discussion with the student regarding his or her behavior would result in the student taking responsibility for his or her actions, understanding why the behavior was inappropriate and agreeing not to be involved again in similar incidents. The RA would document both the incident and the agreement reached during an informal discussion for his or her own reference in the event the student is involved in further incidents.

Formal action is necessary when a) the student is not willing to accept responsibility for the alleged behavior; b) the student is involved in repeated or ongoing inappropriate behavior; c) the student's attitude is such that the RA believes that informal discussion would be ineffective; or d) the behavior is considered too serious to be handled through informal discussion with the student. Formal action requires a referral to a Hall Director/Hearing Officer or the SCB.

RAs, because of their role in responding to behavior as it occurs, will often be in the position of initiating the information report that leads to formal action, although any resident, staff member or Public Safety Officer can write an information report.

The Hall Director

The Hall Director plays a vital role in the student conduct process. As a supervisor, the Hall Director works with each RA in developing skills necessary to be effective in developmental conduct situations. In addition, a Hall Director can serve as a consultant and resource person to help a RA determine the most effective approaches to the situations he or she encounters.

A Hall Director will refer to the SCB those cases determined to be within the jurisdiction of the SCB. The Hall Director will hear those cases that are not within the SCB's jurisdiction.

The Director of Residence Life

The Director of Residence Life is supervised directly by the Dean of Students and is responsible for the overall management and supervision of the on-campus housing program. This includes policy and program design, development and implementation.

The Assistant Dean of Students

The Assistant Dean of Students is responsible for the revision and development of student discipline and conduct-related policies at the University. The Assistant Dean also serves as the primary hearing officer in discipline cases that could potentially result in sanctions of suspension or expulsion from the University.

6. JUDICIAL PROCESS

No matter how small the violation, each student at USF has a right to have his or her case heard through a judicial system, which follows a consistent, step-by-step approach.

Incident Report

The judicial process at USF begins once there is an allegation of a violation of University policy. This allegation is documented in an Incident Report (IR) that is given to the Hall Director of the hall in which the alleged violation took place. Generally, RAs fill out IRs, however, any student, staff member or Public Safety Officer can file reports as well.

Incident Reports are designed to give the reporting party an opportunity to factually explain why he or she believes a violation of University policy has taken place. The report includes information about which sections of the Standards of Nonacademic Conduct may have been violated as well as information about witnesses and other student that may have been involved.

When filling out a report. The Hall Director will determine which policies have allegedly been violated. In cases with multiple students there will potentially be different degrees of involvement, thus it is important to read the narrative portion of the form.

The narrative portion of the IR consists of a factual description of the incident. The description must be written objectively and with as much detail as possible. By reviewing this portion of the IR, the HD is able to determine the level of involvement of each individual listed on the first page of the IR. Based on this description, the HD will determine what policies each student is alleged to have violated.

Judicial Hearing Notice

When a Hall Director receives an IR, he or she reviews the report and does one of the following:

- Has a Residence Life senior staff member (Hall Director, Assistant Hall Director) hear the case
- Refers the IR to the SCB for adjudication
- Forwards the IR to the Assistant Dean of Students/Coordinator of Judicial Affairs for adjudication

Generally, the HD of the building in which the student resides hears the case. Thus, if a Phelan resident is documented for an alleged violation in Fromm, the Fromm HD will forward the matter to the Phelan HD to hear. All halls and Loyola Village can refer matters to the SCB for adjudication.

Once an IR has been reviewed and the appropriate hearing officer determined, the HD will send the student a letter requesting to set up a hearing to discuss the matter. The letter notifies the student that Residence Life has received an allegation of a violation of University policy and that a meeting must be set up to discuss the matter. The letter will instruct the student to contact the HO within a specified period of time to arrange the meeting. If the student fails to contact the HO that time, the HO will schedule a hearing without the student's input and notify the student of the date and time of the hearing.

Students are expected to appear at all scheduled appointments. Students that fail to appear will likely have a decision rendered in their absence and will forfeit any opportunity for an appeal.

Judicial Hearing

The purpose of a judicial hearing is to determine what happened and whether a student has committed any violations of University policy. Because the basic philosophy of the judicial process at USF is one of accountability and education, there is a lot more to hearings than just questions and answers. Some of the components of judicial hearings are:

- Introductions
- Review of judicial procedures and process
- Review of incident description
- Listen to student statement/response to the incident description
- Question and answer period
- Resolution and sanctioning
- Follow-up

Each of these components serves a valuable purpose in the overall judicial process.

Judicial Hearing Outcome Letter

Once the Hearing Officer or SCB has met with the student and made a determination of responsibility (or non-responsibility), the student receives an outcome letter. This letter informs the student of the decision of the hearing officer or SCB and what sanctions, if any need to be completed.

Appeals

A student found responsible for a policy violation may appeal a Conduct Board decision in writing to the Coordinator of Judicial Affairs within three-working days of the Board's decision

and the Coordinator will refer the appeal to an Appeal's Officer. Any such appeal must specify in detail one or more of the following concerns:

1. There is a lack of a substantial basis of fact to support the finding
2. The sanction is incongruent with the violation
3. The Standards of Fairness and Other Provisions (Due Process) outlined in the Fogcutter were not met or provided
4. There is new evidence, not known at the time of the hearing, which supports the Accused's non-responsibility

An Appeals Officer will review the appeal and other supporting documentation, such as incident reports, and decide whether the decision should be upheld, modified, or overturned. Appeals are not re-hearings of the incident in question. Rather, an appeal is an outside review of the HO's actions. It is designed to protect student rights and ensure that the student was given a fair opportunity to be heard.

7.

AN OVERVIEW: THE STUDENT CONDUCT BOARD MEETING

Meeting Overview

At a SCB meeting, you will review all of the information contained in the Incident Report and talk with the student involved in the incident. The board will determine if the student is responsible for a policy violation, and if so, will decide upon the sanctions for the student's actions.

SCB members and the Advisor will meet for 10 minutes before the meeting. During this time, the SCB will review all of the written materials for the meetings and identifies areas to explore with each student. All members must be open-minded and unbiased as they review these materials.

Who Attends the Meetings?

Conduct Board meetings are closed meetings. Only the Accused, Board members and the Advisor shall be present.

What Types of Situations will the SCB Address?

The Conduct Board will address situations that involve violations that affect the community of residence halls. These violations could include, but are not limited to: noise policy, guest policy, fire safety policy, incidents of vandalism and disruptive or disorderly behavior in the halls.

The Role of the Chair

For each meeting, a SCB member will be designated as Chair and another member will be designated as Secretary. The Chair is responsible for explaining SCB philosophy and operations, and introducing the other Board members and the advisor. The role the Chair plays in each

meeting is vital; through both verbal and non-verbal behaviors, the Chair sets the tone for the meeting. It is important for the Chair and other SCB members to attempt to create an atmosphere of trust and openness.

After briefly describing the operations and philosophy of the SCB and introducing the other members, the Chair briefly summarizes the information in the IR and then asks the student to comment. At this time, members of the SCB attempt to determine the facts of the situation with the student. Following this, the SCB may elect to discuss other factors that may have influenced the student's behavior, such as the student's relationship with a roommate, community members or the RA. The SCB also may choose to identify other potential problems such as academic concerns or problems associated with drinking alcohol.

SCB members work together during the meeting, thoroughly exploring one topic at a time and then moving on to the next. Members pay attention to the details of the IR, clarifying this information and finding out how the student would act in the future under similar circumstances.

Following the discussion with the student, the SCB will ask the student to leave the room for a few minutes.

Decision-Making

After the student has left the room, the SCB members will initially pause for individual deliberation regarding the facts of the situation and the student's comments. It is important for the SCB members to maintain the atmosphere of trust and openness they have attempted to create. Joking or kidding around, if overheard by the student, may dispel this atmosphere and detract from the overall effectiveness of the SCB. SCB members then discuss the information they have and decide if it is clear and if there is reasonable cause to find the student responsible for her/his actions. If so, they discuss and decide upon appropriate sanctions.

In choosing sanctions, SCB members will consider the possible consequences of their actions before reaching a final decision. They will focus on determining an action that is relevant to the present situation, and hopefully in the process, prevent future problems from occurring.

After the SCB has made its' decisions, the student is asked to return. The Chair presents the SCB's decision and states the rationale for the decision. The student is offered the opportunity to ask any questions he or she may have. The student will be informed that he or she will receive a letter documenting the decision.

If the Student Fails to Meet with the Board

If, for a reason other than a class conflict, a student does not meet with the SCB and the other available information indicates he or she is responsible, the situation may be discussed in his or her absence and the SCB may develop a sanction.

The Role of the Secretary

After the meeting, the Secretary composes the decision letter. The decision letter is a critical part of the SCB process. A student may not fully understand the impact of his or her behavior upon others until he or she receives a description of it in written form. The decision letter restates the

decision reached by the SCB and the reasons for the decision. Any agreements that were made between the student and the SCB should be clearly stated. If a creative sanction was imposed, the means by which the sanction will be fulfilled must be clearly outlined. The Secretary and Advisor will determine a date by which the letter must be submitted to the advisor for proofreading and editing. The advisor will review the letter, make any necessary revisions, and coordinate its distribution. Copies are sent to the student and his or her Hall Director. Efficiency is essential in this process so the student receives the letter prior to his or her involvement in a possible future incident.

Environmental Considerations

To assist in creating an atmosphere of trust and openness, certain environmental considerations must be noted. Make sure that chairs are placed in a circle or around a table to allow all participants to see one another. Non-verbal communication may be the key to determining the type of atmosphere that will be established. Try to decide in advance of the meeting where all participants will be sitting. To ensure that the meeting is not unnecessarily interrupted, put a "Do Not Disturb" sign on the door and make arrangements to insure that phones do not ring.

A Few Suggestions for a Successful Meeting

- Resolve all the conflicts in a situation. Call the student back for further discussion if there is still conflicting information.
- Watch the time elements involved in a situation. What time did the incident happen? How much time elapsed between events? Who was present before, during, and after the incident?
- Consider all possible contributing factors to the behavior.
- When several students are involved in the same incident, ask each person a few of the same questions to gauge the consistency of their accounts.
- Maintain a genuine and respectful interaction with students and fellow board members. Listen carefully.
- Consider the possible consequences of your actions before reaching a final decision. Take whatever action is relevant to the present situation in the hope that it will prevent future problems from occurring.

PROCEDURES FOR FAIRNESS: DUE PROCESS

Since the case of Dixon v. Alabama State Board of Education in 1961, most student conduct processes must follow appropriate due process, including adequate notice of referral, right to a fair hearing and the right to an appeal. Any student charged with a violation of university regulations has the right to a fair and impartial review to determine the merits of those charges. A university hearing is an educational process - not a criminal proceeding.

For any hearing involving a violation of the university's Code of Conduct, procedural "fair play" requires:

1. That a student be provided written notice of their specific violation of the Code of Conduct and the time, date, and location of the hearing;
2. That s/he be allowed to present information on his/her behalf;

3. That the individual have access to the results and findings of the hearing; and
4. That s/he has the option to appeal any decision.

Standards of Proof:

For a student to be found in violation of the ORL Policies and/or Standards of Nonacademic Conduct, the standard of evidence which must be presented to the Board is known as "a preponderance of the evidence" or CLEAR AND CONVINCING. In other words, imagine weighing the evidence on some imaginary scale, board members must be more than 50 percent sure that the student violated the policy to find him/her responsible. Board members do not need to be 100 percent or even 75 percent sure, just more than 50 percent sure.

8.

BASIC PRINCIPLES FOR STUDENT CONDUCT BOARD MEETINGS

There are some principles that guide us in creating an educational and developmental environment when working with students. They include:

Respect the rights of the individual. Listen to the student's perception of the incident and make a decision based upon all known information. Give the student adequate oral and written notice of her/his scheduled meeting with us. Respond to and resolve incidents in a timely manner.

Educate about the impact of an individual's behavior on the community. Many times students will not have thought about how their behavior impacts the rights of others in their community or contributes to their community's atmosphere. The Hall Directors and the SCB can be very effective in helping students to see themselves as responsible to a larger group.

Administrative processes are prompt, fair and consistent. Incidents are most effectively handled if there is only a short period of time between the incident, its confrontation, and the student's meeting with you. Perceptions are still clear and any tense or hard feelings still have a chance of being resolved. Remember that consistency is not the same as conformity. We are charged with determining the most appropriate sanction for each situation and each student's unique circumstances or developmental stage. For that reason, we use general guidelines in our sanctioning.

The meaningful dialogue. A dialogue involves an exchange of ideas or opinions between two or more people. In our judicial process we encourage a two-way dialogue. The goal of the meeting is not for us to lecture the student on her/his behavior or involvement in the incident. We need to be constantly open to hearing the student's perceptions, discussing his or her level of responsibility for the incident, and exchanging ideas on how the student may contribute more positively to the community. When a

student is supported in contributing something positive to his or her community, he or she may move in that direction for the remainder of the year.

Shared expectations and understandings. A student who meets with us may express confusion or a lack of knowledge of Residence Life or University policy. Our responsibility is to outline the policy in question, offer a rationale and check back with the student to confirm his or her understanding. A student also needs to know of possible consequences resulting from continued violations of University and Residence Life policy.

Finding the best resolution for the student AND the community. This approach can be interpreted as asking the question, "What is the best resolution for this student and his or her community?" By operating from this focus, we can curb ourselves from deciding upon an overly punitive sanction for the student, or, conversely, neglecting the rights of community members in determining a sanction for the incident.

Appropriate, purposeful, and PROPORTIONAL sanctions. The sanctions that are most effective in educating students and motivating them to change their behavior in the future are those that represent a *plus one* challenge to the student. *Plus one* means taking a student one step beyond his or her current level of understanding and challenging the student to move one level further in his or her developmental process. If the sanction is so strong that it is perceived as punitive, the student may not choose to reflect on and accept responsibility for her/his behavior and may instead become frustrated and angry. Additionally, sanctions that are perceived as meaningless, or not related to the inappropriate behavior, may also result in confusion on the part of the student. Sanctioning is a very complex and important aspect of our discussion with the student. Sanctions are individual and situational; what will help one student may be very different from what works with another student.

9.

THE STUDENT CONDUCT BOARD MEETING

Before the SCB Meeting

- SCB members will be notified of board cases a week in advance of the hearing. If a member feels that he or she is unable to be unbiased during the meeting, it is his or her responsibility to find a replacement and to notify the Advisor.
- Arrive at your meeting **ON TIME!**
- Before the first student arrives, the SCB will review all information reports and supporting documentation, assign questions/issues to discuss and assign SCB roles for the meeting (Chair and Secretary).

During the Meeting

1. The Chair welcomes the student to the meeting and introduces him or herself.

2. Board members and the Advisor introduce themselves.
3. The Chair explains the goals of SCB:
 - a. We are educational in nature - not punitive; we want students to take accountability for their actions and to change their behavior.
 - b. We meet with students regarding residential community policy violations (noise, guest, vandalism) and educate about University expectations for behavior in the residence halls.
 - c. We believe that peer to peer conversation is an effective approach to resolving community issues.
4. The Chair explains what will happen during the meeting:
 - a. SCB will review the Information Report and then give the student the opportunity to share her/his perspective;
 - b. SCB will ask questions of the student and then deliberate, making a decision about the student's level of responsibility for the policy violation;
 - c. if the student is found responsible for violating policy, the SCB will then decide on appropriate sanctions;
 - d. the student will complete the SCB evaluation while SCB discusses the incident and makes its' decisions.
5. The Chair identifies the Secretary (if he or she has not already done so during introductions) and explains he or she will be taking notes.
6. The Chair reviews the information report with the student, leaving out names and any subjective or sensitive information.
7. The student is given the opportunity to share his or her version of events.
8. SCB members ask any questions they have of the student.
9. The Chair wraps up by asking if the student has anything else to say.
10. The SCB decides if the student is responsible for a policy violation, and if so, an appropriate sanction.
11. The Chair reconvenes the meeting, brings the student back to deliver the decision and, if necessary, sanction decision. It is important to share with the resident the rationale behind a sanction. The Chair wraps up by asking the student if he or she has any questions.
12. The Secretary and Advisor determine a time to meet to review the decision letter(s) by the end of the SCB meeting.

Credibility

A board member may face having to make a "credibility" decision, having to decide who they believe out of all the information that is heard. Board members will be assessing several types of

information. Some of the information heard will be useless, and will have nothing to do with the hearing. To help you separate relevant from irrelevant information, here is a list of the kinds of information that are useful in a hearing:

Motive

Is this information telling you whether the student had any motive to violate the policy (for example, the student had been locked out of his/her room twelve times and didn't want to pay for any more room lock outs - could be a motive for climbing on the ledge to get into one's room.)?

Ability to commit the violation

If someone can verify that the student had a broken leg at the time s/he is accused of having been out on the ledge, it makes it less believable that this student was the one out on the ledge, if anyone was out at all.

Malice

This can work both ways. If the person writing up the report has anything against the student being accused, first it must be proven to you, but second, it has nothing to do with whether the incident actually occurred. The harboring of malice must have some effect on the facts of the incident to be relevant. It may be very relevant to you as you try to decide whom to believe if you discover that the student accused particularly dislikes the person s/he is accused of having harassed.

Threats, expressions or earlier similar acts implying or denoting intent.

For example, if a student threatens another student by saying, "I'd be careful about my car if I were you. Nasty things happen in the parking lot." And later that week the other student's car is vandalized in the parking lot that earlier threat is relevant to determining whether this student did the vandalism.

Other behavior that tends to shake your belief in a person's testimony

- concealing one's identity
- fabricating or destroying evidence
- resisting arrest, running away (although scared, innocent people sometimes do this)

Types of Evidence

Direct evidence: based on personal observation or experience. You either believe the person saw or did what s/he saw/did, or you don't believe it.

Circumstantial evidence: information which although it does not include an eye-witness to the actual event, does include enough information to lead a reasonable person to the conclusion that the student did what s/he is alleged to have done. For example, if you are in a hallway and you see a water balloon being thrown out of a room into the hallway (but you didn't see who threw it), and you immediately walk to that room, no one leaves the room as you approach it, and when you get to the room there is only one student in that room (and no one under the beds or in the closets), it may be reasonable to conclude that the student threw the balloon.

Documentary evidence: any supportive writings or documents including statements, reports, etc., that support or deny a fact at issue. Documents whose existence and contents are known generally or are known by any unbiased witness need not be physically produced during a hearing.

Second hand or "hearsay" evidence: while it is acceptable for the Board to hear second hand information, for example, from a proxy for a witness unable to attend a hearing due to illness or

academic conflict, it is not intended that evidence given by unknown or unidentified persons be accepted, nor that evidence with no traceable origin be considered when weighing the facts of a case. Opinions, unless inferred from fact, or unless they come from an expert, are to be considered minimally useful.

Weighing the Information Presented

All testimony and evidence is not equivalent in value. Much testimony has some degree of bias or tends to lead the listener toward a single interpretation of a fact or situation. The following are some general guidelines:

When you have to weigh one person's word against another's

Barring other forms of evidence, the testimony of the unbiased person is given more weight. For example, more weight should be given to the testimony of an uninvolved bystander, or a police officer, than to the "significant other" of the person being accused. If the Board members find that either party has totally unsubstantiated evidence, then the board should inform the party of that observation and give him/her the opportunity to respond.

When the student claims to have not known s/he was breaking a rule

This is frequently an attempt to distract the listener so that the listener will accept the student's failure to assume accountability for his/her role in the alleged violation. Only in exceptionally rare cases should this type of testimony be given any value, e.g. an act that occurred before it was prohibited, or a rule or regulation that was not given reasonable distribution

Multiple witnesses corroborating the same set of facts

The number of such witnesses may be limited by the Chairperson in the interest of expediting the hearing. The testimony of a single, unbiased and disinterested witness is worth a number of biased testimonies. Only in a very rare situation should the number of witnesses be considered as a factor in deciding a contested fact.

When a person says, "Yes, I did it."

If a student takes responsibility for the violations, there is no need for the Board to ask questions about the facts unless the Board needs clarification on what happened. The board should instead address the student's perception of the seriousness of the violation.

When a person is attempting to identify the student responsible

The testimony regarding the identification of a student is one of the least reliable and most difficult pieces of information to work with. Conflicting witness observations as to who actually did the violation often occur in a hearing. It's the Board's responsibility to follow the usual criteria for weighing testimony and decide who is the more believable. Identification need not be absolute to be considered by the Board. A witness may be able to testify as to belief, opinion and judgment of identity, and this type of testimony is greatly reinforced if the witness has been able to pick out this individual from among others without any help. Identity testimony is strongest when the witness has been acquainted with or has had the opportunity to observe the student on prior occasions.

When the student introduces character witnesses

The testimony of character witnesses tends to be of minimal value in determining a student's responsibility relative to the charges, unless this witness has information which suggests that the student was physically unable to commit the violation. The value of a character witness' testimony is minimized if s/he knows the student only through a limited setting, e.g., classroom contact only.

10.

LISTENING

Active Listening

Active listening is an essential skill for SCB members to possess. In order to get accurate information during a hearing, SCB members will have to be active listeners.

Non-Verbal Listening

Non-verbal listening is also an essential part of the hearing process. It is important to be mindful of your actions and the way you present yourself.

- Display an open posture - Sitting away from the conference table at an angle with your arms crossed is uninviting. SCB members should sit up straight and maintain a pleasant and relaxed demeanor. Arms should be open and planed in a non-intimidating location.
- Maintain eye contact and show non-verbal cues - Look toward the resident and nod your head when you understand what they are saying.
- Avoid fidgeting - Playing with a pen, twisting your hair, shuffling papers, etc. may imply that you are not listening attentively.
- Do not pass notes, watch the clock or whisper back and forth during the hearing. Take notes only as necessary.

11.

QUESTIONING

Questioning is the most important aspect of the hearing process. In-depth questioning helps the SCB to ascertain the facts of the case and clarify vague issues.

Open-Ended Questions

Open-ended questions are questions that do not require a specific right or wrong answer. They encourage narrative responses. Open-ended questions are effective tools in the hearing process, as they serve to both give an accused student an opportunity to fully explain his or her position and they give board members an opportunity to illicit the factual background necessary to render a decision.

For example:

Close-ended

Question: "Were you angry when you broke the window?"

Response: "No."

Open-ended

Question: "What were your feelings when you broke the window?"

Response: "I guess I was pretty angry..."

Multiple Choice

Another pitfall board members run into is offering multiple choice questions for the respondent to answer. The board member offers the respondent all of the choices she or he deems appropriate. Often this type of question also provides the respondent with the answer the board members wishes to hear.

For example:

Question: "What were your feelings when you broke the window; were you angry, elated, frustrated, or just letting off steam? This was right around mid-term exam time."

Response: "Oh, I was just letting off steam; exams weren't going well..."

The respondent will choose the one that she or he thinks is least incriminating! Ask the question and stop.

Silence is Golden

Do not be alarmed when a question is asked and the person does not respond immediately. It is natural to think about a response before responding. Allow the person ample time to think without undue pressure to respond quickly. If the person needs clarification, let him or her ask for it; don't assume that she or he does not understand the question.

Asking for Clarification

At any time during the questioning period of a hearing, SCB members can ask the accused student for clarification. This includes asking to have a statement repeated in a different way in order to establish a level of consistency.

Non-Judgmental v. Judgmental

SCB members must avoid placing judgment on a student during a hearing. SCB members should refrain from asking "why" questions during a hearing. These questions can be perceived as judgmental and are arguably inappropriate. Rather, SCB members should focus on more objective questions of "Who? What? When? Where? How?" Asking "Why?" not only changes the tenor of the hearing, but the student may not be able to answer them.

Reflection

Once the questioning period has ended, the chair should summarize the accused's statement. This allows the accused a final chance to restate anything he or she feels the SCB misunderstood. Additionally, it allows SCB to clarify any ambiguities and it confirms for the accused he or she has had a right to be fully heard.

Questioning Tips

- Before meeting with the student (but after you have reviewed the IR) write down some questions you would like to ask.
- Make an easy, casual and smooth transition from greetings to the first serious topic of the hearing.

- Do more listening than talking. Encourage the accused to open up. Listen carefully, including between the lines.
- Work as a team during questioning. Without being too mechanical about it, try to cover topics in a systematic order. Each question should have a purpose; do not ask question for the sake of questioning.
- Give adequate time to appropriately ask and hear the answer to each question
- If a student is non-responsive or difficult, ask “yes” or “no” questions to try and ascertain the facts.
- Ask follow-up questions.

Sample Questions

Besides the fact related questions, here are some sample questions to consider during the proceeding:

1. What effect did your actions (or behavior) have on others? On the community? On yourself?
2. Explain what you hoped to accomplish through your actions.
3. Who is responsible for your behavior?
4. What other options were there for you in this situation?
5. What was the purpose of your behavior?
6. How would you feel if others were engaged in comparable behavior?
7. What would be the consequences to the community if everyone engaged in comparable behavior?
8. How is your relationship with your roommate? With other students on the floor? With staff members?
9. How does your responsibility for living with community standards apply to your actions in this situation?
10. How might you react if such a situation were to come up again?

12.

MAKING FAIR AND CONSISTENT DECISIONS

As a member of SCB you will be asked to make two separate decisions.

- Is the student responsible for violating policy?
- If the student is responsible for a policy violation, what is your recommended sanction for the student?

Is the student responsible for violating a University policy?

- Does the information in the IR represent the **factual basis** for the referral?

- Is the information relevant to the incident?
- **Is there a preponderance of evidence/more likely than not** that the student is responsible for a policy violation?

After the SCB meets with the student and understands his or her account of the situation, a decision is made regarding the student's level of responsibility for violating Residence Life policy. If the SCB determines that the student is responsible for violating policy, a sanction may be implemented.

DECISION-MAKING PROCESS

The decision-making process can go smoothly if board members follow these suggestions.

Testimony

Throughout the proceeding, listen carefully to all of the evidence presented. Ask thoughtful questions which will help determine how much credence should be given to each individual's testimony. Here is a list of suggested questions to consider while preparing to make a decision:

- How relevant is the testimony of this witness to the central issue(s) of the case?
- How much does this person know about the action or incident in question?
- How did this person come to know this information?
- Which of the witnesses had the best opportunity to observe the action or incident in question?
- In how much detail can the witness recall the action or incident? Is this witness' recollection of details consistent with the recollections of other witnesses?
- Are there circumstances which might call the reliability of the witness into question?
- Is there any reason why a witness may not be providing complete and accurate testimony?

It is a prerogative of board members to (courteously) question all witnesses, complainants, and respondents with respect to these and other similar issues. The task is to find the facts.

Fact Finding

Clearly the most difficult task, especially in contested cases, fact finding is the task of determining what evidence presented is clear and convincing. Specifically, what can the board determine to be fact in the case?

1. Examine each piece of evidence in the context of the standard of proof: clear and convincing proof. Witnesses must be credible and convincing; they must be able to provide reasonably detailed accounts of the events in question.
2. The facts of the case are those events, circumstances, incidents, or actions which a board member firmly believes to be true in light of the evidence and testimony which you have heard.
3. Facts are not those incidents or circumstances which might or might not have occurred. Conjecture has no place in a finding of fact.

4. The principal question should not be "is this individual responsible for the alleged violations?" The principal question should be "what happened?"
5. The findings of fact should provide an account of the incident in question. Members of the Board must have a clear command of the facts in order to make a decision.

Determination

Once the Board has determined the facts of the case, one can determine whether or not the respondent violated the ORL Policies and/or Standards of Nonacademic Conduct. This leads directly to a decision as to whether the respondent is "responsible" or "not responsible." This decision should be relatively easy if the board has approached the fact finding systematically.

1. Restate the findings of fact.
2. From the findings, render a decision regarding responsibility for the violations.
3. Determine appropriate sanctions according to the violations and demeanor of the student.

A word of caution - be careful not to presume a sanction outcome before determining the facts. Keep an open mind with regards to the evidence. If the facts are clear that a student struck another student, do not dismiss evidence merely because an expulsion or suspension may be possible. Do not consider possible sanctions until a decision has been reached regarding the facts. Appropriate sanctions will be tailored to the individual student, but only after responsibility has been determined.

The sanction is the least severe action to facilitate the desired positive behavioral change and is chosen with two other purposes in mind:

1. to help the student gain awareness of his or her behavior and its impact on others and
2. to address the cause of his or her behavior.

From your discussion with the student, you may be able to gather some important information that may help you in determining the most meaningful sanction.

- Information to gather may include: use/abuse of alcohol and drugs, level of understanding responsibility and autonomy, prior offenses for same violation. premeditation and/or conspiracy, gravity of the offense, providing false information in disciplinary process, conscious disregard for the rights and welfare of other, act motivated by hatred or bias, etc.

Once you have gathered the information above, you will decide upon the appropriate sanction(s) for the student.

13.

CONSENSUS

Consensus can be difficult to reach, but reaching consensus is an important part of the decision making process. In order for the entire SCB to feel invested in the outcome, it is important to come to a position with which all group members can at least partially agree. Here are some guidelines for reaching consensus:

- Avoid arguing for your own individual judgments. What is “right” is the best *collective judgment* of the group. Approach the task on the basis of logic.
- Avoid changing your mind solely to reach agreement and avoid conflict. Support solutions with which you are able to agree somewhat, at least.
- Conflict on ideas, solutions, predictions, etc. should be viewed as helping rather than hindering the process of coming up with the best solution. Healthy discussion is good.
- Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading. While those techniques can be useful, they only help as long as meaningful conflict is not smothered over prematurely.
- Problems are solved best when individual group members accept responsibility for both hearing and being heard. *Everyone’s* opinion and reason should be taken into account.
- Each group member has the responsibility to monitor and suggest processes for reaching a consensual decision.

14.

SANCTIONING

Our sanctioning philosophy is to facilitate a positive change in behavior using the least severe sanction possible. The most effective sanctions will be those that address the cause of the behavior, are directly related to the incident and to the developmental level of the student, and are mutually agreed upon by staff, SCB and the student. A list of possible sanctions follows:

Providing False Information or Failing to Show ID

- Conduct research on the legal ramifications of using an altered drivers license
- Conduct an interview with Public Safety on the importance of producing correct information, consequences of falsifying records and provide a written summary.
- Work a shift with a desk worker

Quiet Hours/Noise

- Go on rounds with an RA

- Write a research paper on one of the following topics
 1. Noise and stress-related behavior
 2. Noise pollution
 3. Noise and behavioral changes
 4. Group vs. individual rights
- Write an article for the hall newsletter about proper study habits (research required)

Smoking

- Write a research paper on how second hand smoke effects others
- Do community service hours for American Heart or American Lung Associations
- Work with someone from the Health Promotion and Services to educate your hall/floor about a health tip

Vandalism

- Make a bulletin board addressing vandalism
- Have the student write a letter to the school newspaper on community living in the halls

Alcohol

- Alcohol Edu for sanctions
- Fines
- Write a research paper about the impact of underage drinking, college student alcohol related deaths, etc.

15.

WRITING CONDUCT LETTERS

Once a decision is made by SCB, the outcome is documented in a letter to the student. The letter must be completed within 5 business days of the hearing. The SCB cannot make decisions regarding student referrals until you have talked with them individually. The only exception is if the student chooses not to meet with you.

The primary purposes of the conduct letter are:

- To document that the meeting took place.
- To document, in summary form, the significant things that were said during the meeting by both the student and the SCB members. This documentation helps remind the student of the important issues discussed in the meeting. It also helps to ensure that the SCB understood the student's account of what happened in the incident. Moreover, it provides important information about what has been discussed with the student so that if the student is involved in future policy violations, the student cannot say that he or she did not know or did not understand housing policies.
- To reinforce the rationale behind housing and university policies.

- To inform and remind the student of the decision of the SCB.
- To remind the student of the potential consequences for any further violations of Residence Life and/or University policy.

WHAT TO INCLUDE

Given these considerations, the portion of each letter that is written by SCB should contain the following items:

1. The letter should explain the important things that were said during the meeting by the student, including accounts of the event the board and the student could agree on and discrepancies between the student’s account and the information provided in the IR:

“During our meeting with you, you explained that you had not been drinking and that the alcohol in the room did not belong to you. You said that the alcohol belonged to one of your roommate’s guests.”

“During our meeting, you explained that you had been yelling loudly because you were excited about the University of Arizona winning the national basketball championship.”

2. The letter should explain what the SCB members discussed with the student:

“We explained that you are responsible for the behavior of your guests and for what happens in the living space for which you are responsible.”

“We informed you of the noise policy and discussed the way in which the noise that you make affects those living around you.”

“We discussed what you might have done differently in this situation. Some of the things we talked about included...”

3. The letter should describe whether or not the student accepted responsibility for a policy violation:

“You said that you did not know the alcohol was in the room and that you do not think you were responsible for a policy violation.”

“You agreed that the noise that you made was excessive and disruptive.”

4. The letter should describe the student’s level of understanding of the policy, its rationale, and any comments the student made about changing her/his own behavior:

“You indicated that you understand the guest policy and your responsibility for the behavior of people who visit your room.”

“You said that the quiet hour policy is ridiculous, and that you have the right to make noise to celebrate your favorite team’s victory if you want to.”

5. The letter should briefly describe your explanation of the policy and the rationale behind it:

“We informed you of the rationale behind the noise policy, specifically the right of other residents to sleep and study free from disruptive noise.”

6. The letter should indicate your decision about the student’s level of responsibility:

“We agreed that there was no way you could have known about the alcohol in the suite, and therefore you are not responsible for a policy violation in this case.”

“Your noise was clearly excessive and disruptive, so we have decided that you are responsible for violating the noise policy.”

7. The letter should indicate that you explained some of the possible consequences for any further policy violations:

“We explained some of the possible consequences for any further violations of your housing contract or university policy.”

“Given that this is your second formal warning, we explained very clearly that your housing contract may be terminated if there are any further violations of housing policy.”

8. The letter should provide any other important information, such as the person’s attitude, the person’s behavior, the person’s willingness to cooperate:

“The board did not appreciate that you called us names and left during the middle of the meeting, slamming the door on your way out.”

“We appreciated your willingness to cooperate and engage in a good discussion about this incident and housing policies.”

The letter should provide a description, not an interpretation, of what occurred in the meeting. It is important to note that the portion of the letter written by SCB should reflect what the student communicated rather than reflecting your interpretation of what the student said. To accomplish this, put things in terms of what the student said rather than what you think the student meant.

For example, if you say in the letter “*you understood the alcohol policy*,” then you are giving your interpretation of the student’s level of understanding of the policy. It would be better to say “*you described the alcohol policy to us and you stated that you understand the policy*.” Putting it in these terms helps you to avoid the problem of making assumptions about what the student said and helps your letter to be descriptive rather than interpretive.

Of course, you have to interpret and make judgments about what the student said in order to make a decision about the case, but you communicate your interpretation when you state whether

or not you are holding the student accountable for a policy violation and when you explain what sanctions you are imposing.

Here are some phrases that you can use to help ensure that you are describing what the student communicated, rather than interpreting what they said:

You explained . . .

You said . . .

You stated . . .

You indicated . . .

You described . . .

You argued that . . .

You agreed/disagreed . . .

You said that you understood . . .

Secretary's Checklist

Make sure your letter describes, explains, or includes the following information:

- What the student said (including what happened, and discrepancies in the student's account and the IR).
- What SCB members said.
- If the student accepted responsibility, and whether the student will change their behavior in the future.
- If the student understood the policies and the rationale behind them.
- Your explanation of the policies and their rationale.
- Your decision about the student's level of responsibility.
- Your explanation of the consequences for future policy violations.
- Any other information about the meeting, student's attitude and behavior.

16.

CONFIDENTIALITY

Definition: Communicated in confidence with an expectation to be secret.

Things to Remember

- Implied in this definition is a state of trust, reliance, faith, and assurance.
- Confidentiality is to be stated and defined each and every time
- Confidentiality is to be "granted", not assumed. We have the right to refuse confidentiality.
- Confidentiality has limits:

- MUST disclose information to protect individual or other against serious injury or serious risk
- Professional peer consultation
- Best interest of student
- Question the “need to know.”
- Keep records in a confidential manner. NOT on top of a desk.
- Always note on the bottom of a letter, who else will receive the document.
- Breaking confidentiality is grounds for dismissal.

Overall, maintain a high level of professional confidentiality by discussing any and all information pertaining to a case *only* with those residence hall staff and SCB members who have a demonstrated need to know.

CONFIDENTIALITY = TRUST = CREDIBILITY

RESOURCES

American College Personnel Association (Commission XV). *Model Judicial Board Selection and Training Manual*

American College Personnel Association (Commission XV). *Welcome to the World Of Creative Sanctions*

Millikin Univeristy, Office of Residence Life (2002-2003). *Hall Director Manual*

University of California, Davis Student Housing Residential Education Office (2003-2004). *Student Review Board Manual*

University of San Francisco (2002-2003) *Student Judicial Board Manual*.

STUDENT CONDUCT BOARD – CHAIR HEARING SCRIPT

(Invite student to take a seat and welcome them by saying) **“Good evening (afternoon), thank you for attending and participating in the Conduct Board process.**

This meeting of the Student Conduct Board is being held on *(date)*.

My name is _____ and I will chair today's hearing. Before we begin, I would like everyone to introduce themselves and their role in this process.

Today's conduct board hearing has been convened to consider the case of _____. This is a disciplinary proceeding to determine if there has been a violation of the Office of Residence Life's Policies and/or the University's Nonacademic Student Conduct Code, specifically – *(state code or policy allegedly violated)*.

The board's objective is to determine the facts of this case, to make a determination regarding responsibility for violating policies, and to recommend appropriate sanctions, if necessary. All participants are encouraged to treat each other with respect and courtesy.

I would like to summarize the goals and process of the student conduct board and remind you of your rights in this process.

- 1. First, the Board's goals are to be educational and not punitive; to educate residential students about behavioral expectations and to help students redirect their inappropriate behavior**
- 2. As for the process of the hearing, I will read the Incident Report filed and will give you the opportunity to accept or deny the allegations. If you deny, you will be asked to provide your account of the situation and will be questioned by the Board. If you are found responsible the Board will decide on appropriate sanctions to hold you accountable for your behavior. Do you have any questions about the process?**
- 3. Finally, the following are your rights as a student in the judicial process:**
 - a. You have a right to a closed hearing (which this is)
 - b. You have the right to object to a board member present
 - c. You have the right to not answer a question. If you choose not to answer a question, we will not take this as an admission of your responsibility
 - d. You have the right to hear all testimony presented against you
 - e. **Do you understand these rights? Do you object to any board member?**
- 4. Finally, I must advise you that the university expects that all information presented will be true and correct. Be advised that if one willfully provides false information one will be in violation of Section D12 Forgery or Misuse of Documents of the Standards of Nonacademic Conduct Code and may be subject to disciplinary action.**
- 5. At this time, I am going to share with you the Incident Report filed by the Office of Residence Life...(read the report for all to hear)**
- 6. This is the information that we have; at this time I ask if you accept responsibility for the violating the policy (or policies) or deny responsibility.**

- **IF DENY - You have denied responsibility, therefore, we would like for you to give us your account of the incident. Once you have given us your account, we will ask you questions about your testimony.**
- **IF ACCEPT – You have accepted responsibility, therefore we will not have the need for questioning. At this time, we will ask you to step outside while we deliberate on the sanction(s).**

7. We will now begin our questioning...

8. As questioning winds down, are there any other questions from the Board?

- **If there is a witness proceed to #9**
- **If no witness, proceed to #10**

9. At this time we will hear the information of the witnesses to this event. You will not be able to question the witness that is the Board's responsibility. If you have a question or remark for the witness, you must pose it to the Chair. (accused student to remain). **As a witness to this incident we have some questions for you.**

10. **As there are no other questions, we are about to begin our deliberations. At this time, we are going to ask you to step outside and we will call you back in once we have reached our decision.**

11. **If student is found responsible – proceed to #12**

If student is found NOT responsible – proceed to #13

12. For the charge of (state code or policy), the Board has found you responsible. Since you were found responsible, the board is required to issue a sanction. This sanction is a means to hold you accountable for your actions and as an opportunity to learn from this experience. This sanction (or sanctions) will be explained in your outcome letter.

13. For the charge of (state code or policy), the Board has found you **not responsible**. Since you were found not responsible, this case is closed. We thank you for your participation in this process.

In approximately five business days, you will receive an Outcome Letter that will outline what occurred at this Judicial Hearing and the summary of the outcome. If you have any questions you can contact the Student Conduct Board Advisor, Ryan Garcia.

Unless you have any other questions, we thank you for your participation in the Student Conduct Board process.

2007 – 2008 Conduct Board Training Outline

THURSDAY, AUGUST 16, 2007 (NEW MEMBERS ONLY)

<u>Time</u>	<u>Topic</u>	<u>Presenter</u>
1:00 – 1:30	Welcome Introductions Training Overview	RG
1:30 – 3:00	What is the Conduct Board (& why the name change?) Expectations/Goals Roles and Responsibilities Policy (Fogcutter) Review	RG
3:00 – 4:00	Break	
4:00 – 5:00	Judicial Process Overview of Conduct Board Hearings Basic Principles for Conduct Board Hearings Due Process	RG

FRIDAY, AUGUST 17, 2007 (NEW MEMBERS ONLY)

<u>Time</u>	<u>Topic</u>	<u>Presenter</u>
1:00 – 1:30	Confidentiality Questioning and Listening	RG
1:30 – 2:00	Making Fair and Consistent Decisions Consensus	RG
2:00 – 2:15	Break	
2:15 – 2:45	Sanctioning	RG
2:45 – 3:30	Hearing Script	RG

JUDICIAL AFFAIRS

2007 – 2008 Conduct Board Training Outline

MONDAY, AUGUST 20, 2007 (ALL MEMBERS)

<u>Time</u>	<u>Topic</u>	<u>Presenter</u>
1:00 – 1:45	Welcome and Introductions USF/ORL Vision and Mission Ethic of Care USF Community and Educational Philosophy Expectations/Goals Roles and Responsibilities	RG/JO/SN
1:45 – 2:30	Teambuilders	RG
2:30 – 4:00	Mock Hearings	RG and Returners

TUESDAY, AUGUST 21, 2007 (ALL MEMBERS)

<u>Time</u>	<u>Topic</u>	<u>Presenter</u>
2:00 – 3:00	Recognizing Bias	RG
3:00 – 4:00	Ethics – Understanding your Ethical Development	Brianna Nunn
4:00 – 5:00	Uncovering Untruths – Ways to determine if someone is not telling the truth	Dr. Kim Caluza

DRUG POLICY VIOLATION SANCTIONING COMPARISON

Institution	First Offense	Second Offense
Gonzaga University	<ol style="list-style-type: none"> 1. Notification of parents, academic advisor, coach(es) 2. First offense fine of \$200 payable in three weeks 3. Residence Hall probation 4. Behavioral Agreement 5. Mandated service hours to the GU community at the discretion of the hearing officer 6. Ethics workshop and associated \$25 fee 7. Referral for Substance Use Assessment with GU Substance Abuse Counselor 	<p><i>The following sanctions will be a template from which the hearing officer will take direction depending on the severity of the incident and culpability. This does not limit the hearing officer in any way from choosing other published University sanctions.</i></p> <ol style="list-style-type: none"> 1. Notification of parents, academic advisor, coach(es) 2. Eviction from residence hall facilities <ol style="list-style-type: none"> a. Ban from visiting b. Substantial Rental Agreement penalties 3. Second offense fine of \$400 payable in three weeks 4. Substantial Community Service hours to be given to the Campus community 5. Referral to the Dean of Student Services for possible senior level sanction which could include suspension
Loyola Marymount University	<ol style="list-style-type: none"> 1. University official warning or University Probation 2. Mandatory random drug testing (at student's expense) 3. Educational research project 4. Enrollment in Drugs & Alcohol educational seminar group (group met every week, student would be assigned a set # of meetings to attend) 5. Relocation, eviction and ban from Housing (if severe) 6. \$50 fine 7. Parental notification (student was required to write a letter to parent(s) and have Judicial Affairs mail it for them) 	<ol style="list-style-type: none"> 1. University probation, suspension or expulsion 2. Mandatory random drug testing (at student's expense) 3. Educational research project 4. Enrollment in Drugs & Alcohol educational seminar group (group met every week, student would be assigned a set # of meetings to attend) 5. Eviction and ban from Housing (if severe) 6. \$100 fine 7. Parental notification (student was required to write a letter to parent(s) and have Judicial Affairs mail it for them)
Santa Clara University	<ol style="list-style-type: none"> 1. Educational sanction: options include but are not limited to a paper, community program, community service, alcohol education class or program 2. \$50 University fine 3. Housing Contract Probation (on-campus student) or Deferred Disciplinary Probation (off-campus student) 4. Parental notification 	<ol style="list-style-type: none"> 1. Educational sanction (same as first offense) 2. \$100 University fine 3. Housing Contract Cancellation (on-campus student) and/or Disciplinary Probation (off-campus student) 4. Parental notification <p>Any additional subsequent violation will result in:</p> <ol style="list-style-type: none"> a. Extension of Disciplinary Probation (if applicable) b. Deferred suspension, suspension, expulsion (depending upon the nature of the incident and the student's overall judicial record) <p>** If a student is held accountable for distributing a regulated or illegal drug, then the student will be placed on Disciplinary Probation at a minimum and the student's housing contract will be cancelled</p>
Boston College	<ol style="list-style-type: none"> 1. Class D (e.g. marijuana) or E (e.g. unprescribed use of prescription drugs) – Deferred Housing Suspension 2. TRAC III (Alcohol & Drug Education program) 	<ol style="list-style-type: none"> 1. Deferred Housing suspension 2. TRAC III 3. Administrative Housing placement

DRUG POLICY VIOLATION SANCTIONING COMPARISON

	<ol style="list-style-type: none"> 3. Class A (e.g. heroin), B (e.g. LSD, cocaine) or C (e.g. mushrooms) – small quantities – One year Housing suspension, Substance abuse education program 4. Class A, B, or C – large quantities or serious violation – University Suspension (minimum one year), Housing dismissal 	<ol style="list-style-type: none"> 4. One year Housing suspension (large quantities or serious violations) 5. Substance abuse education program
Seattle University	<ol style="list-style-type: none"> 1. Automatic Residence Hall Probation 2. Drug Abuse Assessment program (paid for by student) 3. Reflection paper 	<ol style="list-style-type: none"> 1. Removal from Residence Halls 2. Possible student probation from University 3. University suspension (if serious)
Georgetown University	<ol style="list-style-type: none"> 1. Fines 2. Recommendation for counseling and rehabilitation 3. Suspension <p><i>*All Drug policy violation sanctions will depend on severity of charges</i></p>	<ol style="list-style-type: none"> 1. Fines 2. Recommendation for counseling and rehabilitation 3. Suspension <p><i>*All Drug policy violation sanctions will depend on severity of charges</i></p>
Loyola University of Chicago	<p>Category “A” Violations:</p> <ol style="list-style-type: none"> a. In the presence of a controlled substance b. Possession of drug paraphernalia <p>Category “B” Violations:</p> <ol style="list-style-type: none"> a. Possession or use of a controlled substance b. Use of drug paraphernalia <p>Category “C” Violations:</p> <ol style="list-style-type: none"> a. Manufacture or production of a counterfeit or controlled substance b. Manufacture, production, or possession of a counterfeit or controlled substance with the intent to distribute c. Transfer, distribution, and/or sale of a counterfeit or controlled substance <p>Category A</p> <ol style="list-style-type: none"> 1. \$50 fine 2. 20 Disciplinary service hours 3. Educational sanction 4. Residence Hall probation <p>Category B</p> <ol style="list-style-type: none"> 1. \$100 fine 2. 40 Disciplinary service hours 3. Residence Hall suspension 4. University probation <p>Category C</p> <ol style="list-style-type: none"> 1. Suspension or Expulsion from the University 	<p>Category A</p> <ol style="list-style-type: none"> 1. \$100 fine 2. 40 Disciplinary service hours 3. Residence Hall suspension 4. University probation <p>Category B</p> <ol style="list-style-type: none"> 1. Suspension from the University <p>Category C</p> <ol style="list-style-type: none"> 1. Expulsion from the University



J-Board Cultural Competency Survey



1. What is your understanding of multiculturalism? What does cultural competency mean to you?
2. How would you describe your level of understanding of multiculturalism/cultural competency? ****For Spring evaluation**** How would you describe your current level of understanding in comparison to the beginning of the year?
3. How do you believe multiculturalism/cultural competency present itself in the Student Judicial Board process? ****For Spring evaluation**** After your experience as a Board member this past year, how do you see multiculturalism/cultural competency play out in the judicial process?
4. How do you expect (if at all) being a member of the Judicial Board to impact your understanding of multiculturalism/cultural competency? ****For Spring evaluation**** Has being a member of the Judicial Board had an impact on your understanding/level of multiculturalism/cultural competency?

Conduct Board Training Packet

CONDUCT BOARD MEMBER PREFERRED QUALITIES

Communication Skills	shows an awareness of verbal and non-verbal skills, can express self clearly and defend expressed thoughts
Assertiveness	expresses self honestly without infringing on the rights of others
Listening Skills	hears ideas and opinions of others, attentive, does not interrupt, does not repeat ideas already expressed
Leadership	can direct others without being over bearing, encourages participation, earns respect
Sensitivity	understands feelings, shows concern for others, tolerant of others, open to other's ideas, concern for personal rights
Decision-making	makes decisions objectively after thinking through most aspects of the issue
Problem-solving	able to analyze and evaluate all aspects of a conflict situation and determine possible alternative solutions
Flexibility	willing to reconsider viewpoints given new and significant information, willing to make compromises, willing to work as a group member
Maturity	exhibits sound judgment, can set goals and evaluate progress, purposeful, reliable, and responsible; ability to be fair and honest
Motivation/enthusiasm	express sincere interest and enthusiasm for working with other students, general understanding of the position, desire to learn more
Personality	friendly, outgoing, honest, patient; ability to relate with a variety of individuals
Confidence	composed, willing to take an unpopular stand; able to support own ideas; strong self concept

CHAIR RESPONSIBILITIES

The board chair is responsible for the overall implementation of procedures and, along with the conduct staff, insures that participants receive a fair hearing with the due process rights granted them.

Specific duties of the board chair include the following:

1. Working with the board before a hearing to develop areas of questioning and assisting in the understanding of the disciplinary packet prepared by the conduct staff.
2. Ensuring that guidelines for operational procedures are followed (initiating introductions, explaining Board philosophy, etc.).
3. Initiating each aspect of the hearing operational procedures by providing necessary leadership and direction.
4. Monitoring appropriateness and relevance of questions asked by the board and all participants while allowing board members to do most of the questioning. Also, acting as intermediary during questioning of witnesses by the accused.
5. Leading a closed discussion with board members to determine the facts of the case after having allowed ample time for individual deliberation and input; discussion will include findings, possible actions, and appropriate disciplinary sanctions.
6. Delivering board decisions to students, including:
 - a. explanation of decision reached and what the decision means to the student
 - b. explanation of appeal procedures.

RESPONSIBILITIES OF RECORDER

The function of the board recorder is to work closely with the chairperson and the conduct staff to keep accurate records of each hearing. The records compiled by the recorder will be used by appellate boards in the event of an appeal. The notes may also be used by the chairperson while announcing the decision of the board and the findings of fact.

RESPONSIBILITIES OF BOARD MEMBERS

Board members are responsible for assisting in the overall implementation of procedures to ensure all participants receive a fair hearing with the due process rights granted them.

1. Arrive on time and be properly dressed to convey an atmosphere of formality.
2. Review all written materials thoroughly and return materials to Conduct Staff after hearing.
3. Prepare open-ended questions.
4. Approach each case with an open and fair perspective.
5. Listen carefully to each person, withholding any judgment until all available information has been presented and considered.
6. Allow those responding to questions to develop a thorough discussion before moving on to the next area of questions.
7. Engage in a meaningful discussion regarding the facts of the case when the hearing has concluded.
8. To vote and abstain only in a situation where it is appropriate.
9. Be creative and thorough in your discussion related to sanctioning.
10. Assist in the development of the written opinion.

QUESTIONING

Questioning is the most important aspect of the hearing process. As board members become more skillful at phrasing their questions, more useful information will be obtained from all participants. In depth questioning helps the board to ascertain the facts of the case and clarify vague issues.

Here are some areas to remember while preparing to ask questions.

Open-ended Questions

Carefully phrase questions as open-ended (who, what, how) rather than close-ended (did you, were you).

Closed-ended questions often result in a yes/no response which do not offer much additional information.

Open-ended questions will allow the respondent to answer as long as she or he desires, possibly yielding more information than requested. In depth questioning helps the board to ascertain the true facts of the case and clarifies vague issues.

For example:

Close-ended

Question: "Were you angry when you broke the window?"

Response: "No."

Open-ended

Question: "What were your feelings when you broke the window?"

Response: "I guess I was pretty angry..."

Multiple Choice

Another pitfall board members run into is offering multiple choice questions for the respondent to answer. The board member offers the respondent all of the choices she or he deems appropriate. Often this type of question also provides the respondent with the answer the board members wishes to hear.

For example:

Question: "What were your feelings when you broke the window; were you angry, elated, frustrated, or just letting off steam? This was right around mid-term exam time."

Response: "Oh, I was just letting off steam; exams weren't going well..."

The respondent will choose the one that she or he thinks is least incriminating! Ask the question and stop.

Silence is Golden

Do not be alarmed when a question is asked and the person does not respond immediately. It is natural to think about a response before responding. Allow the person ample time to think without undue pressure to respond quickly. If the person needs clarification, let him or her ask for it; don't assume that she or he does not understand the question.

SAMPLE QUESTIONS

Besides the fact related questions, here are some sample questions to consider during the proceeding.

1. What effect did your actions (or behavior) have on others? On the community? On yourself?
2. Explain what you hoped to accomplish through your actions.
3. Who is responsible for your behavior?
4. What other options were there for you in this situation?
5. What was the purpose of your behavior?
6. How would you feel if others were engaged in comparable behavior?
7. What would be the consequences to the community if everyone engaged in comparable behavior?
8. How is your relationship with your roommate? With other students on the floor? With staff members?
9. How does your responsibility for living with community standards apply to your actions in this situation?
10. How might you react if such a situation were to come up again?

REMINDERS

During every hearing remember these tips for being an effective board member:

1. Carefully listen to everything that is said.
2. Watch for non-verbal behaviors which may indicate attitudes, true feelings, or emotions.
3. Be sure to clarify any conflicting information before you enter into deliberation.
4. Continue to ask questions until you have all of the necessary facts regarding the incident. Do not wait until you are in deliberation and then start guessing at reasons why the information presented was conflicting.
5. Carefully examine the time/date sequence of the incident. Follow-up on contradictions when questioning.
6. Avoid jumping from one line of questioning to another; attempt to examine one area completely before moving on. Board members should learn to look to the other board members before changing lines of questioning.
7. Avoid unnecessary writing during the hearing. One should be concentrating on the content while developing lines of questioning. The Recorder will be taking notes and the tape recorder will provide a complete record of the hearing.
8. Note passing or whispering should not occur in the hearing unless absolutely necessary. It would not be showing the respect to the speaker that is deserved.
9. Maintain concentration throughout the hearing and remain attentive. Good posture and eye contact should be demonstrated anytime the hearing is in session.
10. Never accuse a student or participate in heated arguments. Maintain composure even if others do not.

DECISION PROCESS

The process of rendering decisions in discipline cases is a difficult one, especially when suspension or expulsion are possible outcomes. The decision-making process can go smoothly if board members follow these suggestions.

Testimony

Throughout the proceeding, listen carefully to all of the evidence presented. Ask thoughtful questions which will help determine how much credence should be given to each individual's testimony. Here is a list of suggested questions to consider while preparing to make a decision:

1. How relevant is the testimony of this witness to the central issue(s) of the case?
2. How much does this person know about the action or incident in question?
3. How did this person come to know this information?
4. Which of the witnesses had the best opportunity to observe the action or incident in question?
5. In how much detail can the witness recall the action or incident? Is this witness' recollection of details consistent with the recollections of other witnesses?
6. Are there circumstances which might call the reliability of the witness into question?
7. Is there any reason why a witness may not be providing complete and accurate testimony?
8. It is a prerogative of board members to (courteously) question all witnesses, complainants, and respondents with respect to these and other similar issues. The task is to find the facts.

Fact Finding

Clearly the most difficult task, especially in contested cases, fact finding is the task of determining what evidence presented is clear and convincing. Specifically, what can the board determine to be fact in the case?

1. Examine each piece of evidence in the context of the standard of proof: clear and convincing proof. Witnesses must be credible and convincing; they must be able to provide reasonably detailed accounts of the events in question.
2. The facts of the case are those events, circumstances, incidents, or actions which a board member firmly believes to be true in light of the evidence and testimony which you have heard.
3. Facts are not those incidents or circumstances which might or might not have occurred.
4. Conjecture has no place in a finding of fact.
5. The principal question should not be "is this individual responsible for the alleged violations?" The principal question should be "what happened?"
6. The findings of fact should provide an account of the incident in question. Members of the Board must have a clear command of the facts in order to make a decision.

TRAINING A BOARD

The following sections provide sample training outlines and then, in more detail, exercises and handouts for each of the general sections. The exercises are:

- The Cash Register Exercise:** Good for helping members understand the difference between a fact and an inference. Only two answers can be determined from the information given, #6 (True) and #8 (False). The rest are inferences that cannot be determined from the information given. This exercise ought to spark a useful discussion of the difference, and the appropriate weight to be given to inferences in your process.
- Are you a good witness:** Helpful in fostering an appreciation for detail and for the difficulty of providing accurate recall. Members can discuss to what extent a witness' memory for detail is important in establishing credibility in a hearing.
- Alcohol Values Clarification:** A useful way of discussing specific information about alcohol related behavior, as well as introduce board members to each other's values and ways of reasoning. The exercise provides an opportunity for members to defend a position, hear conflicting arguments, and practice coming to a consensus.
- Gender related violence:** Another useful education exercise to introduce a specific type of behavioral and attitudinal problem. This exercise can be a useful introduction to a discussion of attitudes about sex roles, violence in relationships and strategies for working with an allegation of sexual assault.
- A Short Cut or Cheating?** Similar to the alcohol values clarification exercise, this exercise fosters discussion of cheating and other academically dishonest behavior, and the circumstances under which "okay" behavior becomes dishonest.

STUDENT CONDUCT DILEMMAS

Please rank the following violations according to the importance or seriousness you attach each. Place a 1 in front of the most important, a 2 before the second most important, and so on. You have 5 minutes to complete this task. After the members of your group have finished individually, discuss your rank ordering and decide upon a group rank order of the violations. The group rank order must be acceptable to the entire group.

Ind Grp

- ___ ___ A. Smoking in a classroom which is posted with a "no Smoking sign.
- ___ ___ B. Defacing or damaging university property.
- ___ ___ C. Cheating on an examination.
- ___ ___ D. Forging or altering an ID card and selling it to another student.
- ___ ___ E. Distributing or selling illegal drugs.
- ___ ___ F. Plagiarizing on an English paper.
- ___ ___ G. Punching a roommate in the face causing injury during an argument.
- ___ ___ H. Pulling a fire alarm as a prank.
- ___ ___ I. Sexual assault by a dating partner.
- ___ ___ J. Making a false entry on an application for financial aid.
- ___ ___ K. Possessing and using marijuana.
- ___ ___ L. Stealing a bicycle valued at \$250.00.
- ___ ___ M. Consuming alcohol as a minor.

(Adapted from Smith, 1974; printed in Cordner & Brooks, 1987)

THE CASH REGISTER EXERCISE

The Story:

A cashier had just turned off the lights in the store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

Statements about the Story:

- | | | |
|---|-------------|--------------|
| 1. A man appeared after the owner had turned off his store lights. | True | False |
| 2. The robber was a man. | True | False |
| 3. The man did not demand money. | True | False |
| 4. The man who opened the cash register was the owner. | True | False |
| 5. The store owner scooped up the contents of the cash register and ran away. | True | False |
| 6. Someone opened the cash register. | True | False |
| 7. After the man who demanded money scooped up the contents of the cash register, he ran away. | True | False |
| 8. While the cash register contained money, the story does not state how much. | True | False |
| 9. The robber demanded money of the owner. | True | False |
| 10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force | True | False |
| 11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. | True | False |

ARE YOU A GOOD WITNESS?

Do you observe or do you merely look? When your eye takes in a scene, does it register detail or does it just gather a vague, fleeting impression?

The following test is designed to see how well you can report the facts. Examine the picture for two minutes. Try to remember as much as you can. Then, turn the picture over and answer the following questions. Be careful to observe the time limit. You have two minutes to examine the picture and four minutes to answer the questions.

1. On what floor was someone looking out the window? _____
2. On what street was the bakery shop? _____
3. What time of day did the accident take place? _____
4. Was the person who was hit a male? _____
5. Was there a traffic light on the corner? _____
6. What was the license number of the parked car? _____
7. Was the driver a female? _____
8. How many police officers were at the scene? _____
9. Which storekeeper was standing on the street? _____
10. Were there more than 10 people in the crowd? _____
11. Was the butcher's first name Max? _____
12. Were there any children in the crowd? _____
13. From what state was the car who hit the bicycle? _____
14. Was it a four door car? _____
15. How many trees were in the picture? _____
16. Were there any animals on the street? _____
17. Was the butcher's address 23 State Street? _____
18. Was the ad on the wall for cigarettes? _____
19. Was the weather mild? _____
20. Was the driver of the car alone? _____

ALCOHOL EDUCATION VALUES CLARIFICATION EXERCISE

In America, we do not have a consensus as to what constitutes responsible drinking behavior. This then leads to controversy and confusion regarding the definition of problem drinking and when sanctions against irresponsible drinking are discussed.

Please rank the following examples from 1 (least responsible drinking behavior) to 5 (most responsible drinking behavior). Then within your group please discuss your ranking and arrive at a consensus ranking.

Ind Grp

- ___ ___ Nick driving back to the residence hall from an on-campus keg party, has a blood alcohol concentration of .10 which is the legal definition of alcohol intoxication in most states. He is weaving erratically down the street and almost crashes into an on-coming car.
- ___ ___ Suzanne really likes mixed drinks and about twice a week in her dorm room will make herself several drinks using her favorite 80 proof liquor (40% alcohol). Sometimes she has more than several and completely misses dinner in the dining hall.
- ___ ___ Jack, having been frustrated all day, that night drinks 6 beers in one hour while at a local bar. He weighs about 150 pounds. His blood alcohol concentration is about .09. He gets angry and starts a fight by breaking a bottle over the head of a much larger man sitting next to him.
- ___ ___ Sandy, a graduate student who is divorced and living with her small child, is becoming an alcoholic. She drinks beer throughout most of the day which has caused her to gain an excessive amount of weight. One afternoon a friend stops by to visit and finds her asleep amidst an unkempt living room and the child, crying and hungry, is in her crib.
- ___ ___ Already feeling high, a group of rowdy guys on their way out of a party in a residence hall across from theirs decide to chug a can of beer. Before leaving, one of the guys pulls an overhead light fixture. Laughing, the others start to wrestle and, in falling against a fire hose cabinet glass, it breaks.

Adapted from Indiana University Alcohol Education

A SHORT CUT OR CHEATING?

Below is a list of behaviors for you to review. Indicate by each one whether you think it is a form of cheating, a legitimate short cut, or whether it depends on the circumstances.

1. Taking an exam in the place of another student, or having someone take an exam in your place.
2. Rewriting passages (so they sound better) of a paper you're typing for a friend.
3. Having someone write a paper to submit as your own work.
4. Discussing your outline/ideas for a paper with a friend in your class who is writing on the same subject.
5. Allowing another student to copy from you during an exam.
6. Changing your lab results to reflect what you know they should have been rather than what you got.
7. Turning in the same paper to two different classes.
8. Studying from old exams from your club's "files."
9. Getting questions or answers from someone who has already taken the same exam.
10. Borrowing an idea for a paper without footnoting the source.
11. Working on homework with other students in the class.
12. Including a few books which you didn't read in your bibliography.
13. Changing a few answers on a graded exam to get regrade "credit."
14. Reading just the abstracts of articles, rather than entire articles, when doing research for a paper.
15. Asking someone to proofread your draft of a paper.

(The UCLA Dean of Students' Office adapted this exercise from research in: Nuss, E. (1984). Academic Integrity: Comparing faculty and student attitudes. *Improving College and University Teaching*, 32(3).)

SANCTIONING

Issuing sanctions is an important aspect of the disciplinary process. This is the opportunity to educate the student on the effects of his/her behavior and to attempt to affect a change in that student's behavior for the future.

Here are some questions to ask the student and to consider when deciding on appropriate sanctions.

1. What was the intent of the student? What was the student's motivation for behaving inappropriately and in violation of the Code? Did s/he intentionally violate a policy? Was s/he aware of the possible consequences or was there some plausible explanation?
2. What were the actual consequences of the behavior? Was there physical damage or personal harm (physical, emotional)? What were the effects of the behavior?
3. What were the potential consequences of the behavior? If not caught, would physical damage or personal harm have occurred? What potential harm could the student have suffered?
4. Was alcohol a part of the incident? Did the student demonstrate that s/he is not a responsible drinker? Is s/he under the legal drinking age? Does the student show a pattern of abusing alcohol?
5. What is the attitude of the student? Is s/he willing to accept responsibility for the behavior? Does s/he refuse to cooperate and not willing to accept responsibility?
6. Does s/he display any sense of empathy for others?
7. What is the student's past record? Is there a trend of this type of behavior or other violations?

Here are some questions the board should attempt to answer when deciding what type of sanction is appropriate.

1. What is consistent with similar incidents in the past?
2. What significant aggravating or mitigating factors would warrant a lesser or more severe penalty?
3. What action by the board would help the student learn from this experience?
4. What action would help the student take the process seriously and to think about her/his behavior?
5. What action would serve to deter others from similar behavior and to maintain community standards?
6. Is the sanction in any way demeaning? Is it a realistic sanction to expect the student to carry out?
7. Does the sanction fit the incident?

WHEN ARE BOARD MEMBERS READY TO HEAR CASES?

The following are some general guidelines for determining when the members of the Board are ready to hear a case:

- _____ 1. Each member understands and can articulate the institution's philosophy on student conduct.
- _____ 2. Each member is thoroughly familiar with the procedure for handling a case. There will be no hesitation, no uncertainty, no bickering in the mechanical flow of the hearing.
- _____ 3. The members know each other and the conduct staff members well enough to permit a free expression of opinion.
- _____ 4. The Board knows the kind of information it needs to make a wise decision; the facts involved, the motivation, the level of maturity of those involved, the environment in which they live, and their purpose in attending this institution.
- _____ 5. The Board has had practice in questioning a student so that it can obtain the necessary information without appearing to pry into the student's personal matters, showing prejudice or hostility.
- _____ 6. The Board understands the importance of its position as a foundation of responsible student conduct.
- _____ 7. The Board recognizes that it serves two purposes: determination of facts and recommendation of corrective action.
- _____ 8. The Board recognizes the confidentiality of its hearings.
- _____ 9. The Boards understands the appeal procedure and the rationale for it.
- _____ 10. The Board understands the types of sanctions and their appropriate use.
- _____ 11. The Board members feel confident that they are prepared to handle a case.

Public Safety November 2008 Training Session

Presenters:

Barbara Thomas, Ph.D., Director of Counseling and Psychological Services
Hillary Howarth, Psy.D., Postdoctoral Fellow for Counseling and Psychological Services
Peggy Yang, Ph.D., Counselor for Counseling and Psychological Services
Julie Orio, M.Ed, Assistant Dean of Students, University Life
Ryan Garcia, M.A., Assistant Director of the Office of Student Conduct, Rights and Responsibilities

Agenda:

- 9-10am:** Clery Update
(Nicole Beamer, DPS)
- 9-10am:** Overview of CAPS services and client issues
(Barbara Thomas, PhD)
- 10-11am:** Self Injury
(Hillary Howarth, PsyD)
- 11am-12pm:** Suicide assessment and prevention
(Peggy Yang, PhD)
- 12-1 LUNCH**
- 1pm-1:30pm:** Overview of Dean of Students/Associate Vice President Office
(Julie Orio, M.Ed.)
- 1:30pm-2:30pm:** Overview of Crisis Response
(Julie Orio, M.Ed.)
- 2:30pm-2:45pm:** Sexual Assault Training
(Julie Orio, M.Ed.)
- 2:45pm-3:00pm:** Q&A
(Julie Orio, M.Ed.)
- 3:00pm-4:00pm:** Overview of the Office of Student Conduct, Rights & Responsibilities and
Overview of the Conduct Process
(Ryan Garcia, M.A.)
- 4:00-5:00pm:** DOE High-Risk Alcohol Reduction Grant at USF
(Florentina Dobrin, Grant Coordinator)

BMI – Brief Motivational Intervention A training workshop

*Whole Students, Whole Campus:
Community Empowerment to Reduce High-Risk
Drinking at the University of San Francisco*

Training Objectives

By the end of this training, participants will:

- be able to screen for problematic alcohol usage, and deliver an effective BMI session
- develop Motivational Interviewing communication skills that can be used to address multiple health behaviors
- have access to tools and resources that will help them assess alcohol use among referred students

Training outline

- Ice breaker
- National Institute on Alcohol Abuse report
- Impact of alcohol on USF
- Brief Motivational Intervention (BMI)
- Practice BMI
- Stages of Change
- Motivational Interviewing (MI)
- Open ended questions and reflection Practice
- Evaluation

National Institute on Alcohol Abuse

- 1,700 students deaths
- 599,000 unintentional injuries
- 696,000 assaults
- 79,000 sexual assaults
- 400,000 have unprotected sex
- 25% report academic consequences
- 2.1 million students drive under the influence

Alcohol Impact at USF

First year USF students:

- 58% drank before went out
- 26% reported drinking 5 or more drinks
- 39% played drinking games
- 46% chugged alcohol
- 20% of drinkers experienced injuries
- 33% forgets where they were or or did
- 58% did something they regret later
- 2% of drinkers drove after drinking

BMI- what is it?

- Minimal interaction with a professional staff focusing on the health risks associated with drinking
- Length of time ranges from several minutes to several sessions
- Effective for individuals with minimal to moderate alcohol problems or who drink in harmful, hazardous ways. (Dimeff et al, 1999)

BMI – Evidence Effectiveness

Heavy episodic drinkers randomly assigned to motivational feedback interviews reported reductions in use at 6 weeks but no significant differences in number of negative consequences of use. (Borsari and Carey 2000)

Students receiving feedback interviews reported greater reductions in drinking than students assigned to education-only or assessment-only sessions.
(Murphy et al. 2001 heavier-drinking)

Assessment and brief feedback were associated with reductions in alcohol use and/or negative consequences. (Larimer and Cronce 2002)

On average, one person will reduce their alcohol consumption for every 8 that receive brief intervention
(Moyer et al 2002)

Types of BMIs

- Brief Advice (5-15 minutes)
- Behavioral Consultation (15-40 minutes)
- Extended Individual Interactions (1-4 40 minute sessions)

BMI goals

- Reduce alcohol use to lower levels
- Educate students on responsible drinking
Reduce alcohol related harm/consequences to self and others
- Encourage abstinence in persons who have severe alcohol-dependence or indications that they should not drink

Active ingredients of BMI

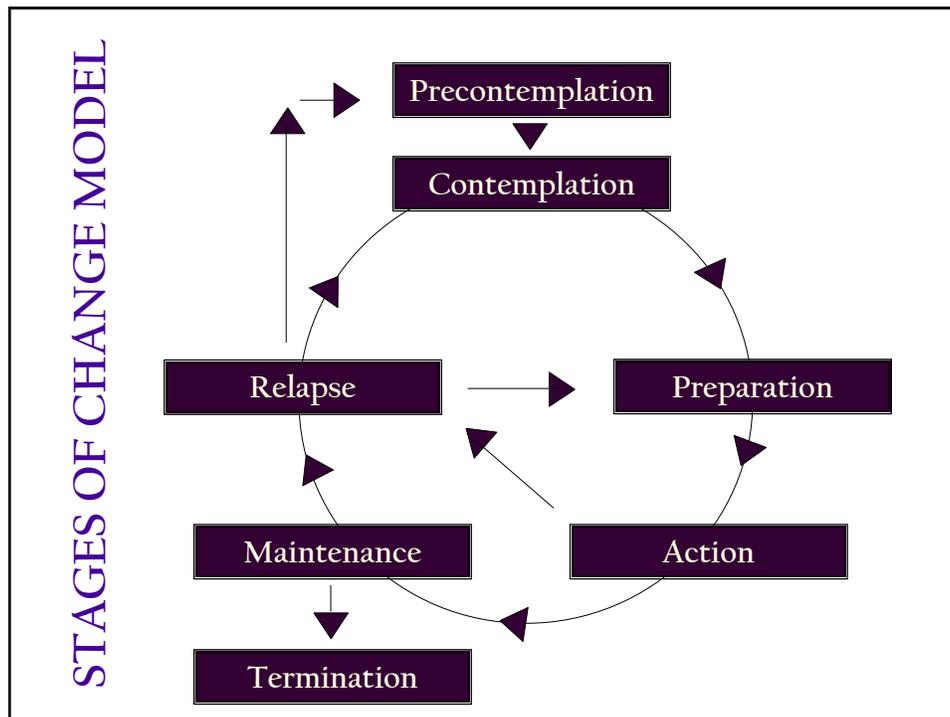
F.R.A.M.E.S.

- **F**eedback of Personal Risk
- **R**esponsibility of the student
- **A**dvice for Change
- **M**enu of Ways to Reduce Drinking
- **E**mpathetic Counseling Style
- **S**elf-efficacy

Facilitator's tasks

- Establishing rapport with the student
 - Respect
 - Affirmation
 - Empathy
- Remember change is the responsibility of the student
- Enhance student motivation to change
- Observe and identify a student's stage of change for optimal motivational enhancement

Demonstration of BMI



Behavior Change

- Offer assistance, based on readiness
 - If in **(pre)contemplation**: Encourage patient to continue to think about change; explore ambivalence and have future discussions with healthcare worker
 - If in **preparation**: Help patient create a plan; set **SMART** goals:
Specific, Measurable, Achievable, Realistic, Timeframe

Behavior Change

- If in **action**: Reinforce change efforts and assist in continuing to modify the plan by exploring the process
- If in **maintenance**: Support change and explore continued support needs

Motivational Interviewing (MI)

- A **directive, patient-centered** counseling style that enhances motivation for change by helping patients **clarify and resolve ambivalence** about behavior change
(Rollnick & Miller, 2003)
- To identify and resolve discrepancies between current behavior and broader values and goals.
- Focused and goal directed

Motivational Interviewing

- Is an interpersonal style
- Is a subtle balance of directive and client-centered components
- Is shaped by a guiding philosophy and understanding of what triggers change
- Was developed specifically to help people work through ambivalence about changing addictive or high risk behaviors
- Facilitates change along a continuum

Spirit of Motivational Interviewing

- **Collaboration** – Working in Partnership
- **Evocation** – Learning from the patient
- **Autonomy** – Patient is responsible for change

Basic Assumptions of MI

- Motivation is a state of readiness to change
 - that fluctuates with time and situations.
- Motivation often involves an *interaction*.
- People who consider making a change often have mixed feelings, known as *ambivalence**
- Each patient has a powerful potential for change.
 - Believing that your patients can change helps them believe this, too.
 - Setting high expectations of what your patients can achieve will help them strive towards meeting this expectation.

*Ambivalence is a normal part of the change process.

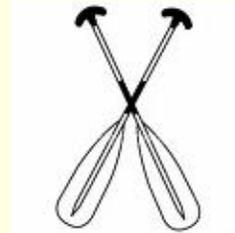
5 General Principles of MI

1. **E**xpress **E**mpathy
2. **D**evelop **D**iscrepancy
3. **A**cknowledge **A**ccomplishments
4. **R**oll with **R**esistance
5. **S**upport **S**elf-Efficacy

Core MI Strategies

Four Early Strategies; OARS

- **O**pen-Ended Questions
- **A**ffirming
- **R**eflective Listening
- **S**ummarizing



Open Questions to Promote Change

Problem Recognition

- *How do you feel about your current alcohol use (or health)?*

Expression of Concern

- *What worries do you have about your alcohol use (health)?*

Intention to Change

- *What would **you** like to do about this?*

Optimism

- *What makes you feel that now is a good time to get started?*

Turning Closed into Open Questions

- Do you drink a lot of alcohol in the evening?
 - How much alcohol do you drink in the evening?
- Do you want to reduce your drinking?
 - How do you feel about making changes in your drinking?
 - What might make you want to reduce your drinking?
- Do you know that too much alcohol can be harmful?
 - What do you know about the risks of drinking too much alcohol?

Affirm

- We form our opinions of people in the first few seconds of an interaction
- Though with additional information, we usually adjust our initial impression rather than throwing it out and starting over.
- This is one reason to affirm a student early through statements of appreciation and understanding

Reflective listening

Is a process of...

Hearing what the speaker has to say,
Making a “guess” at what she **means**,
Giving voice to this “guess” in the form of a
statement.

Forming Reflections

For starters...

- It sounds like you are not ready to stop drinking.
- It seems that you are having a problem remembering things.
- It sounds like you are feeling guilty about your drinking.
- From what you are saying, you are having trouble limiting your drinking.

As you improve, you can shorten the reflection....

- You're not ready to stop drinking.
- You're having a problem remembering things.
- You're feeling guilty about your drinking.
- So you're having trouble limiting your drinking.

Levels of Reflection

Sustained Reflective Listening

- **Repeating** – Repeats what patient says
- **Rephrasing** – Begins to add new meaning
- **Paraphrasing** – Extends what patient is saying
- **Reflecting Feeling** – Reflects a deeper level

General Rule of Thumb ~

Begin with simpler reflections and delve into deeper reflections as understanding increases.

The Value of Reflective Listening

- Lets the person know that you are listening and encourages him/her to tell you more,
- It is perceived as neutral and lacking judgment,
- It allows patients to hear you repeat/rephrase what they are saying for further consideration,
- It allows the person to clarify his/her thoughts.

Reflections to Promote Change

- *“So if you could find a way to relax without alcohol, you might feel better.”*
- *“Drinking alcohol gets in the way of your doing things that you need to do.”*
- *“You’re worried that if you don’t do something about your drinking, you might forget something really important.”*
- *“You’re in a lot of pain and need to find a way to make things better.”*

Reflective Listening Exercise

- In pairs, talk about a behavior that you have been wanting to change, yet are struggling with.
- One person is the “listener,” the other speaks.
- At the end of 1.5 minutes, the “listener” uses reflective statements to summarize what the person has been saying, including at least one “feeling” statement.

Summarize

- Larger reflections that underscore several comments the student has made or a theme that has appeared
- Show you have been listening, highlight a them and encourage the student to continue to elaborate.

Finding the Potential for Change...

Ask for elaboration

Asks for examples

Query extremes

Ask evocative questions

Explore Pros and Cons

Look Backward

Look Forward

Explore goals and values

Finding the Potential for Change...

"I know I should probably not drink so much. I often feel a bit fuzzy the next day, and sometimes I forget things that I need to do. But drinking helps me relax at the end of the day, and it helps me forget my pain."

Motivation Rulers ~ Importance and Confidence Demonstration & Practice

IMPORTANCE



How important would you say it is to cut back below risky drinking limits?

- Why did you pick a ___ and why not a (lower number)?
- What concerns do you have about your drinking?

Confidence



■ If you were to decide right now to cut back, **how confident** are you that you could succeed?

- Why did you pick a ___ why not a (lower number)?
- What would help you to have a higher number?

Motivation Rulers ~ Readiness Demonstration & Practice

Readiness



•“Finally, how ready are you right now, to cut back below risky drinking limits?”

If Not Ready, or Thinking about it,
I encourage you to keep in mind how your drinking may be affecting you and others. Be alert for problem signs.

• If Planning,
My goal is to cut back to _____ drinks, ____ times a week.
To prepare for this I will _____

• If Actively working or Already made the change,
Congratulations on your change, keep up the good work!

strategies for success

**Be Present,
Compassionate
and Listen....
And Never Give Up**

Website References

The basics of Brief Motivational interviewing

- University at Albany, SUNNY
- University of Massachusetts Amherst

Motivational Interviewing

- www.motivationalinterview.org

Project Title

Whole Students, Whole Campus: Community Empowerment to Reduce High-Risk Drinking at the University of San Francisco

Project Abstract

The goal of this project is to reduce high-risk drinking and related harm in first-year and commuter student populations at the University of San Francisco. We will study the measurable effects of an innovative expansion on brief motivational interventions combined with increased publicity of minimum-drinking age law, social host liability law, and USF alcohol policies, on diverse populations of first-year residential and commuter students of all years at an urban campus that requires online alcohol education for all first-year students. We will also lead coalition-based advocacy to limit alcohol advertising, require responsible beverage service practices, and enforce alcohol regulations. The project is grounded in Jesuit Catholic core values of whole person development and socially responsible learning community to affect student drinking behaviors.

The project design includes systemic, evidence-based strategies interacting at four levels of the social ecological prevention framework. At the individual and interpersonal levels: students, faculty and staff will conduct 5-10 minute brief motivational interactions with students in informal settings such as residence or dining halls after training from Scott Walters, co-author of *Talking with College Students about Alcohol*. Trainees will then attend regular meetings for ongoing support and practice. Project staff will create data-based social marketing campaigns to publicize alcohol regulations to target populations using print and electronic media. Social marketing campaigns will also target alumni and neighbors, faculty and staff with messages about alcohol regulations as well as protective behaviors to reduce harm. At the campus and community levels: project staff will lead and organize a coalition to articulate advocacy agendas to enact policies limiting: alcohol advertising targeting students and youth; service of alcohol without checking identification; and service of alcohol to underage eions he mve



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: Q184H070019

Since its award in October 2007, we have been engaged in a variety of educational and evaluation activities as part of our grant. University of San Francisco IRB-PHS Committee approval of the project was completed in November 2007.

Overall, our efforts have been positive and their effects demonstrated in the reduction of serious alcohol-related student situations. We continue our comprehensive efforts to increase community awareness of the potential harm of high-risk drinking, and to decrease the incidence of this dangerous behavior, especially among our freshmen female students.

After training a total of 104 campus volunteers to become BMI facilitators, we conducted a total of 18 BMI meetings during Spring 2008. Of those meetings, 11 of 18 (61%) were for female students, and 75% of those were freshmen women. No commuter students participated in BMI meetings. Because of increased awareness of the process and the number of trained facilitators, we predict that the number of BMI sessions will increase during the 2008-2009 academic year, unless we are very effective at completely reducing high-risk drinking behaviors on campus! We will be well prepared to intervene with at-risk students as they are identified.

At the time of the report writing, we have recruited 21 faculty, staff, students and community members to serve on the Campus Community Coalition. We have held two productive Coalition meetings as of June 2008 (see attached minutes in Appendix C), and have generated a level of interest between USF and the surrounding local community about drinking behaviors and college students. We have created partnerships with on- and off-campus organizations, such as USF's President's Advisory Committee for the Status of Women (PACSW), Lucky's Supermarket (a large supermarket very near to our campus), the San Francisco Police Department (SFPD) and Dr. Diane Fedorchak of the University of Massachusetts. We have agreed to conduct BMI training sessions for staff members at the Academy of Art University in San Francisco, and will be working with them to help set up their first student judicial database. For students' convenience, we have organized weekly Alcohol Anonymous meetings on campus, and these meetings will begin at the start of the Fall 2008 semester.

Since receiving our funding in October, we have begun the implementation of a student-designed social marketing campaign, which includes:

- Scheduling of alcohol-free social activities on campus
- Selection of alcohol education games to involve students during alcohol-free activities (such as an AlcoholEdu Jeopardy game and Virtual Intoxication Goggles)
- Dissemination of fliers educating students in the negative consequences of drinking and protective behaviors

- A week-long series of events in observance of the National Alcohol Awareness Month in April 2008, in partnership with on- and off-campus organizations, such as SFPD, Counseling and Psychological Services, Office of Residence Life, Office of Public Safety, and Health Promotion Services
- A “Safe Spring Break Photo Contest” which received 75 entries from our students exemplifying fun and alcohol-free Spring Break activities

During the Fall 2008 semester, we have BMI trainings scheduled for an additional 70 Residence Hall Advisors. Trainings for freshman nursing students, USF faculty and staff members, and USF Don’s Battalion ROTC students are already calendared for September, and we expect to receive additional requests once the Fall semester begins. The Campus Community Coalition will also participate in a BMI training workshop.

We will continue to require AlcoholEdu for all incoming first year and transfer undergraduates. E-chug is used as part of our alcohol counseling and also during the BMI meetings. We will distribute the ACHA National Health Assessment survey again in Spring 2009, and anxiously await the results to determine our effectiveness at reducing high-risk drinking behaviors among freshman and commuter students.

Based on our judicial database information, we have reduced the number of alcohol-related violations from 318 during Fall 2007 to 152 in Spring 2008, a reduction of 52%. In addition, alcohol-related violations among freshmen women decreased from 85 to 52, a total decline of 24% from fall 2007 to spring 2008. The number of alcohol-related hospital transports decreased from 7 during Fall to 5 during the Spring, a decrease of 29%. Referrals to our Counseling Center for alcohol and drug related situations decreased from 48 in Fall 2007 to 18 in Spring 2008. A total of 18 students were required to participate in BMI meetings, and 75% of those participants were freshmen women. We have identified a significant information deficit in our judicial recording, and will be discussing strategies to better document the prevalence of high-risk drinking behaviors among our commuter students. Despite our relatively late start with the grant, we are cautiously optimistic that our efforts have been effective in reducing dangerous drinking behaviors among our target groups.

University of San Francisco Alcohol and Drug Sanctions 08-09 (to be used in-house)

The following is a guideline for alcohol and drug violations. Multiple policy violations will receive a combination of sanctions.

All monies that are collected as a result of fines for alcohol and drug policy violations will go into a fund that will be used for alcohol and drug prevention programming.

Alcohol Violations:

1. Underage possession and/or consumption of alcohol
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

2. Possession of an open container of alcohol in public
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

3. Hosting, organization of, or participation in a student group event where alcohol is being unlawfully consumed
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

4. Being present (if under the age of 21) while others are consuming alcohol
First Offense: Alcohol Edu, E-chug, warning,
Second Offense: Parental Notification, E-chug, BMI meeting, \$100 fine
Third Offense: Parental Notification, \$200 fine, Alcohol Assessment, probation
Fourth Offense: Removal from Housing

5. Dispensing alcohol to minors
First Offense: Alcohol Edu, E-chug, warning, Parental Notification, BMI meeting, probation, \$100 fine
Second Offense: Removal from Housing, \$200 fine

6. Intoxication (regardless of age)
First Offense: Alcohol Edu, E-chug, BMI meeting, warning, \$50 fine
Second Offense: Parental Notification, Probation, Alcohol Assessment, \$100 fine
Third Offense: Removal from Housing, Alcohol Assessment, \$200 fine

Drug Violations:

1. Unauthorized possession, consumption, sale, distribution, or manufacture of any controlled substance, illegal drug, and or drug paraphernalia
2. Being present while others are using or are in possession of illegal drugs

3. The attempted sale, distribution, or manufacture of any controlled substance, illegal drug, and/or drug paraphernalia on University property or at official University functions
4. use or possession of equipment, products, or material that is used or intended for use in manufacturing, growing, using, or distributing any drugs or controlled substance, including but no limited to bong, pipes, or roach clips.
5. The medically unsupervised use of drugs that may involve medical or psychological hazards to individuals on University property or at official University functions that is unlawful or otherwise prohibited, limited, or restricted by University policies or regulations, or may lead to interference with the rights and privileges of others.

The only drug violations that will be heard in hall are marijuana:

Marijuana Violation:

1. Marijuana Possession and Use

First Offense: Parental Notification, \$250 fine for violating our smoking policy, \$100 fine to cover the use of e-toke and the drug assessment at the Center), e-toke, Counseling Center Drug Assessment, probation
Second Offense: Removal from halls, \$250 fine for violating smoking policy

2. Presence of Marijuana Use

First Offense: Parental Notification, e-toke, \$50 fine, probation
Second Offense: Removal from halls, Counseling Center Drug Assessment, \$100 fine to cover the use of e-toke and the drug assessment at the Center.

Sanction Language: As a result of your DRUG FREE POLICY violation you are sanctioned to pay a Community Standard Fine of \$____. This fine helps to cover the costs of the educational sanctions that are used at USF and will be billed to your student account, posted as “CSF”. You must pay this fine by _____ at the One Stop Office located in Lone Mountain 251.

Possibility: If a student can absolutely not afford the fine we can make arrangements to have them work off their time. This will be done in consultation with Julie and Ryan.

BMI Meeting - You will need to contact Florentina Dobrin at fdobrin@usfca.edu by (Date) to schedule a Brief Motivation Information meeting which will help encourage and promote healthy behaviors.

Alcohol Assessment- As a result of your second alcohol violation, you will be required to participate in a program consisting of three educational counseling sessions that will help students identify and implement safer, healthier choices regarding the use of alcohol. You must contact the Counseling Center (422-6352) by (Date) and ask to register for this group session.

Alcohol and Drug Fine Timeline 2005-06

Collection of University Fines

1. Resident Directors will track the number of violations per student in the judicial database and forward a list of students who have violated the alcohol or drug policy to the Office of Student Life on a bi-weekly basis. The form will note the student's name, ID number, the number and type of violation, and the amount each student should be fined. The Office of Student Life will track these fines by RLC grouping and off-campus.
2. Ngoc Nguyen-Mains will notify each student from her email account (with a return receipt requested) of the amount of the fine, procedure for paying the fine, due date, notice about non-payment of fines, and appeal process (see attached). The email and confirmation that the email was opened may be filed in the student's judicial file if the student does not pay the fine on time.
3. Fines for violations that occur within the following time frames should be due as follows. See also chart below.
 - a. Weeks 1 through 2 due the end of week 3
 - b. Weeks 3 through 4 due the end of week 5
 - c. Weeks 5 through 6 due at the end of week 7
 - d. Weeks 7 through 8 due at the end of week 9
 - e. Weeks 9 through finals (week 11) due last day of finals (fall and winter) or two weeks after end of spring quarter
4. The Office of Student Life will post the university fine not paid on time to the Bursar's Office Account with a \$10 processing fee and notation of "discipline fine."

2005-06 Violation Due Dates

Fall 2005	Hearing Dates	Summary Due Date	Fine Due Date	Bill Date (if not paid)
Weeks 1-2	Sept. 19-Sept. 30	Sept. 30	October 7	
Weeks 3-4	Oct. 3-14	Oct. 14	October 21	
Weeks 5-6	Oct. 17-Oct. 28	Oct. 28	November 4	
Weeks 7-8	Oct. 31-Nov. 11	Nov. 11	November 18	
Weeks 9-11 (finals)	Nov. 14-Dec. 9, 2004	Dec. 9	December 9	
Winter 2006				
Weeks 1-2	Jan.9-20	Jan. 20	January 27	
Weeks 3-4	Jan. 23-Feb. 3	Feb. 3	February 10	
Weeks 5-6	Feb. 6-Feb. 17	Feb. 17	February 24	
Weeks 7-8	Feb. 20-Mar. 3	Mar. 3	March 10	
Weeks 9-11 (finals)	Mar. 6-Mar. 24	Mar. 24	March 24	
Spring 2006				
Weeks 1-2	Apr. 4-Apr. 14	Apr. 14	April 21	
Weeks 3-4	Apr. 17-Apr. 28	Apr. 28	May 5	
Weeks 5-6	May 1-May 12	May 12	May 19	
Weeks 7-8	May 15-May 26	May 26	June 2	
Weeks 9-11 (finals)	May 29-June 15	June 15	June 15	

Student Last Name _____

First Name _____

University of San Francisco
Office of Student Conduct, Rights and Responsibilities (OSCRR)
www.usfca.edu/studentconduct/intro

Community Standard Fine

RESPONSIBLE PARTY INFORMATION: (one student per form)

NAME: _____ STUDENT I.D. NUMBER: _____

CAMPUS/CURRENT ADDRESS: _____

COMMUNITY STANDARD FINE:	DOLLARS CHARGED:
_____	_____
_____	_____
_____	_____
_____	_____

INCIDENT REPORT NUMBER: _____ TOTAL DOLLARS DUE: _____

REPORTED BY: _____ DATE: _____

SHADED AREA FOR OSCRR STAFF USE ONLY	Date Received:
Date Posted:	Charged Posted By:
Due Date:	Date Paid:
Hold Placed:	Hold Removed:

Copies: OSCRR, Student File

**University of San Francisco
Student Resource Team
Friday February 3, 2006
9am-11am
UC 425**

- | | | |
|------|--|------------------|
| I. | Introductions & Welcome
A. Interest | 9:00am-9:10am |
| II. | Overview of Training
A. Review of Manual | 9:10am-9:30am |
| II. | Overview of Sexual Assault
A. Definitions
B. California Law
C. USF Policy
D. Statistics | 9:30am-9:40am |
| III. | Misconceptions & Myths | 9:40am-9:50am |
| IV. | Overview of Student Resource Team Process
A. Role of Student Resource Team | 9:50am-10:10am |
| V. | University & Community Resources | 10:10am- 10:20am |
| VI. | Options & Choices
A. Choice Points | 10:20am- 10:40am |
| VII. | USF Judicial Process (Flow Chart)
A. Hearing Officers
B. Sanctions
C. Appeal Process
D. Disciplinary Hearing Committee | 10:40am- 11:00am |

Reading for Next Week: Male response to Sexual Assault (part of manual)
 "Alcohol-Related Sexual assault: A Common Problem among
 College Students.
 "The Sexual Victimization of College Women."

Please e-mail Julie any questions you have by 2pm on Friday February 10, 2006.

**University of San Francisco
Student Resource Team
Tuesday February 14, 2006
11am-1pm
Phelan Glass Lounge**

- | | | |
|------|---|-----------------|
| I. | Questions | 11am-11:15am |
| II. | Understanding Sexual Assault
A. Role of Alcohol & Drugs
B. Diversity
C. Rape Trauma Syndrome | 11:15am-11:30am |
| III. | Resource vs. Counselor
A. Kim Caluza (University Counseling Center) | 11:30am-12:00pm |
| IV. | Student Resource Team Response
A. Choice Points | 12:00pm-12:20pm |
| V. | Scenario's | 12:20am-12:50pm |
| VI. | Wrap Up & Questions | 12:50pm-1:00pm |

Reading for February 22, 2006: “Anti-Rape on the Road: Men Hit the Highways to Share a Powerful Message.”
 “Preventing Violence and Promoting Safety in Higher Education Settings”

**University of San Francisco
Student Resource Team
Wednesday February 22, 2006
11am-1pm
Fog & Grog**

- | | | |
|------|--|----------------|
| I. | One in Four: An Awareness Program On Violence Prevention | 11am-12pm |
| II. | Debrief | 12pm-12:30pm |
| III. | Wrap Up & Questions | 12:30pm-1:00pm |

1 in 4

February 21, 2006

- | | | | |
|------|------------------------------|---|----------------------------|
| I. | Welcome & Overview | 11am-11:10am | Julie, Sarah, Brian, Elsie |
| | A. | Introduce us | |
| | B. | History of Violence Prevention | |
| | C. | Teaming up with HR | |
| | D. | 1&4 presenters will be doing the presentation they do for male students across the country. | |
| | E. | Importance/Violence Prevention is a community response | |
| | F. | Overview of time together | |
| II. | 1 in 4 Presentation | 11:10am-12:10pm | 1 in 4 Presentation |
| III. | Overview of Packet | 12:10pm-12:15pm | Julie |
| | Emphasize Resources | | |
| IV. | Reporting | 12:20pm-12:30pm | Julie & Elsie |
| | Introduce key people in room | | |
| V. | Introduce SRT | 12:15pm-12:20pm | Julie |
| VI. | Questions | 12:30pm-12:45pm | Julie, Sarah, Brian, Elsie |

Sexual Violence Resource Packet

Rape or sexual assault can happen to anyone, regardless of age, gender, race, sexual orientation or socioeconomic status. In this packet you will find information, legal definitions, resources, and links you can use to learn more about rape and sexual assault. Remember no one deserves to be sexually assaulted.

California Law

Under California law, **rape** is an act of sexual intercourse against the will of the victim that can occur under a variety of circumstances, including when:

- the survivor is prevented from resisting due to alcohol or drug intoxication.
- the assailant uses physical force or the threat of force to over-power and control the victim.
- the victim fears that she or he or another will be injured if the victim does not submit.
- the victim is at the time unconscious of the nature of the act, and this is known to the assailant.
- the victim is incapable of giving legal consent due to a mental disorder or developmental or physical disability, and this is known or reasonably should be known to the assailant.
- the act is accomplished by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another person.
- the assailant uses duress, such as a direct or implied threat of hardship or retribution, to coerce the victim.
- the assailant uses force, fear, or threats to accomplish sexual intercourse against the will of the spouse. (This provision of the law is known as the "spousal rape law.")

Consent can be withdrawn at **ANY TIME** during a sexual act. If one partner withdraws consent and the other continues, this is **RAPE!**

Acquaintance rape and **date rape** are terms used by society to differentiate between stranger rape and rape between acquaintances. These are not legal terms; therefore, the rape law applies in the same manner whether or not the rapist is known by the victim.

Rape is punishable by imprisonment in the state prison for three, six, or eight years.

Sexual Assault:

Sexual assault is broadly defined as engaging or attempting to engage in unwanted sexual activity. There are many forms of sexual assault including:

- rape (forced sexual intercourse)
- sodomy (forced anal intercourse)
- oral copulation (forced oral-genital contact)
- rape by a foreign object (forced penetration by a foreign object, including a finger)
- sexual battery (the unwanted touching of an intimate part of another person for the purpose of sexual arousal).

Sexual assault is basically the umbrella term for all forms of sexual violence.

California Law states that sexual battery occurs when:

"Any person touches an intimate part of another person, when the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse...As used in this subdivision, "touches" means physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim."

Sexual battery is a misdemeanor punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in a county jail not exceeding six months, or by both that fine and imprisonment.

The complete **California rape law** is contained in Section 261 of the Penal Code. The spousal rape law is set forth in Section 262.

Source: www.leginfo.ca.gov/calaw.html

Sexual Assault / Rape

RAPE Unwanted, completed vaginal, oral, anal, or object penetration by force or threat of force and without consent. This includes situations in which you are too intoxicated to give consent. Rape is a violent act committed against a person's will. A rapist may be a stranger, an acquaintance, or even a friend or spouse. Every person is a potential victim regardless of age, appearance, race, gender, or socio-economic class.

SEXUAL ASSAULT Any sexual touching (i.e., kissing, fondling, groping) however slight, with any object, by a man or a woman upon a man or a woman, without effective consent.

SEXUAL HARASSMENT Unwanted and unwelcome sexual behavior (words or conduct) that offend, stigmatize or demean a student on the basis of gender.

STALKING Being repeatedly followed, watched, phoned, written, e-mailed, or contacted in other ways that seem obsessive and make a student afraid or concerned for their safety.

AQUAINTANCE RAPE A sexual assault by an individual known to the victim. Another term “*date rape*” is a sexual assault by an individual with whom the victim has a “dating” relationship and the sexual assault occurs in the context of this relationship. Many of these rapes are violent, and all are coercive in nature.

DOMESTIC VIOLENCE Is a pattern of physical, emotional, verbal, and sexual abuse, which includes, but is not limited to, threats, intimidation, isolation, and/or financial control. Domestic Violence is an intentional pattern of behavior that is used by one person as a means to harm and take power and control over another person in the context of a dating family, roommate caretaker relationship.

Many people believe that sexual assault is only committed by men against women. The majority of sexual assaults are perpetrated by men, but the fact is that 1 out of 10 men is a victim of sexual assault. Victimization can also include childhood sexual abuse. Because our society fails to see that men can be victims, men often have a difficult time accepting their own victimization and delay seeking help and support.

Who can be a perpetrator of sexual assault?

Men or women may be the perpetrators of sexual assault; however, men are more likely to commit sexual assault. The perpetrator may be a stranger, an acquaintance, a lover, a partner, or a date. Most of the time the perpetrator of the assault is someone the victim knows, either, a boyfriend, girlfriend, husband, other relative, or acquaintance.

Who can be a victim of sexual assault?

Anyone can be a victim of sexual assault regardless of age, gender, race, sexual orientation or socioeconomic status. Although it is more common for women to be victims, approximately 1 out of 10 men have been sexually assaulted at some point in their lifetime.

What is Consent?

*"Consent is based on choice.
Consent is active not passive.
Consent is possible only when there is equal
power.
Giving in because of fear is not consent.
Going along with something because of wanting to
fit in with the group,
being deceived or feeling bad is not consent.
If you cannot say "no" comfortably then "yes" has
no meaning.
If you are unwilling to accept a "no," then "yes"
Has no meaning.:
-source unknown*

What is Consent?

Consent is an agreement that 2 people must make if they want to have sex. Legally speaking, for two people to have sex, you both have to agree to it: a voluntary, verbal, positive affirmation that you both want to engage in this behavior at this time. It includes positive cooperation and an exercise of free will. A current or previous dating or marital relationship IS NOT sufficient to constitute consent.

Both partners need to be fully conscious and aware.

The use of alcohol or other substances can interfere with someone's ability to make clear decisions about the level of intimacy they are comfortable with. The more intoxicated a person is, the less they are able to give conscious consent.

Both partners are equally free to act.

The decision to be sexually intimate must be without coercion. Both partners must have the option to choose to be intimate or not. Both partners should be free to change "yes" to "no" at any time. Factors such as body size, previous victimization, threats to "out" someone, and other fears can prevent an individual from freely consenting.

Both partners clearly communicate their willingness and permission.

Willingness and permission must be communicated clearly and unambiguously. Just because a person fails to resist sexual advances does not mean that s/he is willing. Consent is not the absence of the word "no."

Both partners are positive and sincere in their desires.

It is important to be honest in communicating feelings about consent. If one person states their desires, the other person can make informed decisions about the encounter.

Keep these points in mind...

1. A "NO" answer means "NO."
2. Remember you or your partner can change "yes" to "no" at any time.
3. If someone is passed out or is highly intoxicated /disoriented/ groggy and can't give his or her consent and you have sex with this person, you will be committing sexual assault.

What should I do if a sexual assault occurs?

Sexual Violence is NEVER the survivor's fault. No matter what happened to you, no one has the right to hurt you, pressure or coerce you into sexual contact or take away your choice about your body.

You are not alone. There are many people and services available who want to help you on and off-campus (please see the resource list in the back of this packet.)

What Should I Do?

First Steps:

- Find a safe environment – anywhere away from the attacker. Ask a trusted friend to stay with you for moral support.
- Know that what happened was not your fault.
- You can call San Francisco Women Against Rape's 24hr hotline at (425)647-7273 for free, confidential support.
- Contact Public Safety (x2911) they will be able to get you in touch with University Staff 24hrs a day.

Medical Attention & Evidence Collection:

- You can always see medical attention; no matter when your assault occurred or whether or not you wish to make a report. It is most important that you take care of yourself. There may be injuries as a result of sexual assault that you cannot see.
- Try and preserve evidence of the attack - don't bathe or brush your teeth.
- Go to SAN FRANCISCO GENERAL HOSPITAL'S EMERGENCY ROOM. They are the only hospital in San Francisco that is fully prepared to conduct forensic evidence collection. Ask the hospital to conduct a rape kit to preserve forensic evidence. You can also ask the nurse for a rape crisis advocate from San Francisco Women Against Rape to accompany you to the hospital to provide information and support during the exam.

Involving the Police:

- Sexual assault is a crime AS WELL as a violation of USF policy. You can hold a perpetrator accountable through either or both systems. If the alleged perpetrator is a student at USF, the survivor is encouraged to file a complaint through the University Disciplinary system. Survivors may file charges with the Office of Judicial Affairs (UC 405).
- You can choose to report the attack to police by calling 911 or have the police called when you go to the emergency room at San Francisco General Hospital.
- Write down all the details you can recall about the attack & the attacker.

**It was not your fault.
You are not alone.
You deserve support.
You have rights.**

How to Help someone you care about who has been sexually assaulted?

If your friend has been sexually assaulted, you can expect them to be experiencing some combination of fear, anger, guilt, shame, mistrust, and disconnection. They may have experienced the fear of losing their life and as a result be afraid of everything around them. Your friend may be angry at the perpetrator but also angry at her or himself and at friends and family. As most assaults are perpetrated by someone the victim knows, they certainly may be feeling a lack of trust for those around them and the extreme stress, anxiety, loss of sleep and feeling as though they have lost control makes many survivors feel as though they are disconnected from normal life.

You can help your friend. You can help them focus on their strengths and provide a place for them to vent their emotions, even anger. You can help them understand that no one is responsible for being raped and that they have the right to feel a lack of trust for others. You can help them understand that it is normal to feel unstable under such difficult circumstances. Here's how you can help.

Be a good listener

Let them know that they can talk with you. Listen carefully and respond to feelings as well as words. By reflecting what you are hearing back to the person, you can help them better understand their own emotions and thoughts during this difficult time. Some survivors will want to talk about their experiences. Keep their privacy. It is a survivor's decision when and whether to tell others about what happened. Don't push them to reveal details about the incident or ask questions just because you're curious.

Believe them

Survivors need to know that you believe what happened. It's rare that people make up stories about sexual assault. Don't question details of the assault. If the perpetrator is someone you know, don't say, "I can't believe they would do that!" Important things to communicate to the survivor:

- "It's not your fault."
- "I'm glad you're safe now."
- "I'm sorry it happened."

Validate the survivor's feelings

Acknowledge their sadness, anger, fear, or confusion. Let them know that all of these feelings are normal after a sexual assault. Assure them that they aren't alone. Also:

- If a survivor was drunk during the assault, assure them that they aren't to blame for what happened.
- If a survivor feels guilty because they didn't fight back, assure them that fear sometimes inhibits us.
- Tell them that they did the best they could to survive the situation and that no one deserves to be sexually assaulted.
- Don't blame survivors for what happened by asking them things like why they were drinking, why they didn't fight back, what they were wearing, or by telling them what you would have done.

Let survivors control their own lives

Provide survivors with information about their options. If the survivor chooses one, support them by providing phone numbers or information. Allow them to make a decision for themselves and assure them that you will support whatever decision they make. Don't try to take control of the situation. Let them make that decision for themselves. Don't threaten to hurt the perpetrator, the survivor has lived through one violent experience and does not need to be confronted with another.

Respect the Survivor's Privacy

Don't tell others what your friend tells you. Let the survivor decide who they will tell. Encourage them to seek support and assistance from others.

Stay with them through the healing process

Express your concern over the long run. Healing takes time. Talk about other aspects of survivors' lives. This reassures survivors that they have not become the sexual assault. Survivors will have good and difficult days. Stay with them through both.

Take Care of Yourself

Hearing about the sexual assault of a friend or family member is upsetting. You may feel scared, angry, helpless, sad or all of these emotions and more. You may want to talk about your feelings. There are several campus resources available for you (**please see resource sheet in the back of this packet**).

What can be done to minimize the risk of sexual assault?

Sexual assault and rape can happen to anyone at anytime. A survivor is never responsible for preventing sexual assault and rape but there are steps you can take to be safer.

Protect yourself against sexual violence

At home

When at home keep your doors and windows locked. Use the peephole when answering the door. Leave lights on when you go out and always have your keys ready when you approach the front door.

Away from home

Don't walk alone at night, if possible. Plan your route and avoid unlit or isolated places. Carry a whistle. Don't hitchhike. Lock your car and park it in a well lit place. Have your car keys ready and check the back seat before unlocking the car.

With a date

Communicate clearly your limits regarding sexual behavior; be honest about expectations and intentions. Be aware of how much you and your date drink; it's difficult to be in control of a situation when these substances are involved. Suggest meeting in public places or taking your own transportation when you're getting to know someone. Be assertive – no one has the right to touch your body unless you want them to regardless of whether they paid for dinner, have had sex with you before, or think you are "coming on" to them.

Respect the rights of others.

- Listen to the messages your partner is giving. Ask. Double check that you both are doing what you want.
- The absence of the word "no" does not constitute consent. If your partner seems confused or unsure, it's time to stop.
- Remember that having done something sexual previously is not a blanket "yes" for the future.
- Remember that your partner can change "yes" to "no" at any time.
- Most incidents for rape and sexual assault happen between people who know each other.
- If you choose to drink be responsible. Alcohol consumption greatly increases the risk of sexual assault.
- Never slip anyone a drug. Not only is this illegal, but you don't know what effect a drug can have on someone.

Keep yourself safer.

- Think about what you want from a partner before a possibly uncomfortable or dangerous situation occurs.
- Communicate clearly. You have the right to say "no"
- Go to a party with friends, not alone. Don't leave alone or with someone you don't know well.
- If you choose to drink be responsible.
- Know what is in your drink. Don't leave your drink attended. Avoid punch bowls.
- If something happens, get help. There are many resources to help you recover from painful experiences.

Look out for the safety of friends.

- When going to a party with friends, keep track of each other while you are there. Plan to leave together and don't let anyone leave alone.
- If a friend decides to leave a party with someone else, talk to them about their safety. If you are worried about someone, it's okay to try to protect them from harm.
- If someone seems highly intoxicated call EMS.
- Learn as much as you can about sexual assault and rape and how to help a friend who may have been assaulted.
- If a friend discloses to you that they have been sexually assaulted, don't take it all on yourself. Use USF or off campus resources for advice and support for your friend and for yourself.

To: Felicia Lee, Dean of Students
From: Julie Orio, Assistant Dean of Students
RE: Judicial Affairs Name Change
Date: May 10, 2007

The Office of Judicial Affairs would like to change its name to The Office of Community Standards and Social Responsibility. The staff believes that this name will better reflect the work that the office does as well as the mission of the University.

The current name implies that the office only deals with judicial matters that result in punitive sanctions. A student violates a policy, and if found responsible, is “punished.” This perception negates the potential personal growth and development that occurs throughout the conduct process.

The foundation of our office is educational and developmental. Through a proactive approach and educating students during the disciplinary process, we seek to increase social responsibility. In cultivating an ethic of care, we affirm the University’s mission of helping to create men and women who will create a more humane and just world. Policy violations are an opportunity for students to learn about the impact of their actions on themselves and their community.

The goals of our office include: Create a more socially responsible community that understands the impact of their actions on themselves, the USF community, and the broader community; to promote and reinforce appropriate student behavior by increasing USF student, staff and faculty awareness of the Disciplinary Process; implement proactive educational opportunities to educate students on policies and procedures in order to minimize violations of the Standards of Nonacademic Conduct in and out of the classroom; build and foster strong collaborative relationships across the campus to provide a seamless learning environment.

It is apparent that the name Office of Community Standards and Social Responsibility will better reflect the overall goals and mission of the department.

To: Mary Wardell, Dean of Students
From: Julie Orio, Assistant Dean of Students
RE: Judicial Affairs Name Change
Date: March 25, 2008

The Office of Judicial Affairs would like to change its name better reflect the work that the office does as well as the mission of the University.

Options Include:

The Office of Community Standards and Social Responsibility

The Office of Student Conduct & Community Standards

The Office of Student Conduct, Rights & Responsibilities

The current name implies that the office only deals with judicial matters that result in punitive sanctions. A student violates a policy, and if found responsible, is “punished.” This perception negates the potential personal growth and development that occurs throughout the conduct process.

The foundation of our office is educational and developmental. Through a proactive approach and educating students during the disciplinary process, we seek to increase social responsibility. In cultivating an ethic of care, we affirm the University’s mission of helping to create men and women who will create a more humane and just world. Policy violations are an opportunity for students to learn about the impact of their actions on themselves and their community.

The goals of our office include: Create a more socially responsible community that understands the impact of their actions on themselves, the USF community, and the broader community; to promote and reinforce appropriate student behavior by increasing USF student, staff and faculty awareness of the Disciplinary Process; implement proactive educational opportunities to educate students on policies and procedures in order to minimize violations of the Standards of Nonacademic Conduct in and out of the classroom; build and foster strong collaborative relationships across the campus to provide a seamless learning environment.

It is apparent that the name Office of Community Standards and Social Responsibility (or another name that is listed above) will better reflect the overall goals and mission of the office/department.

TO: Julie Orio, Assistant Dean of Students

CC: Dr. Mary Wardell, Dean of Students

FROM: Ryan Garcia, Coordinator of Judicial Affairs

RE: Fogcutter production changes proposal #1

In an effort to follow suit with the University's efforts of sustainability and going green, I propose that we shift our Fogcutter production and distribution efforts to a more financially wise, environmentally and millennial friendly online version. This move would accomplish the following:

1. Free up the roughly \$13,000 we have been spending on Fogcutter production.
2. There would be a huge reduction in the waste of paper.
3. The student handbook would be delivered in a format more in-line with the technology used by the millennial student population.
4. Provide us with more control and efficiency in editing and updating the Fogcutter.
5. Align us with the majority of institutions that have gone online with their student handbook, which is becoming a best practice.

Currently, the Fogcutter production process takes me about five and a half months from sending out notices to the campus constituents requesting edits to delivery of about 80 boxes that consume my office for about month. With implementing the Fogcutter to an online only publication, I would have much more flexibility and time to allow for edits to be submitted as well as providing more time for much more intentional review of sections, policies and procedures. As an example, presently, our printing service delivers .pdf files of the final product which are uploaded to the website. However, the files are unable to be edited and they use fonts which we do not have access to which prevents us from making any changes. This would not be the case if I created, maintained and converted the files on my own. In addition, we would be able to accommodate individuals who have a need for hard copies by printing the publication out for them as needed.

I hope that this is an effort that will be embraced as moving in the right direction. As I have highlighted, there will be considerable benefits to this change in how we produce and distribute the Fogcutter. Please let me know if you need any further information.

TO: Julie Orio, Assistant Dean of Students

CC: Dr. Mary Wardell, Dean of Students

FROM: Ryan Garcia, Coordinator of Judicial Affairs

RE: Fogcutter production changes proposal #2

In an effort to follow suit with the University's efforts of sustainability and going green, I propose that we shift our Fogcutter production and distribution efforts to a more environmentally-friendly Compact Disc version. This move would accomplish the following:

1. Significantly cut cost of production from the roughly \$13,000 we have been spending to anywhere from \$2500-\$4000.
2. There would be a huge reduction in the waste of paper.
3. The student handbook would be delivered in a format more in-line with the technology used by the millennial student population.
4. Allow for a more efficiency in the editing and production process as turnaround time for submission of product to delivery would be about 7 days compared to the 2 month process of proof-editing and final production for our current process. We would have control over formatting, which would eliminate the need to go back and forth with the proof-editing.
5. Move us in the direction that a majority of institutions have gone with their student handbook – online only.

I have attached a couple of estimates from duplication companies along with a copy of the invoice for last year's book production to provide an example of the cost savings with this move. Also, I have attached an example of a student handbook on CD from Concordia University.

We would still be able to maintain an online version of the Fogcutter as we have been doing, however, the major improvement going this direction is that we would have control over making changes, edits or additions. Currently, our printing service delivers .pdf files of the final product which are uploaded to the website. However, the files are unable to be edited and they use fonts which we do not have access to which prevents us from making any changes. In addition, we would be able to accommodate individuals who have a need for hard copies by printing the publication out for them as needed.

I hope that this is an effort that will be embraced as moving in the right direction. As I have highlighted, there will be considerable benefits to this change in how we produce and distribute the Fogcutter. Please let me know if you need any further information.

Judicial Affairs Administrative Assistant

Rationale

The Judicial Affairs Administrative Assistant is a critical component to the functioning of the Judicial Affairs area as they would provide administrative and clerical support and coordinate special projects for the Assistant Dean of Students and the Coordinator of Judicial Affairs. The incumbent in this position would respond to referrals, coordinate schedules, maintain confidential records, maintain databases for statistical reporting, and provide administrative project support functions.

Judicial Affairs oversees the judicial process for the campus including collaborating on and adjudicating cases referred from the Office of Residence Life. Over the past three academic years the judicial caseload has increased as follows:

2004-2005	756 cases
2005-2006	970 cases
2006-2007	1378 cases
2007-2008	637 cases (as of 11/27/07)

The Coordinator of Judicial Affairs' caseload over the past two and a half years has increased as follows:

2005-2006	72 cases
2006-2007	74 cases
2007-2008	77 cases (as of 11/27/07)

In addition to adjudicating cases (144 for the 06-07 year), Judicial Affairs is responsible for disciplinary and background checks for a variety of agencies (Study Abroad, ASUSF, FBI, CIA, Law Schools, Transfers, etc); consulting with parents/families, faculty and staff, as well as other agencies; and responding to crises on campus. During the 2006-2007 academic year these were the numbers of those activities:

- Responded to 26 crises
- Fielded 36 calls from families
- Personally met with 9 families
- Assisted Faculty & Staff with 70 cases
- Handled 8 situations with outside agencies
- Conducted 268 discipline checks
- Consulted with Residence Life staff 5-10 times a week regarding cases

The administrative assistant would be able to streamline many of these activities while being able to provide timely and efficient responses. In addition, the administrative assistant be able to be a welcoming resource to students and others as they answer phone calls, manage drop-ins, schedule appointments and/or meetings, assist with the heavy administrative tasks of the judicial process which includes creating files, making copies and distributing/delivering correspondence across campus, as well as making referrals as necessary. Currently, the Assistant Dean and the Coordinator of Judicial Affairs attempt to manage these tasks themselves. Having an administrative assistant will enable the Assistant Dean and Coordinator to be more efficient, proactive and student-focused. The assistant will also be able to maintain the Judicial Affairs website ensuring up-to-date information and resources are available to students, families and the campus community. Finally, the administrative assistant will be critical in helping Judicial Affairs conduct its assessment of its services through coordinating surveys and gathering necessary data and information.

Plan for Fiscal Year (e.g. FY2007):
 >FY 2006

Submitter's Name:
 >Julie Orio

Plan Name:
 >Substance Abuse Prevention and Intervention

Plan Submission Date (MM/DD/YY):
 >10/30/2008

Primary Strategic Initiative supported by plan (choose ONLY one of the following):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Faculty and Staff | <input type="checkbox"/> Students |
| <input type="checkbox"/> Learning Resources | <input type="checkbox"/> Facility Resources |
| <input type="checkbox"/> Technology Resources | <input type="checkbox"/> Financial Resources |

Brief Plan Description: In Collaboration, The Office of Judicial Affairs and the University Counseling Center would like to create a half time, 10 month position, that focuses on substance abuse prevention and intervention.

In a few sentences, please describe how this plan supports the specific strategic initiative identified above:
(A detailed plan description can be attached as a separate file.

This plan will help to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition. The initiative will provide a program of services that challenges and engages students to develop spiritually, intellectually, emotionally, physically, and socially. The initiative will respond to students by identifying and meeting student needs as they relate to education, intervention, and support around alcohol, other substances, and the problems encountered when alcohol and drugs are being abused.

Expected Outcomes

Goal 1

1.1 Please state the most important goal of this plan:
 The most important goal of this project is the provision of timely prevention and intervention services so that the academic functioning of students is not severely impaired and students can continue to be productive members of the USF community. These services are part of a student responsive environment based upon the core Jesuit value of "cura personalis."

1.2 List the key related action steps:
 What are the most important things you must do to achieve this goal?

- Provide systematic outreach to the campus community (faculty, staff, students, families) related to alcohol and other substance use and the academic, emotional, physical, spiritual, and financial consequences of abuse.
- Provide support services (AA,NA, support groups, referrals, individual treatment) for students who come to USF with a history of substance abuse treatment
- Provide treatment and referral for students with current substance abuse patterns.
- Provide evaluation, resources, and support for students whose substance use resulted in them going through the USF Judicial process.

1.3 Please describe the achievement of the goal:
 How would we know we were successful with this plan?

- Students would be able to remain at the institution who previously were required to leave for treatment.
- Students who come to USF with a treatment history would have a lessened risk of relapse.
- Students would be less likely to engage in dangerous behavior related to substance use. Risk of injury/hospitalization, academic failure, community disruption would be reduced.
- Reports of vandalism, due to substance abuse,

1.4 Evidence of achievement of success:
 What information will tell us each activity is successful in reaching the desired outcome?

- Review of yearly statistics related to judicial records. During the 2004-2005 academic year there were 268 alcohol policy violations and 78 drug policy violations.
- Review of yearly statistics related to the Counseling Center referrals and treatment related to substance abuse. During the 2004-2005 academic year 93 students were seen due to substance abuse. 39 students were seen by

- in the Residence Halls would be reduced.
- There would be a decrease of crisis response thus lessening the strain on staff resources
 - Fewer students would be required to go through the judicial process for substance related violations.

the Counseling Center due to marijuana policy violations. 7 students went to the Counseling Center voluntarily to discuss their marijuana use. During the marijuana sessions 5 students admitted to using powder cocaine. 3 students admitted to using crack cocaine. 5 students admitted to using crystal methamphetamine. 7 students admitted to using hallucinagens. 3 students admitted to using ecstasy.

- Review of academic leave of absence and withdrawal statistics.
- Review of contract releases from Residence Halls.
- Review of facility logs as they relate to vandalism.
- Evaluate outreach to assess impact of programs in regards to an increase of participants knowledge of issues related to substance abuse.

Goal 2 (if applicable)

2.1 Please state the most important goal of this plan:

➤

2.2 List the key related action steps:

What are the most important things you must do to achieve this goal?

➤

2.3 Please describe the achievement of the goal:

How would we know we were successful with this plan?

➤

2.4 Evidence of achievement of success:

What information will tell us each activity is successful in reaching the desired outcome?

➤

Goal 3 (if applicable)

3.1 Please state the most important goal of this plan:

➤

3.2 List the key related action steps:

What are the most important things you must do to achieve this goal?

➤

3.3 Please describe the achievement of the goal:

How would we know we were successful with this plan?

➤

3.4 Evidence of achievement of success:

What information will tell us each activity is successful in reaching the desired outcome?

➤

Primary Division:

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> President | <input type="checkbox"/> Academic Affairs | <input checked="" type="checkbox"/> University Life |
| <input type="checkbox"/> Advancement | <input type="checkbox"/> Business and Finance | <input type="checkbox"/> ITS |

Primary Person(s) Responsible:

➤ Julie Orio, Barbara Thomas

Secondary Division (if applicable):

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> President | <input type="checkbox"/> Academic Affairs | <input type="checkbox"/> University Life |
| <input type="checkbox"/> Advancement | <input type="checkbox"/> Business and Finance | <input type="checkbox"/> ITS |

Secondary Person(s) Responsible:

➤

New Spending Request Summary

Plan Status (internal use): Pending

Plan for Fiscal Year (e.g. FY2009):

➤ FY2008

Submitter's Name:

➤ Julie Orio

Plan Name:

➤ Judicial Affairs Database

Plan Submission Date (MM/DD/YY):

➤ 9/14/2009

Primary Strategic Initiative supported by plan (choose ONLY one of the following):

- | | |
|--|--|
| <input type="checkbox"/> Faculty and Staff | <input type="checkbox"/> Students |
| <input type="checkbox"/> Learning Resources | <input type="checkbox"/> Facility Resources |
| <input checked="" type="checkbox"/> Technology Resources | <input type="checkbox"/> Financial Resources |

Brief Plan Description:

In a few sentences, please describe how this plan supports the specific strategic initiative identified above:

(A detailed plan description can be attached as a separate file.)

➤ A 100% Web based professional judicial database will enable university administrators to bring all departments and stakeholders together by processing, tracking, reporting and managing student violations campus wide. The database will help ensure that the university is in compliance with Federal and State Law.

Expected Outcomes

Goal 1

1.1 Please state the most important goal of this plan:

➤ The most important goal is to process, track, report and manage student non-academic violations across the campus enabling the university to better serve students, faculty, staff, families, and law officials.

1.2 List the key related action steps:

What are the most important things you must do to achieve this goal?

➤ A taskforce, comprised of members from the Office of Residence Life, Judicial Affairs and ITS, researched and viewed several databases and identified the most viable database for USFs campus. Once funds are received a database can be purchased and our goal can be achieved.

1.3 Please describe the achievement of the goal:

How would we know we were successful with this plan?

➤ Data collection will be easy and efficient and will provide insight into issues and trends on USF's campus.

1.4 Evidence of achievement of success:

What information will tell us each activity is successful in reaching the desired outcome?

➤ Reports of policy violations will be easy to generate. Will have the ability to demonstrate the impact of judicial on retention rates, GPA's, as well as other institutional measures that we designate.

Goal 2 (if applicable)

2.1 Please state the most important goal of this plan:

➤

2.2 List the key related action steps:

What are the most important things you must do to achieve this goal?

➤

2.3 Please describe the achievement of the goal:

How would we know we were successful with this plan?

➤

2.4 Evidence of achievement of success:

What information will tell us each activity is successful in reaching the desired outcome?

➤

Goal 3 (if applicable)

3.1 Please state the most important goal of this plan:

➤

3.2 List the key related action steps:

What are the most important things you must do to achieve this goal?

➤

New Spending Request Summary

Plan Status (internal use): Pending

3.3 Please describe the achievement of the goal:

How would we know we were successful with this plan?



3.4 Evidence of achievement of success:

What information will tell us each activity is successful in reaching the desired outcome?



Primary Division:

President

Academic Affairs

University Life

Advancement

Business and Finance

ITS

Primary Person(s) Responsible:

➤ Julie Orio, Assistant Dean of Students, Ryan Garcia, Coordinator of Judicial Affairs

Secondary Division (if applicable):

President

Academic Affairs

University Life

Advancement

Business and Finance

ITS

Secondary Person(s) Responsible:



Office of Judicial Affairs 2005-2006 Judicial Summary

Cases heard by the Office of Judicial Affairs and the Student Judicial Board

Off-Campus Students	Fall	Spring
alcohol	8	17
drug	1	1
non-sexual harassment	1	3
relations	1	1
sexual assault		2
theft	2	2
weapons/relations	1	1
total number of hearings	14	27

41

On-Campus Students	Fall	Spring
alcohol	9	16
alcohol and drug	1	
arson	1	
attempted suicide	1	
bias related incidents	2	
computer misuse	1	1
domestic abuse	2	
drugs	7	16
follow-up to sexual assaults	3	
incomplete sanctions	5	
mental health	1	4
non-sexual harassment	1	
physical assaults	2	
relations	2	2
sexual assaults	2	2
sexual harassment	3	2
theft	2	6
vandalism	2	
total number of hearings	47	49

96

137

Student Judicial Board	Fall	Spring
alcohol	2	
alcohol & quiet hours	7	3
alcohol & candle	2	
failure to comply and guest policy	2	
health & safety	2	
keys	2	
quiet hours	4	1
failure to comply		4
guest policy		1
smoking		3
quiet hours & failure to comply	1	
trash & facilities use	1	
unauthorized possession of property	1	
vandalism	2	
total number of hearings	26	12

38

Student Judicial Board Referrals by Building	Fall	Spring
GI	8	5
HH	7	7
LM	4	
LV	1	
PW	0	
PA	0	
PH	2	
FM	4	

2005-2006 Judicial Affairs Statistics

Removal-Relocation

11 students were removed from housing
7 students were relocated

Drug Referrals

31 drug referrals were made to the Counseling Center

Appeals

14 appeals were received
7 were upheld for removal
2 were altered to relocation

Hospital Transports

4 alcohol related hospital transports
8 medical hospital transports
1 non-USF student hospital transport

Bias Related Incidents

7 Bias Related Incidents

Gender Breakdown

Male - 496
Female - 450

Male Repeat Offenders = 111

Female Repeat Offenders = 91

Days of the Week		Alcohol	Drugs	Alcohol and Drugs	Total Cases
	Monday	5	9	1	15
	Tuesday	6	2	1	9
	Wednesday	12	8		20
	Thursday	10	5		15
	Friday	32	9	1	42
	Saturday	39	5	2	46
	Sunday	12	6	2	20
		116	44	7	167

3 non-USF students documented for Alcohol

Alcohol - Not Responsible = 43

Drugs - Not Responsible = 14

Alcohol and Drugs - Not Responsible = 4

Female Alcohol Violations = 157

Female Alcohol Responsible = 138

Female Alcohol Not Responsible = 19

Male Alcohol Violations = 212

Male Alcohol Responsible = 188

Male Alcohol Not Responsible = 24

Female Drug Violations = 57

Female Drug Responsible = 49

Female Drug Not Responsible = 12

Male Drug Violations = 66

Male Drug Responsible = 60

Male Drug Not Responsible = 6

Alcohol and Drug Statistics

	Alcohol	Drugs
2002-2003	216	66
2003-2004	287	100
2004-2005	268	73
2005-2006	414	148

Overall Trends:

Repeat offenses are higher in the first year halls.

Less likely to have third or higher repeat offenses in Loyola Village because the building has stricter policies than the traditional residence halls.

Alcohol and drug use violations are increasing.

Cases overall are becoming more complex which takes more staff time. Consistent with national trend that students are coming to college with more complex issues.

Increase in roommate conflicts and issues.

Vandalism is increasing in the halls. This may be linked to increased alcohol use.

Future Endeavors:

Break down incidents by day of the week.

Break down types of repeat offenses to further define trends.

Work with in hall staff to decrease repeat offenses.

Determine number of students found responsible versus number of students found not responsible. Determine trends if any.

Continue to improve database so data collection is more efficient.

Break down location of incidents and who is in violation. For example, are Hayes-Healy and Gilson residents violating policies in their assigned halls or other halls?

Examine sanctions and how they are effecting student behavior.

Do more proactive education around behavioral issues for first year students.

Office of Judicial Affairs - 2006-07 Judicial Summary

Cases heard by the Office of Judicial Affairs, the DHC, & the Student Judicial Board

Off-Campus Students	Fall 2006	Spring 2007	2006-07 Total
Alcohol	4	1	5
Drug	2	0	2
Disruptive/Disorderly	3	1	4
Disturbing the Peace	1	1	2
Theft	4	1	5
Trespass	2	0	2
Assault/Battery	2	0	2
total number of hearings	18	4	22

Student Judicial Board	Fall 2006	Spring 2007	2006-07 Total
Alcohol	6	0	6
Guest Visitation	5	5	10
Disruptive/Disorderly Behavior	0	4	4
Quiet Hours	7	8	15
total number of hearings	18	17	35

On-Campus Students	Fall 2006	Spring 2007	2006-07 Total
Alcohol	20	16	36
Drug	5	6	11
Disruptive Disorderly	14	5	19
Disturbing the Peace	7	3	10
Asault/Battery	5	0	5
Theft	4	0	4
Harassment	2	2	4
Quiet Hours	7	6	13
total number of hearings	43	38	87

Student Judicial Board Referrals by Building	Fall 2006	Spring 2007	2006-07 Total
Gillson	6	0	6
Hayes Healy	7	8	15
Lone Mountain	0	0	0
Loyola Village	2	0	2
Pedro Arrupe	0	0	0
Phelan	0	0	0
Fromm	0	0	0
	15	8	23

2006-07 Code of Conduct Violation Count

Policy	Reported		Not										
	Violations	Responsible	Responsible	FYIs	HH	GI	PH	FM	LM	LV	PA	FH	OFF
D1 - Aiding, Abedding or Inciting	0	0	0	0	0	0	0	0	0	0	0	0	0
D2 - Alcohol	363	253	83	2	86	83	113	7	43	23	4	2	2
D3 - Assault/Battery	3	1	2	0	2	0	0	0	0	0	1	0	0
D4 - Badgering and Otherwise Abusive Behavior	3	0	2	0	0	0	2	0	0	1	0	0	0
D5 - Destruction of Property	18	5	10	0	8	5	4	0	1	0	0	0	0
D6 - Disruptive or Disorderly Behavior	103	57	36	1	32	25	22	0	11	9	2	0	2
D7 - Disruption of the Educational Process	0	0	0	0	0	0	0	0	0	0	0	0	0
D8 - Disturbing the Peace	4	3	1	0	1	1	2	0	0	0	0	0	0
D9 - Drugs	93	54	29	8	35	13	11	7	20	6	1	0	0
D10 - Failure to Comply or Identify	72	44	20	0	20	39	5	0	6	1	1	0	0
D11 - Failure to Repay Debts or Return University Property	3	3	0	0	2	1	0	0	0	0	0	0	0
D12 - False Report of Emergency	0	0	0	0	0	0	0	0	0	0	0	0	0
D13 - Forgery or Misuse of Documents	0	0	0	0	0	0	0	0	0	0	0	0	0
D14 - Gambling	0	0	0	0	0	0	0	0	0	0	0	0	0
D15 - Hazing	0	0	0	0	0	0	0	0	0	0	0	0	0
D16 - Health and Safety Regulations	54	30	21	0	32	11	3	0	5	1	1	0	1
D17 - Identification	40	38	1	0	25	9	0	0	0	0	6	0	0
D18 - Infliction of Physical or Psychological Harm Upon Any Member of the USF Community	1	0	1	1	0	1	0	0	0	0	0	0	0
D19 - Keys	2	2	0	0	0	1	0	0	0	0	0	1	0
D20 - Laws	0	0	0	0	0	0	0	0	0	0	0	0	0
D21 - Lewd Conduct	1	1	0	0	1	0	0	0	0	0	0	0	0
D22 - Misrepresentation	4	0	4	0	0	0	0	0	0	4	0	0	0
D23 - Posted or Printed USF Rules	2	0	2	0	0	2	0	0	0	0	0	0	0
D24 - Sexual Offense or Threat to do Same to a Member of the USF Community	0	0	0	0	0	0	0	0	0	0	0	0	0
D25 - Smoking	8	6	1	0	0	2	1	1	0	3	1	0	0
D26 - Stalking	2	0	0	2	0	0	0	0	2	0	0	0	0
D27 - Tape Recording	0	0	0	0	0	0	0	0	0	0	0	0	0
D28 - Theft	5	0	1	3	0	2	1	0	1	1	0	0	0
D29 - Threats	1	1	0	0	0	0	0	0	1	0	0	0	0
D30 - Trespass	0	0	0	0	0	0	0	0	0	0	0	0	0
D31 - Unauthorized Possession or Use of Property	15	14	1	0	2	6	7	0	0	0	0	0	0
D32 - University's Computer and Network Appropriate Use Policy	0	0	0	0	0	0	0	0	0	0	0	0	0
D33 - University's Prevention of Sexual and Other Unlawful Harassment Policy	0	0	0	0	0	0	0	0	0	0	0	0	0
D34 - Weapons	2	2	0	0	0	2	0	0	0	0	0	0	0
C1 - Alochol and Other Drugs	<i>merged into D2-Alcohol</i>												
C2 - Animals	1	1	0	0	1	0	0	0	0	0	0	0	0
C3 - Bicycles and Motorcycles	0	0	0	0	0	0	0	0	0	0	0	0	0
C4 - Candles	0	0	0	0	0	0	0	0	0	0	0	0	0
C5 - Damage Charges	44	44	0	0	0	0	44	0	0	0	0	0	0
C6 - Decorating	0	0	0	0	0	0	0	0	0	0	0	0	0
C7 - Electric Appliances	0	0	0	0	0	0	0	0	0	0	0	0	0
C8 - Facilities and Property Use	201	199	1	2	12	3	177	0	4	4	1	0	0
C9 - Guest Visitation Policy	350	317	27	0	52	128	72	71	19	6	1	0	1
C10 - Identification Cards	76	70	4	0	40	22	14	0	0	0	0	0	0
C11 - Posting and Mailing Policy	0	0	0	0	0	0	0	0	0	0	0	0	0
C12 - Quiet Hours	273	189	55	0	122	82	31	0	17	19	2	0	0
C13 - Skateboards	0	0	0	0	0	0	0	0	0	0	0	0	0
C14 - Smoking	1	0	1	0	0	0	0	0	0	1	0	0	0
C15 - Solicitation and Commercial Activity	2	1	1	0	1	0	1	0	0	0	0	0	0

2006-07 Alcohol and Drug Statistics

D2 - Alcohol	Total Residents	Reported Violations	Resp.	Not Resp.	FYIs	Men	Women	Men Resp.	Women Resp.	Men Not Resp.	Women Not Resp.	Frosh	Soph	Jr	Sr	Grad
Hayes	393	86	54	28	1	41	42	30	24	11	17	78	7	1		
Gillson	387	83	57	18	1	38	45	26	31	11	13	79	4			
Phelan	501	113	80	12	0	60	53	42	38	5	7	39	63	9	2	
Fromm	176	7	6	1	0	0	7	0	6	0	1	1	5	1		
Lone Mtn.	288	43	30	13	0	10	33	5	25	5	8	12	25	6		
Loyola	324	23	16	7	0	14	9	7	9	7	0	2	13	7	1	
Pedro	90	4	4	0	0	1	3	1	3	0	0			4		
Fulton	8	2	1	0	0	0	2	0	1	0	0	1				
Off-Campus		2	2	0	0	2	0	2	0	0	0		2			
TOTALS		363	250	79	2	166	194	113	137	39	46	212	119	28	3	

D9 - Drugs	Total Residents	Reported Violations	Resp.	Not Resp.	FYIs	Men	Women	Men Resp.	Women Resp.	Men Not Resp.	Women Not Resp.	Frosh	Soph	Jr	Sr	Grad
Hayes	393	35	10	20	3	28	6	6	5	20	0	33	1			
Gillson	387	13	6	3	4	8	4	3	3	3	0	12				
Phelan	501	11	7	3	0	11	0	7	0	3	0	6	5			
Fromm	176	7	7	0	0	0	7	0	7	0	0	2	4	1		
Lone Mtn.	288	20	19	1	0	7	12	6	12	1	0	5	11	2	1	
Loyola	324	6	3	2	1	1	5	0	3	1	1	1	1	4		
Pedro	90	1	1	0	0	0	1	0	1	0	0		1			
Fulton	8	0														
Off-Campus		0														
TOTALS		93	53	29	8	55	35	22	31	28	1	59	23	7	1	

Alcohol and Drug Statistics		
	Alcohol	Drugs
2002-2003	216	66
2003-2004	287	100
2004-2005	268	73
2005-2006	419	149
Fall 2006	255	61
Spring 2007	108	32
2006-2007	363	93

Judicial Affairs Quick Facts

- 12 - Alcohol related transports
- 11 - students removed from Housing
- 5 - students were relocated
- 13 - students appealed HD decisions
- 152 - incidents occurred on Mondays
- 166 - incidents occurred on Tuesdays
- 287 - incidents occurred on Wednesdays
- 160 - incidents occurred on Thursdays
- 143 - incidents occurred on Fridays
- 245 - incidents occurred on Saturdays
- 106 - incidents occurred on Sundays

Office of Judicial Affairs - 2007-08 Judicial Summary

Cases heard by the Office of Judicial Affairs, the DHC, & the Student Conduct Board

Off-Campus Students	Fall 2007	Spring 2008	2007-08 Total
Alcohol	5	7	12
Drug			
Disruptive/Disorderly	2	2	4
Infliction of Pscyh Harm		1	1
Disturbing the Peace		3	3
Theft	1	1	2
Trespass			
Assault/Battery		2	2
total number of hearings			24

On-Campus Students	Fall 2007	Spring 2008	2007-08 Total
Alcohol	35	15	56
Drug	27	5	32
Disruptive Disorderly	5	4	9
Disturbing the Peace			
Asault/Battery	2	2	4
Theft	2	3	5
Weapons	6		6
Quiet Hours	4		4
total number of hearings			116

Total number of hearings by the Office of Judicial Affairs: 140

Student Conduct Board	Fall 2006	Spring 2008	2007-08 Total
Indoor Activities/Disruptive Bx	5	0	5
Disruptive Behavior/Quiet Hrs	4	0	4
Alcohol	2	0	2
Quiet Hours	3	0	3
total number of hearings	14	0	14

Student Conduct Board Referrals by Building	Fall 2007	Spring 2008	2007-08 Total
Gillson	12	0	0
Hayes Healy	2	0	0
Lone Mountain	0	0	0
Loyola Village	0	0	0
Pedro Arrupe	0	0	0
Phelan	0	0	0
Fromm	0	0	0
	14	0	14

2007-2008: Judicial Summary Continued

Residence Halls

Building	# of Residents	# of IR Filed	# of FYI's Filed	total reports	# of cases	# of students documented	# of repeat offenders	actual # of students documented	% of students documented	Students on Probation	Alcohol Violations	Drug Violations	Alcohol and Drug Violations
Fromm	176	46	7	53	20	56	12	44	25%	8	32	10	4
Gillson	387	370	2	372	97	348	74	274	71%	33	164	58	43
Hayes-Healy	393	232	14	246	93	241	59	182	46%	15	129	12	8
Lone Mt.	288	113	0	113	91	117	18	99	34%	9	29	9	0
Loyola Village	324	110	10	120	41	89	9	80	25%	32	50	15	7
Pedro	90	29	3	32	17	28	6	22	24%	1	6	0	0
Phelan	501	159	0	159	110	179	31	148	30%	4	60	9	1
Totals	2159	1059	36	1095	469	1058	209	849	27%	102	470	113	63

Judicial Affairs Statistics

Expulsion

4 students expelled

Removal-Relocation

8 students were removed from housing

5 students were relocated

Hospital Transports

12 alcohol related hospital transports

1 drug related hospital transport

Alcohol/Drug Referrals

66 alcohol/drug referrals were made to the Counseling Center

BMI Referrals

19 referrals made

Appeals

23 appeals were received

Alcohol and Drug Statistics

	Alcohol	Drugs
2002-2003	216	66
2003-2004	287	100
2004-2005	268	73
2005-2006	419	149
2006-2007	363	93
Fall 2007	318	80
2007-2008	470	113

Policy	Reported		Not												
	Violations	Responsible	Responsible	FYIs	FM	GI	HH	LM	LV	PA	PH	FH			
D1 - Aiding, Abetting or Inciting	0	0	0	0	0	0	0	0	0	0	0	0			
D2 - Alcohol	470	264	120	0	32	164	129	29	50	6	60	0			
D3 - Assault/Battery	11	5	6	0	1	1	1	0	6	2	0	0			
D4 - Badgering and Otherwise Abusive Behavior	8	3	2	0	0	2	2	0	3	0	0	0			
D5 - Destruction of Property	55	12	31	2	5	9	24	0	7	3	7	0			
D6 - Disruptive or Disorderly Behavior	189	62	88	0	34	27	67	2	33	4	32	0			
D7 - Disruption of the Educational Process	0	0	0	0	0	0	0	0	0	0	0	0			
D8 - Disturbing the Peace	13	2	10	0	0	0	5	0	4	4	0	0			
D9 - Drugs	113	41	38	3	7	51	17	11	15	0	12	0			
D10 - Failure to Comply or Identify	51	26	15	0	0	15	20	1	12	1	2	0			
D11 - Failure to Repay Debts or Return University Property	0	0	0	0	0	0	0	0	0	0	0	0			
D12 - False Report of Emergency	0	0	0	0	0	0	0	0	0	0	0	0			
D13 - Forgery or Misuse of Documents	4	1	3	0	0	1	3	0	0	0	0	0			
D14 - Gambling	0	0	0	0	0	0	0	0	0	0	0	0			
D15 - Hazing	0	0	0	0	0	0	0	0	0	0	0	0			
D16 - Health and Safety Regulations	71	31	26	0	2	24	25	8	6	1	5	0			
D17 - Identification	29	11	11	0	1	9	11	2	4	0	2	0			
D18 - Infliction of Physical or Psychological Harm Upon Any Member of the USF Community	2	1	1	0	1	1	0	0	0	0	0	0			
D19 - Keys	0	0	0	0	0	0	0	0	0	0	0	0			
D20 - Laws	0	0	0	0	0	0	0	0	0	0	0	0			
D21 - Lewd Conduct	1	1	0	0	0	0	1	0	0	0	0	0			
D22 - Misrepresentation	2	2	0	0	0	1	0	0	0	0	1	0			
D23 - Posted or Printed USF Rules	3	2	1	0	0	0	0	2	1	0	0	0			
§D24a - Residence Life Policies -Animals	1	1	0	0	0	0	1	0	0	0	0	0			
§D24b - Bicycles and Motorcycles	2	0	2	0	0	0	0	2	0	0	0	0			
§D24c - Incendiary Objects	10	8	1	0	0	1	0	9	0	0	0	0			
§D24d - Damage Charges	0	0	0	0	0	0	0	0	0	0	0	0			
§D24e - Decorating	9	4	1	0	2	0	1	4	2	0	0	0			
§D24f - Electric Appliances	1	1	0	0	0	0	0	1	0	0	0	0			
§D24g - Facilities and Property Use	18	14	3	0	0	12	0	4	2	0	0	0			
§D24h - Guest and Visitation Policy	316	265	32	0	14	102	25	61	16	4	95	0			
§D24i - Identification Cards	2	2	0	0	1	0	1	0	0	0	0	0			
§D24j - Indoor Athletic Activities	7	5	2	0	0	7	0	0	0	0	0	0			
§D24k - Posting and Mailing Policy	0	0	0	0	0	0	0	0	0	0	0	0			
§D24l - Quiet Hours	399	227	99	0	41	96	127	7	66	17	45	0			
§D24m - Smoking	56	20	25	0	1	20	9	6	15	0	5	0			
§D24n - Solicitation and Commercial Activity	0	0	0	0	0	0	0	0	0	0	0	0			
D25 - Sexual Offense or Threat to do Same to a Member of the USF Community	0	0	0	0	0	0	0	0	0	0	0	0			
D26 - Smoking	37	9	25	0	4	9	3	4	15	0	2	0			
D27 - Stalking	0	0	0	0	0	0	0	0	0	0	0	0			
D28 - Tape Recording	0	0	0	0	0	0	0	0	0	0	0	0			
D29 - Theft	4	2	2	0	0	0	3	0	1	0	0	0			
D30 - Threats	7	1	6	0	1	0	2	0	4	0	0	0			
D31 - Trespass	0	0	0	0	0	0	0	0	0	0	0	0			
D32 - Unauthorized Possession or Use of Property	11	2	0	0	0	0	9	0	2	0	0	0			
D33 - University's Computer and Network Appropriate Use Policy	0	0	0	0	0	0	0	0	0	0	0	0			
D34 - University's Prevention of Sexual and Other Unlawful Harassment Policy	0	0	0	0	0	0	0	0	0	0	0	0			
D35 - Weapons	6	6	0	0	0	0	2	0	0	0	4	0			

Drug and Alcohol Violation Breakdown

D2 - Alcohol	Total Residents	Reported Resident Violations	Resp.	Not Resp.	No Outcome	FYIs	Men	Men Resp.	Men Not Resp.	Men No Outcome	Women	Women Resp.	Women Not Resp.	Women No Outcome	Frosh	Soph	Jr	Sr	Grad
Fromm	176	32	21	6	5	0	0	0	0	0	32	21	6	5	24	8	0	0	0
Gillson	387	164	116	34	14	0	82	63	13	6	48	20	24	4	131	3	0	0	0
Hayes	393	129	69	54	17	0	48	33	35	9	65	36	19	8	134	6	0	0	0
Lone Mtn.	288	29	11	3	0	0	10	7	3	0	4	4	0	0	5	8	1	0	0
Loyola	324	50	18	8	1	0	19	11	8	0	8	7	0	1	3	6	16	2	0
Pedro	90	6	2	3	0	0	2	2	0	0	3	0	3	0	0	0	0	3	2
Phelan	501	60	27	12	12	0	26	9	12	5	25	18	0	7	19	30	2	0	0
Fulton	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	2167	470	264	120	49	0	187	125	71	20	185	106	52	25	316	61	19	5	2

D9 - Drugs	Total Residents	Reported Resident Violations	Resp.	Not Resp.	No Outcome	FYIs	Men	Men Resp.	Men Not Resp.	Men No Outcome	Women	Women Resp.	Women Not Resp.	Women No Outcome	Frosh	Soph	Jr	Sr	Grad
Fromm	176	7	5	0	0	0	0	0	0	0	7	6	1	0	4	3	0	0	0
Gillson	387	51	13	19	4	2	35	15	19	1	14	8	6	0	51	0	0	0	0
Hayes	393	17	5	5	1	0	14	6	7	1	3	1	2	0	15	2	0	0	0
Lone Mtn.	288	11	6	4	1	1	3	2	0	1	8	4	4	0	4	6	0	1	0
Loyola	324	15	7	6	1	0	10	5	5	0	4	2	1	1	1	5	8	0	0
Pedro	90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Phelan	501	12	5	4	3	0	10	3	4	3	2	2	0	0	4	7	1	0	0
Fulton	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	2167	113	41	38	10	3	72	31	35	6	38	23	14	1	79	23	9	1	0

**University of San Francisco
Office of the Dean of Students
Division of University Life**

POSITION TITLE: Assistant Dean of Students

SUPERVISOR: Dean of Students

FTE: 1.0 (12 month position)

GENERAL SCOPE OF POSITION:

Reporting directly to the Dean of Students, the Assistant Dean is an integral member of the leadership team in the Division of University Life and serves as a generalist in the Office of the Dean of Students. The Assistant Dean supervises a fulltime Coordinator of Judicial Affairs, oversees the judicial process, oversees policy development and implementation, attends to a myriad of student issues, serves as a liaison to faculty, staff, students, parents, and community members, analyzes and reviews response procedures and make protocol decisions when needed. S/he supports the Dean of Students in university-wide projects, retention efforts, student advocacy, training, and leadership development.

ACCOUNTABILITY

As a designated member of the *Leadership Team* in University Life is accountable for:

- Manifesting the Mission, Vision and Values of the University
- Advancing the Division's Mission and Commitments
- Embracing the Divisional Strategic Priorities and supporting other divisional or college priorities as applicable
- Fully participating in issue-driven Divisional meetings once a month
- Identifying problems at the departmental level and implementing solutions
- Evaluating departmental outcomes
- Ensuring departmental/program goal and decisions are consistent with Divisional and University priorities, policies, values, etc.
- Educating the Division and the University on current issues or trends in areas of expertise

As part of the larger staff in University Life, the Assistant Dean collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

Essential Duties and Responsibilities

A. Policy and Procedure Development, Interpretation, and Implementation

1. Provide advice, consultation, and support in the development of University-wide policies and procedures, and responses to issues and trends affecting the campus.
2. Provide staff support and assistance related to interpretation and implementation of University-wide policies.
3. Provide leadership and consultation in responding to student needs and campus issues related to student life.
4. In conjunction with various student and University groups: review and revise policy related to student life including the Student Conduct Code, FERPA, Student Judicial Procedures, Alcohol Policy, Parental Notification, Sexual Assault Reporting, Speaker's Policy, Harassment Policy, etc.
5. Initiate, coordinate, and implement policies for the department that are effective, efficient, and conducive to the personal, social, physical, spiritual, cultural development, and general welfare of students.

B. Student Advocacy and Advising

1. Provide leadership and coordinate efforts for the University Life Crisis Management/Incident Response Team.
2. Serve as a general University ombudsperson for student issues.
3. Consult with students, staff, faculty, administrators, parents, and outside agencies as appropriate regarding student issues.
4. Initiate appropriate responses to student issues, including communication with campus entities, distribution of publications and support of student programs.
5. Assist with walk-in student requests/needs such as Emergency Loan requests, incident reports, and other general student issues.
6. Serve as an on-call resource for Public Safety when necessary.
7. Share on-call responsibility for a campus of over 8000 students with the Dean of Students, Associate Dean for Student Development and Coordinator of Judicial Affairs.
8. Remain abreast on research, current trends, practices and legal issues pertinent to Student Life

C. University Judicial System & Supervision

1. Supervise and evaluate the Coordinator of Judicial Affairs.
2. Assign cases to appropriate hearing boards or offices.
3. Oversee judicial documentation and information management.
4. Develop and facilitate judicial system training for the Residence Life Staff (HDs, AHDs, and RAs).
5. Recruit and train Disciplinary Hearing Committee.
6. Maintain appropriate documentation, filing processes, and database for judicial records.
7. Remain current on research practices and legal issues pertinent to the university judicial process.

8. Initiate consultation with USF legal counsel as it relates to the implementation of the judicial process.

D. Alcohol and Other Drugs

1. Support the overall promotion of the university philosophy on alcohol and other drug education, enforcement, and reduction of high-risk drinking and other drug use through student and staff trainings, programs (such as new student orientation) and development of policies.
2. Collaborate with Health Promotion & Services and Residence Life to develop and facilitate the training of the orientation staff, residence life staff, etc. on information related to alcohol and other drugs.
3. Conduct follow up meetings with students who are transported due to alcohol use.
4. Assist with the collection, processing, and notification of confidential data such as alcohol related medical calls and judicial fines.
5. Serve as the Project Director for the Department of Education's grant to Reduce High Risk Drinking including supervising a full time Grant Coordinator and managing a \$300,000 budget.

E. Sexual Assault Prevention Education

1. Serve as general University ombudsperson for student welfare issues related to sexual assault prevention education.
2. Consult with students, staff, faculty, administrators, parents, and outside agencies regarding sexual assault prevention education.
3. Initiate appropriate response to sexual assault issues, including communication with campus entities, distribution of publications and materials, and support of student programs.
4. Initiate consultation with legal council as it relates to issues of sexual assault.
5. Serve as a hearing officer for sexual misconduct cases when appropriate.
6. Remain current on research, practices, and legal issues pertinent to sexual assault university judicial procedures.
7. Coordinate the Student Resource Team program, including identification of advocates, training, and scheduling.

F. Campus Climate

1. Contribute to the University's larger efforts to create a climate that values and actively supports inclusiveness and diversity.
2. Work collaboratively with campus colleagues to recommend policies, design programs, and support curricular changes that enhance cultural effectiveness and improve the learning environment.
3. Assist in the coordination of the University-wide Orientation Program.
4. Collaborate with the Colleges and Schools and Regional Campuses on education about classroom behavior.
5. Partner with key university departments such as Human Resources, Legal Counsel, Counseling Center, Health Promotion and Services, Student Leadership and Engagement, Public Safety, and Residence Life to ensure comprehensive success strategies for students (i.e, safety, satisfaction, matriculation, and retention).

G. Student Training and Development

1. Develop and implement training for student groups in other departments in relation to areas of responsibility in the Dean of Students Office.
2. Collaborate with other staff members in the design and implementation of student staff trainings.
3. Conduct trainings, workshops, and seminars on topics related to student success.

H. Special Projects

1. Serve as project manager for special projects assigned by the Dean of Students.
2. Design and implement assessment strategies for assigned projects.
3. Identify appropriate collaborations for the implementation of special projects.

I. Liaison Responsibilities

1. Promote and encourage department collaboration with the Dean of Students Office and between University departments and related outside groups.
2. Serve on University-wide committees as a representative of the Department of University Life, as appropriate to areas of responsibility.
3. Act for the Dean of Students in her/his absence.

QUALIFICATIONS:

Master's degree in higher education administration, college student services administration, legal affairs or related field required. A demonstrated interest in and commitment to, the Jesuit mission of the institution. A minimum of 5 years of related experience in judicial affairs and/or student affairs in a higher education environment. Strong demonstrated skills in conflict resolution, counseling, student advocacy, problem solving, and project development. The candidate must possess strong analytic, written and oral communication skills, able to formulate strategic plans, and work in an independently and proactive manner. Experience preferred in working effectively with diverse college student populations within an urban, multicultural environment. Willing to participate in evening and weekend activities and programs.

JEO 1/8/08

University of San Francisco
Office of the Assistant Dean of Students
Division of University Life

POSITION TITLE: Assistant Director, Student Conduct, Rights & Responsibilities

SUPERVISOR: Assistant Dean of Students

FTE: 1.0 (12 month position)

GENERAL SCOPE OF POSITION:

The Assistant Director, Student Conduct, Rights & Responsibilities is a staff member within the Division of University Life. The Assistant Director is supervised directly by the Assistant Dean of Students. The Assistant Director is primarily responsible for management of the University's nonacademic judicial and disciplinary procedures for on-campus and off-campus residents to create and support out-of-classroom learning environments and the full education and development of students into informed, adult citizens. The Assistant Director may adjudicate 200-600 judicial hearings and appeals annually, will interpret University policies, will analyze and review policies and protocols, gather effective data and make policy or protocol decisions when needed.

ACCOUNTABILITY

As part of the larger staff in University Life, the Assistant Director collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

A. University Judicial System

1. Administer all aspects of the nonacademic student judicial process. Investigate and resolve student-related complaints referred to the Dean of Students, conduct and document investigations, advise students of their rights and responsibilities, serve as the main Hearing Officer, coordinate all details associated with formal disciplinary hearings, process appeals and follow up on sanctions
2. Coordinate, train, evaluate, and advise judicial hearing officers to implement the University's student disciplinary process consistently.
3. Participate in departmental training, retreats, and inservice workshops.
4. Recruit, select, train, and advise the Student Conduct Board (peer review board). Coordinate weekly Student Conduct Board hearings.
5. Develop and maintain a division-wide student judicial database system accessible to critical departments such as Public Safety, Dean of Students and Residence Life. (Report generation, conduct trends, etc.)
6. Assess effectiveness of educational efforts in the student judicial process.
7. Serve as the primary judicial hearing officer for all departmental appeals (except for cases in which the Assistant Director was the first adjudicating hearing officer).
8. Assist the hearing officers by identifying students with special counseling or skill development needs and coordinate referrals to appropriate resources and agencies.
9. Share on-call responsibility for a campus of over 8000 students with the Dean of Students, Associate Dean for Student Development, and the Assistant Dean of Students.

B. Policy & Procedure Development

1. Serve as the editor-in-chief of the *Fogcutter Student Handbook*. Create and edit publications related to student conduct issues, as directed.
2. Assist in the development, review and interpretation of University policies and procedures, especially pertaining to student freedoms and responsibilities, nonacademic student conduct and discipline, student privacy and parental notification.
3. Provide advice, consultation, and support in the development of University-wide policies and procedures, and responses to issues and trends affecting campus.
4. Provide staff support and assistance related to interpretation and implementation of University-wide policies.
5. Assist with providing leadership and consultation in responding to student needs and campus issues related to student life.

C. Office of the Assistant Dean

1. Support the Assistant Dean of Students in all aspects of special projects, case management, training programs, and outreach efforts to students, faculty and staff.
2. Serve on the University Life Crisis Management/Incident Response Team and provide support for students in crisis as appropriate.
3. Represent the department and Division at University functions that require training or orientation to departmental or student judicial matters (e.g., FERPA workshops at Family Orientation, Residence Life Policy workshops at Prospective Student Open Houses).
4. Assist in the coordination of annual Clery Statistics report with Public Safety.
5. Maintain conduct records, and understand procedures for disclosure and access.
6. Develop, implement, and evaluate sanctioning options (including group sanctions, sanction classes, and online technology).
7. Collaborate with other administrators and faculty to ensure program interface, efficiency, and effectiveness (with particular attention paid to Human Resources, Legal Counsel, Health Promotion and Services, Counseling, and Public Safety).
8. Develop and facilitate judicial system training for the Residence Life Staff (HDs, AHDs, and RAs).
9. Collaborate on education and outreach programs and services with Career Services, Multicultural Student Services, International Student Services, Student Leadership & Engagement, Health Promotion & Services, Koret Health and Recreation Center, Counseling Center, Athletics, Public Safety, Campus Dining, and the Vice President of University Life office as appropriate.
10. Serve on selected department and university committees.
11. Other duties as assigned.

QUALIFICATIONS:

A master's degree in higher education administration or a related field is required. Understanding of applied student development theories, counseling and intervention models, and student privacy/records laws are essential. Significant professional experience in residence life or student judicial affairs is required (at a private institution, preferred) including the design, coordination, and evaluation of educationally purposeful student judicial programs, student development activities and leadership programs. The candidate must possess strong written and oral communication skills and have a commitment to, and understanding of, a diverse, urban institution. A demonstrated interest in, and a commitment to, the mission of a Jesuit institution. Knowledge and skill with current technology is also preferred. Willing to participate in evening and weekend activities and programs.

JEO 9/08

University of San Francisco
Student Conduct, Rights, and Responsibilities Program Assistant
Division of University Life

POSITION TITLE: Program Assistant V

SUPERVISOR: Assistant Dean of Students

FTE: 1.0 (12 months, full-time)

GENERAL SCOPE OF POSITION:

Reporting directly to the Assistant Dean of Students, the Program Assistant serves as part of the team to assist students in matters related to developing, evaluating and effectively carrying out the department's goals. The Program Assistant provides a diverse range of administrative support to two professional staff and works with additional staff while managing multiple tasks/projects. The Program Assistant determines how best to support the department's mission by independently determining customer needs and responding to those requests. The Program Assistant deals with a diverse group of external callers and visitors and internal contacts at all levels of the organization. Independent judgment is required to plan, prioritize and organize diversified workload and to recommend changes in office practices and procedures.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Program Assistant collaborates and cooperates across divisions and departments to create a supportive University community that encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Departmental Administration

- Coordinate administrative duties and general office support for the Assistant Dean of Students and the Office of Student Conduct, Rights & Responsibilities.
- Screen all calls, visitors, and mail for the office, answering questions from a variety of constituents and referring questions when appropriate.
- Support the department in handling complex, sensitive, and confidential information.
- Manage calendar and schedules for the Assistant Dean of Students, and Assistant Director of Student Conduct, Rights & Responsibilities.
- Prepare routine correspondence such as departmental memos, letters, and e-mails.
- Set up and maintain departmental filing/tracking systems.
- Work with University Communications for public documents.
- Serve as resource for interpretation of department policy for department staff and public.
- Plan and coordinate projects from start to finish.
- Support research and correspondence efforts, such as library searches.

Coordinate departmental travel, events, and meetings.

- Arrange travel accommodations and transportation for the Assistant Dean of Students and the Assistant Director of Student Conduct, Rights & Responsibilities.
- Prepare expense reports for reimbursement of travel expenses.
- Responsible for arranging lengthy complex meetings or events involving a number of participants from inside or outside of the University.
- Responsible for taking meeting minutes/notes and distributing as appropriate.
- May compile and distribute background materials for meetings as needed.
- Coordinate with other University departments in order to schedule rooms, to request special room set-up or equipment, and refreshments as needed.

Monitor departmental budget.

- Monitor budget for Assistant Dean of Students.
- Identify problems, resolve issues or discrepancies when appropriate, and initiate/authorize routine transfers and payment requests.
- Generate reports on the budget.

Student Recommendations

- Take requests for recommendations from students applying for: transfer to other universities, law schools and other graduate programs, Semester at Sea, and international studies, bar examinations, etc
- Research student's records at USF (transcripts, request ranking report from Student Records, judicial records)
- Fill in forms and create letters for Assistant Director of Student Conduct, Rights &

- Responsibilities signature.
- Maintain files for five years, then destroy.

Student Conduct

- Create / maintain website for Office of Student Conduct, Rights & Responsibilities.
- Provide Support for Student Judicial Processes; prepare letters, schedule meetings.
- Create and generate reports required by the Assistant Dean of Students and Assistant Director of Student Conduct, Rights & Responsibilities.
- Monitor, enter and track community standard fines.
- Update the student conduct database as needed.
- Places holds on student records when requested by the Assistant Dean of Students or Assistant Director of Student Conduct, Rights & Responsibilities.
- Generate necessary paperwork required for conduct boards.
- Destroy judicial paperwork when required by the Assistant Dean of Students or Assistant Director of Student Conduct, Rights & Responsibilities.
- When required, stay with participants of a board hearing.

QUALIFICATIONS:

Position Requirements and Qualifications:

Professional:

- Three years administrative experience or equivalent combination of education and experience required; Bachelor's degree preferred.
- Proficiency with PCs required.
- Experience with word processing, spreadsheets, presentations and database applications required, experience with network applications and desktop publishing is preferred.
- Good organizational skills are essential.
- Experience in higher education is preferred.
- Excellent oral and written communication skills are essential.

Personal/Personality:

- Team-oriented individual who is open to giving and receiving feedback.
- Excellent interpersonal skills are essential.
- Ability to work with all levels of employees and management.
- Willing to take initiative in order to get things done.
- Eager to learn in a fast-paced environment.
- Customer service-oriented individual.