

**A GUIDE FOR
EFFECTIVE
SANCTIONING:

FROM THEORY
TO PRACTICE**

August 2008 Edition

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INTRODUCTION

Most student affairs personnel with judicial affairs responsibilities pride themselves on utilizing disciplinary systems that are “educational” and “developmental” in nature. In *The State of Judicial Affairs* (1998), the Association for Student Judicial Affairs (ASJA) states that “the disciplinary process should be educational.” Sanctioning, or punishment, “is viewed as educational and developmental as students learn the reality of accountability” (13). Many judicial affairs administrators attempt to use “creative” sanctions to insure that this is a learning process, yet little written material exists to assist us in understanding the method behind the madness of sanctioning.

Often overlooked in literature related to student discipline is the importance of the sanction developed in each case. Much of the literature in the field focuses on providing effective and fair processes to resolve disciplinary cases, but what about the sanction? In any case which results in a finding of violation or responsibility, a system that is operating successfully (on an administrative level) will determine its quality based on whether or not the sanction promoted the education and development of the individual student, while also maintaining the integrity of the academic environment.

In this guide, an effort is put forth to establish an effective model of sanctioning, useful in nearly any college or university environment. The underpinnings of why we develop sanctions are explored, as well as means for the development of effective educational sanctions that are rooted in student development theory. Sample sanctioning tools are provided, and can be altered to meet the individual needs of most campus disciplinary systems.

Frank Tortorello and I first began developing this guide for presentation at the ASJA Conference in 1993. Since that time, the guide has been continually updated, and significant contributions have been made by Christine Strong (SUNY-Potsdam), Jennifer Casebere (Tulane University), and Carla Krause. In putting this new version of the guide together, I also want to acknowledge ACPA Commission XV’s Model Training Manual and the work done on creative sanctions by Lisa Phelps Morrisey and Michael Burchell at Colorado State University. I also want to thank Bill Huston of Penn State University for his excellent compilation of sanctioning materials. Thanks to Bill Fischer, Lisa Morgan, Linda Rowe, Mboka Mwilambwe, and Dan Kast for their fresh perspectives on this topic and to Dan and Laura for their editing talents. Finally, thanks to the Community Rights and Responsibilities staff for editing the document,

This material is meant for non-commercial general use and will be updated and re-released as a service to judicial affairs administrators every August. The information is available by contacting Community Rights and Responsibilities at Illinois State University. For a copy by e-mail (in Word format), please send a request to kjharri@ilstu.edu with the subject heading “Sanction Guide Request.” For a paper copy, please send an 8½ x 11 self-addressed, stamped envelope along with a \$5 copying fee (payable by cash or check payable to Illinois State University), to CR&R, Campus Box 2440, Normal, IL, 61790-2440. For additional information, please contact me at (309) 438-8621.

I wish you success in your interactions with students.

Very Truly Yours,

Richard T. Olshak, Associate Dean of Students
Illinois State University
August, 2006

Disclaimer

This material is intended for the training of student conduct officers and conduct board members at Illinois State University.

The release of this material is intended as a public service to student conduct administrators and conduct boards. Suggestions and conclusions in this document are the opinions of the author and are not intended to serve as a comprehensive approach to sanctioning at every college and university. In determining its sanctioning philosophy, each individual institution must address its own belief and value systems. This document is not intended to serve as legal advice. For legal questions, contact your institutional counsel.

Section One: Remembering Student Development Theory

Introduction to a Mindset

Sanctioning is not an exact science. As a former residence hall staff member, I enjoyed conducting disciplinary meetings, as I felt like I was really helping to make a difference in the student's life. The student and I would discuss the incident and help clarify why certain behaviors were not appropriate. I valued these moments with students, but also found myself struggling to send the student out of the room with a sanction that would positively reinforce the lessons from our conversation. Like most judicial officers, I struggled to find a comfortable style of sanctioning. Sometimes I felt that I would react too leniently, other times too harshly. I had some idea of what I wanted to help the student accomplish, but did not always have the appropriate knowledge base or sanctioning tools to be successful.

As I left graduate school and sought professional employment in the late 1980's, one interview with a student affairs director really impacted me in a significant way. When asked what my philosophy of student discipline was, I gave the prompt and expected graduate student response that highlighted education and development of the individual, as well as protection of the academic community. The director looked at me with suspicion in her eyes, and told me that her institution did not go for that "touchy, feely developmental nonsense." Discipline was to be dealt with swiftly and harshly, she said, leaving no doubt in the student's mind that she/he does not want to violate policy again. I was asked if I could work in such an environment. I didn't get the job.

As I matured in my career as a campus judicial officer, I found that this type of experience was not an isolated one. Quite often I would find myself in conversations with people who accepted the notion that a judicial officer's life was a negative one, rewarded by campus (and certainly student) animosity, unlisted telephone numbers, and an occasional flat tire or key scrape on a car. I would likely be a millionaire if I had a dollar for every time that someone told me that they would never want my job. I found others who felt judicial officers were unduly harsh, and who could not understand taking action against a student smoking a joint of marijuana. After all, it was only one joint. On the reverse side, I have been deeply disturbed by the recent higher education parallel to courts in devising "three strikes" policies, or in many cases, "one strike" policies. When we discipline without a reasoned philosophical perspective and/or without compassion, I am not certain that we are providing justice for either our students or our academic communities.

Thus, sixteen years later, having handled thousands of disciplinary cases, I look around and see a need for a sound model for judicial sanctioning. Given our roles as student affairs professionals, with a commitment to both the individual student and the academic community, I again find myself drawn back to student development theory as the most useful and appropriate base of discipline. I am not alone in this belief, and feel supported by the statement of Cheryl C. Boots, who asserted that "by applying developmental theory to disciplinary dialogues, violators can learn to behave differently in the future by understanding their reasoning and their past behavior more clearly" (Boots, 1987).

A Menu to Choose From

As any student personnel graduate student is aware, there are a multitude of student development theories to consider. Although all are worth the individual reading and attention, the most compact introduction to student development theory that I have found is "Student Development in College: Theory, Practice, and Research" (Evans, Forney, and Guido-DiBrito, 1998). For those unfamiliar with developmental theories, the authors do an outstanding job of reviewing the most significant theories in the field, including the theories of Chickering, Josselson, Schlossberg, Perry, Kohlberg, Gilligan, and others.

In judicial affairs, the three most often cited theories are: Lawrence Kohlberg's Theory of Moral Development, later modified by James Rest, which focuses "on how people make moral judgements" (1998); William G. Perry, Jr.'s Theory of Intellectual and Ethical Development, which focuses on stages within which "people view their experiences" in order to interpret their own relationship with the world (1998); and Arthur Chickering's Theory of Identity Development, which focuses on vectors of development "that contribute to the formation of identity" (1998). Citations for these and other materials can be found in the bibliography at the conclusion of this guide.

For the Purpose of This Guide

It is recommended that any of the three previously mentioned theories, either alone or in combination, be used to provide judicial officers and judicial board members with a brief overview of student development theory. As noted by Boots, when judicial board members "(understand) their own development and moral thinking processes and (learn) techniques for assessing developmental issues and reasoning methods of others, they can facilitate the student's growth as part of the discipline experience" (1987).

For the purpose of this guide, I recommend that judicial officers and board members be trained briefly in student development theory prior to proceeding through the remainder of this material. Then, once you have reached Section Three ("An Exercise in Sanctioning"), utilize any of these three theories to reinforce the exercise. How to do so will be described later.

Section Two: 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 judicial 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 a more effective if the judicial affairs administrator assumes a proactive approach. Having a clear set of goals is vital to accomplishing this task, and the capable judicial 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 “put the screws” to the student in order to gain her/his attention. 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 judicial officer will recognize the fallibility of all people and determine a means for responding which is not based on overreaction nor under-reaction. A judicial 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 judicial 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 judicial 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 a sound sanctioning decisions. Other non-issues are created by the judicial 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

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 judicial 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 one of the judicial board members looked at her/him through the course of the hearing. Preventive measures through judicial board 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.”

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 judicial board/administrator 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.”

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 judicial officer’s authority. This external code might be a personal one, or an interpretation of how another existing code should affect the judicial 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.”

T.S.:

“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?”

O.R.:

“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.”

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 judicial board/administrator 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 judicial board/administrator in the position to determine 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.”

T.S.:

“What’s the point of making me do a sanction now? I am going to graduate in two weeks.”

O.R.:

“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.”

The Non-Issue of Comfort

Some judicial administrators or board members find it difficult to impose sanctions based on their own internal lack of comfort. Some judicial 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, judicial 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 as judicial affairs administrators that in sanctioning 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 judicial affairs officers remember to utilize the standard of proof (clear and convincing, preponderance of the evidence, etc.) that applies 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 judicial officer or board member votes in favor of a violation, 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 board member):

“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 judicial systems and administrators 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. For an example of a sanctioning pool system, refer to the attached precedent section for sanctions at Illinois State University (Section Five).

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 judicial 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 judicial 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 judgement 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

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 judicial 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.

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.

Attitude Displayed During the Process

Gauging the student's attitude throughout the process can assist the judicial officer or board in understanding how receptive the student is to educational interventions. A student who maintains a negative and confrontational attitude throughout the judicial process may react differently to a sanction than a student who demonstrates a positive approach, and may require a more significant intervention. Some examples of differences in attitude include:

During the Confrontation:

Negative: "All of you RAs are alike...on a power trip and out to screw the rest of us."

Positive: "I know you are just doing your job. So what happens next?"

Meeting With Administrator or Board:

Negative: "You can't prove that I had marijuana in the room. You weren't there."

Positive: "On what basis are you going to make the decision of whether or not I violated regulations?" OR, "I know there is a lot of circumstantial evidence to indicate we had marijuana in the room. Yes, we had been smoking earlier that evening."

Negative: “The RA didn’t have the right to ask for my ID card.”

Positive: “It was stupid for me not to cooperate with the staff member. I wish I had that decision to make over again.”

Negative: “This is all bu**sh**. You don’t really want to know my side of the story.”

Positive: “I acknowledge that I did a few things wrong that night, but don’t think that the staff member’s report is entirely accurate. Some of the inaccuracies include...”

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 board members or judicial 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:

Question: “Have you learned from this experience?”

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.” OR,
“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.

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. Judicial officers are qualified to make judgements 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:	<i>“Looking back, would you do anything differently?”</i>
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:	<i>“You have told me that in the future you will only smoke marijuana off campus. Do you think that is your wisest choice?”</i>
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.

5. *Balancing Active and Inactive Sanctions*

I have yet to meet a disciplinary officer who has found the use of “paper sanctions” (warnings, reprimands, censures, probation, etc.) as being solely effective in providing education to the student and deterring future violations. Instead, experience has taught other judicial officers and me that 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. In some instances, all of these factors may weigh equally. More often, one or two of these factors takes precedent over any other considerations. Examples may include:

- A student found in violation of sexual assault is suspended from the institution despite the fact that this is his first offense. In this instance, the judicial body states that the severity of the infraction and real and potential harm outweigh any allowances for the student to continue his education.
- A student found in violation of submitting a false master’s thesis is dismissed from the institution despite the fact that this is her first offense and despite serious personal hardships. In this instance, the judicial body makes a statement that the integrity of the institution was attacked to the degree that the student was considered unworthy of ever receiving a degree from the institution.
- Three students are found in violation of being involved in a fight while under the influence of alcohol. The judicial body places Student A on probation for a year and requires him to complete an alcohol education class, as well as to attend a counseling evaluation. The judicial body cites the person’s personal difficulties as a reason they would like to see him get assistance, rather than being suspended even though this is his third offense in two years. The judicial body suspends Student B because of a significant disciplinary history and his refusal to accept any responsibility for the incident. Student C is reprimanded and required to attend

the alcohol education program, based on his acknowledgment of being involved in the fight and being intoxicated, but believing his statement that his intent was to cease hostilities between students A and B.

- A student found in violation of having burning candles in his residence room is placed on probation for a year and required to complete twenty hours of mandatory service with residence hall staff. The judicial board imposes this sanction despite the student's acceptance of responsibility, as this is her fifth violation of residence hall rules within a year.

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 judicial administrator or board. 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 judicial officer to discuss the implications of his actions, but has anyone checked with the judicial officer? It is important to be aware of campus and community resources at the disposal of the judicial 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 judicial officers hesitate to give students "too much information," but it seems to be in the student's best interests for us as judicial officers to articulate the learning objectives that we have for a particular sanction.

It is also critical for a judicial 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 judicial 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

The first time I ever required someone to write a letter of apology, the student submitted a paper that began with, “Mr. Olshak, I am sorry that the RA acted like such a \$%#@\$ in this case.” 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 judicial officer in cases where a student has done an exemplary job of completing the sanction.

Further, it is critical that judicial officers routinely check to make sure that sanctions are being completed. In two of my professional judicial positions, I have faced the difficult task of imposing sanctions in an environment that had already established a lack of accountability in tracking sanctions. If you work in a judicial system that is not computerized, maintain a sanction deadline file by date. If you work in a system with a judicial database, it should be an easy matter to include an automated tracking report.

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.

Note Regarding Students With Developmental Impairments

In some instances, judicial officers are faced with imposing sanctions upon those impacted by developmental impairments. In some of these cases, assigning written sanctions may be regarded as exceptionally difficult, or require special consideration. When approached by students with declared impairments, it is recommended to remain flexible with deadlines, as well as to consider the imposition of alternative sanctions, such as required meetings or audio tapes in lieu of written papers.

Section Three: An Exercise in Sanctioning

with acknowledgement to Christine Strong, SUNY-Potsdam

Divide the participants into five groups. Provide each group with a packet (see Appendix A) and have each group select a recorder.

Step One

Select a student development theory to utilize in this exercise. Provide a brief overview of the first five stages of the theory within the context of the overall theory. Some possible theories to use include:

Stage *Chickering's Theory of Identity Development* (Chickering & Reisser, 1993)

- I Developing Competence
- II Managing Emotions
- III Moving Through Autonomy Toward Interdependence
- IV Developing Mature Interpersonal Relationships
- V Establishing Identity

Stage *Perry's Theory of Intellectual and Ethical Development* (Perry, 1981)

- I Basic Duality
- II Multiplicity Prelegitimate
- III Multiplicity Legitimate But Subordinate
- IV a Multiplicity Coordinate
- IV b Relativism Subordinate

Stage *Kohlberg's Theory of Moral Development* (Kohlberg, 1976)

- I Preconventional: Heteronomous Morality
- II Preconventional: Individualistic, Instrumental Morality
- III Conventional: Interpersonally Normative Morality
- IV Conventional: Social System Morality
- V Postconventional (Principled): Human Rights and Social Welfare Morality

Step Two:

Direct each group to their packet, noting that Page One includes a developmental stage from one of the theories. On Page One, each group is asked to establish a list of behaviors that would be indicative of a student's struggle with this particular developmental stage. For example, a group assigned to "Managing Emotions" might create a list that includes:

- harassing a former dating partner
- getting into a fight
- a student concerned about failing a class who decides to cheat
- a student goes on a drinking binge after getting some bad personal news

Allow each group ten minutes to complete this exercise. Once completed, have each group share their list of behaviors with the larger group.

Step Three:

Once Step Two is completed, have each group pass along their packet in a clockwise fashion. The groups will each inherit the initial work of another group to complete the next task.

During this stage, each group should proceed to Page Two. Here, each group is asked to select one to three behaviors from the first step and write an incident report in which a student has violated regulations with respect to these behaviors. The incident report should be specific, developing names for each party, as well as a description of when and where the incident took place, and a specific summary of the student's actions. At the end of this process, each group should determine the rules that the student violated.

Allow each group twenty minutes to complete this exercise. Once completed, have each group share their incident reports with the larger group.

Step Four:

Once Step Three is completed, have each group pass along their packet in a clockwise fashion. The groups will each inherit the previous work of another group to complete the next task.

During this stage, each group is to develop a list of five to ten questions that they would ask the student in order to assist in the development of a sanction. This process should assume that the student will be found in violation of any allegations. Once the list of questions has been developed, each group should immediately answer each question on behalf of the student, determining her/his level of cooperation, acceptance of responsibility, and understanding.

Allow each group fifteen minutes to complete this exercise. Once completed, have each group share their questions and answers with the larger group.

Step Five:

Once Step Four is completed, have each group pass along their packet in a clockwise fashion. The groups will each inherit the previous work of another group to complete the next task.

At this point, each group is to review the work of the previous groups on their scenario in order to determine a sanction. Provide a brief reminder to the larger group on the sanctioning equation before proceeding through this step.

Allow each group twenty minutes to complete this exercise. Once completed, have each group share their sanctions with the larger group. Engage in a discussion of how the sanctioning formula impacted the sanctions developed. Ask for specific rationales for each sanction imposed, noting how the developmental issues in question were addressed. Finally, ask other members of the larger group to offer recommendations for each sanctioning scenario.

Allow approximately twenty-five minutes for discussion.

Overall Time: Approximately 2 hours (with full discussions)

Section Four: Sanctions Utilized at Illinois State University

There are two types of sanctions utilized for student misconduct at Illinois State University. One form of sanctioning is an official written sanction (referred to as “inactive”) which is required in all cases by the Student Code of Conduct. These sanctions include:

Technical (TL)

Wording: You are being cited with a Technical Violation. A Technical Violation is an official statement that the student has inadvertently violated a University regulation.

Description: Unlike other sanctions, the technical is applied to specific regulations. Thus, a student might receive a technical violation for one cited regulation, while still facing other written sanctions for additional violations. Technical sanctions are only to be applied when the violation is truly inadvertent. As an example, a student just entering a room where a violation is occurring while the RA follows her into the room may receive a technical, given that she was unaware of the violation and could not have left in time. A student sitting in the room, however, had sufficient opportunity to leave the situation whether or not he was participating in the actual violation. Illinois State holds all students at a violation accountable, and this student would not be granted a technical.

Censure (CN)

Wording: You are officially censured. A Censure is an official statement that the student has violated a University regulation. It is intended to communicate most strongly both the disapproval and the reprimand of the University community.

Description: As stated, a censure is a form of reprimand, utilized in initial violations and/or violations of a relatively minor nature.

Disciplinary Probation (DP)

Wording: Effective immediately, you are being placed on Disciplinary Probation through (date). Disciplinary Probation is a serious encumbrance upon your good standing in the University. Any subsequent violations of University regulations will be evaluated within the context of your probationary status, and may result in more serious forms of sanctioning, such as suspension or dismissal. Be advised that only three Disciplinary Probation sanctions are allowed in a student’s academic career at ISU, though suspension or dismissal may take place as a result of any disciplinary infraction.

Description: As stated, this sanction takes the student out of good disciplinary standing with the University. As a result of being placed on probation, students are ineligible for many leadership positions and employment opportunities on campus. Disciplinary Probation is to last at least one semester.

Disciplinary Suspension (SU)

Wording: Effective (begin date), you are disciplinarily suspended from Illinois State University through at least (end date). During this period of time, you are prohibited from participating in any academic or other activities of the University. At the end of the suspension period you may file

a written request with the Student Code Enforcement and Review Board (SCERB) seeking readmission. SCERB would then review your status and render an appropriate decision.

Until such time that all appellate processes are exhausted, you are authorized to continue attending classes, unless this privilege has been previously revoked through an interim suspension. Throughout the entire disciplinary process, it is your responsibility to notify this office of any changes in your student status or local address and telephone.

The Office of Admissions and Records will be informed of this decision once it becomes final. At that time, any pre-registration for classes that you may have enrolled in will be canceled, and you will be restricted from registering for any class in the future without the authorization of this office. Any grades reported for posting will be encumbered pending the appeals process. If you are not allowed to complete the current semester, you will receive a withdrawal grade for all current classes retroactive to the date of the original decision of suspension.

Description: This sanction provides for a temporary removal of the student from the University community. Suspensions are for no less than one semester and generally no longer than two years. Should the panel desire to do so, readmission may be dependent on the completion of externally completed sanctions, such as alcohol treatment or counseling. This sanction indicates that the student's behavior is serious enough to merit a temporary removal, but also demonstrates our hope that the student will be able to return to Illinois State and serve as a more positive member of our community.

Disciplinary Dismissal (DS)

Wording: Effective immediately, you are permanently dismissed from Illinois State University. A dismissal denies you the right to participate in any academic or other activities of the University for an indefinite period of time. Only under the most unusual of circumstances will a dismissed student be readmitted, and then only upon the recommendation of the Student Code Enforcement and Review Board (SCERB).

Until such time that all appellate processes are exhausted, you are authorized to continue attending classes, unless this privilege has been previously revoked through an interim suspension. Throughout the entire disciplinary process, it is your responsibility to notify this office of any changes in your student status or local address and telephone.

The Office of Admissions and Records will be informed of this decision once it becomes final. At that time, any pre-registration for classes that you may have enrolled in will be canceled, and you will be restricted from registering for any class in the future without the authorization of this office. Any grades reported for posting will be encumbered pending the appeals process. If you are not allowed to complete the current semester, you will receive a withdrawal grade for all current classes retroactive to the date of the original decision of suspension.

Description: This sanction provides for a permanent removal of the student from the University community. Dismissals are generally effective on the date of the hearing decision. This sanction indicates that the student's behavior is serious enough to warrant a termination of his/her relationship with the University, based on the panel's belief that the student's presence on campus is an unjustifiable risk to the rest of the University community or to him/herself.

The second type of sanction utilized at Illinois State University is an "active" sanction, or one in which the student must put forward time and energy to complete a task that is educationally related to the behavior being sanctioned. A list of currently available active sanctions includes:

Compilation of Active Sanctions at Illinois State University

Sanctions in **bold** should only be utilized by CR&R staff and Housing Student Conduct Staff (should not be used by RHC's, Dean of Students staff, etc.) Sanctions in *italics* may be accessed by non-CR&R staff, but must be managed/supervised by CR&R Case Managers or the Assistant Director of Housing for Student Conduct.

Written Projects (Codes AC01 through AC19)

AC01	Academic Assignment Completion	page 25
AC02	Article Review	page 26
AC03	Behavioral Agreement	page 27
AC04	Book Review	page 29
AC05	Letter of Apology	page 30
AC06	Newspaper Article	page 31
AC07	Personal Journal	page 33
AC08	Reflection Paper	page 34
AC08.1	Reflection papers for alcohol possession	page 35
AC08.2	Reflection paper for passive alcohol violations	page 36
AC09	Research Paper	page 37
AC09.1	Copyrighted File Sharing Research Paper	page 38
AC10	Restitution	page 39
AC11	Video Review	page 40
AC12	Policy Review Paper (General Regulations)	page 41
AC12.1	-Computer Use Regulations	page 42
AC13	Honor Statement Reflection Paper	page 43

Services and/or Activities with Reflection Papers (Codes AC20 through AC39)

AC20	Academic Integrity Review	page 45
AC21	Attend Alcoholics Anonymous Meeting	page 46
AC22	Educational Interview	page 47
AC23	Educational Poster Board	page 48
AC24	Educational Service	page 49
AC25	Night Clerk Duty	page 52
AC26	Probationary Review Meetings	page 53
AC27	Program Attendance	page 54
AC28	Program Presentation With Staff	page 56
AC29	RA Interview	page 59

Formalized Programs and/or Workshops (Codes AC40 through AC59)

AC41	Alcohol Class	page 60
<i>AC42</i>	<i>Conflict Management Workshop</i>	<i>page 62</i>
AC43	Counseling Assessment	page 63
<i>AC44</i>	<i>Counseling Assessment with Requirement</i>	<i>page 65</i>
<i>AC45</i>	<i>Ethics Workshop</i>	<i>page 67</i>
<i>AC46</i>	<i>Anger Management Workshop</i>	<i>page 69</i>

AC47	Marijuana 101	page 70
AC48	Recognizing Differences Training	page 71
AC49	Violence Awareness Training	page 73
AC50	E-Chug Assessment	page 75
AC51	BASICS Intervention	page 76
AC52	Comprehensive Substance Assessment	page 77
AC53	Meeting with Interventionist	page 78
AC54	Social Host Liability Workshop	page 79

Restrictions (Codes AC60 through AC69)

AC60	Contact Restriction	page 80
AC61	Computer Privileges Restriction	page 81
AC62	Guest Privileges Restriction	page 82
AC63	Stereo Restriction	page 82
AC64	Substance Restriction	page 83
AC69	Other Restrictions	page 82

External Professional Sanctions (AC70 through AC75)

AC70	Alcohol Treatment Program	page 84
AC71	Drug Treatment Program	page 87
AC72	Required Counseling and Follow Up Assessment (SU/DS)	page 89
AC73	Off Campus Assessment Program	page 90

Recommended Sanctions (AC76 through AC89)

AC76	Recommended Counseling	page 91
AC77	Recommended Housing Contract Termination	page 92
AC78	Recommended Housing Room Change	page 93
AC79	Recommended Mediation	page 94
AC80	Recommended Next Sanction	page 95

University Sanctions (CR&R Coordinator Only) (AC90 through AC99)

AC90	Cancel Any/All Class Pre-Registration	page 97
AC91	Disciplinary Withdrawal (Suspension or Dismissal cases)	page 97
AC92	Place Hold on Transcripts	page 97
AC93	Prevent Future Class Registration	page 97
AC94	Prevent Graduation from Institution	page 97

Other Sanctions

AC95	Alcohol and/or Fines	page 98
AC96	Fines for 4 th or more incident	page 99

Format of Active Sanctions:

- A. Name of Sanction (with macro code)
- B. Primary Objectives/Desired Outcomes
- C. Appropriate For
- D. Not Appropriate For
- E. Sanction Management
- F. Availability
- G. Time Permitted
- H. Sanction Macro (description to student)
- I. Notes
- J. Necessary Attachments

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

Academic Assignment Completion (AC01)

Primary Objectives/Outcomes	A C, E
Appropriate for:	Cases of academic dishonesty in which a simple assignment is completed dishonestly, such as a homework assignment or essay.
Not Appropriate for:	Major cases of intentional acts of academic misconduct, including cheating on an exam, or intentionally submitting false data, research, or plagiarized works.
Sanction Management:	CR&R Case Manager (may not be used by UHS Staff)
Availability:	No Restrictions
Time Permitted:	2 weeks per 1000 words of assignment (past appeal or conclusion date)
Sanction Macro:	You are required to redo the academic assignment that led to this disciplinary referral (note name of project) for no academic credit. This assignment must be submitted to (case manager) by no later than (date). Once received, it will be forwarded to (faculty member) for review. If found to be satisfactory work, this sanction will be considered completed. If found to be unsatisfactory (not of passable quality), the sanction will be rejected and you will be required to appear before the University Hearing Panel for failing to comply with this sanction.
Notes:	Case Manager must notify faculty of sanction and secure cooperation in reviewing sanctioning, or determine substitute faculty reviewer.
Supporting Materials:	None

Article Review (AC02)

Primary Objectives/Outcomes: A, B, C, D, E

Appropriate For: Any policy violations in which the judicial officer/board feels that the student would benefit by reviewing journal articles and writing an analysis of those articles, using the opportunity to make an educational connection to the incident in question.

Not Appropriate For: Serious violations of policy which violate the physical or emotional well being of another person, or serious violations of the law

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 2 weeks per 1000 words of assignment (past appeal or conclusion date)

Sanction Macro: **You are required to write a written review of three journal articles on the topic of (name topic). Copies of the articles must be submitted along with your essay. The review must be typed, double spaced, and submitted to CR&R (120 Student Services Building) by no later than (date). The review must be no less than (#) words in length. In the review, you should summarize the articles and explore how they relate to the violations in question. Be advised that this review may not be used to justify your actions or to evaluate the actions of others. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling.**

Notes: None

Supporting Materials: None

Behavioral Agreement (AC03)
(adapted from Ball State University)

Primary Objectives/Outcomes:	A, B, C, F
Appropriate For:	Repeated violations of minor policies which impact the community and where previous attempts to educate have been unsuccessful or met with resistance
Not Appropriate For:	Serious violations of policy which violate the physical or emotional well being of another person, or serious violations of the law
Sanction Management:	CR&R Case Manager or UHS Staff
Availability:	No Restrictions
Time Permitted:	One week from date of decision or appeal date (whichever is later)
Sanction Macro:	You are required to review and sign the enclosed Behavioral Agreement. This agreement must be returned to CR&R (120 Student Services Building) by no later than (date). This agreement is designed to indicate to you that your behavior has become problematic within our community and will result in more serious levels of sanctioning in the future. Failure to sign and return this agreement will result in additional disciplinary action.
Notes:	None
Supporting Materials:	See agreement format on next page

Community Rights and Responsibilities at Illinois State University
“Intervention, Education, and Prevention”

MANDATORY BEHAVIORAL AGREEMENT

Student Name:

ID #:

This Behavioral Agreement is established between the above named student and Community Rights and Responsibilities to reinforce conduct expectations of Illinois State University and to inform the student that her/his conduct has become problematic within the community.

To Student:

You are required to review the conditions below and sign this agreement. You must then return this agreement to CR&R (120 Student Services Building) by the deadline date established in your decision letter. Failure to do so will result in immediate disciplinary action.

Illinois State University places you on notice that your behavior falls short of community standards and expectations. Be advised that further violations of the policies indicated below will result in serious disciplinary consequences.

Policies Covered by This Agreement:

(list policies)

Be advised that should you be found In Violation of the above noted regulation(s), the judicial officer and/or hearing board will review this agreement. Potential consequences of failing to abide by this agreement include:

Potential Consequences:

(list consequences)

By signing this agreement, the student indicates understanding of the conditions applied herein.

Student Signature

Date

Date Received by CR&R:

AGREEMENT TO BE MAINTAINED IN STUDENT’S JUDICIAL RECORD AT CR&R

Book Review (AC04)

Primary Objectives/Outcomes: A, B, C, D, E

Appropriate For: Any policy violations in which the judicial officer/board feels that the student would benefit by reviewing a book and writing an analysis, using the opportunity to make an educational connection to the incident in question.

Not Appropriate For: Serious violations of policy which violate the physical or emotional well being of another person, or serious violations of the law

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 2 weeks per 1000 words of assignment (past appeal or conclusion date)

Sanction Macro: **You are required to write a written review of one book on the topic of (name topic). The review must be typed, double spaced, and submitted to CR&R (120 Student Services Building) by no later than (date). The review must be no less than (#) words in length. In the review, you should summarize the book and explore how it relates to the violations in question. Be advised that this review may not be used to justify your actions or to evaluate the actions of others. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling.**

Notes: None

Supporting Materials: None

Letter of Apology (AC05)

Primary Objectives/Outcomes:	A, B, C
Appropriate For:	Incidents in which a student has assumed some level of responsibility for her/his actions and has negatively impacted another member of the community
Not Appropriate For:	Incidents in which a student refuses to acknowledge any responsibility for violations of regulations
Sanction Management:	CR&R Case Manager or UHS Staff
Availability:	No Restrictions
Time Permitted:	One week from date of decision or appeal date (whichever is later)
Sanction Macro:	You are required to write a letter of apology to (name). This letter should be no less than 250 words in length (typed, double spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This letter should reflect an understanding of the inappropriateness of your actions and the impact it had on the letter's recipient. Be advised that this letter will be screened by CR&R staff prior to being forwarded to the recipient. A copy will also be maintained in your judicial records. Be further advised that this letter may not serve to justify your own actions nor evaluate the actions of others. The letter should utilize appropriate language, grammar, and spelling.
Notes:	None
Supporting Materials:	None

Newspaper Article (AC06)

Primary Objectives/Outcomes: A, B, C, D, E

Appropriate For: Incidents in which a student has assumed some level of responsibility for her/his actions and has negatively impacted another member of the community

Not Appropriate For: Incidents in which a student refuses to acknowledge any responsibility for violations of regulations

Sanction Management: CR&R Case Manager or UHS Conduct Staff (may not be used by Residence Hall Coordinators)

Availability: No Restrictions

Time Permitted: One week from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to write a reflective letter to be submitted to The Daily Vidette for publication. This letter should be between 200 and 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This letter should reflect an understanding of the inappropriateness of your actions and the impact it had on yourself and the University community. Be advised that this letter will be screened by CR&R staff prior to being forwarded to The Daily Vidette and will be submitted without your name. Be further advised that this letter may not serve to justify your own actions nor evaluate the actions of others. The letter should utilize appropriate language, grammar, and spelling.**

Notes: Letter to be submitted with cover letter attachment

Supporting Materials: Cover Letter (see next page)

M E M O R A N D U M

TO: Editor, The Daily Vidette
FROM: Community Rights and Responsibilities
DATE:
RE: Required Sanction Article

Please find enclosed a copy of an article required by Community Rights and Responsibilities as a part of a sanction for student misconduct. We ask that The Daily Vidette consider publishing the letter as a letter to the editor at your earliest convenience. This is a part of our office's efforts to educate members of the University on the importance of community standards, respect, and responsibility.

As per CR&R policy, the name of the student is being withheld to provide confidentiality. Please contact our office if you have any questions about this letter.

Personal Journal (AC07)
(adapted from Indiana University and Ball State University)

Primary Objectives/Outcomes: A, C, D, E

Appropriate For: Students who are in need of critical self-examination their lifestyle and decision making style; typically for repeat offenders.

Not Appropriate For: First time minor violations.

Sanction Management: CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)

Availability: No Restrictions

Time Permitted: Three weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to maintain a written journal each day for a two-week period. In this journal, you are expected to address the following questions each day:**

- A. What were the most important decisions you had to make regarding your own behavior and/or lifestyle today?**
- B. How did you make these decisions?**
- C. What were your decisions?**
- D. Were your decisions the “best” decisions you could make, reflecting on lessons from family, school, and society?**
- E. What did you learn about yourself today?**

Each daily entry is to be no less than 300 words in length (typed, double-spaced). At the conclusion of the two week period, you are to submit your journal to CR&R (120 Student Services Building). Your completed journal is due by no later than (date). Be advised that this journal may not serve to justify your own actions in this incident or evaluate the actions of others. The journal should utilize appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: None

Reflection Paper (AC08)

Primary Objectives/Outcomes:	A, B, C, D
Appropriate For:	Any minor violations of University Regulations.
Not Appropriate For:	Serious violations (appropriate as a sanction supplement, but not as a stand-alone sanction).
Sanction Management:	CR&R Case Manager or UHS Staff
Availability:	No Restrictions
Time Permitted:	One week from date of decision or appeal date (whichever is later)
Sanction Macro:	<p>You are required to write a paper reflecting on your actions in this incident. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This paper should address the following questions/issues:</p> <ul style="list-style-type: none">A. Reflect on the policies you were found in violation of: why do they exist? What purpose do they serve?B. How was your behavior inconsistent with the University's expectations?C. If placed in the same situation again, how would your actions be similar or different?D. Why would your actions be similar or different?E. What is the most important thing you have learned from this experience? <p>Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.</p>
Notes:	None
Supporting Materials:	None

Reflection Paper for Inactive Alcohol Policy Violations (AC08.1)

Primary Objectives/Outcomes: A, B, C, D

Appropriate For: Any minor violations of Alcohol Policy where student present while alcohol being consumed but not actually consuming alcohol.

Not Appropriate For: Serious violations (appropriate as a sanction supplement, but not as a stand-alone sanction).

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: One week from date of decision or appeal date (whichever is later)

Sanction Macro:

You are required to write a paper reflecting on your actions in this incident. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building or crr@ilstu.edu) by no later than (date). Please make sure to write your name and case number in the top right corner of your paper.

This paper should address the following questions/issues and should be addressed in paragraph form:

- A. Reflect on the University's Alcohol Policy regarding these questions:**
 - 1. Why do you think the University has expectations regarding alcohol use?**
 - 2. What would happen if we did not have an alcohol policy?**
 - 3. What purpose does the policy serve?**
- B. In what ways was your behavior consistent or inconsistent with the University's expectations?**
- C. In what ways do you believe your actions were/were not in conflict with your personal values/ethics?**
- D. If placed in the same situation again, how would your actions be similar or different? Why?**
- E. What 3 things have you learned or thought about as a result of this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: None

Reflection Paper for Alcohol Possession (AC08.2)

Primary Objectives/Outcomes: A, B, C, D

Appropriate For: Any minor violations of alcohol policy where alcohol found in room but student was not drinking.

Not Appropriate For: Serious violations (appropriate as a sanction supplement, but not as a stand-alone sanction).

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: One week from date of decision or appeal date (whichever is later)

Sanction Macro:

You are required to write a paper reflecting on your actions in this incident. This paper must be no less than 250 words in length (typed, double-spaced in paragraph form) and must be submitted to CR&R (120 Student Services Building or crr@ilstu.edu) by no later than (date). Please make sure to write your name and case number in the top right corner of your paper.

This paper should address the following questions/issues and should be addressed in paragraph form:

- A. Reflect on the University's Alcohol Policy regarding these questions:**
 1. Why do you think the University has expectations regarding alcohol use?
 2. What would happen if we did not have an alcohol policy?
 3. What purpose does the policy serve?
- B. In what ways was your behavior consistent or inconsistent with the University's expectations?**
- C. Is this the first time that you have been in a situation to think about your actions and your personal values/ethics?**
 - a. If so, what, if any, issues stood out to you about this situation?
 - b. How is this situation similar or different from the past?
 - c. Do you understand why you were also held accountable?
 - d. If not, what, if any, issues stood out to you about this situation?
- D. Are there any concerns for you?**
- E. In what ways do you believe your actions were/were not in conflict with your personal values/ethics?**
- F. If placed in the same situation again, how would your actions be similar or different? Why?**
- G. What 3 things have you learned or thought about as a result of this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Research Paper (AC09)

Primary Objectives/Outcomes: A, B, C, D, E, F

Appropriate For: Incidents in which a student has demonstrated a lack of informed knowledge in a given area (examples include interculturalism, substance use, harassment, healthy relationships, etc.).

Not Appropriate For: First time minor violations.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: Three weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to write a research paper on (cite specific topic). This paper must be no less than 1,000 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). Be advised that you must cite no fewer than three published sources. If utilizing journal articles or information from the internet, you must submit copies of the articles with your paper. All sources must be appropriately cited. Be further advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.**

Notes: None

Supporting Materials: None

Copyrighted Online Files Research (AC 09.1)

Primary Objectives/Outcomes: A, B, C, D, E, F

Appropriate For: Incidents in which a student has demonstrated a lack of informed knowledge on sharing on-line copyrighted files.

Not Appropriate For: First time minor violations.

Sanction Management: CR&R Case Manager

Availability: No Restrictions

Time Permitted: Three weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to write a research paper on the problems with sharing copyrighted files. This paper must be 250-500 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). Be advised that you must cite no fewer than one internet source and for music file sharing we recommend www.riaa.com or www.musicunited.org. All sources must be appropriately cited. Be further advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.**

Also be advised that any further appropriate use violations will result in suspension of room Internet access for a period of no less than 6 months.

Notes: None

Supporting Materials: None

Restitution (AC10)

Primary Objectives/Outcomes: A, C, F

Appropriate For: Incidents in which a student has damaged, destroyed, or stolen property belonging to the institution or to a member of the community.

Not Appropriate For: Incidents in which the institution or a member of the community has not lost or had damaged some type of property.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: Two weeks from date of decision or appeal date (whichever is later, unless a payment plan is requested and agreed to)

Sanction Macro: **You are required to pay restitution in the amount of (\$ xx.xx). Payment must be in the form of a money order or certified check and delivered to CR&R (120 Student Services Building) by no later than (date). The payment must be made out to (cite institution or individual). Cash restitution will not be accepted.**

Notes: None

Supporting Materials: None

Video Review (AC11)

Primary Objectives/Outcomes: A, B, C, D, E

Appropriate For: Any policy violations in which the judicial officer/board feels that the student would benefit by reviewing a video on a specific topic and writing an analysis of the video, using the opportunity to make an educational connection to the incident in question.

Not Appropriate For: Serious violations of policy which violate the physical or emotional well being of another person, or serious violations of the law.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 2 weeks per 1000 words of assignment (past appeal or conclusion date)

Sanction Macro: **You are required to write a written review of a video on the topic of (name topic). The review must be typed, double-spaced, and submitted to CR&R (120 Student Services Building) by no later than (date). The review must be no less than (#) words in length. In the review, you should summarize the video and explore how it relates to the violations in question. Be advised that this review may not be used to justify your actions or to evaluate the actions of others. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling.**

Notes: None

Supporting Materials: Refer student to appropriate campus resource area

Policy Review (AC12)

Primary Objectives/Outcomes: A, B, C, D, E

Appropriate For: Any policy violations in which the judicial officer/board feels that the student would benefit by reviewing the a specific policy for the purpose of gaining a better understanding of the policy's rationale.

Not Appropriate For: Serious violations of policy which violate the physical or emotional well being of another person, or serious violations of the law.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 2 weeks (past appeal or conclusion date)

Sanction Macro: **You are required to write a written review of the (name) of policy as outlined in the *Student Code of Conduct*. The review must be typed, double-spaced, and submitted to CR&R (120 Student Services Building) by no later than (date). The review must be no less than 500 words in length. In the review, you should summarize the policy and explore how it relates to the violations in question. State the rationale behind the policy, and elaborate on the consequences for members of the ISU community if the policy did not exist. Be advised that this review may not be used to justify your actions or to evaluate the actions of others, nor may this paper promote a philosophy which is in direct conflict with the law or with University regulations. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling. For your convenience, the *Student Code of Conduct* may be accessed at: <http://www.crr.ilstu.edu>.**

Notes: None

Supporting Materials: Refer to Code

Computer Use Policy Review (AC12.1)

Primary Objectives/Outcomes:	A, B, C, D, E
Appropriate For:	Computer use violations.
Not Appropriate For:	Serious violations of policy which violate the physical or emotional well being of another person, or serious violations of the law.
Sanction Management:	CR&R Case Manager or UHS Staff
Availability:	No Restrictions
Time Permitted:	3 weeks (past appeal or conclusion date)
Sanction Macro:	You are required to write a written review of the Appropriate Use Policy for computer and telecommunications systems at Illinois State University. The review must be typed, double-spaced, and submitted to CR&R (120 Student Services Building) by no later than (date). The review must be no less than (1,000) words in length. In the review, you should summarize the policy and explore how it relates to the violations in question. State the rationale behind each aspect of the policy, and elaborate on the consequences for members of the ISU community if the policy did not exist. Be advised that this review may not be used to justify your actions or to evaluate the actions of others, nor may this paper promote a philosophy which is in direct conflict with the law or with University regulations. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling. For your convenience, the <i>Student Code of Conduct</i> may be accessed at: http://www.policy.ilstu.edu/fiscal/appropriate_use_policy.htm
Notes:	None
Supporting Materials:	Refer to Code

Honor Statement Reflection Paper (AC13)

Primary Objectives/Outcomes: A, B, C, D

Appropriate For: Any minor violations of University Regulations.

Not Appropriate For: Serious violations (appropriate as a sanction supplement, but not as a stand-alone sanction).

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: One week from date of decision or appeal date (whichever is later)

Sanction Macro: You are required to complete the Statement of Honor Reflection Paper (written assignment enclosed). You must answer all questions on the assignment and submit your written answers to CR&R (120 Student Services Building) by no later than (date). Your completed work must be no less than 1,000 words in length (typed, double-spaced) and must address all questions on the assignment. Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within ten days of submitting your written assignment.

Notes: None

Supporting Materials: Assignment (next page)

Community Rights and Responsibilities at Illinois State University
“Intervention, Education, and Prevention”

**Special Reflective Sanction Assignment:
“To Be An Illinois State University Student”**

Student Name:

Staff Member:

Paper Deadline:

Meeting Deadline:

The purpose of this assignment is to engage you in purposeful thought about what it means to be a member of the Illinois State University community. While it is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure that you addressed each question), be advised that your paper can not serve to justify your own actions or evaluate the actions of others. You should be sure to utilize appropriate language, grammar, and spelling.

Please review the following statement:

TO BE AN ILLINOIS STATE UNIVERSITY STUDENT

To be a student at Illinois State University, we expect you to recognize the strength of personal differences, while respecting institutional values. You are encouraged to think and act for yourself, as that is the purpose of higher education. However, we expect you to understand that the University has non-negotiable values in which it believes strongly. These values include:

Character
Conscience
Civility
Citizenship

An Appreciation of Diversity
Individual and Social Responsibility

These values are the hallmark of the University, and will be protected diligently. Each person has the right and ability to make decisions about his or her own conduct. Just as importantly, each person has the responsibility to accept the consequences of those decisions. When individual behavior conflicts with the values of the University, the individual must choose whether to adapt his or her behavior to meet the needs of the community or to leave the University. This decision, among others, assists each person to determine who he or she is with respect to the rest of society.

Answer the following questions; each answer should be of at least the specified length:

1. Why are these six values important to the University community? What does the University hope to accomplish by promoting these values? (250 words)
2. Discuss these six values as they relate to your life. In what way have you demonstrated each of these principles in your life? (250 words)
3. Discuss the incident that led to this assignment. In what ways were the values of the University compromised by your actions? (250 words)
4. If you were to write a Statement of Honor for other students to follow, what would be in it? What is the rationale for your statement? (250 words)

Academic Integrity Review (AC20)

Primary Objectives/Outcomes: A, C, E

Appropriate For: Minor violations involving academic integrity, where the student demonstrates a lack of knowledge regarding appropriate citation procedures, guidelines, etc.

Not Appropriate For: Major cases of intentional acts of academic misconduct, including cheating on an exam, or intentionally submitting false data, research, or plagiarized works.

Sanction Management: CR&R Case Manager (may not be used by UHS Staff)

Availability: No Restrictions

Time Permitted: Three weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to meet with a staff member at the University Center for Learning Assistance (438-7100, appointments must be made in advance) to review academic integrity and appropriate citation procedures. Once completed, you must write an essay reflecting what you have learned from this experience. This essay must be no less than 250 words (typed, double-spaced) and submitted to CR&R (120 Student Services Building) by no later than (date). In your essay, you are expected to address the following questions:**

- A. What new information did you gather in completing this sanction?**
- B. How would this information have helped you in completing the assignment that led to this sanction?**
- C. Why does the University place a strong emphasis on academic integrity?**
- D. What potential consequences exist for students who plagiarize? What about professionals who do so?**

Be advised that this essay may not be used to justify your actions or to evaluate the actions of others. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: Refer students to University Center for Learning Assistance

Alcoholics Anonymous Meeting Attendance (AC21)

Primary Objectives/Outcomes: A, B, D, E

Appropriate For: Incidents in which a student involved in an alcohol related offense demonstrates her/his belief that abusive drinking is not a significant issue in her/his life, despite factual evidence to the contrary; repeat offenses.

Not Appropriate For: First time alcohol violation in which student assumes responsibility for her/his actions and does not provide concern of having a “drinking problem.”

Sanction Management: CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)

Availability: Student must call ahead to inquire about meeting schedule

Time Permitted: 4 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to attend a local meeting of Alcoholics Anonymous. Once completed, you must then write a reflective essay on the experience. This essay must be no less than 500 words (typed, double-spaced) and submitted to CR&R (120 Student Services Building) by no later than (date). AA is located at 510 E. Washington St., Bloomington (828-7092). You are encouraged to call immediately to inquire about the meeting schedule. In your essay, you are expected to address the following questions:**

- A. What day and time did the meeting occur on?**
- B. How many people were in attendance?**
- C. Provide a summary of the AA Twelve Step Recovery Program**
- D. What impressions did you have of this meeting?**
- E. What did you learn about alcoholism?**
- F. What causes alcoholism?**

Be advised that this essay may not be used to justify your actions or to evaluate the actions of others. You are expected to use appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: Refer students to Alcoholics Anonymous
For additional materials, refer students to Health Promotions Office

Educational Interview (AC22)

Primary Objectives/Outcomes: A, B, D, E

Appropriate For: Incidents in which a student would benefit from gathering more factual information on a topic and by interacting with others to gather the information.

Not Appropriate For: First time minor violations in which student assumes responsibility for her/his actions.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 3 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to interview (person) or her/his designate on the topic of (cite specific topic). Once completed, you must then write a reflective essay on the experience. This essay must be no less than 500 words (typed, double-spaced) and submitted to CR&R (120 Student Services Building) by no later than (date). You are encouraged to call immediately to schedule an appointment for the interview. In your essay, you are expected to address the following questions:**

- A. What did you discuss in the interview?**
- B. What information were you previously unaware of?**
- C. In what way did the information that you gathered relate to the incident in question? Would this information have impacted your decisions?**

Be advised that this essay may not be used to justify your actions or to evaluate the actions of others. You are expected to use appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: None

Educational Poster Board (AC23)

Primary Objectives/Outcomes: A, B, C

Appropriate For: Minor violations in which the student would benefit from gathering additional information; also appropriate for educating community on behavioral issues.

Not Appropriate For: N/A

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 3 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to develop a poster board on the topic of (note specific topic). This board must be no smaller than 24" X 36" and must include information from appropriate on campus and/or off campus offices. This board must be submitted to CR&R (120 Student Services Building) by no later than (date). You are then required to return to the office within one to three days to see if your board has been approved for posting. If so, you will be required to give the board to (name), Residence Hall Coordinator in (name) Hall for immediate posting. The poster board must remain publicly posted for a period of two weeks. Be advised that this project may not be used to justify your actions or to evaluate the actions of others. It also may not be used to promote a philosophy that is in opposition to University regulations. You are expected to use appropriate citations, language, grammar, and spelling. Your name must be printed clearly on the front of the poster, in letters no smaller than one inch high. You must abide by all residence hall posting regulations.**

Notes: None

Supporting Materials: None

Educational Service (AC24)

Primary Objectives/Outcomes:	A, C, F
Appropriate For:	Most instances in which some type of active service can be related to the behavior in question.
Not Appropriate For:	N/A
Sanction Management:	CR&R Case Manager or UHS Judicial Staff (modified form may be used by RHCs)
Availability:	As per Educational Service Supervisor Listing
Time Permitted:	One week per five hours of required service from date of decision or appeal date (whichever is later)
Sanction Macro:	<p>You are required to complete (#) hours of educational service with an office/agency approved by CR&R (list enclosed). You are expected to begin immediately and to complete five hours per week until the sanction has been fulfilled. You have a deadline of (date) by which time to complete the hours and have the Supervisor Notification (also enclosed) signed and returned to this office (120 Student Services Building). In addition, you must also submit a reflective essay (minimum 250 words, typed, double-spaced). This essay must be submitted to CR&R by the deadline date and must address the following questions:</p> <ul style="list-style-type: none">A. What does it mean to you to be a part of the Illinois State University community?B. What responsibilities do you have as a member of this community?C. In what way did your actions in this incident impact the community?D. What did you learn from completing this service? <p>Be advised that no consideration will be granted for work schedules or for co-curricular activities, including athletics. You are advised to choose a supervisor and make immediate contact in order to complete your service on time.</p>
Notes:	Service opportunities limited to approved supervisors Students receive a minimum of 5 hours (minor violation) up to a maximum of 150 hours (exceptionally serious cases)
Supporting Materials:	See Educational Service Supervisor Listing See Notification of Educational Service - both forms provided to student with decision letter

Community Rights and Responsibilities at Illinois State University
“Intervention, Education, and Prevention”

Educational Service Supervisor Listing
2004-2005 Academic Year

Office/Agency	Contact	Address	Phone
On Campus:			
Disability Concerns * Students will be required to complete a variety of tasks in support of disability services for students and staff	Ann Caldwell	350 Fell	8-5853
Health Promotions Office * General office work / tasks related to specific events such as awareness days/weeks and health fairs; also seeking students with artistic talents for promotional materials * available by appointment only	Kerri Calvert	310B Student Srvcs	8-5948
Milner Library *Students will assist library personnel with daily tasks, including the re-shelving of books	S. Wetzel	Milner Library	8-3525
Sexual Assault Prevention/Survivor Serv *Assistance in completing tasks in support of the sexual assault prevention/awareness campaign, attaching printed information to promotional/give-away items & folding printed brochures	Gail Trimpe-Morrow	226 SSB	8-7948
Off Campus:			
Intercultural Programs & Service *Support duties of 1 st year Student Mentorship program, programming projects, and/or Facilities Management *Marketing/attending cultural and educational programs, logging information and reviewing documents for facility assessment, presenting information about our office to special tour groups	Dean of Students	305 N. School St.	8-8968
Student Volunteer Center *Students will be given an opportunity to provide service to a variety of community agencies *OSL works with approximately 80 human service agencies in the Bloomington-Normal community	Dean of Students	130 Student Srvcs	8-2151
Bloomington Parks and Rec. Dept. *Students must contact (and work) between 7 a.m. and 3 p.m. providing assistance in park cleaning and maintenance	Jerry Armstrong		434-2402
The Salvation Army *Students will help serve dinner, clean bathrooms as well as other daily tasks that need to be done.	Kevin Robbins	212 N. Roosevelt	829-7399
ASTA Care Center of Bloomington *Write letters, read to residents, assist in Bingo, monthly parties, taking residents on outings to are parks, grounds maintenance, painting or window washing, and taking wheel chair bound residents outside during nice weather.	Nancy Hartmann	1509 N. Calhoun	827-6046

Set up your Educational Service Sanction NOW!

Expecting to get the sanction done two or three days before the deadline will be a difficult task. Contact the appropriate supervisor NOW to arrange to complete your sanction.

Community Rights and Responsibilities at Illinois State University
“Intervention, Education, and Prevention”

NOTIFICATION OF EDUCATIONAL SERVICE

ATTENTION APPROVED EDUCATIONAL SERVICE SUPERVISOR:

Student Name _____

Local Address _____

Local Telephone _____

The student named above has been required to complete _____ hours of educational service as the result of a campus judicial decision. The student has been given a list of approved supervisors and has chosen to provide assistance to your office/agency. Please utilize this student in a manner that is consistent with your mission and goals.

Please be advised that the student has until _____ to complete this sanction in its entirety, plus submit a reflective essay to CR&R. Please secure this form from the student and sign the appropriate line below once the deadline date has passed or upon completion of the service. **Please return this form in a prompt manner to CR&R, Campus Box 2440, Normal, IL, 61790-2440.**

Please be further advised that the student may not negotiate the number of hours or deadline date with your office/agency. Any queries on these topics should be directed to CR&R.

To Be Completed By Student:

I have chosen to complete my required educational service with _____ and agree to abide by all office/agency regulations. I understand that misconduct committed while in the performance of educational service will result in serious additional sanctions.

Student Signature (REQUIRED) _____ Date _____

To Be Completed By Supervisor:

The student named above has successfully completed the assigned number of service hours.

Supervisor Signature _____ Date _____

The student named above has not successfully completed the assigned number of service hours.

Supervisor Signature _____ Date _____

If not completed, number of hours performed by deadline date: _____

Questions? Contact CR&R at (309) 438-8621.

Night Clerk Duty (AC25)

Primary Objectives/Outcomes: A, B, C

Appropriate For: Incidents in which students demonstrate disregard for night clerk staff acting in the performance of their duties.

Not Appropriate For: Non-residence hall cases.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: Few restrictions (consult with A.C. Beale as necessary)

Time Permitted: 3 weeks per night of duty required from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to serve (#) night(s) of Night Clerk Duty. You are required to contact A.C. Beale in University Housing Services (438-2913) to arrange to complete this sanction. Once completed, you must then write a paper reflecting on your actions in this incident. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This paper should address the following questions/issues:**

- A. Reflect on the policies you were found in violation of: why do they exist? What purpose do they serve?**
- B. How was your behavior inconsistent with the University's expectations?**
- C. If placed in the same situation again, how would your actions be similar or different?**
- D. Why would your actions be similar or different?**
- E. What is the most important thing you have learned from this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: None

Probationary Review Meetings (AC26)

Primary Objectives/Outcomes: A, B, C, D, E, F

Appropriate For: Cases in which Disciplinary Probation is utilized and where the administrator or hearing panel believes that the student requires regular staff supervision to educate and deter further acts of misconduct; only to be utilized in serious situations, where suspension or dismissal is likely to be an outcome of further violations.

Not Appropriate For: Non-Disciplinary Probation cases.

Sanction Management: CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinator)

Availability: No restrictions

Time Permitted: Recommend one full semester minimum; two semester maximum period

Sanction Macro: **In addition to Disciplinary Probation, you are also required to attend regular Probationary Review Meetings through (date). During this period of time, you must meet with (name of CR&R Case Officer) once every two weeks for thirty minutes. The purpose of these meetings is to insure your compliance with University regulations through dialogue about the decisions you face on a regular basis. Your probationary supervisor may assign additional written assignments of no more than 250 words for each meeting, as deemed necessary. You must contact Kris Harris at 438-8621 to schedule your entire series of appointments. Be advised that one unexcused absence from a Probationary Review meeting will result in your automatic referral to the University Hearing Panel. Be advised that CR&R staff reserve the right to determine the validity of an absence. All requests for rescheduling must be made prior to the scheduled meeting.**

Notes: The administrator conducting these meetings should attempt to connect with the student on a personal level, understanding the student's background, interests, and any other information the student is willing to share. The administrator should provide tasks for the student to carry out that are appropriate to the person's behaviors, interests, and goals.

Supporting Materials: None

Program Attendance Requirement (AC27)

Primary Objectives/Outcomes: A, B, C, D, E

Appropriate For: Any policy violations in which the judicial officer/board feels that the student would benefit from attending an educational program designed to exposed the student to new and/or clarifying information on a specific topic.

Not Appropriate For: Serious violations of policy which violate the physical or emotional well being of another person, or serious violation of the law.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: Check for program availability

Time Permitted: 2 weeks per required program

Sanction Macro: **You are required to attend an educational program on (name topic). This program must be at least thirty minutes in length and be presented by an appropriate expert in the topic area. Programs must be approved in advance with CR&R staff. Once you have attended the program and gained written proof of your attendance (see enclosed Proof of Attendance form), you are also required to write a paper reflecting on what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This paper should address the following questions/issues:**

- A. Reflect on the program you attended. Write a summary of the information presented. Is this new information to you?**
- B. How does this information relate to the policies that you have violated in this instance?**
- C. If placed in the same situation that led to incident, how would your actions be similar or different?**
- D. Why would your actions be similar or different?**
- E. What is the most important thing you have learned from this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: See Proof of Attendance form
- form provided to student with decision letter

Community Rights and Responsibilities at Illinois State University
“Intervention, Education, and Prevention”

PROOF OF PROGRAM ATTENDANCE FORM

(TO BE PROVIDED TO PRESENTER PRIOR TO THE START OF THE PROGRAM)

ATTENTION PROGRAM PRESENTER:

Student Name _____

Local Address _____

Local Telephone _____

The student named above has been required to attend an educational program on the topic of _____.

Please be advised that the student has until _____ to complete this sanction, plus submit a reflective essay to CR&R. Please sign this form when presented by the student at the conclusion of the program. Students who act in a disruptive manner during the program are not to receive credit for attendance, and should be immediately reported to CR&R. Successful attendance is contingent on the student attending the entire program and participating as desired by the presenter.

To Be Completed By Program Presenter:

The student named above has successfully attended a program on _____.

This program was presented on _____ (date) at _____ (time) in _____ (location).

Presenter Signature _____ Date _____

Mailing Address _____ Telephone _____

E-Mail Address _____

Questions? Contact CR&R at (309) 438-8621.

Program Presentation Requirement (AC28)

Primary Objectives/Outcomes: A, B, C, D, E

Appropriate For: Any policy violations in which the judicial officer/board feels that the student would benefit from gathering and presenting educational information to other members of the community.

Not Appropriate For: Serious violations of policy which violate the physical or emotional well being of another person, or serious violation of the law.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: Check for supervising staff availability

Time Permitted: 3 weeks per required program

Sanction Macro: **You are required to present an educational program on (name topic). This program must be at least thirty minutes in length and be presented in conjunction with appropriate University officials. Program supervisors must be approved in advance with CR&R staff.**

You are to gather data independently on the topic (minimum of three published resources) and develop a program outline, as well as program publicity, both of which are to be reviewed and approved by your supervisor. You must have at least ten people in attendance for the full length of your program.

Once you have presented the program and gained written proof of your completion (see enclosed Proof of Presentation form), you are also required to write a paper reflecting on what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This paper should address the following questions/issues:

- A. Reflect on the information you gathered to develop this program. Write a summary of the information presented. Is this new information to you?**
- B. How does this information relate to the policies that you have violated in this instance?**
- C. If placed in the same situation that led to incident, how would your actions be similar or different?**
- D. Why would your actions be similar or different?**
- E. What is the most important thing you have learned from this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling. Be further advised that none of the information presented in the program may be used

to promote a philosophy that is in opposition to University regulations.

Notes:

None

Supporting Materials:

See Proof of Presentation form
- form provided to student with decision letter

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PROOF OF PROGRAM PRESENTATION FORM

(TO BE PROVIDED TO SUPERVISOR PRIOR TO THE DEVELOPMENT OF THE PROGRAM)

ATTENTION PROGRAM SUPERVISOR:

Student Name _____

Local Address _____

Local Telephone _____

The student named above has been required to develop and present an educational program on the topic of

_____.

Please be advised that the student has until _____ to complete this sanction, plus submit a reflective essay to CR&R. Please sign this form when presented by the student at the conclusion of the program. The student must cite three published resources during the program and may not present information that promotes a philosophy that is contrary to University regulations. At least ten students must attend the entirety of this program.

To Be Completed By Program Supervisor:

The student named above has successfully presented a program on _____.

This program was presented on _____ (date) at _____ (time) in _____ (location). _____ people were in attendance.

Supervisor Signature

Date

Mailing Address

Telephone

E-Mail Address

Questions? Contact CR&R at (309) 438-8621.

Resident Assistant Interview (AC29)

Primary Objectives/Outcomes:	A, B, C
Appropriate For:	Incidents in which students demonstrate disregard for residence hall staff acting in the performance of their duties
Not Appropriate For:	Non-residence hall cases
Sanction Management:	CR&R Case Manager or UHS Staff
Availability:	Few restrictions (consult with Residence Hall Coordinator as necessary)
Time Permitted:	3 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	<p>You are required to conduct an interview with a resident assistant. You are required to contact (name), the Residence Hall Coordinator in (name of hall or house) at 436-number to arrange to complete this sanction. Once completed, you must then write a paper reflecting on your actions in this incident. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services) by no later than (date). This paper should address the following questions/issues:</p> <ul style="list-style-type: none">A. Reflect on the policies you were found in violation of: why do they exist? What purpose do they serve?B. How was your behavior inconsistent with the University's expectations?C. If placed in the same situation again, how would your actions be similar or different?D. Why would your actions be similar or different?E. What is the most important thing you have learned from this experience? <p>Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.</p>
Notes:	None
Supporting Materials:	None

Alcohol Class (AC41)

Primary Objectives/Outcomes: A, D, E

Appropriate For: Alcohol violations (required for 1st alcohol violation)

Not Appropriate For: Alcohol related offenses where a student has previously completed this sanction.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: As scheduled by the Health Promotions Office

Time Permitted: 4 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to attend the Alcohol Class, offered by the Health Promotions Office. You must register in advance by visiting the Health Stop Resource Center 228 Student Services Building during regular business hours. Be advised that a mandatory fee of \$70 must be paid at the time that you register for this program. Availability of the program is limited and you are encouraged to call immediately to reserve a space.**

Once you have completed the program, you are also required to write a paper reflecting what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced in paragraph form) and must be submitted to CR&R (120 Student Services Building or crr@ilstu.edu) by no later than (date). This paper should address the following questions/issues:

- A. Reflect on the University's Alcohol Policy regarding these questions:
 - a. Why do you think the University has expectations regarding alcohol use?
 - b. What would happen if we did not have an alcohol policy?**
- B. Reflect on the program materials and respond to the following:
 - a. Write a summary of the information presented.
 - b. In thinking about the values exercise, in what ways do you believe your actions will/will not allow you to protect the things you value?**
- C. How does this information relate to the policies that you have violated in this instance?**
- D. Is this the first time that you have been in a situation to think about your alcohol use?
 - a. If so, what, if any, issues stood out to you about this situation?
 - i. Are there any concerns for you?
 - ii. How is this situation similar or different from the past?
 - b. If not, what, if any, issues stood out to you about this situation?
 - i. Are there any concerns for you?**

- ii. **How is this situation similar or different from the past?**
- E. **If placed in the same situation again, how would your actions be similar or different? Why?**
- F. **What 3 things have you learned or thought about as a result of this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: Alcohol Education Program materials (contact Health Promotions Office at Student Health Services)
On Campus Talking About Alcohol (OCTAA)

Conflict Management Workshop (AC42)
(developed at Illinois State University)

Primary Objectives/Outcomes:	A, B, D
Appropriate For:	Incidents involving interpersonal conflict.
Not Appropriate For:	Serious violations of policy which violate the physical integrity of another person, as well as serious violations of the law.
Sanction Management:	CR&R Case Manager or UHS Judicial Staff (RHCs may use in consultation with UHS Judicial Staff)
Availability:	As scheduled through CR&R
Time Permitted:	2 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	<p>You are required to attend the one-hour Conflict Management Workshop offered by Community Rights and Responsibilities. You must register in advance by visiting 120 Student Services Building during regular business hours or by calling 438-8621. Be advised that this is a free workshop. Availability of the program is limited and you are encouraged to call immediately to reserve a space.</p> <p>Once you have completed the program, you are also required to write a paper reflecting what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This paper should address the following questions/issues:</p> <ul style="list-style-type: none">A. Reflect on the program materials. Write a summary of the information presented. Is this new information to you?B. How does this information relate to the policies that you have violated in this instance?C. If placed in the same situation that led to incident, how would your actions be similar or different?D. Why would your actions be similar or different?E. What is the most important thing you have learned from this experience? <p>Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.</p>
Notes:	None
Supporting Materials:	Introduction to Conflict Management 60-Minute Program (available for review at CR&R)

Counseling Assessment (AC43)

Primary Objectives/Outcomes:	A, D, E
Appropriate For:	Situations in which the judicial officer/board expresses a concern about personal issues that a student is facing which is impacting her/his academic pursuits.
Not Appropriate For:	First time minor offenses.
Sanction Management:	CR&R Case Manager or UHS Judicial Staff (not to be used by Residence Hall Coordinators)
Availability:	As scheduled with Student Counseling Services
Time Permitted:	2 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	You are required to undergo a counseling assessment at Student Counseling Services. You may make an appointment by calling 438-3655 during regular business hours. Be advised that you are required to sign a release of information (enclosed) to allow Student Counseling Services to inform CR&R of your attendance. The counselor is not authorized to provide any information to CR&R about the content of the assessment meeting. This assessment must be completed by no later than (date).
Notes:	Judicial officers/boards may not impose specific counseling requirements other than those proscribed by Student Counseling Services
Supporting Materials:	See Counseling Release form - provided to student with decision letter

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MANDATORY COUNSELING ASSESSMENT I

(TO BE PROVIDED TO COUNSELOR AT THE BEGINNING OF ASSESSMENT SESSION)

ATTENTION COUNSELOR:

Student Name _____

Local Address _____

Local Telephone _____

The student named above has been required to undergo a counseling assessment as a result of campus disciplinary action and is required to provide proof of attendance at counseling to CR&R.

Please be advised that the student has until _____ to complete this sanction.

To Be Completed By Student:

By signing below, I understand that I grant permission to Student Counseling Services to report on my attendance at counseling to CR&R. I understand that my cooperation with this form is compulsory.

Student Signature Date

To Be Completed By Student Counseling Services:

The student named above has successfully completed a counseling assessment.

Counselor Date

**COUNSELOR: Please return this form immediately
To CR&R, Campus Box 2440 (120 Student Services Building)**

Questions? Contact CR&R at (309) 438-8621.

Counseling Assessment With Requirement (AC44)

Primary Objectives/Outcomes: A, D, E

Appropriate For: Situations in which the judicial officer/board expresses a concern about personal issues that a student is facing which is impacting her/his academic pursuits and where the student demonstrates implicit or explicit denial of a reasonably obvious problem.

Not Appropriate For: First time minor offenses.

Sanction Management: CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)

Availability: As scheduled with Student Counseling Services

Time Permitted: 2 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to undergo a counseling assessment at Student Counseling Services. You may make an appointment by calling 438-3655 during regular business hours. Further, you are also required to abide by any and all recommendations made by the counselor as a result of this assessment.**

Be advised that you are required to sign a release of information (enclosed) to allow Student Counseling Services to inform CR&R of your attendance. The counselor is not authorized to provide any information to CR&R about the content of the assessment meeting, other than to provide information on any recommendations made. This assessment must be completed by no later than (date).

Notes: Judicial officers/boards may not impose specific counseling requirements other than those proscribed by Student Counseling Services

Supporting Materials: See Counseling Release II form
- provided to student with decision letter

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MANDATORY COUNSELING ASSESSMENT

(TO BE PROVIDED TO COUNSELOR AT THE BEGINNING OF ASSESSMENT SESSION)

ATTENTION COUNSELOR:

Student Name _____

Local Address _____

Local Telephone _____

The student named above has been required to undergo a counseling assessment as a result of campus disciplinary action and is required to provide proof of attendance at counseling to CR&R.

Please be advised that the student has until _____ to complete this sanction.

To Be Completed By Student:

By signing below, I understand that I grant permission to Student Counseling Services to report on my attendance at counseling to CR&R. I understand that my cooperation with this form is compulsory.

Student Signature

Date

To Be Completed By Student Counseling Services:

The student named above has successfully completed a counseling assessment.

Counselor

Date

**COUNSELOR: Please return this form immediately
To CR&R, Campus Box 2440 (120 Student Services Building)**

Questions? Contact CR&R at (309) 438-8621.

Ethics Workshop (AC45)
(adapted from Colorado State University)

Primary Objectives/Outcomes:	A, B, C, D, E
Appropriate For:	Serious violations in which the student has demonstrated an inability to understand the consequences of her/his actions upon other individuals or the University community as a whole.
Not Appropriate For:	First time offenders who have demonstrated an understanding of the ramifications of their actions.
Sanction Management:	CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)
Availability:	As scheduled through CR&R
Time Permitted:	2 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	<p>You are required to complete the Ethics Workshop (written assignment enclosed). You must answer all questions on the assignment and submit your written answers to CR&R (120 Student Services Building) by no later than (date). Your completed work must be no less than 1,750 words in length (typed, double-spaced) and must address all questions on the assignment. Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.</p> <p><u>Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within ten days of submitting your written assignment.</u></p>
Notes:	None
Supporting Materials:	See Ethics Workshop Assignment Sheet - provided to student with decision letter

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ETHICS WORKSHOP ASSIGNMENT SHEET

Student’s Name _____

Staff Member _____

Paper Deadline _____

Meeting Deadline _____

The purpose of this assignment is to stimulate your thinking about the effects of an individual’s actions upon others. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

- 1) Where do our ethical principles come from? What factors contribute to an individual’s sense of morality? Provide quotes from at least two (2) scholarly sources (i.e., journal articles, books, etc.) to support your answers (include appropriate citations). (500 words)
- 2) A man has been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took the name of Thompson. For eight years he worked hard, and gradually saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison eight years before, and whom the police had been looking for. Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? Why or why not? (250 words)
- 3) Select a movie, play, or television show you have watched recently in which the characters were faced with a serious ethical dilemma. Choose one of the characters, and discuss the following (500 words):
 - a. What ethical dilemma was the character facing?
 - b. What process did the character go through to reach his/her decision?
 - c. What were the consequences of the character’s decision?
 - d. Was the character’s decision ethical? Why or why not?
 - e. What would you have done differently?
- 4) Dr. Barnett is a pediatrician working for a health maintenance organization (HMO). Recently, the directors of the HMO became aware that Dr. Barnett had published several scholarly articles without citing previously published sources. Answer the following questions: (250 words)
 - a. Should any action be taken by the HMO against Dr. Barnett? What kind?
 - b. Why or why not?
 - c. What concerns do you believe the HMO might have about Dr. Barnett’s actions?
 - d. What concerns might the parents of Dr. Barnett’s patients have?
- 5) Reflect upon the situation that led to your being assigned this workshop. Why did you make the choices you did? Were your choices ethical? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)

Anger Management Workshop (AC46)

Primary Objectives/Outcomes: A, B, D

Appropriate For: Incidents involving interpersonal conflict

Not Appropriate For: Serious violations of policy which violate the physical integrity of another person, as well as serious violations of the law.

Sanction Management: CR&R Case Manager and UHS Assistant Director

Availability: As scheduled through CR&R

Time Permitted: 3 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to complete the Anger Management Workshop, offered through CR&R. You must register in advance by visiting 120 Student Services Building during regular business hours or by calling 438-8621. Be advised that this is a free workshop. The program will be two hours in length.**

Once you have completed the program, you are also required to write a paper reflecting what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This paper should address the following questions/issues:

- A. Reflect on the program materials. Write a summary of the information presented. Is this new information to you?**
- B. How does this information relate to the policies that you have violated in this instance?**
- C. If placed in the same situation that led to incident, how would your actions be similar or different?**
- D. Why would your actions be similar or different?**
- E. What is the most important thing you have learned from this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: None

Marijuana 101 (AC47)

Primary Objectives/Outcomes:	A, C, D, E
Appropriate For:	First time marijuana violations (possession or use).
Not Appropriate For:	Repeated offenses or violations for drugs other than marijuana.
Sanction Management:	CR&R Case Manager or UHS Conduct Staff (may not be used by Residence Hall Coordinators)
Availability:	As scheduled by CR&R
Time Permitted:	4 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	<p>You are required to complete Marijuana 101, an on-line assessment and education program offered by 3rd Millennial Classrooms. You must first pay the \$50 cost of the program at the Bone Student Center Business Office window and then bring your receipt to Community Rights and Responsibilities, 120 Student Services Building. You will then be given your code with which to complete the program.</p> <p>Once you have completed the program, you are also required to write a paper reflecting what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building) by no later than (date). This paper should address the following questions/issues:</p> <ul style="list-style-type: none">A. Reflect on the program materials. Write a summary of the information presented. Is this new information to you?B. How does this information relate to the policies that you have violated in this instance?C. If placed in the same situation that led to incident, how would your actions be similar or different?D. Why would your actions be similar or different?E. What is the most important thing you have learned from this experience? <p>Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.</p>
Notes:	None

Recognizing Differences Training (AC48)

Primary Objectives/Outcomes: A, B, C, D

Appropriate For: Incidents involving acts of intolerance.

Not Appropriate For: Serious violations of policy which violate the physical integrity of another person, as well as serious violations of the law.

Sanction Management: CR&R Case Manager or UHS Conduct Staff (may not be used by Residence Hall Coordinators)

Availability: As scheduled through CR&R

Time Permitted: 3 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to complete Recognizing Differences training (written assignment enclosed). You must answer all questions on the assignment and submit your written answers to CR&R (120 Student Services Building) by no later than (date). Your completed work must be no less than 1,750 words in length (typed, double-spaced) and must address all questions on the assignment. Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.**

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within ten days of submitting your written assignment.

Notes: None

Supporting Materials: See Recognizing Differences Assignment Sheet
- provided to student with decision letter

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RECOGNIZING DIFFERENCES ASSIGNMENT SHEET

Student’s Name _____

Staff Member _____

Paper Deadline _____

Meeting Deadline _____

The purpose of this assignment is to stimulate your thinking about the effects of acts of intolerance upon others. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

- 1) How do you define yourself as a person? What characteristics are there which make you unique among those people you associate with? (250 words)
- 2) Choose one ethnic, religious, racial, gender, or sexual orientation group that you are not a member of. Research three different positive contributions made to society by members of these groups in the past one hundred years. Provide quotes from at least three (3) scholarly sources (i.e., journal articles, books, etc.) to support your answers (include appropriate citations). (500 words)
- 3) If you were being discriminated against because of individual differences that you are not in control of (race, disability, sexual orientation, etc.), what difficulties do you think you might encounter on a day to day basis because of your difference? Where would you seek support in coping with such intolerance? (500 words)
- 4) Describe an episode in your life outside of Illinois State University in which you were mistreated because you were considered “different.” What impact did it have upon you? (250 words)
- 5) Reflect upon the situation that led to your being assigned this workshop. Why did you make the choices you did? Were your choices ethical? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)

Violence Awareness Training (AC49)

Primary Objectives/Outcomes:	A, B, C, D
Appropriate For:	Incidents involving violence or threats of violence.
Not Appropriate For:	Serious violations of policy which violate the physical integrity of another person, as well as serious violations of the law.
Sanction Management:	CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)
Availability:	As scheduled through CR&R
Time Permitted:	3 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	<p>You are required to complete Violence Awareness training (written assignment enclosed). You must answer all questions on the assignment and submit your written answers to CR&R (120 Student Services Building) by no later than (date). Your completed work must be no less than 2,100 words in length (typed, double-spaced) and must address all questions on the assignment. Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.</p> <p>Once you have submitted your written assignment, <u>you must also immediately schedule an appointment to meet with me</u> to review this assignment. This meeting must occur within ten days of submitting your written assignment.</p>
Notes:	None
Supporting Materials:	See Violence Awareness Assignment Sheet - provided to student with decision letter

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VIOLENCE AWARENESS ASSIGNMENT SHEET

Student's Name _____

Staff Member _____

Paper Deadline _____

Meeting Deadline _____

The purpose of this assignment is to stimulate your thinking about the effects of acts of violence or threats of such acts upon others. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

- 1) Describe how you were brought up to deal with conflict. Is there a particular method that you have for detailing with interpersonal conflicts? Describe your conflict resolution style. (250 words)
- 2) Describe three non-physical methods of conflict resolution. Describe each style, its strengths and weaknesses, and provide examples of when each style might be useful. Cite at least three published sources in your response. (500 words)
- 3) John and Kara are a newly married couple in their mid-20s living in an apartment. Both have jobs that pay about \$25,000 a year. John wants both of them to stay employed so that they can do some traveling and buy new furniture before settling down and buying a house. Then he hopes to start a family while they both continue working. Kara wants to work for a couple of years to save money for a down payment on a house, and hopes to spend the first three years at home after having a baby. What can John and Kara do to resolve this conflict? Can the conflict be resolved so that both John and Kara are satisfied with the outcome? What will happen if threats or violence are used to resolve this conflict? (500 words)
- 4) Conflict is defined as a struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals (Hocker & Wilmot). Analyze the conflict that led to this assignment, breaking your conflict down to meet the different parts of the definition. What do you think are the key factors that escalated this conflict? (250 words)
- 5) Describe the mediation process, citing at least one published source in your response. Describe the mediation process at Illinois State University (visit www.crr.ilstu.edu). Could mediation have been a viable option in this incident? Why or why not? (250 words)
- 6) Reflect upon the situation that led to your being assigned this paper. Why did you make the choices you did? Were your choices appropriate? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)
- 7) When is violence (or the threat of violence) appropriate for resolving conflict? (100 words)

E-Chug Assessment (AC50)

Primary Objective/Outcomes:	A, B, C, D, E
Appropriate For:	First alcohol violation (Mandatory sanction).
Not Appropriate For:	Repeated infractions.
Sanction Management:	CR&R Case Manager or UHS Staff
Availability:	No restrictions.
Time Permitted:	2 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	You are required to complete the E-Chug on-line alcohol assessment. You can access the program by visiting https://interwork.sdsu.edu/echug2/?id=ISU&hfs=. Once you have completed the on-line portion of the program, you must then complete the reflection paper (described below). Please make sure to write your name and case number in the top right corner of your paper.

In your reflection paper, you must answer the following in paragraph form:

- 1. State your E-Chug Reference Number (12 digits)**
- 2. What percent of your spending money is spent on alcohol? In what ways, if any, does this impact your life? If it does not currently, could it and why?**
- 3. How many standard drinks do you consume in a week? Based on this answer, what did you learn about your consumption pattern as it relates to other college students?**
- 4. What is your tolerance level and level of risk? What does this mean to you?**
- 5. What is your family risk level? What does this mean to you?**
- 6. What, if anything, is the most important thing you have learned from this assessment?**
- 7. Reflect upon the incident that led to this sanction. In the future, would you make the same decision? If so, why? If not, why not?**

Please be advised that this paper may not be used to justify the actions that led to this sanction or to criticize the actions of others. The reflection paper must be submitted to CR&R (120 Student Services Building, Campus Box 2440 or crr@ilstu.edu) by no later than (date).

Notes: None

Supporting Materials: None

BASICS Intervention Screening (AC51)

Primary Objective/Outcomes:	A, B, C, D, E, F
Appropriate For:	Second alcohol violation (mandatory) or 1 st violations with aggravating factors.
Not Appropriate For:	First infraction unless there are mitigating circumstances.
Sanction management:	CR&R Staff or UHS Staff
Availability:	No Restrictions
Time Permitted:	2 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	You are required to attend the BASICS Intervention, a <u>two session alcohol assessment and early intervention</u>. The screening will be conducted by Kathy O'Connell, Alcohol Interventionist, and will be held in room 120 Student Services Building. <u>Please be aware that the second session of BASICS is scheduled two weeks after the first one.</u> The program must be completed by no later than (date) . To schedule your appointments, please call (309) 438-8621 and ask to schedule an appointment for the BASICS Intervention. All information related to the assessment can be found at http://www.deanofstudents.ilstu.edu/crr. Please note that there is a fee for any missed appointments that are not cancelled 24 hours in advance.
Notes:	None
Supporting Materials:	None

Comprehensive Substance Assessment (AC52)

Primary Objective/Outcomes:	A, B, C, D, E, F
Appropriate For:	Third alcohol violation (mandatory).
Not Appropriate For:	First infraction unless there are mitigating circumstances.
Sanction management:	CR&R Staff or UHS Judicial Staff (not to be used by Residence Hall Coordinators)
Availability:	No Restrictions
Time Permitted:	3 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	You are required to attend a Comprehensive Alcohol Assessment at Student Counseling Services. You may schedule this appointment by calling (309) 438-3655 and requesting an AOD assessment. Information from your incident will be shared with Student Counseling Services and you may be asked to sign a waiver for the Alcohol Interventionist to share information with Student Counseling Services (waiver form is attached). You must complete this assessment by (date).
Notes:	None
Supporting Materials:	None

Meeting with Interventionist (AC 53)

Primary Objective/Outcomes: A, B, C, D, E

Appropriate For: Drug Violations

Not Appropriate For: Repeated infractions.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No restrictions.

Time Permitted: 2 weeks from date of decision or appeal date (whichever is later)

Sanction Macro: **You are required to meet with the Alcohol and Drug Interventionist for one session to go over your E-Toke results from Marijuana 101. The screening will be conducted by Kathy O'Connell, and will be held in room 120 Student Services Building. The session must be completed by no later than (date) . To schedule your appointment, please call (309) 438-8621 and ask to schedule an appointment with Kathy O'Connell to go over your E-Toke results. Please note that there is a fee for any missed appointments that are not cancelled 24 hours in advance.**

Notes: None

Supporting Materials: None

Social Host Liability Workshop (AC 54)

Primary Objective/Outcomes:	A, B, C, D, E
Appropriate For:	Sales or Distribution of Alcohol
Not Appropriate For:	Repeated infractions.
Sanction Management:	CR&R Case Manager or UHS Staff
Availability:	No restrictions.
Time Permitted:	4 weeks from date of decision or appeal date (whichever is later)
Sanction Macro:	You are required to attend the Social Host Liability Workshop, offered by the Students' Attorney and Off-Campus and Nontraditional Student Services. You must register in advance by visiting 120 Student Services Building during regular business hours. Be advised that a mandatory fee of \$25 must be paid at the time that you register for this program. Availability of the program is limited and you are encouraged to call immediately to reserve a space.

Once you have completed the program, you are also required to write a paper reflecting what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CR&R (120 Student Services Building or e-mailed to crr@ilstu.edu) by no later than (date). This paper should address the following questions/issues:

- A. Reflect on the program materials. Write a summary of the information presented. Is this new information to you?**
- B. How does this information relate to the policies that you have violated in this instance?**
- C. If placed in the same situation that led to incident, how would your actions be similar or different?**
- D. Why would your actions be similar or different?**
- E. What is the most important thing you have learned from this experience?**

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

Notes: None

Supporting Materials: None

Contact Restriction (AC60)

Primary Objective/Outcomes:	C, E, F
Appropriate For:	Cases in which a student has created a reasonable fear of contact in the mind of another student.
Not Appropriate For:	Interpersonal conflicts in which parties have established a desire to continue their relationship.
Sanction Management:	CR&R Staff or UHS Judicial Staff (not to be used by Residence Hall Coordinators)
Availability:	No Restrictions
Time Permitted:	Contact Restrictions should remain in effect for at least one full semester, and should normally last until one or both parties state a desire (to CR&R) to reestablish the relationship.
Sanction Macro:	You are restricted from having any contact with (name) indefinitely. This includes contact initiated through any means (telephone, correspondence, personal visits, e-mail, etc.) as well as contact initiated by any third parties on your behalf or at your request. This restriction applies both on and off campus. You are prohibited from speaking with this person at any time and you must make accommodation in your academic and social pursuits to avoid being in the same room or within fifty feet of this person. Failure to abide by this restriction will result in immediate and serious disciplinary action. Contact initiated with you by the other party must be immediately reported to CR&R.
Notes:	Notify affected party of restriction, encourage reciprocity
Supporting Materials:	None

Computer Privileges Restriction (AC61)

Primary Objective/Outcomes:	C, E, F
Appropriate For:	Cases in which a student has demonstrated a blatant disregard for other individuals or for the University through abuse of computer systems.
Not Appropriate For:	All other cases.
Sanction Management:	CR&R Staff or UHS Judicial Staff (may not be used by Residence Hall Coordinators)
Availability:	No Restrictions
Time Permitted:	Computer Privilege Restrictions should remain in effect for at least one full semester, and may be put into place permanently for a severe infraction. In such cases, a judicial administrator/board should consider a removal of a student from the University community.
Sanction Macro:	You are restricted from having any computer access or privileges through at least (date). This prohibition includes access to computers as a means for pursuing your educational pursuits at the University. You may enlist the services of an alternative internet service provider, but may not access any University computer systems either on campus or through dial-in privileges.
Notes:	Notify David Greenfield and Connie Barling
Supporting Materials:	None

Guest Privileges Restriction (AC62)

Primary Objective/Outcomes:	B, C, E, F
Appropriate For:	Cases in which a student has demonstrated consistent neglect for the behavior of guests in the residence halls.
Not Appropriate For:	First time minor violations.
Sanction Management:	CR&R Staff or UHS Staff
Availability:	No Restrictions
Time Permitted:	Guest Privilege Restrictions should remain in effect for at least one full semester.
Sanction Macro:	You are restricted from hosting guests in University residence halls at any time through (date). This prohibition includes all non-University community members other than parents and/or guardians.
Notes:	Sanction must be communicated to Residence Hall staff
Supporting Materials:	None

Stereo Restriction (AC63)

Primary Objective/Outcomes:	A, B, C
Appropriate For:	Cases in which a student has demonstrated consistent disregard for community standards related to a quiet atmosphere.
Not Appropriate For:	First time minor violations.
Sanction Management:	CR&R Staff or UHS Staff
Availability:	No Restrictions
Time Permitted:	Stereo Restrictions should remain in effect for at least one month.
Sanction Macro:	You are restricted from listening to a stereo of any type in your residence hall room without the use of headphones through (date). This prohibition includes any other electronic devices with speakers and applies to both you and any guest that you host.
Notes:	Sanction must be communicated to Residence Hall staff
Supporting Materials:	None

Substance Restriction (AC64)

Primary Objective/Outcomes:	A, B, C, D, F
Appropriate For:	Cases in which a student has demonstrated consistent disregard for alcohol and/or drug policies.
Not Appropriate For:	First time minor violations.
Sanction Management:	CR&R Staff or UHS Judicial Staff (may not be used by Residence Hall Coordinators)
Availability:	No Restrictions
Time Permitted:	Substance Restrictions should remain in effect for at least one semester. Students under the age of 21 should be restricted at least until the time they turn 21 (regarding alcohol).
Sanction Macro:	You are restricted from being on any University property or at any University event under the influence of alcohol and/or non-prescription drugs through (date). This prohibition is to be defined as being on University property or at a University event within six hours of consuming/using any amount of alcohol or non-prescription drug. Be advised that residence hall staff and the Illinois State University Police will be made aware of this restriction.
Notes:	Sanction must be communicated to Residence Hall staff and ISU Police
Supporting Materials:	None

Other Restriction (AC64)

Primary Objective/Outcomes:	As determined by judicial officer/board
Appropriate For:	Cases in which a student has demonstrated consistent disregard for a specific University regulation.
Not Appropriate For:	First time minor violations.
Sanction Management:	CR&R Staff or UHS Staff
Availability:	No Restrictions
Time Permitted:	As determined by judicial officer/board
Sanction Macro:	You are restricted from (note restriction) through (date). This prohibition includes (specify restriction parameters).
Notes:	Sanction must be communicated to appropriate staff
Supporting Materials:	None

Alcohol Treatment Program (AC70)

Primary Objective/Outcomes:	A, D, E, F
Appropriate For:	Cases in which a student has demonstrated consistent difficulties with regard to the use of alcohol and has not responded positively to previous sanctioning; this sanction can also serve as an excellent condition of readmission when combined with a Disciplinary Suspension.
Not Appropriate For:	Any other situations/violations.
Sanction Management:	CR&R Staff or UHS Judicial Staff (not to be used by Residence Hall Coordinators)
Availability:	Special
Time Permitted:	Allow 3 weeks (past appeal date) for discovery and approval of an appropriate program.
Sanction Macro:	You are required to complete an outpatient alcohol treatment program at an appropriate off campus facility. You have until (date) to identify and enroll in a properly certified/registered treatment program, and must agree to allow the program to provide regular attendance reports to CR&R. A mandatory notification waiver form is enclosed. Be advised that Illinois State University bears no obligation for identification of a program, nor for treatment fees. You are required to abide by all recommendations made by certified alcohol treatment professionals as a result of this treatment program.
Notes:	Should be combined with Substance Restriction (AC64)
Supporting Materials:	See list of treatment programs in Bloomington/Normal community (telephone book) See Waiver of Confidentiality - provided to student with decision letter

Drug Treatment Program (AC71)

Primary Objective/Outcomes:	A, D, E, F
Appropriate For:	Cases in which a student has demonstrated consistent difficulties with regard to the use of drugs and has not responded positively to previous sanctioning; this sanction can also serve as an excellent condition of readmission when combined with a Disciplinary Suspension.
Not Appropriate For:	Any other situations/violations.
Sanction Management:	CR&R Staff or UHS Judicial Staff (not to be used by Residence Hall Coordinators)
Availability:	Special
Time Permitted:	Allow 3 weeks (past appeal date) for discovery and approval of an appropriate program.
Sanction Macro:	You are required to complete an outpatient drug treatment program at an appropriate off campus facility. You have until (date) to identify and enroll in a properly certified/registered treatment program, and must agree to allow the program to provide regular attendance reports to CR&R. A mandatory notification waiver form is enclosed. Be advised that Illinois State University bears no obligation for identification of a program, nor for treatment fees. You are required to abide by all recommendations made by certified alcohol treatment professionals as a result of this treatment program.
Notes:	Should be combined with Substance Restriction (AC64)
Supporting Materials:	See list of treatment programs in Bloomington/Normal community (telephone book) See Waiver of Confidentiality - provided to student with decision letter

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CONFIDENTIALITY WAIVER
(TO BE PROVIDED TO PROVIDER AT THE BEGINNING OF TREATMENT PROGRAM)

ATTENTION TREATMENT PROVIDER:

Student Name _____

Local Address _____

Local Telephone _____

The student named above has been required to undergo an alcohol / drug / both treatment program as a result of campus disciplinary action and is required to provide proof of treatment to CR&R. **Further, the student is required to abide by any and all recommendations made as a result of this treatment program.** Please be advised that the student has until _____ to begin the treatment program.

To Be Completed By Student:

By signing below, I understand that I grant permission to _____ to report on my successful and regular participation in substance treatment. I understand that my cooperation with this form is compulsory and that I am required to abide by all recommendations made as a result of this treatment program. Such recommendations will be shared with CR&R staff.

Student Signature _____ Date _____

To Be Completed By Treatment Provider:

The student named above is actively enrolled and participating in substance treatment as outlined above.

Provider _____ Date _____

Telephone (CR&R will contact Treatment Provider every 14 days to insure compliance)

Have recommendations for treatment been made to the student? YES NO
If yes, please detail all recommendations:

COUNSELOR: Please return this form immediately
To CR&R, Campus Box 2440 (120 Student Services Building)

Questions? Contact CR&R at (309) 438-8621.

**Required Counseling and Follow-up Assessment (AC72)
FOR CONDITIONAL SUSPENSIONS ONLY**

Primary Objectives/Outcomes: A, D, E, F

Appropriate For: Suspension cases where the judicial officer/board believes that readmission should be contingent upon an ongoing relationship with a counselor during the suspension period.

Not Appropriate For: All other cases.

Sanction Management: CR&R Case Manager (may not be used by UHS Staff)

Availability: Special

Time Permitted: 4 weeks for discovery and approval of a certified counselor (past appeals date)

Sanction Macro: **As a condition for readmission to the University, you are required to immediately establish a professional relationship with a certified mental health professional for the purpose of ongoing counseling throughout the suspension period. You are allowed to initiate the reinstatement request to return to the University two months prior to the conclusion of your suspension, but must submit proof of regular counseling along with your request. If your request for readmission is considered, you will also be required to successfully complete a counseling assessment with Student Counseling Services at Illinois State University, and will be required to follow any and all recommendations made as a result of this assessment. A Waiver of Confidentiality is enclosed for your convenience.**

Notes: None

Supporting Materials: See Waiver of Confidentiality
- provided to student with decision letter

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MANDATORY COUNSELING ASSESSMENT

(TO BE PROVIDED TO COUNSELOR AT THE BEGINNING OF ASSESSMENT SESSION)

ATTENTION COUNSELOR:

Student Name _____

Local Address _____

Local Telephone _____

The student named above has been required to undergo a counseling assessment as a result of campus disciplinary action and is required to provide proof of attendance at counseling to CR&R.

Please be advised that the student has until _____ to complete this sanction.

To Be Completed By Student:

By signing below, I understand that I grant permission to Student Counseling Services to report on my attendance at counseling to CR&R. I understand that my cooperation with this form is compulsory.

Student Signature Date

To Be Completed By Student Counseling Services:

The student named above has successfully completed a counseling assessment.

Counselor Date

**COUNSELOR: Please return this form immediately
To CR&R, Campus Box 2440 (120 Student Services Building)**

Questions? Contact CR&R at (309) 438-8621.

Addiction Assessment Program (AC72)

Primary Objectives/Outcomes:	A, D, E, F
Appropriate For:	Serious cases where the judicial officer/board believes that the student has demonstrated a clear pattern of substance dependence/abuse.
Not Appropriate For:	All other cases.
Sanction Management:	CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)
Availability:	Special
Time Permitted:	4 weeks for full process (past appeals date)
Sanction Macro:	You are required to attend an outpatient substance abuse assessment interview at the Illinois Institute for Addiction Recovery at Bro-Menn Hospital. You must call the IIAR at 888-0993 to begin the assessment questionnaire. Be advised that a fee of \$100 is required in order for a written report to be generated by IIAR, it is your responsibility to make sure that CR&R receives a copy of this report. You have until (date) to finish the assessment process, and submit the written report to CR&R (120 Student Services Building). You must agree to allow the program to provide regular attendance reports to CR&R. A mandatory notification waiver form is enclosed. Be advised that Illinois State University bears no obligation for treatment fees. You are required to abide by all recommendations made by certified professionals as a result of this assessment and recovery program.
Notes:	None
Supporting Materials:	See Waiver of Confidentiality - provided to student with decision letter

Off Campus Assessment Program (AC73)

Primary Objectives/Outcomes:	A, D, E, F
Appropriate For:	Serious cases where the conduct officer/board believes that the student has demonstrated a clear pattern of substance dependence/abuse.
Not Appropriate For:	All other cases.
Sanction Management:	CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)
Availability:	Special
Time Permitted:	4 weeks for full process (past appeals date)
Sanction Macro:	You are required to attend an outpatient substance abuse assessment. This evaluation must take place at a facility that is certified in Illinois by the Department of Alcohol and Substance Abuse (DASA) or its equivalent if completed in another state. It is your responsibility to make sure that CR&R receives a written report stating your completion of this assessment. You have until (date) to finish the assessment process, and submit the written report to CR&R (120 Student Services Building). You must agree to allow the program to provide regular attendance reports to CR&R. A mandatory notification waiver form is enclosed. Be advised that Illinois State University bears no obligation for treatment fees. You are required to abide by all recommendations made by certified professionals as a result of this recovery program.
Notes:	None
Supporting Materials:	See Waiver of Confidentiality - provided to student with decision letter

Recommended Counseling (AC76)

Primary Objectives/Outcomes: A, D

Appropriate For: Instances in which students acknowledge having personal difficulties that may be contributing to disciplinary situations.

Not Appropriate For: All other cases.

Sanction Management: None

Availability: Special

Time Permitted: N/A

Sanction Macro: **It is recommended that you seek some type of counseling to address important personal issues that you are contending with. Although such action on your part is voluntary, be advised that this recommendation will remain a part of your disciplinary record.**

Notes: None

Supporting Materials: None

Recommended Housing Contract Termination (AC77)

Primary Objectives/Outcomes: A, B, C, F

Appropriate For: Incidents in which a student has demonstrated a blatant and/or repeated disregard for residence hall standards.

Not Appropriate For: Minor violations or very serious violations. While in some cases this sanction may be appropriate for serious violations, termination of a housing contract may be viewed as a positive outcome by some students. Decisions of the student that lead to a discussion of contract termination should also result in a discussion of separation through suspension or dismissal.

Sanction Management: CR&R Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 1 week from date of appeal

Sanction Macro: **It is strongly recommended to the Director of University Housing Services that your housing contract be permanently severed effective (date). The Director of University Housing Services will inform you of her/his decision at her/his earliest convenience. A copy of the director's decision will be maintained as a part of your disciplinary record.**

Notes: Decision to be immediately forwarded to Maureen Blair, Director, UHS

Supporting Materials: Notification of UHS staff form

Recommended Housing Reassignment (AC78)

Primary Objectives/Outcomes: A, B, C, F

Appropriate For: Incidents in which a student has demonstrated a blatant and/or repeated disregard for residence hall standards.

Not Appropriate For: Minor violations.

Sanction Management: SDRS Case Manager or UHS Staff

Availability: No Restrictions

Time Permitted: 1 week from date of appeal

Sanction Macro: **It is strongly recommended to the Director of University Housing Services that your housing assignment be changed to relocate you to a different residence hall on campus. The Director of University Housing Services will inform you of her/his decision at her/his earliest convenience. A copy of the director's decision will be maintained as a part of your disciplinary record.**

Notes: Decision to be immediately forwarded to Maureen Blair, Director, UHS

Supporting Materials: Notification of UHS Staff form

Recommended Mediation (AC79)

Primary Objectives/Outcomes:	A, B, C
Appropriate For:	Interpersonal disputes.
Not Appropriate For:	Violations where no interpersonal dispute is present.
Sanction Management:	None
Availability:	Special
Time Permitted:	N/A
Sanction Macro:	It is recommended that you attempt to deal with your interpersonal conflict in this instance through mediation. Mediation is a process in which a neutral third party works with disputants to attempt to achieve a lasting and mutually satisfying outcome to the dispute. Although such action on your part is voluntary, be advised that this recommendation will remain a part of your disciplinary record. To initiate the mediation process, you may contact Anne Newman at 438-8621.
Notes:	None
Supporting Materials:	None

Recommended Next Sanction
(MUST be in addition to other active sanctions)

Primary Objectives/Outcomes: A, B, C, E, F

Appropriate For: Repeated infractions where student is demonstrating an inability and/or unwillingness to follow community standards.

Not Appropriate For: First time minor offenses.

Sanction Management: CR&R Case Manager or UHS Judicial Staff (may not be used by Residence Hall Coordinators)

Availability: No Restrictions

Time Permitted: N/A

Sanction Macro: **It is strongly recommended that any further violations of University regulations, no matter how minor, result in a future sanction of (note sanction recommended). This recommendation will be maintained as a part of your disciplinary record. This recommendation is to remain in effect for a period of (note length in months/semesters).**

Notes: Be certain to provide a rationale for the decision of the officer/board

Supporting Materials: None

Community Rights and Responsibilities at **Illinois State University**
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**NOTIFICATION OF DISCIPLINARY ACTION
TO UNIVERSITY HOUSING SERVICES STAFF**

Student Name _____

Local Address _____

Local Telephone _____

Case Number _____

The student named above has been sanctioned as follows by CR&R staff and/or the University Hearing Panel:

Cancel Class Pre-Registration (AC90)
(to be used by CR&R Coordinator ONLY)

TO: Admissions, University Registrar, University Records
CC: Vice President of Student Affairs

Be advised that, effective immediately, any and all pre-registration for classes by (Name) (UID Number) is to be cancelled.

Disciplinary Withdrawal (AC91)
(to be used by CR&R Coordinator ONLY)

TO: Admissions, University Registrar, University Records
CC: Vice President of Student Affairs

Be advised that, effective immediately, (Name, UID) has been (suspended/dismissed) from Illinois State University. All courses for which the student is currently enrolled should be noted as Withdrawals.

Disciplinary Hold on Transcripts (AC92)
(to be used by CR&R Coordinator ONLY)

TO: Admissions, University Registrar, University Records
CC: Vice President of Student Affairs

Effective immediately, please place a disciplinary hold on all academic records and transcripts for (Name, UID) and maintain this hold until otherwise requested by our office.

Prevent Future Class Registration (AC93)
(to be used by CR&R Coordinator ONLY)

TO: Admissions, University Registrar, University Records
CC: Vice President of Student Affairs

Be advised that, effective (date), (Name, UID) has been (suspended/dismissed) from Illinois State University. Please block all future class registration until otherwise requested by our office.

Prevent Graduation (AC94)
(to be used by CR&R Coordinator ONLY)

TO: Admissions, University Registrar, University Records
CC: Vice President of Student Affairs

Effective immediately, please block the graduation of (Name, UID) until otherwise requested by our office.

Alcohol and Drug Fines (AC95)

Primary Objectives/Outcomes:	F
Appropriate For:	Alcohol and/or drug policy violations
Not Appropriate For:	Other
Sanction Management:	Student Health Services
Availability:	No Restrictions
Time Permitted:	4 weeks after appeal deadline per \$100 fine
Sanction Macro:	You are required to pay a disciplinary fine in the amount of \$ XXX. Payment must be in the form of cash, check, credit card or money order (checks and money orders payable to Illinois State University) and delivered in person to the Student Health Services Business Office (Student Services Building room 220) by no later than (date). When paying your fine, please fill out the attached receipt and bring it with your payment.
Notes:	None
Supporting Materials:	None

Fines for 4th incident Violations (AC96)

Primary Objectives/Outcomes: F

Appropriate For: more than 3 discipline incidents

Not Appropriate For: Other

Sanction Management: Bone Student Center Business Office

Availability: No Restrictions

Time Permitted: 2 weeks after appeal deadline

Sanction Macro: **Because you have more four or more disciplinary incidents, you are required to pay a disciplinary fine in the amount of \$50. Payment must be in the form of cash, check or money order payable to Illinois State University and delivered in person to the Bone Student Center Business Office (First Floor Bone Student Center) by no later than (date). When paying your fine, please fill out the attached receipt and bring it with your payment.**

Notes: None

Supporting Materials: None

Section Five: Sample Precedent at Illinois State University

Be aware the for most violations there are no proscribed sanctions, but rather “sanction pools” from which an administrator or panel can choose the most appropriate sanctioning tools. Additionally, sanctions are not assigned “per violation” but instead by incident. Thus, one inactive sanction is utilized in each case, supplemented by any number of active sanctions to insure an educational experience.

Some “typical” sanctions include:

1. Minor Residence Hall Violations (Noise, Candle, etc.)

Censure
Reflection Paper or Poster Board

2. Serious Residence Hall Violations (Fire Safety, etc.)

Disciplinary Probation or Suspension
Educational Sanctions

2. Alcohol (use/possession)

1st offense: Censure, E-Chug program, Fine

2nd offense: Semester Disciplinary Probation
Alcohol Education Program
Initial Substance Assessment
Fine

3. Drugs (use/possession)

1st offense: Disciplinary Probation – calendar year
Drug Education Program
Fine

2nd offense: Suspension
Significant educational sanctions
Fine

4. Drug Distribution/Sales

1st offense: Suspension or Dismissal

5. Physical Harm

Disciplinary Probation, Suspension, or Dismissal
Educational Service, Violence Awareness, Counseling, No Contact Restriction, etc.

6. Sexual Misconduct (non-penetration)

Disciplinary Probation, Suspension, or Dismissal
Educational Service, Violence Awareness, Counseling, No Contact Restriction, etc.

7. Sexual Misconduct (penetration)

Suspension or Dismissal

In general, sanctioning levels can be broken down into the following categories:

A. Non-harmful

Actions that are inconsistent with University expectations but pose no threat to other members of the University community and do not demonstrate a clear disregard of community standards.

B. Non-harmful and Serious

Actions that are inconsistent with University expectations but pose no threat to other members of the University community, yet demonstrate a flagrant disregarding of community standards.

C. Potential Harm

Actions that are inconsistent with University expectations and could have resulted in harm to members of the University community.

D. Harmful

Actions that are inconsistent with University expectations and resulted in harm to a member of the community.

E. Malicious

Actions that are inconsistent with University expectations and resulted in harm to a member of the community that also demonstrate a flagrant disregarding of University standards.

“Promoted” Sanctions from CR&R

Mandatory Educational Service – requires effort over a period of time, “gives back” to the community, encourages reflection

Reflection Paper – requires reflection in writing (to be maintained in student file)

Statement of Honor Reflection Paper – requires student to reflect on core values of the University and determine consistency with personal values, promotes reflection on why standards exist

Ethics Workshop – for those students making inappropriate ethical decisions, designed to challenge and stimulate thinking and then require student to articulate rationale to staff member at private meeting

Substance Restriction – for those students with repeated substance violations, takes away ability to be seen on campus under the influence

Probationary Review – for those students on probation that the Administrator/Panel is concerned that the student is habitually making poor decisions and will likely return to the disciplinary system

Section Six: Bibliography

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