

Advocacy Sanctioning: Developing Tailored Student Conduct Plans

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Please find a list below of additional resources from the “*Advocacy Sanctioning: Developing Tailored Student Conduct Plans*” webcast. These resources give you hands-on tools to help implementing an advocacy sanctioning practice on your campus. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

Post-Webcast Resources

1. [AS log sheet](#) – Pages 3-4 – a log sheet to be used by the hearing officers.
2. [AS sanction letter example](#) – Page 5 – an example letter to be used with advocacy sanctioning.
3. [Conduct hearing agenda and checklist](#) – Pages 6-7 – overall checklist to be used by the hearing officer through the conduct process.
4. [Hearing rubric](#) – Page 8 – A matrix to help identify student participation in the hearing process.
5. [Initial hearing checklist](#) – Page 9 – a checklist to be used with students in the conduct process.
6. [Sanctioning rubric](#) – Page 10 – A matrix to help identify appropriate sanctions within the conduct process.
7. [16 Personalities test](#) – Page 11 – a personality test to use with students.
8. [Believe essay](#) – Pages 12-13 – an exercise guided by the “This I Believe” series.
9. [Planner](#) – Pages 14-15 – a time log for students to map and organize their weeks.
10. [Skills Identification](#) – Pages 16-22 – this is a skills inventory to learn more about how to develop additional skills.
11. [Speaking up for each other](#) – Page 23 – A poem and reflection exercise to use with students.
12. [Transition exercise](#) – Pages 24-26 – information about Schlossberg’s transition theory and how to teach students about it.
13. [What’s Your Problem](#) – Pages 27-28 – a stress management exercise to use for sanctioning.

14. [Conduct Advisor Training](#) – *Pages 29-48* – use and modify this training for your own conduct advisor trainings, with the following outline...
15. [Advisor training outline](#) – *Pages 49-55* – a companion piece for the above training to conduct advisor trainings.
16. [Advisor outreach email](#) – *Page 56* – this is an intro email that you can use with prospective advisors in the advocacy sanctioning process.
17. [Advisor Folder Contents](#) – *Page 57* – if you use an internal drive within your university, this allows you to share items with you advisors that would be helpful to them.

Advocacy Sanctioning Log Sheet

Student Name: Alexander Hamilton
Student ID: 1234567
Hearing Officer: Maria Reynolds

Original Sanctions (Described fully in your initial outcome letter)

Sanction	Duration/Due Date	Notes	Completed
Probation	August 1, 2017-December 31, 2017	N/A	
Budget management activity	August 10 th , 2017	Brought to meeting	Yes
Follow up meeting (bring results of activity)	Scheduled by August 14 th , 2017	Scheduled via phone on 08.12.17	Yes

Advocacy Sanctioning Process Note: You can continue to add sanctions in table below as needed.

Sanction	Duration/Due Date	Notes	Completed
Follow up meeting with campus Job Resource Center (Angelica Schuyler, Coordinator)	By August 25 th , 2017	Based on financial activity results, you expressed interest in learning more about job searching and resume creation	
Follow up meeting with financial aid counselor (Aaron Burr)	By August 30 th , 2017	Based on financial activity results, you expressed a need to learn more about Financial Aid options	
Follow up meeting with hearing officer/advocate (Maria Reynolds)	By September 5 th , 2017	We'll discuss the above meetings and determine additional meetings and follow up.	

Check in Emails

Respond to emails at end of each month

Month	Notes	Response
September	Sent email about job fair on campus	Student is attending fair; sent resume for review
October	Checking in on midterms	Referred to tutoring center (Hercules Mulligan, Asst. Director)

November	Registration/retention check.	Grades are good; registered for SP 18
December	Probation ending. Determination regarding further follow up.	

SAMPLE

Dear Student Name:

Based on a report from the Health, Fitness and Rec Center and a hearing with you on June 16, 2017, the following determination has been made related to the Code of Student Conduct violation(s) for which you were charged:

1. Policy -- **Responsible**
2. Policy -- **Responsible**

The following rationale has been provided: In your hearing, you stated (statement).

As a result, the following sanctions are recommended:

Probation. You are on probation from May 31, 2017 to December 31, 2017. Probation includes the probability of more severe disciplinary sanctions if you are found to be violating any institutional regulation(s) during the probationary period.

Counseling Referral. You are required to meet with (AS Counselor Name) or a counselor of your choice in the Counseling Center to address your behavior during this incident. In addition, you are expected to sign a release of information so that your counselor can communicate with me about your attendance and compliance. You are expected to comply with your counselor's recommendations, including attending on-going sessions. You must attend your first session by June 28, 2017. It is your responsibility to contact the Counseling office in enough time to schedule this appointment. You can contact the office by calling (phone number).

Follow-up Meeting. As discussed in your hearing, I believe you would benefit from our Advocacy Sanctioning process. This process will include follow-up meetings and assignments to help you be successful at Moraine. While these are also part of your sanction and therefore need to be completed, I will also serve as your advocate during the process and will provide appropriate assistance when necessary.

Your first meeting with me will be after your meeting with counselor. You are responsible for scheduling these appointments. Your first appointment should be no later than June 30, 2017. At that time, we will discuss how your sanctions have gone and determine next steps.

Failure to complete or to abide by these sanctions by the indicated deadlines could result in a hold placed on your records or further disciplinary action.

(Appeal information and feedback survey information.)

In closing, I encourage you to always consider the choices you make as they often affect others and the campus community. Feel free to contact me if you have any questions.

Sincerely,

Conduct Hearing Agenda and Checklist

Student Name: _____

Case ID Number: _____

Initials	Item
	Overview of Coordinator role and Conduct Process; questions answered
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> Wellbeing check on academics, involvement, and issues impacting MVCC experience Referrals made: _ CDS _ Instructor _ Counseling _ Tutoring/Writing Center _ Int'l Students _ Student Life _ Other <i>Include specific concerns in notes section.</i> </div> <div style="width: 35%; border: 1px solid black; padding: 5px;"> Academic Skills: Personal wellbeing: Financial wellbeing: Identity development/Engagement: </div> </div>
	Report and questions answered
	Student response to report
	Follow up information and timeline
	Sanctioning process and timeline
	Appeal process and timeline
	Feedback process
	Additional questions answered

Notes (continue on back if necessary):

Initials	Item
	Hearing notes entered into Maxient
	Sanction letter sent
	Sanction letter retrieved
	Sanction completed
	Appeal completed
	Case closed
	Follow Up Plan and Date:

Notes (continue on back if necessary):

Hearing Officer Name: _____

Hearing Officer Signature: _____

Questions to Ask Regarding Specific Case

General Conduct Questions

Who, other than yourself, was impacted by your behavior? How were they impacted?

What can you do differently in the future to avoid similar situations? What advice would you give to someone you cared about who was in a similar situation?

How does this behavior fit in with your values?

How does this behavior fit in with our expectations?

Moraine Valley Community College Conduct Hearing Rubric

Student Name	
Student ID Number	
Hearing Date	
Hearing Officer	
Total	

Learning Outcome	1-Denial	2-Resistance	3-Progressing	4-Invested	Rating
Students who have engaged in the conduct process will be able to explain how their behavior has impacted others.	Refutes responsibility for behavior and sees no consequences or effect on others	Acknowledges actions but is deflective of responsibility and consequences or effect on others	Accepts responsibility for actions and begins to accept impact on others	Takes full responsibility for actions and sees impact on others	
Students who have accepted responsibility for violations and possible consequences will be able to articulate how they have been impacted by their actions.	Does not recognize the negative impact of their behavior on self	Recognizes negative impact of misconduct on self but does not recognize why consequences should apply	Somewhat recognizes the negative impact on self and why consequences should apply	Fully accepts/recognizes the negative impact of their behavior on self and also the possibility of consequences	
Students who have engaged in the process can explain how their behavior does/does not reflect their values and goals, and how to avoid repeating the behavior	Sees no misalignment, even when it is clear the behavior is not congruent with goals; staunch opposition to changing behavior	Acknowledges misalignment; demonstrates awareness of need to change behavior but not willing to do so	Acknowledges misalignment and can explain discrepancies; demonstrates basic awareness of need for behavior change	Fully acknowledges misalignment; volunteers own strategies for behavior change or has already made at least one change	
Students who have accepted responsibility for violations will understand both the educational value of the conduct process, and the kinds of behaviors that violate the standards for student conduct.	Sees no educational value in process and unaware of reasons for policies and procedures	Understands need for the process and policies or educational value but not both	Somewhat recognizes the educational nature of the process and understands the policies and procedures	Fully versed in policies and procedures and understands educational impact	

**Moraine Valley Community College
Code of Student Conduct Hearing Checklist**

**Initial by each section of "Pre-Hearing" ONLY, and bring completed form with you to your hearing.
You are responsible for the information below, whether or not you complete the form.**

Pre-Hearing	
	I have been notified that I need to meet with the Coordinator, Code of Conduct, or the Dean of Students, or a designee to discuss the alleged violation(s) of the Moraine Valley Community College Code of Conduct and/or other MVCC policies and standards. I have been provided with a list and description of the charge(s) and understand the charges. As a student at MVCC, I understand I am responsible for knowing and following the Code of Student Conduct and other MVCC policies and standards.
	I have been directed, via letter, to the Code of Student Conduct through the MV Portal and the specific policies/standards that might be in question. I understand it is my responsibility to read and understand the policies and standards that may be in question. I understand that I will have an opportunity during the hearing to ask questions about the MVCC policies and standards.
	I have been directed, via letter, to the Conduct Hearing procedures section of the Code of Student Conduct. I understand it is my responsibility to read the guidelines and understand them. I understand I have the opportunity to ask questions about the procedure before, during, and after my hearing.
	I understand, via the information provided in the Code of Student Conduct and on the MV Portal, the role of the hearing officer in the process and that I may have advisor(s), witness(es), a translator, or an accommodation made for a documented disability and that it is my responsibility to make those requests.
	I understand that not attending my hearing may result in being found responsible for violating the "failure to appear" policy, and that the outcome of the case will be decided without my input and that I cannot appeal the decision under "new information."
	I understand that further violations of policy before my hearing may result in interim sanctions being imposed, up to and including immediate temporary removal from MVCC. I understand that, in some circumstances, interim sanctions will be imposed due to the severity of the violations and/or to protect the MVCC community. I understand that I will be notified of these sanctions in writing if they are to occur.
Hearing	
	I understand that I may be held responsible for any additional policy violations that arise during these proceedings. Possible additional violations include, but are not limited to, collusion, abuse of the Code of Student Conduct procedures or hearing process, deception, or dishonesty.
	I understand that after the hearing, the hearing officer may find me responsible for violating one or more of the policies stated in my letter or that arise during the hearing. I understand I may be given sanctions to fulfill and that it is a violation of the Code of Student Conduct to not complete sanctions.
	I understand that I may be found in violation based on some or all evidence, and that I may be charged with some or all potential violations. I understand that the standard of evidence required by the hearing officer to find me in violation is "more likely than not."
	I understand that there is to be no retaliation by me, or by anyone else on my behalf, of any kind, as a result of this incident. I also understand that I am to report any further concerns regarding this case to the hearing officer.
	I understand that this process will be handled with sensitivity but that confidentiality cannot be guaranteed. I understand that I am responsible for maintaining confidentiality as per the Code of Student Conduct.
	I have been informed that it is my responsibility to cooperate with the hearing officer's investigative process and to report information relevant to this situation, including relevant information about potential participants.
	I have been informed about my right to appeal the outcome of my hearing to the Dean of Students or designee in the manner described in the sanction letter and in the Code of Student Conduct procedures located on the MV Portal. I understand that, unless otherwise clarified by my hearing officer, sanctions remain in place during the appeal process.
	ONLY INITIAL IF INTERIM SANCTIONS HAVE BEEN IMPOSED
	I understand that violating interim sanctions may result in further interim sanctions which, if imposed, cannot be appealed.

Student Name

Hearing Officer Name/Title

Student Signature/Date

Hearing Officer Signature/Date

Moraine Valley Community College Sanctioning Rubric

Student Name	
Student ID Number	
Hearing Date	
Hearing Officer	
Total	

Learning Outcome	1-Denial	2-Resistance	3-Progressing	4-Invested	Rating
Students who have completed the sanction will be able to explain how their behavior has impacted others.	Refutes responsibility for behavior and sees no consequences or effect on others.	Acknowledges actions but is deflective of responsibility and consequences or effect on others.	Accepts responsibility for actions and begins to accept impact on others.	Takes full responsibility for actions and sees impact on others.	
Students who have accepted responsibility for violations and possible consequences will be able to articulate how they have been impacted by their actions.	Does not recognize the negative impact of their behavior on self.	Recognizes negative impact of misconduct on self but does not recognize why consequences should apply.	Somewhat recognizes the negative impact on self and why consequences should apply.	Fully accepts/recognizes the negative impact of their behavior on self and also the possibility of consequences.	
Students who have completed the sanction understand why the assignment was given and how it helps them reflect on their values and goals, and helps them avoid repeating the behavior.	Sees no misalignment, even when it is clear the behavior is not congruent with goals; staunch opposition to changing behavior.	Acknowledges misalignment; demonstrates awareness of need to change behavior but not willing to do so.	Acknowledges misalignment and can explain discrepancies; demonstrates basic awareness of need for behavior change.	Fully acknowledges misalignment; volunteers own strategies for behavior change or has already made one change.	
Students who have accepted responsibility for violations will understand both the educational value of the conduct process, and the kinds of behaviors that violate the standards for student conduct.	Sees no educational value in process and unaware of reasons for policies and procedures.	Understands need for the process and policies or educational value but not both.	Somewhat recognizes the educational nature of the process and understands the policies and procedures.	Fully versed in policies and procedures and understands educational impact.	
Overall: Sanction was completed with respect for the process and a genuine desire to adhere to expectations.	Sanction not completed or incomplete	Sanction completed, but with clear evidence that student did not utilize the assignment to reflect or change	Sanction completed; student completed the assignment but with regards to only 25%-75% of above points	Sanction completed; student completed the assignment with regards to 75%-100% of above points.	

Recommended for Advocacy Sanctioning: Yes No
Reasoning:

16 Personalities Test

- 1) Go to <https://www.16personalities.com/> and complete the test. It should take less than 12 minutes. Make sure you have uninterrupted time with few distractions. Follow the instructions on the site.
- 2) When you receive your results, read through them and then reflect on them using the below questions.
- 3) Schedule a follow up with your hearing officer/advocate.

Introduction

What is your type?

People You May Know

The bottom of the Introduction page of your results should list some celebrities who have your same personality. Do you admire any of these people? Do you find any of them off-putting? Why?

Explore Your Type

Strengths and Weaknesses

What are some strengths you recognize in yourself? What are some weaknesses? How have you been using your strengths lately? How have they impacted those around you? How have your weaknesses impacted you and those around you?

Career Paths

How does this description fit how you see yourself in a certain career or calling? How would you manage your personality in a workplace setting? How can you manage it in a classroom setting?

Workplace Habits

Whether you work or not, you have been in some structured environment—for example, a classroom, a group assignment, a sports team, a choir or band, etc. How have your personality habits inspired those around you? What are some traits you need to be aware of to maximize positive impact on others?

Overall

What part of your results did you find most true?

What part of your results did you find less accurate for you?

Do you think people in your life would agree with these results?

How can you use your strengths to make positive choices for yourself?

What do you believe, and how does it shape you as an individual? NPR's "This I Believe," became an international project. This exercise will teach you how to write your own "This I Believe" statement and be inspired by others' statements to guide you in your discovery of your core values.

Outline

I. This I Believe

a. Origins of program

- i. Edward R. Murrow, famous journalist, created the program in the 1950s. NPR has made it into a national movement. This I Believe is based on a 1950s radio program of the same name, hosted by acclaimed journalist Edward R. Murrow. Each day, Americans gathered by their radios to hear compelling essays from the likes of Eleanor Roosevelt, Jackie Robinson, Helen Keller, and Harry Truman as well as corporate leaders, cab drivers, scientists, and secretaries—anyone able to distill into a few minutes the guiding principles by which they lived. These essayists' words brought comfort and inspiration to a country worried about the Cold War, McCarthyism, and racial division.
- ii. In reviving This I Believe, executive producer Dan Gediman said, "The goal is not to persuade Americans to agree on the same beliefs. Rather, the hope is to encourage people to begin the much more difficult task of developing respect for beliefs different from their own."

b. Why it's important to you as a person

- i. Strong organizations have a "mission statement." You should have a mission statement, and this exercise can help you build one.

II. Examples of Others' Statements (Topics)

- a. Choose two statements from the NPR site www.thisibelieve.org that speak to your beliefs as well. Do not copy them, but do reflect on why they mean something to you.

III. Guide to Writing Your Own

a. Questions to consider

- i. Who is a mentor to you?
- ii. What are some of your core values?
- iii. What are some of your goals?
- iv. What are some of your achievements?
- v. What would your friends and family say about you?
- vi. Why are you in college? What do you study and why?
- vii. What is a painful experience you've overcome?
- viii. What is an encouraging experience you rely on to inspire you?

This I Believe Essay-Writing Guidelines

We invite you to participate in this project by writing your own statement of personal belief. We understand how challenging this is—it requires intense self-examination, and many find it difficult to begin. To guide you through this process, we offer these suggestions:

Tell a story about you: Be specific. Take your belief out of the ether and ground it in the events that have shaped your core values. Consider moments when belief was formed or tested or changed. Think of your own experience, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be *real*. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.

Be brief: Your statement should be between 500 and 600 words. That’s about three minutes when read aloud at your natural pace.

Name your belief: If you can’t name it in a sentence or two, your essay might not be about belief. Also, rather than writing a list, consider focusing on one core belief.

Be positive: Write about what you do believe, not what you don’t believe. Avoid statements of religious dogma, preaching, or editorializing.

Be personal: Make your essay about you; speak in the first person. Avoid speaking in the editorial “we.” Tell a story from your own life; this is not an opinion piece about social ideals. Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.

For this project, we are also guided by the original *This I Believe series* and the [producers’ invitation](#) to those who wrote essays in the 1950s. Their advice holds up well and we are abiding by it. Please consider it carefully in writing your piece.

In introducing the original series, host Edward R. Murrow said, “Never has the need for personal philosophies of this kind been so urgent.” We would argue that the need is as great now as it was 60 years ago.

<http://thisibelieve.org/guidelines/>

Planner

- 1) Enter in your PLAN for the week. Include class, work, homework, social time, sleep, meals, etc.
- 2) Try to stick to the plan as best you can. Make notes as far as if things came up that threw off your schedule—oversleeping, traffic, forgot to complete an assignment, etc.
- 3) Compare the two weeks and discuss with your hearing officer/advocate where things went well and what you need to work on when it comes to managing time.

Week #1 PLAN

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12am-1am							
1am-2am							
2am-3am							
3am-4am							
4am-5am							
5am-6am							
6am-7am							
7am-8am							
8am-9am							
9am-10am							
10am-11am							
11am-12pm							
12pm-1pm							
1pm-2pm							
2pm-3pm							
3pm-4pm							
4pm-5pm							
5pm-6pm							
6pm-7pm							
7pm-8pm							
8pm-9pm							
9pm-10pm							
10pm-11pm							
11pm-12am							

Week #1 ACTUAL SCHEDULE

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12am-1am							
1am-2am							
2am-3am							
3am-4am							
4am-5am							
5am-6am							
6am-7am							
7am-8am							
8am-9am							
9am-10am							
10am-11am							
11am-12pm							
12pm-1pm							
1pm-2pm							
2pm-3pm							
3pm-4pm							
4pm-5pm							
5pm-6pm							
6pm-7pm							
7pm-8pm							
8pm-9pm							
9pm-10pm							
10pm-11pm							
11pm-12am							

Developing Your Language Skills

You have hundreds of skills. Most people do, yet very few are able to explain their skills to others. You may take for granted many things you do well that others would find hard or even impossible to do.

In looking for a job, knowing what you can do well is important. It can help you decide what kind of work is right for you. It makes a lot of sense to do the things you do best. If you do, you will probably be more successful.

In addition, knowing your skills will assist you in verbalizing those skills to potential employers in interviews and to friends and acquaintances while networking.

After you have completed and evaluated your skill identification activities, the next natural step is to incorporate that information, your work history and educational background, into a resume. A resume summarizes your past education, work experience, and accomplishments as they relate to the type of job/position for which you would like to apply. Skills identified in this packet will be useful as an action verb as you write bulleted points on what you accomplished in each position.

The Three Types of Skills

- **Adaptive Skills:** Personality traits or personal characteristics are another way that these skills can be defined. They help a person adapt to or get along in a new situation. For example, honesty and enthusiasm are traits employers look for in a “good worker”. While many job seekers do not emphasize these skills in an interview, they are quite important to employers.
- **Transferable Skills:** These are skills that can transfer from one job to a very different one. Writing clearly or the ability to organize things are two examples of transferable skills.
- **Job-Related Skills:** These are skills you need for a specific job. A nurse, for example, needs to know how to use certain medical instruments to take a patient’s blood pressure and temperature.

Adaptive Skills Checklist

Directions: Use the following checklist to assist you in determining your adaptive skills. If you use or have that skill most of the time, put a check mark in the first column. If you use or have the skill some of the time, put a check mark in the second column. Don't mark either column if you rarely use the skill.

Critical Skills:					
These are skills that employers value highly. They often won't hire a person who does not have or use some of these.					
<i>Employers Value People Who:</i>					
SKILLS	Most of the Time	Some of the Time	SKILLS	Most of the Time	Some of the Time
Go to work everyday			Get along with coworkers		
Arrive on time			Are honest		
Get things done independently			Work hard		
Follow instructions from supervisor					
Other Adaptive Skills					
<i>Good Workers Have the Following Adaptive Skills:</i>					
SKILLS	Most of the Time	Some of the Time	SKILLS	Most of the Time	Some of the Time
Ambition			Intelligence		
Patience			Creativity		
Assertiveness			Leadership		
Learn quickly			Enthusiasm		
Flexibility			Persistence		
Maturity			Self-motivation		
Dependability			Are result-oriented		
Complete assignments			Pride in doing a good job		
Sincerity			Willingness to learn new things		
Problem solver			Ask questions		
Friendliness			Highly motivated		
Good sense of humor			Good attitude		
Physical strength			Other:		
Good sense of direction					

Transferable Skills Checklist

Directions: Use the following checklist to assist you in determining your transferable skills. If you are good at the skill listed, put a check mark in the first column. If you want to use that skill at your next job, put a check mark in the second column. Add other skills you want to include in the “other” section. When you’re done, you should have checked ten to twenty skills.

Critical Skills: These are skills that tend to get you higher levels of responsibility and pay. They are worth emphasizing in an interview.					
<i>Employers Value People Who:</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Meet deadlines			Solve problems		
Speak in public			Plan		
Supervise others			Understand and control budgets		
Accept responsibility			Increase sales or efficiency		
Follow-through					
Other Transferable Skills					
<i>Key Skills</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Instruct others			Organize/manage projects		
Meet the public			Write well		
Negotiate					
<i>Using My Hands/Dealing With Things</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Assemble things			Observe/inspect		
Build things			Operate tools		
Construct/repair buildings			Repair things		
Drive, operate vehicles			Use complex equipment		

Other Transferable Skills (Continued)					
<i>Using Word Ideas</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Articulate			Inventive		
Communicate verbally			Library research		
Correspond with others			Logical		
Create new ideas			Public speaking		
Design			Remembering information		
Edit			Write clearly		
<i>Leadership Abilities</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Arrange social functions			Direct others		
Competitive			Results oriented		
Decisive			Explain things to others		
Delegate			Influence others		
Make decisions			Initiate new tasks		
Mediate problems			Take risks		
Motivate people			Run meetings		
Negotiate agreements			Self-confident		
Planning			Solve problems		
<i>Dealing with Data</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Analyze data			Detail-oriented		
Audit records			Evaluate		
Set up budgets			Investigate		
Calculate/compute			Keep financial records		
Classify things			Locate answers, information		
Compare			Manage money		
Compile			Record facts		

Other Transferable Skills (Continued)

<i>Working With People</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Administer			Outgoing		
Care for			Patience		
Confront others			Persuade		
Counsel people			Pleasant		
Demonstrate			Sensitive		
Diplomatic			Sociable		
Help others			Supervise		
Have insight			Tactful		
Instruct			Teaching		
Interview people			Tolerant		
Kind			Tough		
Listen			Trusting		
Mentor			Understanding		
<i>Creative/Artistic</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job
Artistic			Perform, act		
Draw			Present artistic ideas		
Paint			Dance, body movement		
Expressive					
<i>Others</i>					
SKILLS	Strong Skill	Next Job	SKILLS	Strong Skill	Next Job

LIKES/DISLIKES ASSESSMENT

To effectively assist you in securing the best possible position, please respond in writing to the following questions:

Of all the jobs or work assignments you have had, identify which job you liked the best:

Now list those aspects of your work that you enjoyed the most on the job: _____

What aspects of your work did you dislike the most? _____

Describe the boss you liked the best and least (personality, methods, attitudes).

What do you consider to be your greatest strengths or abilities? _____

Describe or list any barriers or restrictions that might influence your next job selection (i.e. availability for work, geographic preferences, family obligations, etc.). _____

Describe your short-term professional goals for the next two to three years. _____

Describe your long-term professional goals. _____

If family, geography or other responsibilities did not limit you, how would you describe the ideal job? _____

NAME THIS OPPORTUNITY

I'm looking for an opportunity that: _____

Directions: Carefully review your two skills lists and your likes and dislikes. Select the items that are most **important** to you and list below.

Your Top Adaptive Skills

1. _____
2. _____
3. _____

Your Transferable Skills

1. _____
2. _____
3. _____
4. _____
5. _____

Your Top Likes / Dislikes

LIKES

1. _____
2. _____
3. _____
4. _____
5. _____

DISLIKES

1. _____
2. _____
3. _____
4. _____
5. _____

What kind of an opportunity does this sound like to you? _____

Do you know anyone who has a job like this? _____

Possible plan of action: _____

Speaking Up for Each Other

Directions: Read this poem and think about what it means to you. Next, fill out the sentence completion exercise that follows the poem.

*In Germany they came first for the Communists,
And I didn't speak up
Because I wasn't a Communist.*

*Then they came for the Jews,
And I didn't speak up
Because I wasn't a Jew.*

*Then they came for the trade unionists,
And I didn't speak up
Because I wasn't a trade unionist.*

*Then they came for the Catholics,
And I didn't speak up
Because I was a Protestant.*

*Then they came for me,
And by that time
No one was left to speak up.*

Poem written by Reverend Martin Niemoller, 1945.

Sentence Completion Exercise: Please record how you would complete each sentence.

1. I have spoken up about
2. I have not spoken up about
3. People don't speak up sometimes because
4. People will speak up if
5. I will speak up if
6. My friends will speak up when
7. In our community, we can speak up when
8. It is easier to speak up when
9. It is harder to speak up when
10. I will help others speak up if

Coping with Transition: The “4S’s”

“Green meant go. Red meant stop.
Orange meant change and caution.”

Kurt Vonnegut, Cat’s Cradle

<https://www.slideshare.net/KeciaMcManusEdD/transition-theory-4-s-2013>



Background on Schlossberg's Transition Theory

Impact is determined by the degree to which a transition alters one's daily life. Schlossberg identified four major sets of factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, which are also known as the 4 S's. (Various sources)

Transitions can be events or non-events. For example, if you are changing jobs, that is an event. If you are worried about losing a job but do not lose it, that is a "non-event." Even though it does not occur, it is still a time of transition in your life.

Some transition examples are below. There is not really a "small" or "large" transition; each situation may have a different impact on different people. Transitions can also be positive or negative; again, this is different for each person. Most transitions have an element of positivity and negativity to them.

Transitions can include:

- Ending or beginning a relationship
- Entering college
- Choosing a major
- Moving to a different location
- Marriage
- Divorce
- Grief and loss
- Planning a trip
- Receiving a failing grade for a course
- And yes, receiving consequences for a choice or behavior

Exercise

Go to <https://www.slideshare.net/KeciaMcManusEdD/transition-theory-4-s-2013> and click through the slide presentation.

The 4S's and You

For **Slide 5**, reflect on the questions shown, particularly as they relate to your current transition. Slides 6-10 can help steer you in the right direction with your thoughts and responses.

Types of Coping

For **Slide 11**, reflect on how you can effectively cope with this current transition or one in the future. You can even create a hypothetical scenario.

Example:

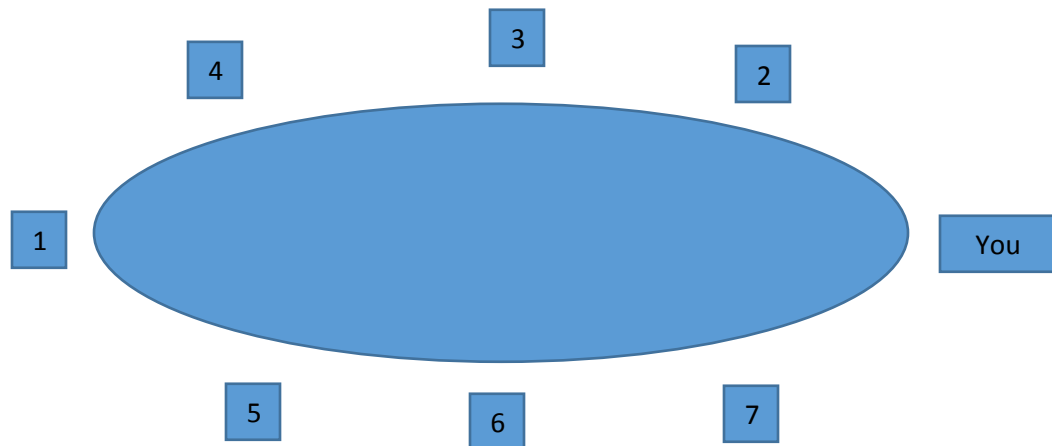
- You received a low grade for a class and approach the instructor. During the conversation, you get upset and yell at the instructor, then leave their office.
 - *Response that modifies the situation* In the future, I would recognize my emotions becoming out of control and would politely ask to continue the conversation another time.
 - *Responses that control the meaning of the problem to cognitively neutralize the threat (reframing)* One bad grade is disappointing but, looking back, I could have done more to succeed in the class. I should meet with my advisor to talk about getting some academic help. And, while I am sure the instructor has handled upset students before, I should reach out and apologize.

- *Responses that help the individual manage stress after it has occurred to aid in adapting to current stress without being overcome by it (self-care)* I am going to spend time with close friends tonight to help myself relax. I am also going to focus on managing this problem one step at a time. The first step will be to meet with my advisor to talk about this low grade. Until I do that, I need to focus on doing what makes me feel calm and happy.

Advisory Board/Board of Directors

For **Slide 13**, picture a long conference room table. Seated around it are your Board of Directors. Your Board of Directors can be made up of people who you trust, whose opinions you value, or whose achievements you admire. Your Board can also feature favorite books, movies, or important concepts to you—whatever you look to in order to guide you through life’s changes. The point is to select a Board that is steadily in your corner, guiding you to the right path.

Reflect on who or what would be in each spot.



1: The Chair: This is the person, object, or concept that has the strongest influence on you.

2: Right Hand Chair: This is the person, object, or concept that is your “go-to” whenever you have a problem to solve or need advice and guidance.

3-7: The Board: These people, objects, or concepts make up the discussion group about what you are facing and how to address it.

Once you have “assigned seats,” reflect on how this Board has helped you face transitions in your life.

Reflection for Action

Using the information from above, complete the “action steps” in **Slide 14**. You can use a current transition or change the action plan of a transition from your past.

Follow Up

Schedule your follow up meeting with your hearing officer/advocate to go over this exercise. You won’t have to share everything, but the more you share, the more we can help with an important “S”—Support.

“What’s Your Problem?”

Stress and Problem-Solving Management Exercise

Many of us face some kind of problems every single day. Some of them are small (stepping on gum) while others are much larger (figuring out how to pay the rent). Problems have a way of weighing us down, especially when we think there is not a solution.

Consider the following phrases:

“I’ll always be bad at math. There’s no point in studying more for this test.”

“I am just not good at this. So it is pointless to try and be creative...as long as it gets done.”

“There’s no way time management will help. I am just too busy.”

“No one else is paying out of pocket for school. I can’t get all As AND work two jobs.”

The above are phrases that you might hear pretty commonly walking around a college campus. What about these phrases? What are the differences between the above phrases, and the ones below?

“I will always be addicted to gambling. It’s just my hobby.”

“Medication will not help. I just need to ‘snap out of it’—depression is a choice I am making.”

“I will treat the kids nicer tomorrow. I am just so stressed at work, and they can be so loud and demanding!”

“I’m out of money. That’s it. I guess I am just going to be in debt forever.”

The difference between the two may be severity—at first look, anyway. But really, these problems are the same, it’s just that we may experience them at different times in our lives (or never). What is the difference between a college student who drinks every weekend, missing valuable study time and a father who gambles every day, missing valuable work time? What is the difference between a student who works three jobs to stay in school and a family struggling to pay bills?

Whether your problems are “big” or “small,” if you see them as insurmountable, the end result will be the same: you will be locked up with your problems, unable to see solutions. Some problems are solved by time, or fate, or meteorite...but *most of your problems can be solved by you because they are yours to deal with*. They may have been caused (or seem to have been caused) by events, or people, or even genetics, but now they are *yours*. That thought is only scary if you *refuse to take control of the possibility of solution*.

So...

What if you began looking at every problem as solvable?

What if every problem had solution?

Maybe not a permanent solution or an easy solution, but a step towards a solution?

What if *every problem you have can be gone from your life*, or at least *managed* in your life, with the right amount of focus and care?

What if you spent *more time on finding solutions* than you did on *enumerating your problems*?

Keep in mind that some problems (health, financial, etc.) do not have quick and easy solutions, and you should seek professional assistance. This exercise is only to guide you in finding steps to solve problems, not to make you feel you are alone in solving them!

Problems & Solutions

“Finish each day and be done with it. You have done what you could. Some blunders and absurdities no doubt crept in; forget them as soon as you can. Tomorrow is a new day; you shall begin it well and serenely...”

~Ralph Waldo Emerson

<u>Problem</u>	<u>Step/Solution</u>	<u>Who Can Help</u>

How would your life be different if even one of the above problems were solved?

Reflect on a time when you successfully solved a problem. Would any of those steps be helpful now?

“We can't solve problems by using the same kind of thinking we used when we created them.”

~Albert Einstein

Advisor Training

Code of Conduct Office
Moraine Valley Community College
Spring 2017

We are glad
you are here!

The importance of advisors in
the conduct process



Code of Conduct at Moraine Valley

Part One: The Conduct Process

- Philosophy
- Timeline
- Rights and Responsibilities
- Hearings
- Advisor Request Process



Code of Conduct at Moraine Valley

Philosophy

- Timeline
- Rights and Responsibilities
- Hearings
- Advisor Request Process



Philosophy

What makes a successful community?

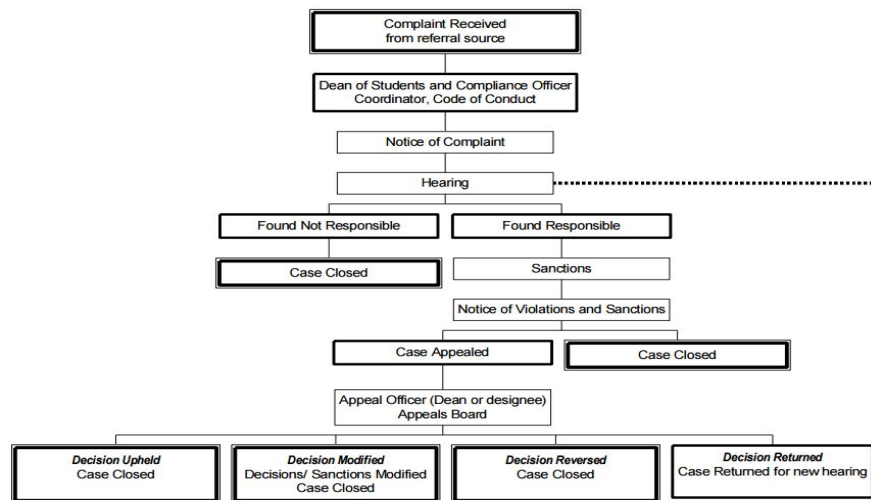
Educational and Developmental
Accountability and Advocacy
Success Centered: Retention & Student
Conduct

Code of
Conduct at
Moraine Valley

Philosophy
Timeline
Rights and Responsibilities
Hearings
Advisor Request Process



Timeline



Timeline

- Documentation process: What and How
 - Form on MV Portal
 - Database
 - Policy violation v. student of concern
- Hearing process
 - Timeline
- Sanctioning process
- Confidentiality and follow up

Code of Conduct at Moraine Valley

Philosophy
Timeline
**Rights and
Responsibilities**
Hearings
Advisor Request Process



Rights and Responsibilities

- Preparing for your hearing
 - Schedule the hearing
 - Know the Code
 - Request Advisor, Witness, Translator, Accommodations
 - Initial Hearing Checklist
 - FAQs and other portal forms

Code of Conduct at Moraine Valley

Philosophy
Timeline
Rights and Responsibilities
Hearings
Advisor Request Process



Hearings

- ❑ Part One
 - ❑ Review of checklist
 - ❑ Review of Moraine experience
 - ❑ Review of roles (if applicable)
- ❑ Part Two
 - ❑ Review of report
 - ❑ Student response to report
- ❑ Part Three
 - ❑ Sanction process, timeline, appeal and feedback information
 - ❑ Questions and follow up

Code of Conduct at Moraine Valley

Philosophy
Timeline
Rights and Responsibilities
Hearings

Advisor Request Process



Advisor Request Process

- Student-Selected Advisor
- Assigned Advisor

Code of Conduct at Moraine Valley

Part Two: The Role of the Advisor

Role and Expectations
Advocating v. Enabling
Inclusiveness and the Process



Code of Conduct at Moraine Valley

Role and Expectations

Advocating v. Enabling
Inclusiveness and the Process



Roles and Expectations

- Prior to hearing**
 - Communication and timeliness

- During the hearing**
 - Advisor abilities and limitations
 - Why students request advisors
 - Supporting the student v. supporting the College

Roles and Expectations

- Post Hearing**
 - Communication and follow up
 - Confidentiality

Roles and Expectations

- ❑ Meet with student at least once 3-4 weeks after case has been resolved
- ❑ Managing scheduling hearings and follow up meetings
- ❑ Confidentiality

Code of Conduct at Moraine Valley

Role and Expectations
Advocating v. Enabling
Inclusiveness and the Process



Advocating v. Enabling

- **Ways to advocate for the student**

- Listen to their side of the story with no judgments and without taking their side/others' side.
- Talk them through what a hearing will include and encourage them to become familiar with the Code.
- Encourage them to seek out resources at Moraine to assist them with issues that they're facing (Counseling, Job Resource Center, Advising, etc.)
- Encourage them to reflect on their actions and whether or not they are going to take responsibility for them, and why or why not.
- Encourage them to reflect on why the policy exists and potential consequences for others when a violation occurs.

Advocating v. Enabling

- **Ways to advocate for the student**

- Encourage them to review the Code and process thoroughly and ask the hearing officer any questions.
- Encourage them to think of this as the time for them to have their response heard as well as for questions to be asked of them.
- Encourage them to write down notes of points they want to bring up during their hearing.
- Talk with them about how to present themselves during the conduct process.
- Make sure they have a support system (on and/or off campus).
- Help them feel more comfortable and confident about going into their hearing.

Advocating v. Enabling

- **Ways to enable the student...**

- Speak for them at the hearing.
 - “Don’t forget to talk about...”
 - “I think what you meant by that was...”
 - “And you also said you think the other student is...”
- Influence an outcome or promise an outcome.
 - “I am sure the hearing officer understands this was not your issue.”
 - “I will talk to the hearing officer; I know him well and he will see your side.”
 - “You might be found responsible but they can’t suspend you for this.”
- Help students find loopholes in the process.
- Disparage the process.
 - “It’s not always fair, but that’s the way it is.”
 - “They’re more likely to take the side of the faculty member who reported you.”
 - “This has nothing to do with your academics/membership/employment.”

Advocating v. Enabling

- **Ways to enable the student...**

- When the student’s honesty, taking responsibility, or other expected and moral behaviors eclipse the fact that they have violated policy.
- Taking the student’s side completely without acknowledgement of the other side of the story, the conduct process, etc.
- Offering to make phone calls, send emails, etc. on behalf of the student.
- Helping them (or doing it for them) prepare for their case, offer advice on points to make or evidence to present, etc.
- Engaging in judgments about others involved in the case.

Advocating v. Enabling

- If the student makes any comment about wanting to take legal action (e.g., filing a lawsuit) you need to report this to the Dean of Students immediately.
- It is not appropriate for an MVCC staff member to assist a student with pursuing a lawsuit against MVCC.



Code of Conduct at Moraine Valley

Part Two: The Role of the Advisor

Role and Expectations
Advocating v. Enabling

Inclusiveness and
the Process



Inclusiveness and the Conduct Process

- *All reports of discrimination are taken seriously by the Code of Conduct Office.*
- This includes:
 - Students reporting discrimination as part of the initial complaint
 - The hearing officer will ask follow up questions and make referrals to the right resources when appropriate. If discrimination has occurred, that will be taken into account when deciding on the outcome of the case.
 - Students who have been discriminated against in a manner that violates Title IX will be referred to the Title IX Coordinator.
 - Students reporting discrimination as part of the hearing process.
 - Students who feel they were treated with bias during the hearing process should be referred to the hearing officer's direct supervisor.

Inclusiveness and the Conduct Process: Underrepresented Students

- It is important to keep in mind each student's background, story, and experience during any interaction. For underrepresented students in particular, they may be anxious about the following in the hearing process:
 - Mistrust of authority figures in general
 - Mistreatment from authority figures due to their identity/membership in a protected class
 - Cultural/religious/etc. expectations of their behavior and the consequences from their family
 - Cultural/religious/etc. expectations of their peer group (for example, not "snitching" or not telling people in authority about something another student in the same "group" did wrong)
 - Sanctions imposed that do not match what occurred with other students (for example, seeing White students receive preferential treatment over students of color for the same violation)

Inclusiveness and the Conduct Process: Underrepresented Students

- It is important to keep in mind each student's background, story, and experience during any interaction. For underrepresented students in particular, they may be anxious about the following in the hearing process:
 - Language barriers (see Translator information)
 - Disability barriers (see Accommodation information)
 - Religious/cultural/etc. concerns (for example, a male meeting alone with a female, violations involving a religious requirement, etc.)
 - Current social issues and the conduct process
 - For example, a student who feels that an instructor supporting one presidential candidate reported them for a disruption after they stated they support a different candidate.
 - A recent act of violence involving someone from the student or hearing officer's ethnicity, religion, etc. (as victim or perpetrator)
 - Perceived identity of hearing officer and how it may influence their response to the case.

Code of Conduct at Moraine Valley

Part Three: Referrals and Resources

BIT, TAT, Title IX
Case Studies
Resources



Code of Conduct at Moraine Valley

Part Three: Referrals and Resources

BIT, TAT, Title IX

Case Studies
Resources



BIT, TAT, Title IX

BIT	TAT	Title IX
Kent Marshall, Dean of Students	Chief O'Connor, MVPD or Kent Marshall, Dean of Students	Dr. Jo Ann Jenkins, Title IX Coordinator, or Kent Marshall, Dean of Students
Concerns impacting behavior and/or academic performance (depression, anxiety, personal life issues, etc.)	Concern of imminent self-harm or harm to others; or harm from others	Reporting of behaviors that are potential violations of the Sexual Discrimination, Harassment, Misconduct Policy

Code of Conduct at Moraine Valley

Part Three: Referrals and Resources

BIT, TAT, Title IX
Case Studies
Resources



Case Studies

- Piper
- Sam
- Ashleigh

Case Studies

Piper

Piper has been documented for stealing money from her station at work. When she comes for her pre-hearing meeting with you, she states that she is working three jobs, paying for daycare, and that she just had a moment of weakness. She states that she felt guilty right away and wanted to put the money back, but her coworker had already called the police. She tells you she's been fired from this job and now she is worried about getting suspended or expelled. Piper asks you if you think the hearing officer will expel them. How would you assist Piper?

Case Studies

Sam

Sam has been documented for disruption during class. He chooses you as an advisor because you are an instructor he's had several classes with, and you have built good rapport. Sam comes in for the pre-hearing meeting, and states that he believes the instructor filed the report against him because Sam is Black, and the instructor doesn't like Sam's viewpoints on the topics in class. Sam says he is going to have several witnesses come in who have also been treated with racial bias in class. Sam asks if you'll support his case, as you would "never be racist towards a student" and "everyone knows this instructor is racist—you must know that too." How would you assist Sam?

Case Studies

Ashleigh

Ashleigh has been documented for allowing people in to the HFRC without their IDs. She states to you that everyone does this, and it's not a huge issue. She also states she plans to tell the hearing officer that she does not think it should be a policy and that the college is "overreacting" and "treating us like babies." She states she wanted an advisor to make sure she doesn't get "screwed over by some dumb sanction." How might you assist Ashleigh?

Code of Conduct at Moraine Valley

Part Three: Referrals and Resources

BIT, TAT, Title IX
Case Studies
Resources



Resources & Final Notes

- Code of Conduct Portal
- Student development theories
- Kent, Amanda, BIT members
- Final Expectations & Logistics

Questions?

Thank you for your time and dedication to our students!

Advisor Training

I. Welcome

- a. The importance of advisors and the conduct process
 - i. For many students, the first time they have been through something like this
 - ii. For some students, they have been through this many times and could use a mentor
 - iii. Great way to support our students and also assist with retention efforts

II. PART ONE: The Conduct Process

a. Philosophy

- i. What makes a successful community? How does the Code of Conduct office contribute to that?
- ii. Our process is meant to be educational and developmental
- iii. There is a balance between accountability and advocacy
- iv. Centered on student success—we want them to be academically-focused and supported up through graduation

b. Timeline

- i. Go over flowchart
- ii. Documentation/referral process
 - 1. What is referred: Policy violation v. Academic Dishonesty v. Student of Concern
 - 2. Form on MV portal
 - 3. Database
 - 4. Policy violation v. Student of concern
- iii. Hearing process
 - 1. Timeline
- iv. Sanctioning process and appeal
- v. Confidentiality and follow-up—educational need-to-know
 - 1. Especially important for advisors to know

c. Rights and Responsibilities

- i. Preparing for your hearing (handout—checklist, PFH sheet, FAQ's, Code)
 - 1. Schedule hearing
 - 2. Know the Code
 - 3. Request advisor, witness, translator, accommodations

d. Hearings

- i. Part One

1. Review of checklist
2. Review of Moraine experience (employment, athletics, involvement, grades, personal life, support and resources)
3. Review of roles (if applicable); i.e., going over role of the advisor

ii. Part Two

1. Review of report
2. Student response to report

iii. Part Three

1. Sanctioning process, timeline, appeal and feedback information
2. Questions and follow up

e. **Advisor Request Process**

- i. Student-selected v. Assigned advisor

III. **PART TWO: The Role of the Advisor**

a. Roles and expectations

1. *Prior to hearing*

- a. Once you have been assigned a student to advise, they will be given your name and contact information. It is the student's responsibility to contact you—we want to encourage them to be as autonomous as possible. This is also to protect the student's confidentiality in the event that they no longer choose to be assigned an advisor, or ask that a different advisor be assigned.
- b. If the student has asked you to be an advisor, the same expectations apply as far as the student being responsible for contacting you first (and they should be responsible for initiating contact for other needs and deadlines that are part of the process).
- c. When the student contacts you, they should first work with you to set up a time and date for their hearing, and then meet with you prior to that as well. The student is to give the hearing officer at least three days' notice when bringing an advisor, so time is of the essence! The student—not you—is responsible for scheduling the hearing.
- d. Don't get involved with making predictions about sanctions or other outcomes. Remind them that you are there for support and to guide them through the process, but that you have no control over the outcome.

2. *During the hearing*

- a. As stated in the Code: the complainant and the accused student have the right to be assisted by any advisor they choose, at their own expense (there is no expense for an advisor connected with Moraine Valley Community College). The advisor may be an attorney. **The complainant and/or the accused student is responsible for presenting his or her own case and, therefore, while advisors may be present, they are not permitted to speak or to participate directly in any hearing before a hearing officer; Students may request to have an advisor present at their hearing and any meetings related to their case.** A form requesting an Advisor can be found on the MV Portal under “Code of Student Conduct.” This form must be completed for any type of Advisor requested.

- i. *Examples why a student would want an advisor in a hearing:*

- 1. A student begins to get nervous and needs some encouragement.
 - 2. A student just wants moral support.
 - 3. A student knows you and has a good relationship with you, and wants you to be there for support.
 - 4. A student wants another individual in the hearing so they feel represented.

- b. Representing the student v. representing MVCC

- i. Similar to the advocacy/enabling
 - ii. The student should feel supported, but do remember that you represent MVCC and need to support our policies, processes, your fellow staff members, other students, etc.
 - iii. If you have concerns about the process, talk with the hearing officer separately (and then possibly their supervisor); don't involve the student.
 - iv. If the student has concerns, refer them to the appropriate resources, don't get into whether or not the student is right or wrong.

- 3. *Post hearing*

- a. It is a good idea to schedule the hearing so that you and the student have time afterwards to talk, if the student would like to process the hearing.
 - b. *We highly encourage* at least one follow up meeting. While this will not go on their official conduct record and is not required, we believe it will be beneficial to the student, lower recidivism, and increase retention. While we do not want

the student to feel as though the advisor is “watching” them, it is a good idea to keep in touch with the student so they know they can come to you for help.

c. Some ideas for post hearing topics include:

- i. The sanction and encouraging the student to contact their hearing officer with questions.
- ii. If the student expresses interest in appealing, go over the appeal process with them and encourage them to contact the hearing officer right away.
- iii. What the student has learned from this, and how their interactions with others involved in the incident (e.g., instructors, staff, other students) have been.
- iv. Academic, social, and personal experiences and resources on campus if there are issues in any area.

b. Advocating v. Enabling

i. Ways to advocate for the student:

1. Listen to their side of the story with no judgments and without taking their side/others' side.
2. Talk them through what a hearing will include and encourage them to become familiar with the Code.
3. Encourage them to seek out resources at Moraine to assist them with issues that they're facing (Counseling, Job Resource Center, Advising, etc.)
4. Encourage them to reflect on their actions and whether or not they are going to take responsibility for them, and why or why not.
5. Encourage them to reflect on why the policy exists and potential consequences for others when a violation occurs.
6. Encourage them to review the Code and process thoroughly and ask the hearing officer any questions.
7. Encourage them to think of this as the time for them to have their response heard as well as for questions to be asked of them.
8. Encourage them to write down notes of points they want to bring up during their hearing.
9. Talk with them about how to present themselves during the conduct process.
10. Make sure they have a support system (on and or off campus).
11. Help them feel more comfortable and confident about going to that hearing.

- ii. What enabling a student looks like:
 - 1. Speaking for them at the hearing.
 - a. "Don't forget to talk about..."
 - b. "I think what you meant by that was..."
 - c. "And you also said you think the other student is..."
 - 2. Influence on outcome or promise on outcome
 - a. "I am sure the hearing officer will understand this is not your issue."
 - b. "I will talk to the hearing officer. I know him well and he will see your side."
 - c. "You might be found responsible but they can't suspend you for this."
 - 3. Help students find loopholes in the process.
 - 4. Disparage the process.
 - a. "It's not always fair, but that's the way it is."
 - b. "They're more likely to take the side of the faculty member who reported you."
 - c. "This has nothing to do with your academics/membership/employment."
 - 5. When the student's honesty, taking responsibility, or other expected and moral behaviors eclipse the fact that they have violated policy.
 - 6. Taking the student's side completely without acknowledgement of the other side of the story, the conduct process, etc.
 - 7. Offering to make phone calls, send emails, etc. on behalf of the student.
 - 8. Helping them (or doing it for them) prepare their case, offer advice on points to make or evidence, etc.
 - 9. Engaging in judgments about others involved in the case.
- iii. If the student makes any comment about wanting to take legal action (e.g., filing a lawsuit) you need to report this to the Dean of Students immediately.
- iv. It is not appropriate for an MVCC staff member to assist a student with pursuing a lawsuit against MVCC.

c. Inclusiveness and the Process

i. Inclusiveness and the Conduct Process

- 1. ***All reports of discrimination are taken seriously by the Code of Conduct Office. This includes:***
 - a. Students reporting discrimination as part of the initial complaint
 - i. The hearing officer will ask follow up questions and make referrals to the right resources when appropriate. If discrimination has occurred,

that will be taken into account when deciding on the outcome of the case.

- ii. Students who have been discriminated against in a manner that violates Title IX will be referred to the Title IX Coordinator.

2. Students reporting discrimination as part of the hearing process.

- a. Students who feel they were treated with bias during the hearing process should be referred to the hearing officer's direct supervisor.

ii. Inclusiveness and Underrepresented Students

1. It is important to keep in mind each student's background story, and experience during any interaction. For underrepresented students in particular, they may be anxious about the following in the hearing process:

- a. Language barriers (see Translator information)
- b. Disability barriers (see Accommodation information)
- c. Religious/cultural/etc. concerns (for example, a male meeting alone with a female, violations involving a religious requirement, etc.)
- d. Current social issues and the conduct process
 - i. For example, a student who feels that an instructor supporting one presidential candidate reported them for a disruption after they stated they support a different candidate.
 - ii. A recent act of violence involving someone from the student or hearing officer's ethnicity, religion, etc. (as victim or perpetrator)
 - iii. Perceived identity of hearing officer and how it may influence their response to the case

IV. PART THREE: Referrals and Resources

a. BIT, TAT, and Title IX referrals

- i. **BIT:** If a student shares information with you that leads you to be concerned for their well-being, contact the Dean of Students, Kent Marshall. Examples include, but are not limited to:
 - 1. Mental health issues, particularly if the student states they have not sought help
 - 2. Erratic behavior, sudden changes in behavior/dress/grooming
 - 3. Extreme life stressors, such as homelessness, family issues, financial issues significantly impacting their life
- ii. **TAT:** If a student shares information with you that leads you to be concerned they are threat to themselves or others, contact the Dean of Students, Kent Marshall, and the Moraine Valley Police as soon as possible. Examples include, but are not limited to:

1. Suicidal ideation (“This is it, I know I will get kicked out of school. I should probably just end it.”)
2. Threats towards others (“It’s all his fault we got in trouble. He’s going to regret telling on us. I know where he lives.”)
3. Suicidal behavior (“It’s okay. I know how I’m going to handle it if I get expelled. I’ve written a letter for my family and I’ll just say goodbye.”)
4. Threatening behavior from someone else (“If I don’t say he didn’t do it, he said he would make me pay.”)
5. Threatening behavior (bringing a weapon on campus, stalking another individual, harassing another individual whether in person or online, over the phone, etc.)

iii. Title IX Referrals

1. As a Responsible Employee, you should inform the student that you are required to report any information about violations of the Sexual Discrimination, Harassment, and Misconduct Policy to the Title IX Coordinator. Refer to that policy for more information on responding to Title IX reports from students.

V. Case Studies

- a. Piper
- b. Sam
- c. Ashleigh

VI. Referrals & Resources

- a. Code of Conduct Portal
- b. Student development theories
- c. Kent, Amanda, BIT members

VII. Expectations & Logistics

- a. Meet with student at least once 3-4 weeks after case has been resolved
- b. How hearings are scheduled
- c. Confidentiality: Under FERPA, can’t share with colleagues, even if they are colleagues who hire students, have the alleged student in class, etc.

VIII. Questions

Good afternoon,

You are receiving this email because your **Dean (or someone else)** recommended you/**have identified you** as someone who might be interested in and a good fit for a new service we are providing to students in the Code of Conduct process.

Students have always had the right to have an advisor during their hearing process; however, this year we are adding the option of having an **“assigned advisor.”** This is someone who has been trained by our office to serve in this role and who would be willing to follow up with the student at least once after their hearing to see how they are doing. We are hoping this will have a strong positive impact on our process.

For students, we’re hoping the assigned advisor option will:

- Result in a more positive experience for students in the conduct process
- Increase student learning and development in the process
- Enhance retention efforts on campus
- Add to overall student success

For advisors, we’re hoping this opportunity will:

- Continue the excellent collaboration between Code of Conduct and other offices on campus
- Be an experience to add to your résumé
- Contribute to MV staff’s commitment to retention and student success

Interested? The time commitment would be as follows:

- A one time, one hour training (per academic year you would want to serve as an advisor)
- The possibility of being asked to advise a student during their hearing process (a hearing is about 30-45 minutes)
- One meeting prior to the hearing and one follow up meeting (consisting of about 30-45 minutes)

While it’s hard to say how many cases we’ll have in a semester, and how many of those students would want an advisor, we are thinking the time commitment will not be extreme.

For more information, please see the Code of Conduct, located on the Portal under Resources-Code of Conduct-Documents and Forms, or click <https://mvconnect.morainevalley.edu/student/resources/cc/Documents/Code%20of%20Student%20Conduct.pdf> to read specifically IX.A.6.c on page 14 of the Code.

Questions? Let me know! I hope to have the names of all interested staff by Wednesday, November 30th.

Thank you!

Assigned Advisor Resources

Table of Contents

Initial Contact Letter	Sent to student to notify them of charges
Initial Hearing Checklist*	Attached to initial hearing letter; student should review prior to hearing
Advisor Request Form*	Online form to request selected or assigned advisors
Preparing for your Student Conduct Hearing*	Overview of process and what to expect
FAQs*	Frequently Asked Questions for students (faculty/staff version on portal)
Conduct Agenda	NOT TO BE SHARED WITH STUDENT. Form the hearing officer uses during hearing to take notes, ensure procedures are followed, and document hearing.
Conduct Rubric	NOT TO BE SHARED WITH STUDENT. Form the hearing officer uses post-hearing to determine responsibility and any necessary sanctions, based partly on results of rubric.
Post-Hearing Checklist	Found in back of Code. Overview of follow-up for student.
Outcome Letter	NOT TO BE SHARED WITH STUDENT. Sample of what is included in a typical sanction letter.

*denotes form available on MV Portal

Resources—Code of Conduct—Documents and Forms

<https://mvconnect.morainevalley.edu/student/resources/cc/Pages/documents-and-forms.aspx>

Assigned Advisors

Name	Office Location	Phone	Email Address

Code of Conduct Staff

Name	Office	Phone	Email