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ADVOCACY SANCTIONING: DEVELOPING TAILORED STUDENT CONDUCT PLANS

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Student Conduct Officer



What my friends think I do



What my mom thinks I do



What faculty thinks I do



What students think I do



What I think I do



What I actually do



LEARNING OUTCOME

After participating...

...you will be able to apply advocacy sanctioning to your student conduct practice.



AGENDA

- What is Advocacy Sanctioning?
- Utilization of faculty/staff for advocacy and advisory programs
- Methods to apply advocacy sanctioning



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WHAT IS ADVOCACY SANCTIONING?



3 DEFINING COMPONENTS

1. Advocacy Sanctioning focuses entirely on the developmental needs of the student, including academic, financial, emotional well-being, and identity. Advocacy Sanctioning is designed specifically for students needing high levels of assistance in one or more of those areas; it is not designed for every referred student.



■ 3 DEFINING
COMPONENTS

2. Advocacy Sanctioning requires that hearing officers become advocates for the student.

■ 3 DEFINING
COMPONENTS

3. Advocacy Sanctioning helps the student form lasting connections with resources on campus, including the hearing officer. The length of time a sanction takes to complete is not necessarily related to the severity of the violation or its impact on others/the community; rather, it is related to the developmental needs of the student.

Difference between Advocacy Sanctioning and...  Creative Sanctioning
Restorative Justice
& other sanctioning methods

Shares some of the components, but...

1. Focused on individual rather than the violation
2. Symptom v. cure viewpoint
3. Longer-lasting process



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HOW IS ADVOCACY SANCTIONING ACTUALIZED?



COMPONENT #1:
Focus on
developmental needs

- Sanction may not match violation
- Referrals to resources matching core issue
- Modeling after how other student development areas refer and help a student succeed



COMPONENT #2:
Hearing Officer
Becomes Advocate

- A major shift in approach
- Boundaries and role changes
- Handling further cases with a student assigned to AS



**COMPONENT #3:
Lasting Connections**

- Impact on retention and recidivism
- Rethink your “case closed” timeframe
- Advocacy v. Accountability



**BENEFITS &
DIFFICULTIES**

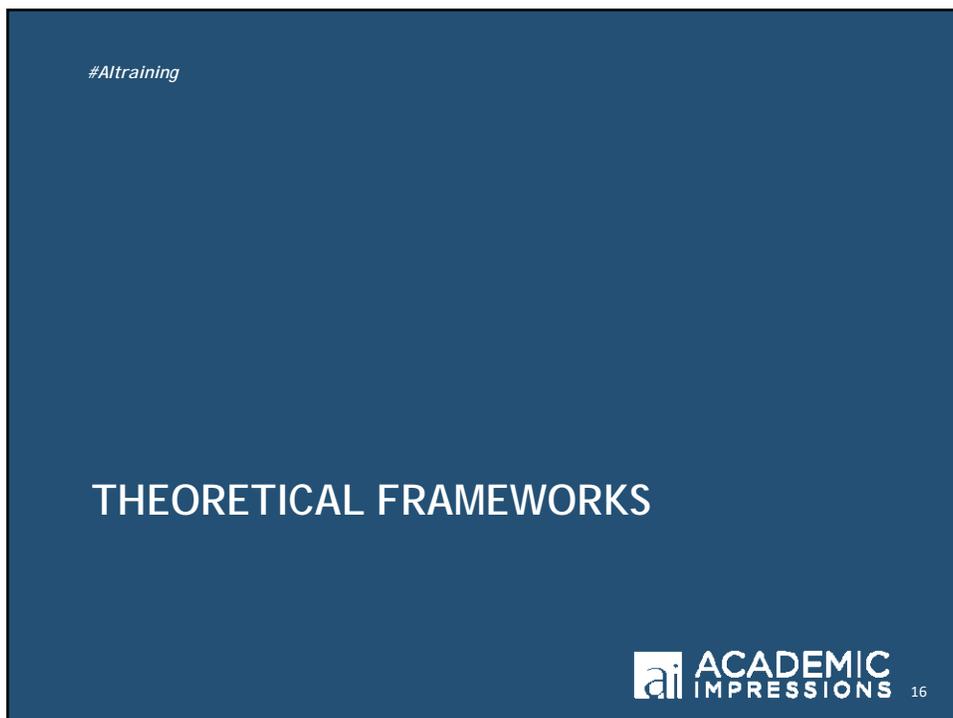
- Student Reactions
- Administrator Reactions
- Buy-in
 - What’s easy to get
 - What’s harder to get





? QUESTIONS

ai ACADEMIC IMPRESSIONS 15



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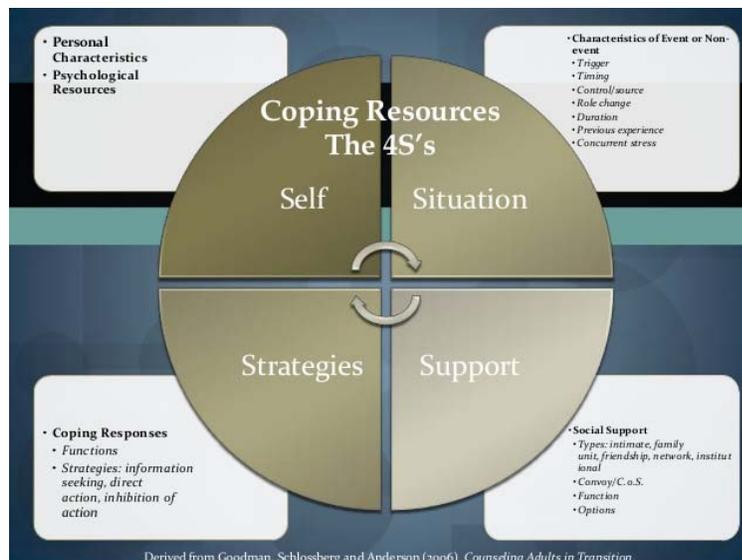
THEORETICAL FRAMEWORKS

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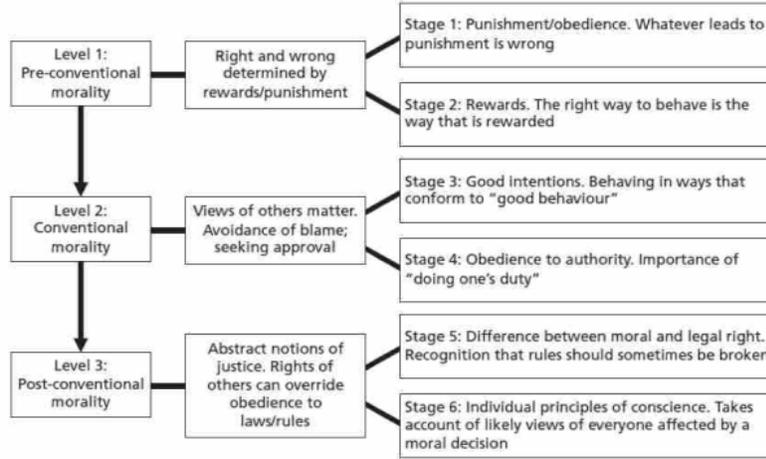
THEORETICAL FRAMEWORKS

- ❖ Schlossberg's Transition Theory
- ❖ Kohlberg's Stages of Moral Development Theory
- ❖ Gilligan's Ethics of Care

SCHLOSSBERG'S TRANSITION THEORY



KOHLBERG'S STAGES OF MORAL DEVELOPMENT THEORY



Retrieved from http://www.integratesociopsychology.net/stages-moral_development.html

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GILLIGAN'S ETHICS OF CARE

Gilligan's Stages of the Ethic of Care	
Stage	Goal
<i>Preconventional</i>	<i>Goal is individual survival</i>
Transition is from selfishness -- to -- responsibility to others	
<i>Conventional</i>	<i>Self sacrifice is goodness</i>
Transition is from goodness -- to -- truth that she is a person too	
<i>Postconventional</i>	<i>Principle of nonviolence: do not hurt others or self</i>

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UTILIZATION OF FACULTY AND STAFF: CREATING CRUCIAL PARTNERSHIPS



■ ANTICIPATED OUTCOMES

NEED BUY-IN FROM:

- Colleagues
- Your conduct staff
- Your supervisor
- Referral sources

GET BUY-IN BY:

- Appealing to student development piece
- Statistical impact
- Early intervention



STUDENT SUCCESS & CODE OF CONDUCT

- Behavior Intervention Team and Student Success
- Conduct and Student Success
- Reporting Data



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METHODS TO APPLY ADVOCACY SANCTIONING



ACTIONS

- Data
- Communication with conduct staff
- Identifying students for AS
- Identifying violations



 **RESOURCE**

Rubrics and Resources

- AS Log Sheet Example
- AS Sanction Letter Example
- Conduct Hearing Agenda and Checklist
- Hearing Rubric
- Initial Hearing Checklist
- Sanctioning Rubric





QUESTIONS

TOOLS

- Low-cost sanctioning programs
- Sanctioning examples
- Trainings
- Templates



RESOURCE

Sanction Resources

- Identity: “This I Believe” and Multicultural Identity Worksheet, Speaking Up
- Finances: Spent Site, Job Research activity, Skills Identification
- Wellness: 16 Personalities (MBTI), Transition Exercise
- Academics: Planner and Problem-Solving



RESOURCE

Advisor Training Resource

Advisor Trainings can (and should) be adapted for “point people” as well.



TOOLS

- Follow up
- Assisting student during AS
- Inclusivity and AS

 **ACADEMIC**
IMPRESSIONS 31

OUTCOMES

- Shift to advocate and support role
- Utilizing data to improve and impress

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RESOURCE

Extra resources:

- Follow up and retention
- Data collection and analysis
- Feedback from students



[harrypotterhousequotes\(tumblr\)](#)

Sometimes people will
hear you better
if you speak with a voice
of compassion
instead of authority.
They long to be understood
more than lectured.

-Dodinsky



QUESTIONS



EVALUATION

Thank you!

Please remember to complete the event evaluation.
Your comments will help us continually improve the
quality of our programs.

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