

**DIVISION OF STUDENT AFFAIRS
STUDENT JUDICIAL AFFAIRS
2003-2004**



**Mary Oling Otto, Director of Special Projects and Student Judicial Affairs
Lizanne Leach, Coordinator of University Student Discipline
Linda Gatton, Coordinator of Student Judicial Affairs and Special Projects
Linda Schurr, Student Judicial Affairs Adviser
Athena Floyd, Administrative Support Assistant
Terry Wilson, Administrative Support Assistant**

Goals 2004-05

1. Develop a "Plain English Version" of the *Code of Student Rights and Responsibilities* by using student input and including respect for diversity and civility. The desired outcome is a Web-based, readable, less-officious document that will be accessible to all students, which should result in fewer referrals. Students will indicate on the office intake form whether they have read the either the Plain English Version or the entire *Code of Student Rights*. (1,3)
2. Present to all University 001C classes, Getting Connected, and International Student Orientation information on Student Judicial Affairs and Title V violations. All students referred to the office for Title V violations will indicate whether or not they are part of the UNIV 001 class. This number will be compared to the number of student who are not attending a UNIV 001 class and will become the benchmark for measurement in the coming academic years. (3)
3. Work with the Resident Community Coordinators (RCCs) to confront alcohol incidents involving first-year students who live in the residence halls and refer early to Campus Alcohol and Drug Education Center (CADEC) to reduce recidivism. The percentage of recidivism will be measured against the previous year. (4)
4. Work with the Academic Integrity Council (AIC) to educate students and faculty. Develop an SJA agenda for working with AIC. The number of presentations and referrals will be the benchmark for measurement in the coming academic years. (3)
5. Obtain a Hearing Officer specifically for academic dishonesty cases. (4)
6. Strive to reduce formal grievance cases through education of faculty and outreach efforts to departments. Grievance case numbers will be tracked to determine the effectiveness of outreach/education efforts. (3)

Goals and Results 2003-04

1. Initiate "Academic Honesty" campaign to promote awareness and interest among students regarding the issue of academic honesty.
Completed. SJA participated in drafting the Policy on Academic Integrity and presenting to the Academic Senate. President Zingg issued the policy as an Executive Memorandum (EM 04-36) in June 2004. The SJA personnel did outreach to faculty by presenting information at faculty meetings and workshops.
2. Complete revisions to *Student Grievance Procedures* and submit proposed changes to the Academic Senate.

Revisions have been completed. A decision was made to delay presentation to the Academic Senate until early spring 2005.

3. Establish a committee to revise the *Code of Student Rights and Responsibilities*.
In process – awaiting system wide revisions from the Chancellor’s Office.
4. Develop a handbook for Student Judicial Affairs, including information on how to file a grievance and information on student discipline, including sanctions, special conditions, and holds.
In progress.
5. Continue to develop and revise the database for both student grievance and student discipline cases, including implementing a method of tracking information on whether students have learned values from Student Judicial Affairs, including:
 - a. their responsibilities as a student and as contributing members of society and that there are consequences for actions that violate rules, regulations, and policies.
 - b. their rights as students and as members of the campus community and how to best address problems or complaints they may have if they feel their rights have been violated.
 - c. awareness that their behaviors and actions affect many people.
 - d. specific policies in place for dealing with student grievance and discipline cases and whether they learn to work within the policies and system to resolve difficult situations.
 - e. the ability to view things or situations from a broader perspective and have an understanding that there is generally more than one side to a story or that they can view situations from different angles.

The database revisions are, for the most part, completed. The process will continue as the fields are fine-tuned in order to produce varied statistical reports and better tracking. A mechanism has been devised to incorporate data from University Housing into the general database more efficiently. This will help us catch, early on, potential habitual destructive behavior patterns and work with students to correct such behavior. The recidivism numbers will be our way of tracking the effectiveness of this effort.