The purpose of the Residence Hall Peer Conduct Board is to provide a student voice in the judicial process. The hope of the board is that students would see themselves as part of a greater community and understand how their actions affect others. As peers of the involved students, the Residence Hall Peer Conduct Board students bring a unique perspective to the process and can help the involved students to better understand the impact of their actions on other students and the greater Winona community.

Date: 4/3/07
Presented by: Sarah Olcott, Hall Director Lourdes Hall
Table of Contents:

1. Goals and Focus p. 3
2. Rational- who did the board benefit? p. 3
3. Objectives- What were the desired outcomes of the Residence Hall Peer Conduct Board? p. 4-5
4. Timeline p. 5
5. Assessment Plan- What did I learn? p. 5-8
6. Survey Results p. 8-13
7. Board Application p. 14
Goals

The goals of this board include:
- Educating students on Residence Hall policy
- Adjudicating alleged offenses of the Residence Hall Policies.

Focus

The board’s focus is on educational sanctioning for violations with the understanding that students should be held accountable for their actions. Further, the focus is on assisting the students to understand why the policies exist and why their actions damage the community. The board members will provide opportunities through sanctions for the students to learn from reflection and service.

Rational – who did the board benefit?

The Residence Hall Peer Conduct Board was a new option for students in the judicial process for 2006 – 2007 academic year. Fifty students had the experience of being heard by their peers. I believe this experience increased the students’ ability to connect their actions to the direct impact that they have on other students (i.e their community). Instead of an authority figure telling them they did something “wrong,” their peers listened to their side of the incident and made a decision on if the student was in violation of the code.

Students on the Residence Hall Peer Conduct Board had an excellent learning experience. This experiential learning environment provided them a deeper understanding of the Residence Hall Code of Conduct and how the judicial process is carried out. It was exciting for me as the coordinator to see them make decisions based on multiple sides of an incident, inciting critical thinking problem solving and creativity. The majority of the students on the board were first year students. The board gave them a great leadership experience in their first semester.

The Hall Directors at Winona State directly benefited from the Residence Hall Peer Conduct Board. This board saved the Hall Directors approximately fifty hours of collective work. Not hearing the smaller cases relieved some of the burden off of Hall Directors that have heavy judicial loads.

The overall residential environment was improved by the board. Students were given another outlet to feel connected with the University. This leadership opportunity attracted a vast array of students. These students helped create a positive community, which contributed to the University’s mission.
Objectives- What were the desired outcomes of the Residence Hall Peer Conduct Board?

*Increase student participation in the conduct process.* This initiative gave fifteen students decision making power in the judicial process of which previously they had been no student input. Those fifteen students over the course of a year heard fifty students.

*Increase student learning.* The students who are a part of the board would increase their learning by:

1. **Being Trained.** Each participate went through a one day training. Please see judicial manual on page 14.

**TRAINING AGENDA**

**Welcome**
- Overview of University judicial system
- Policies quiz
- Code of Student Conduct
  - Frequently broken policies
    - Quiet hours
    - Prohibited items
    - Trash
    - Smoking
    - Breaking policy vs. bad behavior

**6:40pm**  Introductions/ Icebreaker

**7:00pm**  Peer Conduct Board Overview
- Roles of Peer Conduct Board
- Legal Expectations
- Expectations and responsibilities

**7:15pm**  Hearing Process
- Flow Chart
- Formal Process
- Questioning considerations
- Deliberation

**Sanctioning**
- Educational Considerations
- Sanctions Guidelines
- University Sanctions/ Educational Sanctions
- Sanction Exercise
- Appeal Process

**8:00pm**  Mock Hearing
2. **Hearing Incident.** Cases were heard eight times over the year. Each case was heard by a group of 3 – 5 board members. This gave each student the opportunity to practice the skills they learned by listening, asking questions, making decisions and consulting with the overseeing Hall Director.

3. **Increasing their role in the halls.** The fifteen students involved in the board had an increased role in the Department of Housing and Residence Life.

**Timeline- So how did this all work out?**

a. July/ August - Created policies and guidelines for the board. Created training and a training manual. Created publicity materials.

b. September- Went to all Hall Council Meetings to get information out to the residents about the benefits of being on the board and the selection process.

c. September 8, 2006- Applications were due.

d. September 10, 2006- Group interview process.

e. September 17, 2006- Training

f. October 10, 2006- First set of cases heard.

g. March 27, 2007- Last set of cases heard.

**Assessment Plan- What did I learn?**

1. **Test:** At the end of training each board member took a test to completely assess that they knew all the University policies.

**Policy Quiz**

1. According to the Alcohol policy, would someone drinking in the Lourdes parking lot be charged with a violation of the policy?

2. Name 3 prohibited items.

3. Under what condition can you have candles in the room?
4. Where is the only place on campus residents can chew tobacco?

5. How far away from the building do you have to be to smoke?

6. Explain the compliance policy.

7. If a resident’s guest violates a policy, who gets charged with the violation?

8. True or False: A resident is allowed to have an overnight guest with their roommates permission, but the guest may only stay a maximum of 1 week.

9. True or False There is a policy dealing with treatment of RAS and Security officers by residents.

10. Is there a quiet hour’s policy for the parking lots?

11. What are courtesy hours and when are they in effect?

12. When do quiet hours end each morning?

Each Residence Hall Peer Conduct Board member passed the test.

2. Survey- At the end of their experience, each member was asked to fill out a survey of their experience in the Residence Hall Peer Conduct Board.

What was your year in school when started Peer Conduct Board? *

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- More than 4 Years at WSU

What Residence Hall did you live in when you started Peer Conduct Board? *

- Lourdes
- Tau
- Maria
What is your major or intended major? *

If you have a minor(s), please write them down.

Think about what the experience of serving on the Peer Conduct Board has done for you and rate the following.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>/disagree/ neutral/ agree/</th>
<th>strongly agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased my understanding of the judicial system</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Made me feel like I had a responsibility in the halls</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Increased my critical thinking skills</td>
<td></td>
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<tr>
<td>Increased my knowledge of policies and procedures</td>
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<tr>
<td>Increased my creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased my confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Made me feel part of WSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Increased my problem solving skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Increased my listening skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Increased my leadership abilities</td>
<td></td>
<td></td>
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</table>

From your perspective what were the benefits of being involved in the Peer Conduct Board?

Was there anything that surprised you about being on the board or working with the judicial process? If so please explain.
Is there anything you would like to change about the board and how it operates?

Would you recommend board membership to other students? Why or why not?

Survey Results

1. What was your year in school when started Peer Conduct Board?

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Percentage</th>
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<tr>
<td>1st Year</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>2nd Year</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>3rd Year</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>4th Year</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>More than 4 Years at WSU</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total: 8

2. What Residence Hall did you live in when you started Peer Conduct Board?

<table>
<thead>
<tr>
<th>Hall</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lourdes</td>
<td>2</td>
<td>25%</td>
</tr>
</tbody>
</table>
### 3. What is your major or intended major?

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science, Public Administration</td>
<td>1 (13%)</td>
</tr>
<tr>
<td>Sociology</td>
<td>2 (25%)</td>
</tr>
<tr>
<td>Biology</td>
<td>1 (13%)</td>
</tr>
<tr>
<td>Elementary Education With Speciality in Mid-Level Mathematics</td>
<td>1 (13%)</td>
</tr>
<tr>
<td>German</td>
<td>1 (13%)</td>
</tr>
<tr>
<td>CALT -- Communication Arts and Literature</td>
<td>1 (13%)</td>
</tr>
<tr>
<td>Social Science/History Teaching</td>
<td>1 (13%)</td>
</tr>
</tbody>
</table>

Total: 8

### 4. If you have a minor(s), please write them down.
5. Think about what the experience of serving on the Peer Conduct Board has done for you and rate the following.

- **Increased my understanding of the judicial system**
  - Strongly disagree: 0%
  - Disagree: 0%
  - Neutral: 0%
  - Agree: 62%
  - Strongly agree: 25%

- **Made me feel like I had a responsibility in the halls**
  - Strongly disagree: 0%
  - Disagree: 0%
  - Neutral: 0%
  - Agree: 50%
  - Strongly agree: 38%

- **Increased my critical thinking skills**
  - Strongly disagree: 0%
  - Disagree: 0%
  - Neutral: 0%
  - Agree: 38%
  - Strongly agree: 62%

- **Increased my knowledge of policies and procedures**
  - Strongly disagree: 0%
  - Disagree: 0%
  - Neutral: 0%
  - Agree: 50%
  - Strongly agree: 38%

- **Increased my creativity**
  - Strongly disagree: 0%
  - Disagree: 0%
  - Neutral: 0%
  - Agree: 50%
  - Strongly agree: 25%

- **Increased my confidence**
  - Strongly disagree: 0%
  - Disagree: 0%
  - Neutral: 0%
  - Agree: 38%
  - Strongly agree: 62%

- **Made me feel part of WSU**
  - Strongly disagree: 0%
  - Disagree: 0%
  - Neutral: 0%
  - Agree: 38%
  - Strongly agree: 62%
**Increased my problem solving skills**

<table>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>(%)</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>62</td>
<td>12</td>
<td>0</td>
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**Increased my listening skills**

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<th>4</th>
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<tbody>
<tr>
<td>(%)</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>50</td>
<td>25</td>
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**Increased my leadership abilities**

<table>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(%)</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>75</td>
<td>12</td>
<td>0</td>
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</tbody>
</table>

Total: 8

**6. From your perspective what were the benefits of being involved in the Peer Conduct Board?**

- It definitely made me more confident about getting involved in other on campus activities. I think this will look GREAT on a resume and I loved doing it.
  
  1 (13%)

- It was an opportunity to network with other students and to get a better understanding of policies. It allowed me to feel as if I had some say with regards to how the resident halls are ran.
  
  1 (13%)

- Becoming more aware of policies and procedures at WSU
  
  1 (13%)

- It was really a strong point in getting more connected on-campus, as a freshman; it also really helped me feel more like I 'belong' here at WSU.
  
  1 (13%)

- I understand the Hall Rules more clearly.
  
  1 (13%)

- Increased group-work abilities.
  
  1 (13%)

- Learning about the policies, procedures, etc. that are used and enforced in the residence halls
  
  1 (13%)

- Long-term correspondence skills gained.
  
  1 (13%)

- The benefits of being on this board were one i made some new friends and now better understand some of the policies on campus.
  
  1 (13%)

Total: 8
7. Was there anything that surprised you about being on the board or working with the judicial process? If so please explain.

I have met a lot of amazing people. It surprised me how much more receptive and calm (I'm assuming since I've never been a hall director and seen how students approach the situation) students approaching the board seem to be compared to if they would be seeing a hall director. They seemed to open up more than I could imagine with someone of more authority.

1 (13%)

I think what surprised me was how the reports were often written. I have read multiple reports that were not very detailed which left members of the board with little data to make informed decisions. I think that the Resident Assistants would benefit from a report writing class as well as the security officers.

1 (13%)

no

1 (13%)

Not really.

1 (13%)

No.

1 (13%)

Actually having a final say on how a situation is dealt with.

1 (13%)

How few violations there really are once students get used to being on campus.

How policy infractions differ from West Campus to Main.

1 (13%)

Nothing really surprising

1 (13%)

Total: 8

8. Is there anything you would like to change about the board and how it operates?

There was always WAY too much time between cases. It would be nice to either cut down the amount of time between, or to increase the number of cases. It may have also been nice to start earlier so we could leave earlier, but this was never really a big problem.

1 (13%)

I think that the board would be able to maintain membership if they were allowed input into larger cases. People got frustrated after reading a handful of noise complaints and people in trouble for smoking too close to the building.

1 (13%)

no

1 (13%)

Not really.

1 (13%)
Not always on west campus. It made it less appealing
1 (13%)

It would be a little easier to run the board between west and main campus biweekly so main people do not have to travel every week.
1 (13%)

I would like the ability to review cases with a Hall Director and give them a "writ" or not depending on their merits -- we tried some bizarre cases because we couldn't.
1 (13%)

no it works fine just the way it is.
1 (13%)

Total: 8

9. Would you recommend board membership to other students? Why or why not?

Definitely. It's a great way to get involved with other campus activites, and it is an easy way to meet people. It increases your feeling of being part of the WSU community.
1 (14%)

Yes, I would recommend the board to second semester Freshmen and Sophomores. I think that they would benefit the most because it would help them address issues that they see most often as well as help reinforce policy for them since they are most likely the age group that will be residing in the dorms again.
1 (14%)

Yes, I would recommend it because it allows a student to understand all the rules in the handbook and gives the ability to learn from others' mistakes
1 (14%)

Honestly, not unless I already knew they'd be the general 'type' to do it in the first place; it takes a certain mindset to make a good board member, and I'm not sure everyone I know fits into that.
1 (14%)

Yes, especially those wanting to become RA's. It is a very efficient way to learn campus procedures.
1 (14%)

No. The board has little respect among students, despite the effort of this year's board members to build that respect. Trying students for watching a movie on a Saturday night is not anyone's idea of justice. Too often we are forced to do these things, and more, on Peer Conduct Board.
1 (14%)

Yes, because this is a great way to get involved in the school and meet new and exciting people and overall it is fun even though it does take some time.
1 (14%)

Total: 7

Board Application
## Residence Hall Peer Conduct Board
### APPLICATION
Office of Housing & Residence Life
Winona State University

<table>
<thead>
<tr>
<th>Name: ______________________________________________________________________</th>
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<td>Last</td>
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<table>
<thead>
<tr>
<th>Warrior ID #: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hall &amp; Room # ___________________________</td>
</tr>
</tbody>
</table>

| Permanent Address ___________________________ | Phone (______) ____ - |
| --- |
| Email Address ___________________________ |

Present class standing:  
- Fresh
- Soph
- Jr
- Sr
- Grad

Cumulative GPA: ___________________________

- Will you be available for the entire academic year?  
  - Yes  
  - No
- Are you available to hear cases on Tuesdays from 8pm – 21pm?  
  - Yes  
  - No
- Do you have any violations of Housing policy in your judicial record?  
  - Yes  
  - No

Why do you think the Residence Halls have policies? ___________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

In your own words, describe confidentiality

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Residence Hall

Peer Conduct Board Manual
Table of Contents

I. Judicial System
   A. Overview
   B. Rights and Responsibilities
   C. Process Chart
   D. Policies
   E. Code Violations

II. Board Members
   A. Purpose
   B. Benefits
   C. Ethical Considerations
   D. Expectations
   E. FERPA
   F. Tennesen

III. Process
    A. Roles of members
    B. Judicial Process

IV. Questions Considerations

V. Deliberations/ Decision Making
   A. What is evidence
   B. Perponderance
   C. How to deal with conflict
   D. Out come determination
VI. Sanctioning
   A. Philosophy
   B. Guidelines
   C. Sanctioning Options

VII. Appeal Process

This manual was put together from a variety of University Sources. I would like to thank the following:
   Tulane University
   Purchase College
   Minnesota State Mankato
   St. Cloud University

OVERVIEW OF THE JUDICIAL SYSTEM

Within the community environment of a residence hall, certain guidelines are necessary to help ensure the rights of every individual. To a large extent, the protection of those individual and group rights is up to the student/resident. Each resident has the responsibility as a citizen in the residence hall community to stand up for their own rights. Rights such as privacy, rest, cleanliness, a safe environment, and a positive academic learning environment remain important to the residence life program. Residents must work with the residence hall staff as well as peers toward the protection of those rights by following the policies and procedures outlined in this guidebook.

As residence life staff members, our primary purpose is to help all students in the pursuit of an education, growth as an individual, and development within the residence hall community. Part of that process involves Residence Life’s responsibility to help ensure that the rights of all residents are protected by ensuring compliance with established guidelines.

If a staff member observes a student involved in a violation of University or Residence Life Code of Conduct, the student will be informed that the behavior is inappropriate and that she/he should discontinue the behavior. Depending on the situation and the seriousness of the alleged behavior, the staff member may initiate the disciplinary process without previous warning. Staff members are instructed to thoroughly document all violations of University or Residence hall policy whether or not disciplinary action is appropriate.
When alleged misconduct is reported by staff or another student, and the Department of Residence Life determines probable cause to initiate disciplinary proceedings, the student is notified of the specific charge(s) in writing and of the requirements to arrange an administrative hearing with a specific hearing officer (normally the hall director) or the **Residence Hall Peer Conduct Board**.

During the hearing, the student will be given a synopsis of the incident report as it pertains to the alleged violations. The student will then be given the opportunity to provide information on their behalf. Based upon the preponderance of evidence, the hearing officer or Board will determine if the student is found to be in violation. Violations of the Residence Life Code of Conduct normally subject the student to sanction(s) as illustrated in the sanction guideline.

The responsibility for all decisions relative to a hearing, including the determination of responsibilities and the imposition of a disciplinary sanction, if any, is the sole responsibility of the hearing officer or **Residence Hall Peer Conduct Board**. Should the accused student fail to appear at the hearing, the hearing officer or Board may consider the evidence in the absence of the accused and come to a decision.

Repeated violations, or violations occurring after a student has already received a disciplinary sanction will normally result in further, more serious disciplinary action. Sanctions may be carried into succeeding academic years. The terms of the decision are conveyed by the hearing officer or Board in a letter to the student.

All students are bound by the University Code of Conduct. Information pertaining to the WSU Student Conduct Policy, including the student conduct code, may be obtained in the Student Affairs Office in Kryzsko Commons or from the Student Affairs web site.

**STUDENTS' RIGHTS AND RESPONSIBILITIES**

**Rights**

1. To have written notice of behavioral expectations.
2. To have advance notice of the discipline proceeding and the nature of the alleged misconduct.
3. To be given the opportunity for a hearing.
4. To testify on your own behalf.
5. To be given the opportunity to read all written reports concerning the alleged incident and to question all evidence against you.
6. To be notified of the results of the hearing.
7. To be given the opportunity to appeal the decision.

**Responsibilities**
1. To read and understand the information provided in the Residence Hall Guidebook, University Housing contract & lease agreement, and University Code of Conduct.
2. To read the information provided in the letter scheduling a hearing and respond as indicated.
3. To appear at the hearing at the scheduled time.
4. To read and question all written reports and evidence presented.
5. To read and follow all conscriptions set forth in the sanction letter.
6. To follow the procedure for filing appeals as outlined in the Residence Hall Guidebook.
7. To tell the truth with the intent of clarifying the incident for the hearing officer so that a responsible decision is made.

**Residence Hall Peer Conduct Board**

**Judicial Flow Chart**

- Incident report received by Hall Director
  - Student Affairs
  - Peer Conduct Board
  - Administrative Hearing
    - Notice of Judicial Hearing
      - Sent
      - Student Attends PCB Hearing
Most Frequently Heard Policy Violations

APPLIANCES

For the safety of all residents, we request that you utilize the kitchen facilities that are available in your residence hall. Appliances with exposed heating elements (toasters, hot plates, etc.) and air conditioners are not allowed in residence hall rooms. Small microwaves (600 Watts or less) and hot pots are allowed for students to use in their...
rooms, but must be plugged into a power strip with a surge protector. George Foreman grills may be used in residence hall kitchens only. East Lake residents are allowed to use appliances, but only in their kitchen.

CANDLES/INCENSE

Burning candles and incense in the residence halls is prohibited. **Note: You are responsible for any fire alarms, damages, cleaning or painting charges associated with the use of candles. Candles in a room must have the wick cut or the wick must be in a condition where it is obviously not been used (ie. Not burnt).**

COMPLIANCE WITH UNIVERSITY OFFICIALS

Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties, willful refusal to identify oneself to these persons when requested, or false identification may result in disciplinary action. University officials include, but are not limited to residence hall directors, assistant hall directors, resident assistants, community assistants, security guards, student food service managers, and all other personnel delegated supervisory responsibility by a University official.

DAMAGES

While living in the residence halls, you are financially responsible for the condition of your room, including doors and windows. The use of nails, duct tape, tacks, staples and glue is not permitted on our walls/ceilings/floor/doors. Charges will be assessed for any damage found in the room. If responsibility for damage to a room cannot be determined, roommates will be billed equally. Damages to a community area will be assessed to the responsible person(s). If the person is not discovered, the charges may be assessed to the community members (which may include the entire floor or building). Damage costs are listed in the student guide & planner.

DECORATING

Please see FIRE SAFETY REGULATIONS. Lights may not be hung outside your room. You may not wrap your door. Posting of obscene, offensive, or drug/alcohol related materials on the outside of a resident’s individual door/room will be removed at the discretion of the hall director.

ESCORT

Escort policies have been implemented in the residence halls as a safety measure for all residents. Their purpose is to ensure that visitors have a legitimate reason to be in the building or section during times of restricted access. Upon entrance to a residence hall between the hours of 11:00 PM and 4:00 AM residents are required to produce a picture ID to verify residency. During this time period, all non-residents of the building (guests)
must be signed in and escorted by their host. Note that escort policies may vary slightly from hall to hall, because of the logistics unique to each complex.

**GUESTS**

Guests are welcome to visit at your invitation with the permission of your roommate(s). However, you are personally and financially responsible for the actions and behaviors of your guest(s). This includes both residents and non-residents of campus housing. It is your responsibility to inform your guest(s) of the policies and procedures of the residence halls. Guests who exhibit inappropriate behavior may be required to leave the residence halls. Residents are allowed to host overnight guests with the permission of their roommate(s), however, the length of stay must be no more than three consecutive nights. This limitation is designed to prevent abuse of roommate rights and the residence hall contract. Residents found violating the spirit of this policy may be subject to disciplinary action. Students whose housing contracts have been terminated may not be guests in the residence halls.

**HALLOWAYS**

Residence hall corridors are designed as passageways and not intended for recreational activities. Frisbee, golf, throwing balls, and other games played in hallways may be harmful to residents or to the condition of the building. The use of radios, tape players, roller blades, bikes, and scooters, etc. are not allowed in the hallways. Residents are not permitted to block the corridor with items such as bicycles, trash, or boxes.

**HEALTH & SAFETY**

Residents are expected not to engage in or condone behavior that could cause harm to themselves or others. This includes, but is not limited to, attempting to hurt or harm others or oneself, permitting access to a residence hall by a non-resident who is not their guest, propping doors, disabling locking mechanisms, exiting buildings from alarmed doors, or disabling any other safety mechanism in place in the residence halls. In addition, residents should keep their room door closed and locked when they are not in their room. Please Report any suspicious person or condition to your front desk or campus security immediately.

**PETS**

Fish, and ONLY fish, kept in an aquarium no larger than 10 gallons are allowed in your residence hall room.

**QUIET HOURS**

The realities of community living dictate that individuals respect community needs for the moderation of noise. Residents are expected to exercise good judgement and consideration in maintaining a living environment conducive to the achievement of the
educational mission of the University. This includes accepting responsibility for one’s behavior at all times and respecting the rights of other individuals. All residents have the right to study and sleep in their room, at any time, without unnecessary interruption. Residents are not permitted to make noise that disturbs others or exhibit disorderly conduct within the residential facilities or on University grounds.

Official quiet hours begin at 11:00 PM every evening and end at 7:00 AM the following morning. Courtesy Hours are in effect 24 hours a day. All residents are expected to confront any noise problems that are of concern to them, or respond politely if asked to be quiet. If assistance is needed, a resident may call upon an RA/CA or Campus Security.

Final Exam extended Quiet Hours begin the weekend before the final exam period. Quiet hour violations during this period will result in more severe sanctions. See postings within your residence hall for details about extended quiet hours.

SMOKING

Smoking is prohibited inside all residential facilities. Smoking outside should take place 25 feet from doorways, open windows, covered walkways, and ventilation systems to prevent smoke from entering enclosed buildings and facilities. You must dispose of butts in the proper disposal containers. Any violation of this smoke-free policy will be addressed through the established judicial procedures.

TRASH

Residents are responsible for the proper disposal of their trash in the compactors and dumpsters located outside of each complex (near the recycling bins). In East Lake, trash chutes are located on floors 2-4. Room trash is not allowed in common areas.

VISITATION

Residents are allowed to have guests at any time with the permission of their roommate(s). Guests arriving between 11:00 PM and 4:00 AM are to be registered at the security check-in and must be escorted by their host during these hours. Campus Security is responsible for monitoring those who enter the residence halls and will require a photo ID to check-in all visitors and their hosts.

WEAPONS & EXPLOSIVES

Possession, use, or display of weapons are inappropriate in an academic community for any reason other than by a law enforcement official in performance of their duties. The possession of any type of firearm, dangerous weapon, or explosive is strictly prohibited in conformance with Minnesota State College and University Board Policy, 5.21 “Possession or Carrying of Firearms.” Examples include, but are not limited to, air guns, slingshots, rifles, shotguns, handguns, ammunition, bows, paintball guns, knives, fire crackers, bottle rockets, and any other material which may create a health hazard or
inflict bodily injury.

**WINDOWS**

Windows are not to be used as an entry or exit. Screens are not to be removed except in cases of extreme emergency. Discarding trash or items of any type is not permitted from windows.

**RESIDENCE LIFE CODE VIOLATIONS**

1. Possession and/or consumption of alcohol or possession of alcohol containers on state owned or controlled property, except as expressly permitted by law and Minnesota State College and University guidelines.
2. Use, possession and/or distribution of narcotic or illegal drugs or drug paraphernalia on state owned or controlled property, except as expressly permitted by law.
3. Disorderly conduct, breach of the peace, engaging in offensive, obscene or abusive language and aiding, abetting, or procuring another to breach the peace on University controlled property or at university sponsored or supervised functions.
4. Disruption of a residence hall, through excessive noise, practical jokes, and/or the flagrant violation of other rules and regulations set by the Department of Housing and Residence Life.
5. Failure to properly check-in with University personnel and/or escort guests between the hours of 11:00 PM and 6:00 AM.
6. Failure to comply with directions of University officials and/or law enforcement officers acting in performance of their duties, or willful refusal to accurately identify oneself when requested to do so. University officials include resident assistants, assistant hall directors, residence hall directors, campus security officers, student food service employees, and all other personnel delegated supervisory responsibility by a University official.
7. Theft of / or damage to property of the state, a member of the University community, or a visitor to the University.
8. Conduct which endangers the health and safety of any person.
9. Unauthorized entry to or use of University facilities, building, grounds or equipment, including unauthorized possession or use of University keys. This also includes, but is not limited to, unauthorized use of University telephone, mail or computer systems.
10. Any unwanted, deliberate, or repeated unsolicited comments, gestures, graphic material, physical contact, sexual misconduct, or solicitation of favors towards residents or their guests.
11. Smoking in, or within 25 feet of, Winona State University residential facilities.
12. Violation of residence hall or University established rules, policies, procedures or regulations that have been posted or publicized. Provisions contained in, but not limited to, University contracts or publications such as the Residence Hall Guidebook or lease agreement shall be deemed "rules" under this code; this also includes the WSU computer use policy.

BOARD MEMBERS

PURPOSE OF THE RESIDENCE HALL PEER CONDUCT BOARD

The purpose of the Residence Hall Peer Conduct Board is to provide a student voice in the judicial process. The hope of the board is that students would see themselves as part of a greater community and understand how their actions affect others. As peers of the involved students, the Residence Hall Peer Conduct Board students bring a unique perspective to the process and can help the involved students to better understand the impact of their actions on other students and the greater Winona community.

The goals of this board include:

- Serving as the voice of residence hall students on judicial matters to the Department of Housing and Residence Life
- Educating students on Residence Hall policy
- Adjudicating alleged offenses of the Residence Hall Policies.
The board will consist of students two students from each hall/area selected to represent the WSU Residence Halls. Alternates are also selected and trained to participate when a full board would otherwise not be present. The term of the board members is one academic year. In addition to training sessions, the board will meet on a weekly basis to conduct hearings.

The board’s focus is on educational sanctioning for violations with the understanding that students should be held accountable for their actions. Further, the focus is on assisting the students to understand why the policies exist and why their actions damage the community. The board members will provide opportunities through sanctions for the students to learn from reflection and service.

**BENEFITS**

*Increase student learning.* The students who are a part of the board would increase their learning by:

- **Being Trained.** This training would allow them to learn the policies and procedures of the judicial process, decision making abilities and processes, questioning skills and teach them active listening skills.
- **Hearing Incident.** Cases would be heard weekly by a group of three- five board members. This will give each student the opportunity to practice the skills they learned by listening, asking questions, making decisions and consulting with the overseeing Hall Director.
- **Increasing their role in the halls.** A lot of students learn by doing and this experience would allow student leaders to emerge through their experience on the board.

*Protects the rights of students.* The students who are heard by the board members will benefit by being heard by their peers. Students will be able to connect their actions to the direct impact that they have on other students (i.e their community). Instead of an authority figure telling them they did something “wrong,” their peers would be listening to their side of the incident and making a decision on if the student was in violation.

*Increase student participation in the conduct process.* The Board brings students into the decision making aspect of the judicial process and gives them a voice in our conduct system.

*Positively Enhances the University’s Environment.* The overall residential environment has the potential to be improved by the Residence Hall Peer Conduct Board, thus creating a more positive University environment. Students
will feel a greater responsibility to each other for creating a positive community, which will contribute to the University’s mission. These students would be contributing greatly to improving our campus environment.

**ETHICAL STANDARDS**

Members of the Residence Hall Peer Conduct Board are held to high ethical standards. The information you are privy to in these hearing is to remain absolutely confidential. It is the responsibility of each board member to adhere to the following ethical standards.

1. Information regarding any student's disciplinary status is not to be discussed with anyone (roommate, friend, RA, security personnel, etc)
2. The behavior of any student is NOT to be discussed outside of the confines of the hearing room.
3. Any information given in confidence at the hearing should not be discussed outside the meeting.
4. Accusations and statements that cannot be supported are not to be uttered.
5. Every student at WSU should be treated with respect and dignity. Do not judge student's behavior or take it personally.
6. Each hearing should be fair and impartial. If a board member cannot be fair or impartial, they should not participate.
7. Votes and deliberations of the board are confidential and should not be shared with any outside parties.
8. Do not take any written information from a hearing.
9. Any decision reached by the judicial board should be based solely on the matters brought out during the hearing.
10. You are a role model. With being on this board, comes the expectation that you will adhere to all the policies of WSU. It will be difficult for you to expect others to behave responsibly if you do not act appropriately yourself.

**EXPECTATIONS OF BOARD MEMBERS**

As a member of the Residence Hall Peer Conduct Board, you will be expected to abide by the following:

**PERSONAL CONDUCT:**

- You must understand and adhere to all University and Residence Hall policies. Peer Conduct Board members who are found in violation of a policy will be suspended from their duties as a hearing officer.
- You are expected to act as peer educator and role model for the residents of the building that you represent.

**IMPARTIALITY:**

- You are expected to excuse yourself from a hearing if you have any personal interest or knowledge about any case or are personally acquainted with any party.

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1 Adapted from the University of Miami’s Minor Disciplinary Hearing Panel & Appellate Board Training Manual.
• An objective attitude must be maintained throughout the entire proceedings. You should refrain from making accusatory statements about anyone involved in the case.

CONFIDENTIALITY:
• The names of all parties in a hearing and information pertaining to a hearing must not be revealed to any person other than the Board members responsible for hearing the case or the supervising Hall Director.
• All board deliberations must be regarded as confidential. The content of discussions as well as the decisions made about a case must not be revealed to anyone outside of the room in which the hearing took place.
• No record of the hearing should be kept by parties other than the supervising Hall Director when applicable. All materials presented in regards to the case will be returned to the Hall Director immediately following the presentation and decision of the case.

ATTENDANCE:
• You are expected to attend all scheduled hearings, training sessions, or meetings for which you are assigned, unless alternate arrangements are made in advance with the Hall Director. Tardiness is not acceptable as all proceedings begin promptly at the scheduled time.

OPEN MIND AND GOOD ATTITUDE:
• You are expected to come ready to serve your fellow students. If you cannot have a good attitude or be open-minded, please excuse yourself from the hearing.

MAINTAIN COMPOSURE
• Never accuse a student or participate in a heated argument. Maintain your composure even if others do not. Understand that the students will react to the judicial process in a variety of ways. Do not allow yourself to be angered, stressed, or intimidated.

LISTEN:
• Listen carefully to each person, withholding any decision until all available information has been presented and considered.

LEGAL EXPECTATIONS

FAMILY EDUCATION RIGHT AND PRIVACY ACT (FERPA)
As a Board member and representative of WSU you are legally bound to FERPA. Students in the judicial process have the right to privacy concerning their
University records. If a student is 18 year old or older and enrolled in college, he/she must give permission for their records to be seen by anyone other than “officials with legitimate educational interests.” Eligible students must sign a waver before anyone with out a legitimate educational interest views their records.

As board members, you have a “legitimate educational interest” in the information. It is a violation of this privacy act for board members to provide disciplinary information to anyone.

**TENESSEN NOTICE**

Students must read and understand the Tenessen notice before the judicial hearing can begin. This notice lets students know that there are people who have access to their judicial files.

The University is asking you to provide information which may include private and/or confidential information under State and Federal law. The University is asking for this information in order to conduct an initial inquiry and potential investigation regarding your complaint.

This information will be used during the inquiry/investigation and during the decision making process.

You are not legally required to provide the information the University is requesting and you may refuse to provide some or all of the information requested. However, the University may not be able to effectively investigate the complaint if you do not provide sufficient information.

With some exceptions, unless you consent to further release of private information, access to this information will be limited to the individuals involved in the investigation. However, federal and state laws do authorize release of private information without your consent to:

- other school officials, including faculty within the University, who have legitimate educational interests in the information;
- other schools in which you seek or intend to enroll, or are enrolled, if you are first notified of the release;
- the federal Comptroller General or other federal, state, or local education officials for purposes of program compliance, audit, or evaluation;
- as appropriate in connection with your application for, or receipt of, financial aid;
• the juvenile justice system, if you are a juvenile, and the information is necessary, prior to adjudication, to determine the juvenile justice system’s ability to serve you;

• an alleged victim of a crime of violence, if you are the alleged perpetrator of the crime, and the release is of the results of a disciplinary proceeding against you related to the alleged crime;

• your parents, if your parents claim you as a dependent student for tax purposes;

• a court, grand jury, or state or federal agency, if the information is sought with a subpoena;

• an institution engaged in research for an educational institution or agency related to testing, student aid, or improved instruction;

• an accrediting organization in connection with its accrediting functions;

• appropriate persons in connection with an emergency, if necessary to protect your health or safety or the health or safety of others;

• if required by court order, or permitted by other state or federal law;

• to the subject of the complaint if necessary to resolve this complaint, or in an administrative or court hearing.

**Roles of the Peer Conduct Board**

Overseeing Hall Director
The Hall Director will be available during judicial hearings for guidance and to ensure the process is fair and orderly. The Hall Director does not have to be there for the whole hearing and may go between multiple hearings in a given night. The Hall Director does not vote or decide on if a student is responsible or not. The Hall Director is involved in the sanctioning phase of the process. They make sure that the sanction is appropriate and falls in accordance with the University sanctioning guidelines.

Student Coordinator
The Student Coordinator schedules the hearings, sends the charge letters and works with the hall director to make sure that the hearing process runs smoothly for all participants. The coordinator will also be trained as a board member and hear cases were another board member has been challenged with personal bias by a charged student.
Board Members
Residence Hall Peer Conduct Board Members hear cases, decide if a student is responsible and outline appropriate sanctions.

Hall Directors and Director of Residence Life
Hall Directors other than the overseeing Hall Director will hear appeals of the board decisions. The Director of Residence Life will hear appeals for the HD who oversees the board.

HEARING PROCESS

1. Pre-hearing Conference- Board members read the incident reports for the cases that they will hear in a given night and decide on a chair person to run the hearing.

2. Legal Considerations- The student is told about his/her rights and responsibilities in the judicial process and given a summary of the Tennessen notice.

3. Approval of presence – In all board hearings the charged student(s) may challenge one board member each on the grounds of personal bias. The charged student must give valid reasoning for such a challenge, and the board will decide the validity of the challenge, and make the final decision. All board members are required to excuse themselves in an instance of personal bias. The following situations merit removal from the particular hearing board on the basis of personal bias:
   - Personal relationship with any of the involved students (complainant or charged students)
   - Previously participation in a hearing board where the charged students were involved.
   - Knowledge of the specific incident prior to the hearing.

3. Reading of the incident report– The chairman of the hearing will read the incident report without names or summarize the incident report. The chairman will state the specifics of each charge.

4. Response from student & questioning - At this time the charged student(s) may give any information they feel is pertinent to the hearing and specific charges. The Board members can then ask questions to the students.

5. Statement from witnesses – If there are any witnesses in the case, each witness is brought before the board one by one. The witness will give their report to the board and then may be questioned by the board.
6. **Closing statement** – The board now gives the charged student(s) the chance to give any additional information pertinent to the case or specific charges. Once the charged student(s) have finished, they are excused and told that they will receive a decision by mail within two working days or they can stay and wait for a decision to be made.

7. **Deliberation** – At this point in the hearing the board discusses the specific charges, and whether or not they feel that there is a preponderance of the evidence that the student is in violation of the Code of Student conduct. Each charge must be addressed in this way for each individual charged student involved.

8. **Sanctioning** – After a decision has been made on each alleged violation, the sanctioning phase begins. Each student is sanctioned freely and independently of any other involved student(s). At this time the board is apprised of any prior violations of the Code of Student Conduct by the overseeing HD, which may influence the type or sanctions recommended.

9. **Notification of sanctions** – Once the board has decided on sanctions, with the approval of the overseeing HD, the charged students are called back in if they are waiting, and the HD reads their individual sanctions. At this point the hearing is completed. If the student is no longer present, a written notification is sent.

**QUESTIONING CONSIDERATIONS**

Questioning is the most important aspect of the hearing process. As board members become more skillful at phrasing their questions, more useful information will be obtained from all participants. In-depth questioning helps the board members to ascertain the facts of the case and clarify vague issues.

**REASONS FOR QUESTIONING IN A HEARING:**

- **Ascertain facts (what, when, where, who, how)** – *Ex. “After you were called a name, what happened next?”*

- **Clarify information** – *Ex. “Could you explain what you meant by…?”*

- **Elaboration of points** – *Ex. “Could you provide more details about…?”*

- **Clear up disparity** – *Ex. “You stated earlier that… but just now you stated…. These two statements contradict each other. Could you please explain this?”*

- **Clarity information about feelings and attitudes** – *Ex. “How do you feel when people make those kinds of comments to you?”*
- Irrelevant Statements – *Ex. “Can you clarify the relevance to this situation?”*

- Educate – *Ex. After you hit the person what do you think (s)he was feeling?”*

**THINGS TO AVOID WHEN QUESTIONING:**

- Leading questions. Remember that you should use your questions to obtain information; not supply information. – *Ex. “Isn’t it true that you…?”*

- Bias. Questions asked should be in a neutral tone. Try not to show either positive or negative bias.

- Closed Questions. These are questions that can be answered with either a yes or a no. Closed questions do not offer much additional information. Open-ended questions, however, will allow the respondent to answer as long as he or she desires, possibly yielding more information than requested.

- Multiple Choice questions. These questions off the respondent with the answer the board member wishes to hear. The respondent will choose the one that (s)he thinks is least incriminating.

- Jumping lines of questioning. Attempt to examine one area completely before moving on.

**TIPS:**

- Take notes, listen carefully to what is said and keep an accurate account of important commentary.

- Watch for non-verbal behavior. These may indicate attitudes, true feelings, or emotions.

- Clarify conflicting information before deliberating. Continue to ask questions until you have all of the necessary facts regarding the incident. Once deliberation begins, you can no longer questions charged students or witnesses.

- Be patient. Do not be alarmed if a question is asked and the student does not reply immediately. It is natural to think about a response before responding.

- Clarify. If a student needs clarification on a question allow them to ask for it, and attempt to help them understand the question by elaborating or re-phrasing.

- Prepare questions as you listen to testimony.

- Avoid questions that are not relevant to the hearing.
Never accuse a student or argue with a student. Maintain your compose and stay calm throughout the hearing.

**DELIBERATION**

The deliberation period in a hearing entails discussion of the hearing and all information provided through the course of the hearing in order to determine the outcome of the hearing.

Step 1: Determine the Facts

Exam the information that is brought out at the hearing. There are three kinds of information received and each should be weighted differently.

- **Facts** should weigh most heavily on the decisions of the board or judicial officer.
- While **opinions** hold less weight, substantially corroborated opinions may strongly influence the outcome of a case.
- **Circumstantial evidence** holds the least weight.

From the information learned also ask yourself

- Do they pertain to the case?
- Are they hearsay?
- Are they agreed upon facts or are they in dispute?
- Do the facts lead to a definite conclusion?

Step 2: Determine Responsibility

Responsibility is determined on the weight of evidence in the case rather than on "beyond reasonable doubt." We are not bound to the rules of the public judicial system.

- Is it more likely than not that the person is responsible?
- Is one side more logical, concrete or persuasive than the other?
- Has the policy been violated?

Responsibility should be determined for each alleged violation for each person involved.

Once all of the evidence is presented, the Board members will deliberate, deciding if the standard of proof, 'preponderance of the evidence', for each necessary requirement of the policy has been met. If so, then the student will be found *in violation*, if not, then the student must be found *not in violation*.

**CONSIDERATIONS IN SANCTIONING**

The sanctioning process entails four basic elements.

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2 Adapted from The National Center for Higher Education Risk Management presentation by Brett A. Sokolow, JD.
**DETERRENCE:**

The disciplinary response should be serious enough to deter the student from engaging in the behavior again. We would hope the mere fact that the student has to go through the process would serve as a deterrent, yet that is not always the case. By serving notice to the student through administrative action, the student understands that further violations may result in more serious consequences.

**EDUCATION:**

By the conclusion of the process, it is hoped the student will have been educated about the consequences of his or her behavior, both personally and for others. This may be accompanied during the hearing itself as evidence by the student saying "I hadn't thought of the impact on other people..." The hearing panel has succeeded in engaging the student in a discussion that challenged his or her thinking. In other cases, however, a more thought-provoking project may be assigned so the student can reflect on his/her actions.

**ASSISTANCE:**

Throughout the hearing the student presents to you factors which caused him or her to violate standards. In some instances, alcohol may have contributed to the behavior. In others, personal crisis may have been a contributing factor. While you should not allow these factors to excuse the behavior, they may need to be addressed in the sanctioning. Alcohol education may be appropriate to assist a student alcohol use and abuse. A word of caution, however, must be added. You are not experts in the field of psychology and should not be in the position of diagnosing emotional problems.

**CONSEQUENCES:**

Any violations of community standards have consequences. The consequence however should be appropriate to the incident. When considering a sanction, you should carefully weigh out any mitigating circumstances. The sanction should take into account not only the student, but also the community as well.

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**UNIVERSITY SANCTION GUIDELINE**

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<thead>
<tr>
<th>VIOLATION</th>
<th>1ST OFFENSE</th>
<th>2ND OFFENSE</th>
<th>3RD OFFENSE</th>
</tr>
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<tbody>
<tr>
<td>Major: Alcohol</td>
<td>Terminate</td>
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3 Adapted from the University of Maryland at College Park Central Judicial Board Training Manual.
### EXPLANATION OF UNIVERSITY SANCTIONS

If a student is found to be in violation of an offense of the Residence Life or University conduct code, the sanctions available shall include, but will not be limited to, those listed below. Required compliance with all sanctions is mandatory for continued membership in the University community.

#### Administrative Warning

Warning is given to inform the student that a specific behavior does not meet the minimum expectations for residence hall living. It is generally imposed following isolated and less serious incidents of misconduct or contract violations. This sanction takes the form of a written warning issued to a student following their disciplinary hearing with a hearing officer. An administrative warning is not imposed for a specific length of time.
time, but further misconduct may lead to residence hall probation or termination of contract.

**Community Service Hours**

University community service hours are intended to provide an avenue for students to give back to the residence hall community that may have been damaged as a result of their violation of residence hall or university policy. Community service hours are generally performed in the hall where the violation took place.

**Educational Sanction**

An educational sanction is a developmental sanction that requires a student to actively participate in a program consistent with the infraction.

**Hold on University Records**

Holds are normally placed on the records of students who do not complete their sanction(s) as dictated in their sanction letter. These students are not allowed to register for classes until all disciplinary sanction(s) have been completed in their entirety.

**Residence Hall Relocation**

As part of the disciplinary process, moving a resident from one residence hall to another may be required. This relocation is a mandatory and permanent change of room assignment within the university’s residence hall community. The intent of relocation is to allow the student a fresh start in a new environment. Normally 72 hours are allowed to complete the relocation. However, this time period may be shortened (as permitted by the lease agreement) if warranted.

**Residence Hall Probation**

Residence hall probation is a formal disciplinary status imposed for a specific time period. During this probationary period, any subsequent infraction of University or Residence Life
policy (including failure to complete any and/or all parts of prior sanctions) will usually necessitate more severe disciplinary action which includes, but is not limited to, a hold on University records, restriction from Winona State residence halls and termination of contract. Unless successfully appealed, residents placed on residence hall probation will not be allowed to return to the residence halls the following academic year.

**Restitution**

Restitution is monetary reimbursement for actual damage to, destruction of, or misappropriation of University property, or property of any person while on University premises. It is not a fine. Restitution may involve paying for damages or community or educational service.

**Restriction**

Restriction is a formal action taken by the hearing officer that results in a student's loss of visitation rights. Restricted individuals are prohibited from entering designated residence halls or other specific areas. Violation(s) of this restriction will necessitate a citation for trespassing from an agent of the Winona Law Enforcement Center as well as possible disciplinary probation, suspension or expulsion from the University.

**Termination of Contract**

This sanction involves removal from the University residence community for conduct that is a serious violation of residence hall rules and regulations. Termination may also result from less serious, but repeated, incidents of misconduct. A student whose contract is cancelled for disciplinary reasons must permanently vacate their residence within 72 hours of their disciplinary hearing. Students removed from the residence halls must accept all financial penalties according to the Refund Penalty Schedule. Removals are permanent.
and normally preclude visitation in all residence halls (see Restriction).

FIRST OFFENSES RESULTING IN TERMINATION OF CONTRACT

Community living in a residence hall requires that certain activities and behaviors not be exhibited in order to respect the rights of others. The actions identified below infringe upon other community member's rights and will not be tolerated. If a student is found in violation of offenses not limited to, but similar in nature and magnitude to those listed below, they will be subject to termination of contract and restriction from the residence halls and may be referred to the University Conduct Officer for further disciplinary action.

1. **Alcohol**- Hosting a large party, possession of large quantities of alcohol, or sale or distribution of alcohol within in the residence halls.
2. **Drugs**- Possession, use, or distribution of illegal drugs, narcotics, and/or paraphernalia within the residence halls (this includes marijuana).
3. **Harassment**- Willful harassment of residents, guests, or University staff either face-to-face, over the phone, or in any other manner.
4. **Health / Safety**- Conduct or behavior threatening the safety or well-being of others.
5. **Health / Safety**- Misusing or tampering with safety equipment that includes, but is not limited to, false fire alarms, inappropriate discharge of fire extinguishers or tampering with smoke detectors.
6. **Health / Safety**- When a student is a clear danger to themselves or the residence hall population as indicated by arrest for assault and battery, possession or use of a weapon, possession or sale of illegal substances, or any other crime as may be determined to have serious implications for students living in the residence halls.
7. **Health / Safety**- Suicide attempts or other behaviors that result in a determination that continued occupancy would likely result in severe, adverse psychological problems for other residents. This may also include substance abuse or other addictive behavior.
8. **Vandalism**- Willful damage to, destruction of, or theft of University property or the property of a resident or guest.
9. **Other**- Violations or attempts to commit violations that include, but are not limited to: sexual assault, physical violence, arson, terroristic threats, stalking, or the use of a weapon of any type.

**APPEAL PROCESS**

Residents may appeal the decision and/or sanction imposed by the Hearing Officer. An appeal must be submitted to the Director of Residence Life in writing.
within three working days of the disciplinary hearing. Failure to submit an appeal within that time period, or request for extension, constitutes a waiver of any right to request an appeal. The written appeal must be based on one or more of the following grounds:

1. New evidence not reasonably available at the time of the hearing;
2. Violation of hearing procedures or process that substantially affected the outcome of the hearing;
3. Violation of student's due process rights;
4. Inconsistency of the sanction relative to the severity of the behavior (note that sanctions that fall within the parameters of the sanction guideline do not qualify);
5. Decisions contrary to the weight of evidence.

Appeals should not be requested frivolously. An appeal hearing is not a re-hearing, it represents a procedural safeguard for the student. In an appeal process, the burden of proof is shifted from the University to the student charged with the offense. The student must demonstrate in their written appeal that it is more likely than not that one or more of the grounds for appeal has merit. If there is adequate reason to believe that one or more of the grounds for appeal has merit, an appeal hearing will be scheduled with a hearing officer other than the original hearing officer.

Decisions made by the Director of Residence Life may be appealed to a higher level according to the appeal process in the WSU Student Conduct Policy. The Director of Residence Life reserves the right to enforce a sanction pending further appeals if the situation warrants.

At the discretion of the Director of Residence Life (or designee) appeals may be referred to the Student Affairs Office to be processed under the WSU Student Conduct Policy. Appeal procedures beyond the Residence Life Judicial Process are available from the Student Affairs Office, 131 Kryzsko Commons, or can be found at www.winona.edu/studentaffairs.
EFFECTIVE SANCTIONING GUIDE

REFLECTION PAPER

Appropriate For: Any minor violations of Residence Hall Policies

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

Time Permitted: Two weeks from date of decision.

Sanction Wording: You are expected to write a paper reflecting on your actions in the incident. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to (name & title) 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 expectations?
C. If placed in the same situation again, how would your actions be similar or different?
D. 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 in this incident or evaluate the actions of others. The paper should utilize appropriate language, grammar and spelling.

RESEARCH PAPER

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

Not Appropriate For: First time minor violations.

Time Permitted: Three weeks from date of decision.

Sanction Wording: You are required to write a research paper on (specific topic). This paper should be no less than 1,000 words
in length (typed, double-spaced) and must be turned in to (name and title) 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 in this incident or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

**VIDEO REVIEW**

**Appropriate For:** Any policy violations in which the 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 Code of Student conduct.

**Time Permitted:** Two weeks per 1000 words of assignment.

**Sanction Wording:** You are expected to write a written review of a video on the topic of (specific topic). The review must be typed, double-spaced and submitted to (name & title) 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 related to the violation in question. Be Advised that this paper may not serve to justify your own actions in this incident or evaluate the actions of others. The paper should utilize appropriate language, grammar and spelling.

**PROGRAM ATTENDANCE REQUIREMENT**

**Appropriate For:** Any policy violation in which the Board feels that the student would benefit from attending an educational
program designed to expose the student to a 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 student, or serious violations of the Code of Student Conduct.

**Time Permitted:** Two weeks per required program

**Sanction Wording:** You are required to attend an educational program on (specific topic). The program must be at least thirty minutes in length and be presented by an appropriate expert on the topic area. Programs must be approved in advance by (name and title). 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 (name & title) no later than (date). This paper should address the following questions / issues:

A. Reflect on the program 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 the 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 in this incident or evaluate the actions of others. The paper should utilize appropriate language, grammar and spelling.

**PROGRAM PRESENTATION REQUIREMENTS**

**Appropriate For:** Any policy violations in which the 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 violations of the Code of Student Conduct.

**Time Permitted:** Three weeks per required program.

**Sanction Wording:** You are expected to present an educational program on (specific 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 by (name and title). You are to gather data independently on the topic using a minimum of three published sources and develop a program outline, as well as publicity, both of which are to be reviewed and approved by your supervisor. You must have at least 10 people in attendance for the full length of the program.

Once you have presented the program and gained written proof of your completion, 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 (name & title) by no later than (date). This paper should address the following questions / issues:

E. Reflect on the information gathered to develop this program. Write a summary of the information presented. Is this new information to you?

F. How does this information relate to the policies that you have violated in this instance?

G. If placed in the same situation again, how would your actions be similar or different?

H. 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 in this incident 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 this program may be used to promote a philosophy that is in opposition to University regulations.
LETTER OF APOLOGY

Appropriate For: An incident in which a student has assumed some level of responsibility for his/her 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.

Time Permitted: Two weeks from date of decision.

Sanction Wording: You are required to write a letter of apology to (name & title). This letter should be no less than 250 words in length (typed, double-spaced) and must be submitted to (name and title) 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 I will be reviewing this letter prior to it 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. This letter should utilize appropriate language, grammar, and spelling.

PERSONAL JOURNAL

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

Not Appropriate For: First time minor violations

Time Permitted: Three weeks from date of decision.
Sanction Wording:

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 are the most important decisions you had to make regarding your own behavior and/or lifestyle over the past 24 hours?
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?

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

Policy Review

Appropriate For:

Any policy violation in which the Board feels that the student would benefit by reviewing the 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 Code of Student Conduct.

Time Permitted:

Two weeks from date of decision.

Sanction Wording:

You are required to write a written review of the (specific policy) policy as outlined in the student guidebook. The review must be typed, double-spaced, and submitted to (name & title) no later than (date). The review must be no less than 500 words in length. In the review, you should summarize the policy; explore how it relates to the violation in questions. State the rationale behind the policy, and elaborate on the consequences for members of the University community if the policy did not exist. Be Advised that this paper may not serve to justify your own actions in this incident or evaluate the actions of others, nor may this paper promote a philosophy which is in direct conflict with the law or with University regulations. The paper should utilize appropriate language, grammar and spelling.
ARTICLE REVIEW

Appropriate For: Any policy violation in which the Board feels that the student would benefit by review of 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 Code of Student Conduct.

Time Permitted: Two weeks per 1000 words of assignment

Sanction Wording: You are required to write a written review of three journal articles on the topic of (specific topic). Copies of the articles must be submitted along with your essay. The review must be typed, double-spaced and submitted to (name & title) 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 paper may not serve to justify your own actions in this incident or evaluate the actions of others. The paper should include appropriate citations and utilize appropriate language, grammar and spelling.

BOOK REVIEW

Appropriate For: Any policy violation in which the Board feels that the student would benefit by review of a book 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 Code of Conduct.

Time Permitted: Two weeks per 1000 words of assignment
Sanction Wording:
You are required to write a written review of one book on the topic of (specific topic). Copies of the articles must be submitted along with your essay. The review must be typed, double-spaced and submitted to (name & title) 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 paper may not serve to justify your own actions in this incident or evaluate the actions of others. The paper should include appropriate citations and utilize appropriate language, grammar and spelling.

EDUCATIONAL INTERVIEW

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

Not Appropriate For:
N/A

Time Permitted:
Three weeks from date of decision.

Sanction Wording:
You are required to interview (name & title) or his/her designate on the topic of (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 (name & title) no later than (date). You are encouraged to call immediately to schedule and appointment for the interview. In your essay, you are expected to address the following questions / issues:

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 paper may not serve to justify your own actions in this incident or evaluate the actions of others. The paper should include appropriate citations and utilize appropriate language, grammar and spelling.
### EDUCATIONAL BULLETIN BOARD

**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.

**Time Permitted:** Three weeks from date of decision.

**Sanction Wording:**
You are required to develop a bulletin board on the topic of (specific topic). This board must be no smaller than 24”x36” and must include information from appropriate on campus and/or off campus offices. This board must be available for viewing by (date) and approved by (name & title). The bulletin 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 direct opposition to University Regulations. You are expected to use appropriate language, grammar, and spelling. You must abide by all residence hall posting regulations.

### EDUCATIONAL FLYER

**Appropriate For:** Minor Violations in which the community would benefit from gathering additional information.

**Not Appropriate For:** N/A.

**Time Permitted:** Two weeks from the date of decision.
Sanction Wording: You are required to develop a flyer on the topic of (specific topic). This flyer must be no smaller than 8½ x 11 and must include information from appropriate on campus and/or off campus offices. This flyer must be approved by (name & title) no later than (date). After it is approved you will be required to make # of copies and put up around the hall. The bulletin board flyers 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 direct opposition to University Regulations. You are expected to use appropriate language.

COMMUNITY SERVICE HOURS

Appropriate For: Minor and major Violations in which the community would benefit from the student giving back.

Not Appropriate For: N/A.

Time Permitted: At least one week per 5 hours of service from date of decision.

Sanction Wording: You are required to perform 15 hours of community service. You must complete 15 hours with the GMW staff of Lourdes, Tau or Maria, you can also do some hours with an RA. You can just find them between the hours of 7am to 3:30p and some weekend hours. Your 15 hours are due by Friday, April 9. You must get this green form filled out by a GMW or RA confirming your hours and that card must be handed back to me.