



RIT Conduct Advocate Guide

Rochester Institute of Technology

2019 - 2020

Manual and other advocate resources available at
<https://www.rit.edu/studentaffairs/studentconduct/advocate-resources>

Table of Contents

What is the RIT Advocacy Program?	3
RIT Advocate Expectations	4
Role of Advocates	4
Advocate Training	4
Administrative Process	5
Advocating for Students	6
Helping Students Know Their Rights and Responsibilities	7
Additional Information for Students	7
Mentoring Students	8
Tips for Success as Mentors	8
Center for Student Conduct and Conflict Resolution	10
Mission Statement	10
Why We Do What We Do?	10
Who Are We?	10
Student Conduct vs. The Law	11
Student Conduct Process	12
Student Conduct and Residence Life	13
What Happens in a Conduct Hearing?	13
Conduct Outcomes	14
Status	14
Conditions	15
Holds on Student Accounts	15
Interim Suspension or Restrictions	15
Appeal Process	16
Common Responses for Violations of the Alcohol and Other Drugs Policy	17
Self Care Is Important!	19
Resources On Campus	21
Appendix	22
Student Bill of Rights	22
Example of Conduct Documentations	23
Public Safety Report	23
Charge Letter	24
Outcome Letter	27

What is the RIT Advocacy Program?

The RIT Student Conduct process is intended to address Student misconduct in accordance with RIT's community expectations. As an educational experience, the participating Student is expected to take primary responsibility for responding to the incident in question. Throughout the conduct process, Students may find that a trained and knowledgeable advocate can be both supportive and beneficial.

The RIT Advocacy Program is a university initiative designed to provide Students with assistance throughout the RIT Student Conduct Process by partnering the Student with a trained RIT faculty or staff member as they engage in the RIT Student Conduct Process.

An RIT Advocate neither represents the Student in the hearing, nor may an RIT Advocate serve as a character witness for the Student. The RIT Advocate serves as a supportive partner to the Student in this educational process. Advocates will provide:

1. Advocacy prior to Conduct Hearings
 - a. Meeting with the Student to assist in preparing for the hearing.
 - i. Review charge letter and reports, prepare relevant information to share, discuss possible outcomes, and answer any questions and concerns.
 - b. Assisting the Student in understanding RIT policies, and the procedures of the Student Conduct Process.
 - c. Assisting the Student in accessing available university resources.
2. Advocacy during Conduct Hearings
 - a. Participating in the conduct hearing by providing silent support, assisting the Student in making statements and responding to questions, and/or unless otherwise stated, directly asking questions of witnesses and other conduct hearing participants.
 - b. Assisting the Student in clarifying information pertinent to the incident.
3. Advocacy after Conduct Hearings
 - a. Meeting with Student to debrief and process the outcome of the hearing.
 - b. Assisting the Student with the Appeal process (if applicable), and attending the Appeal meeting with the Student.

An RIT Advocate will determine, within their sole discretion, whether they are willing to serve as an Advocate in any particular matter. In the event a chosen advocate declines to serve in any particular matter, the Student may select another Advocate or have the Student Conduct Office select another Advocate for the Student.

RIT Advocate Expectations

RIT Advocates serve as supportive, knowledgeable partners to either a complainant or to a student accused of misconduct regarding the RIT Conduct Code. Advocates are mindful of their role during the conduct process, and the degree of involvement they have in working with the students. Advocates are expected to go through training on an annual basis regarding the Code of Conduct (D 18.0) and the Student Gender-Based and Sexual Misconduct Policy - Title IX (D 19.0). **Lastly, Advocates are expected to apply to the position on a yearly basis.**

Role of Advocates

RIT Advocates provide support to the Students throughout the whole conduct process (prior to, during, and after the conduct hearing) and also serve as a “resource hub,” connecting Students to resources available on campus.

RIT Advocates do not “represent” the Student during the conduct process. The Student plays the primary role in the conduct hearing, and the level of participation for the Advocate can range from silent support to helping the student respond or making statements and sharing their own perspective for the student’s benefit.

Advocate Training

Training for RIT Advocates will be provided by the Center for Student Conduct and Conflict Resolution office via the Center for Professional Development. Training sessions for New Advocate Training and Title IX Advocate Training are provided up to three times per semester.

If an RIT Advocate has not worked as an advocate for a student during an academic year, they will be expected to attend a training session as a refresher the following academic year. Title IX Advocates will be expected to attend one Title IX Advocate training session per academic year.

Additionally, the Center for Student Conduct and Conflict Resolution will share opportunities for newly trained RIT Advocates to observe a conduct hearing related to any D 18.0 policy violations. New RIT Advocates are expected to observe two hearings prior to working as an advocate.

Steps to becoming an Advocate!

Discuss with your supervisor why you want to become an Advocate and apply on our website!	Attend Training Session through CPD.	Observe Hearing #1	Observe Hearing #2	Volunteer as an Advocate when our office sends out an Advocate request email.	Support the student through the process to your best ability and don't be afraid to ask us any questions!
---	--------------------------------------	--------------------	--------------------	---	---

Administrative Process

RIT Advocates will receive all correspondence from our office through our software, Maxient, that will show up in your RIT email. If you receive an email from Maxient, it will appear like this:



Center for Student Conduct (via Maxient) <notifications@maxient.com>

Greg Beattie

10:24 AM

Student Conduct Notice - RIT



THIS IS AN OFFICIAL CORRESPONDENCE FROM THE CENTER FOR STUDENT CONDUCT AND CONFLICT RESOLUTION AT ROCHESTER INSTITUTE OF TECHNOLOGY

A letter has been issued to you electronically by our office. Upon clicking the link below, you will be taken to a screen displaying your name and requesting an access code to ensure confidentiality. Confirm that your name appears on the screen, and then enter your student ID number as the access code (No dashes). If you are receiving this notice in your capacity as a leader of a campus organization, you should contact our office immediately to request the appropriate access code for your organization.

Your letter will appear in PDF format and should be printed or saved for your records. It will remain accessible through this link for 30 days. If the letter fails to appear, you may need to use a different computer or install the free Adobe Acrobat Reader. If you continue to experience difficulty accessing your letter or wish to confirm the legitimacy of this message, please contact our office at 585-475-5662 or email studentconduct@rit.edu.

[Pick up your letter](#)

Click on “Pick up your letter” and enter your name and RIT ID number. This is a secure way to share information related to the hearing. Additionally, RIT Advocates will be copied on all correspondence with the Student, and you will get an email with a PDF of the letters sent to the student.

When a Student requests an Advocate, our office will send out an email to the RIT Advocate listserv asking about availability to serve as an Advocate for the Student. Please check your schedules for the next few weeks and if you are available, respond to the email and let us know. You will receive an email from us confirming your selection. Our office will also communicate with you if another advocate has been selected already.

RIT Advocates are also expected to maintain their schedule on Microsoft Outlook, as our office will check your schedule and cross-reference with the Student’s schedule to determine the best time for a conduct hearing.

When you get a calendar invite from our office, please accept (be sure to send response to organizer so our office can see your response) and mark it as private. If something comes up at the last minute and you are not available, do communicate with our office so we can notify the student and reschedule the hearing.

Once you are confirmed as an Advocate and assigned to a Student, our office will send you a redacted copy of the reports. Advocates can review the copy of the report with the Student **but do not give the Student a copy of the report.** Students can request their own copy of the report here: [Student Hearing Request Form](#).

Please review the Student Rights and Responsibilities section on **Page 7** in this guideline for details on what is in the Student Hearing Request Form as well as the rights and responsibilities Students have in the student conduct process.

Advocating for Students

When you are assigned to a Student as an Advocate, go ahead and reach out directly to the student as soon as possible - **do not wait for the student to reach out to you!**

It is also helpful to review the conduct process (ie. read this guidebook, the Students Rights & Responsibilities handbook, and check out our website!) and read the reports to learn about the incident/case.

Here are some tips to help guide your initial meeting with the Student. You may need to schedule more follow-up meetings if the Student has a lot of questions or is very nervous about the student conduct process.

It's important that you discuss:

- The student's perspective of the incident.
- What they plan on saying during the hearing.
 - Students can bring typed statements, notes, etc. to help share their stories.
- If they have any conduct history.
 - If yes, what did they learn from their prior case(s)?
- What questions they have about the process, if any.
- Help prepare them for the types of questions they could expect during the hearing.
- How they want you to help them during the hearing?
 - Silent support, remind them of things during the hearing, etc.
- What is their support network? Do parents/guardians/friends know about this incident?
- What will they do if they are suspended, removed from housing, etc.?

It is also a good idea to check in with the student on the day of the hearing and see how they are feeling before the meeting. After the hearing, check in again with the student and help them process their outcome as they may be upset, angry, sad, etc. Ask if they are planning on appealing and if they would like to keep you as an appeal advocate.

Below are some quotes from our wonderful Advocates about how they support our Students!

"I gave a few prompts to help them remember during the hearings. Before the hearings, I met with them, explained how the hearings worked, listened to their side of events, asked some clarification questions, and made sure that they had some self-care during the stressful period."

"I reviewed the charges with the student and encouraged the student to write up notes in preparation for the hearing. I encouraged the student to continue appointments with appropriate counseling entities. The student indicated the degree and kind of support wanted during the hearing - which I provided. I kept in touch with the student after the hearing."

"I informed the student about the process. I went over series of events with the students after reviewing the statements and public safety report. I asked clarifying questions and posed questions that the Conduct Officer would likely ask. I also discussed possible outcome scenarios with the student, asked about the student's support system, as well as helped the student flush out the impact statement. I have also met with the student to discuss appeals process and overall health."

Helping Students Know Their Rights and Responsibilities

A major role that RIT Advocates have is helping educate students about the rights and responsibilities they have in the student conduct process. Students will have the:

1. Right to a Pre-Hearing
 - a. A pre-hearing is an opportunity for the student (and advocate) to meet with a hearing officer who will not be overseeing their case to review the process.
 - b. The hearing officer will describe what a typical hearing looks like and possible outcomes.
2. Right to have a copy of the report
 - a. The report is redacted to remove any confidential, personally identifying information such as birthdates, addresses, cell phone numbers, etc.
3. Right to bring witnesses.
 - a. Witnesses need to be a RIT students who was present at the incident.
 - b. The request for witnesses must be made three (3) days before the hearing and will need to be approved by the Center for Student Conduct and Conflict Resolution.
 - c. Character witnesses are not allowed.
4. Right to an RIT Advocate
 - a. RIT Advocates are trained RIT faculty or staff that are familiar with the student conduct process, and they work with the Student before, during, and after the hearing to help clarify any questions or concerns the Student may have.

Students will have the following responsibilities when it comes to the student conduct process:

- Monitor their RIT email correspondences from our office.
- Communicate with our office about scheduling the hearing.
- Show up for hearing and sharing their perspective.
- Complete any condition assigned (or a hold is placed on student's account.)

Additional Information for Students

All the Center for Student Conduct hearings are recorded. This is for two reasons:

1. Recordings are considered part of the case and will be attached in the casefile in Maxient and maintained under the policy for Student's educational disciplinary records (C 22.0).
2. If the Student appeals the outcome, the recording is given to the Appeal Office.
 - a. More details regarding the Appeal Process is on **Page 16**.

RIT will keep the report and investigation confidential to the extent possible and in compliance with applicable laws, rules, and regulations; and under C22.0 Records Management Policy, we retain records for the appropriate amount of time. Any outcomes from Student Conduct will not show up on the Student's transcript unless the student is suspended or expelled. Occasionally, companies and other institutions will contact our office as part of a background check that is done with the Student's approval. The information we share is the minimal amount possible.

Mentoring Students

Occasionally, RIT Advocates will be asked to work as a Mentor for the student as part of the student's outcome. Mentors help students reflect on their conduct situations and develop connections at RIT through discussions about their campus involvement and engagement, academics, and positive social outlets.

Role of the Mentor:

- Discuss how the student can be successful at RIT both socially and academically.
- How to handle issues related to the code of conduct.
- Students' goals for RIT and beyond.
- Other topics important to the student.

There is typically a minimum of three mentoring meetings when assigned as an outcome, and it is the Student's responsibility to schedule meetings. At the completion of mentoring meetings, the Student is typically required to complete a 3-5 page paper at the end reflecting on their experience with Student Conduct and what they've learned from their mentoring sessions. After the mentoring condition is met, any future meetings can still be held at the discretion of the student and mentor.

Tips for Success as Mentors

You can utilize the "E.P.I.C. Development Assessment Recommendations" from the University of Texas as a guideline to structure your mentoring meetings with the students, found below:

Engagement

Assess student experience at RIT, living in housing, class, etc. Seek to understand the level of active engagement the student has within the university as well as the internal sense of engagement the student feels towards the institution. Some of this will be evident in general conversation and comment such as "I go home every weekend" but the following questions are available to further understand the student's development along the continuum.

- Tell me about your involvement at RIT?
- What programs have you attended on campus? (housing or otherwise)
- What are you enjoying about your experience at RIT?
- What are you planning on getting involved in at RIT?

Personal Development

While this can certainly be the broadest area of development, consider the violation(s) and specify to a more local area of personal development as it applies, (i.e. maturity, cognition, and dependence, social, professional, emotional, and physical). This too may be easily assessed through general conversation and the student's behavior at the conference, and description of the incident. Basic personal questions and others regarding the student's understanding of the issue at hand may be most useful. The key to this assessment is narrowing the focus and following that path.

- Have you shared this with anyone?
- What is your major? What are your plans for the future?

- Do you know why you are here? If so, why?
- How do you handle stress?
- How do you typically react in these situations? How do you move past similar incidents?

Interpersonal Development

Conversely, this area is more focused, specifically dealing with relationships, behaviors and attitudes towards other individuals. This can be assessed through observing behavior with others (i.e. physical improprieties, Face book/Instant Message communication), and attitudes and awareness of others (exposure to diverse groups), in addition to the following questions.

- Tell me about your relationship with your roommate.
- What do you consider to be a healthy relationship?
- What do I mean when I say personal boundaries?
- What do you mean when you say, “Those kinds of people?”
- Describe yourself. How would you like to be portrayed to others?
- How do you prefer to communicate?

Community Membership

Assessment of an individual’s development in this area has a more macro level focus addressing issues of civility, citizenry, and accountability to the community. The student’s attitudes and perceptions of self amongst the group in which they exist are vital to understanding their level of development in this area. Involvement and service oriented activity can be indicative of community membership.

- How did your actions affect the community? (University community, etc.)
- What do you enjoy doing?
- What kind of community service are you a part of?
- Why do we have community standards?

Resources On Campus

Here are some commonly used resources you can refer to students in your mentor meeting depending on their needs and concerns. For more resources, please go to **Page 21**.

Student Counseling & Psychological Services	Center for Residence Life	Public Safety
NTID Counseling & Academic Services	Center for Women and Gender	Student Health Center
Academic Success Center	Spirituality and Religious Life	Ombuds Office

Center for Student Conduct and Conflict Resolution

Mission Statement

In order to promote community standards the Center for Student Conduct designs and delivers a fair and educationally-based behavioral conduct process as well as policy education and training to the RIT community. We accomplish this by emphasizing accountability, emotional growth, conflict resolution, restorative values and campus safety.

Why We Do What We Do?

A conduct process can be utilized to uphold community standards by holding students accountable. It can also provide campus and individual safety. Any institution receiving state or federal aid needs to comply with local, state, and federal laws. Student growth and development is a major factor behind having a conduct process. The first and most common misunderstanding for students is that a conduct hearing is like a criminal trial: you will be found guilty or not guilty, you will be punished, and it is nothing to be excited about. This couldn't be farther from the truth. The underlying philosophy of student conduct should always be education, not punishment. Our two goals are to help the individual develop and learn from the experience and to protect the campus.

Who Are We?



Jennifer Newell
Director



Jessica Ecock Rotondo
Associate Director



Greg Beattie
Conduct Coordinator



Tammy Brongio
Assistant to the Director

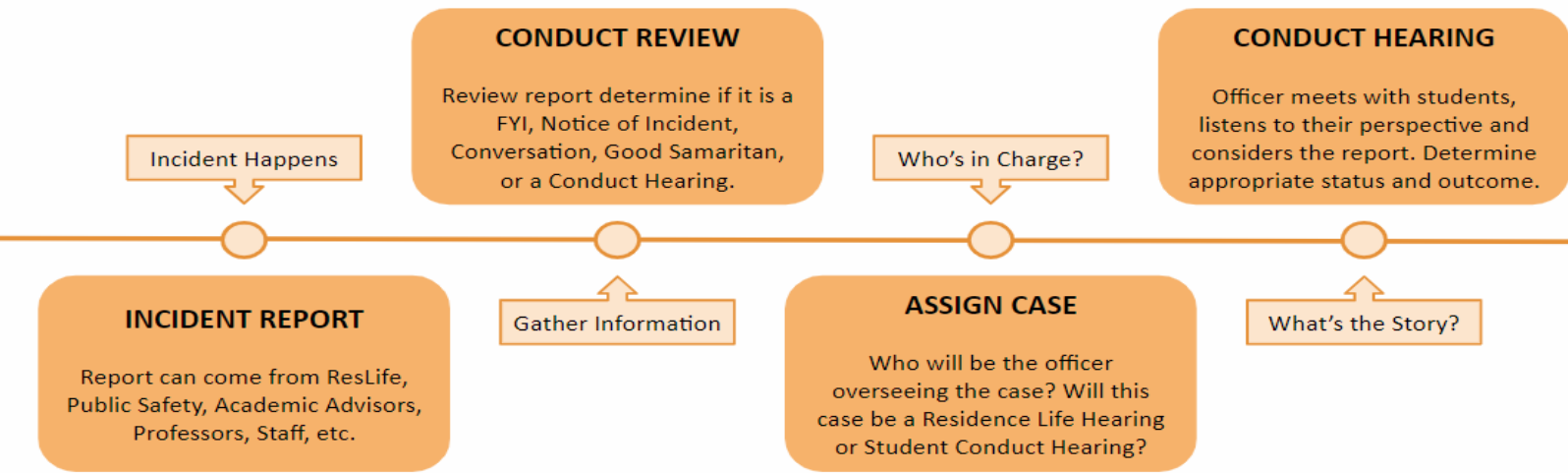
Student Conduct vs. The Law

The language we use is very important when working with students. Some students believe the process is like going to trial or court, which is not true. Below is a list of some jargon used in our field so you can familiarize yourself with words you may hear during the student conduct process and a chart that explains the differences between our process and the legal process.

Conduct Terms	Legalistic Words Not Used
Conduct Hearing: meeting to determine if a student violated the Code of Conduct	Trial, Court (ASL does utilize these signs)
Conduct Officer: staff member who will meet with the student and decide the outcome	Judge
Charge Letter: notice of possible policy violations, conduct hearing information, rights and resources	Subpoena, Warrant
Responsible, Not Responsible: findings of policy violations	Guilty, Innocent
Accused (D.18) / Respondent (D.19): student who is charged with a policy violation	Defendant
Complainant: Student in Title IX cases who has equal rights as the Accused/Respondent Student	Victim (Victims do not have many rights in the criminal process & assumes veracity)

	RIT Process	The Law
Privacy	Confidential	Arrests/Trials are Public Information
Burden of Proof	Preponderance of the Evidence ie. more likely than not (50.1%)	99%, Beyond A Reasonable Doubt
Representation	Students represent themselves and advocates are allowed (lawyers are not allowed in <i>most</i> hearings)	Defendants represented by lawyers
Timeline	RIT does not wait for the criminal process to conclude and we do not take the legal outcome into consideration	The legal process is often slow

Student Conduct Process



The typical timeline of the student conduct process starts with the report. Most often the reports will come from either Public Safety or Residence Life, although we do see reports from RIT Faculty/Staff (such as a report about disruptive behavior in the classroom and/or threats toward other students). Our office will review the report and determine what type of case it is:

FYI	Usually situations for Residence Life to know about, ie. facilities issues
Notice of Incident	A notice that RIT is aware of a Student's behavior ie. noise violation
Conversation	A discussion to address behavior that could lead to a future policy violation
Good Samaritan	Any situation that involves alcohol / drugs and a student requested help
Conduct Hearing	Any policy violation under D.18
Title IX Conduct Hearing	Any policy violations under D.19, however Title IX can also include D.18

Our office will then determine which area will handle this case. Many "low-level" cases or students who violated policy for the first time will often go to Residence Life where one of their professional staff will work as a Conduct Officer and oversee the case. Serious policy violations (ie. selling drugs, assault, Title IX cases, Greek org) or students with repeated policy violations will meet with a Conduct Officer from the Center for Student Conduct and Conflict Resolution.

The conduct hearing will then be scheduled according to the student's academic schedule, as well as the Advocate's schedule (if requested), as well as other liaisons or representatives from different departments.

Student Conduct and Residence Life

The Center for Student Conduct and Conflict Resolution works closely with the Center of Residence Life to share the workload. Our office will train the professional staff at Residence Life to work as Conduct Officers and Residence Life will handle many conduct hearings regarding first time violations and low level cases such as a can of beer found during room inspections. As a result, some of the outcomes that Residence Life can utilize is restricted compared to the Center for Student Conduct and Conflict Resolution. Here is a list of the differences between our offices.

Student Conduct	Residence Life
Use a voice recorder for all conduct hearings	No recorder for ResLife conduct hearings
All status/outcomes available	Can only assign up to Probation as a status; cannot remove Student from Housing
Invite representatives from Public Safety, Liaisons from NTID, Athletics, or Greek Life	Conduct Officer meet only with student and advocate, sometimes Athletics liaison (rare)

One major difference between Student Conduct and Residence Life conduct hearings is that Student Conduct will often invite representatives from Public Safety and Residence Life to the hearing. We usually have Public Safety in many of our hearings as they can help clarify any questions about the report, and a Residence Life representative would focus on providing a community perspective regarding living in the residence halls or on-campus apartments.

Additionally, Liaisons are invited to hearings for specific groups of students on campus (most commonly for NTID students, NCAA Athletics, and students in Greek Life) and they can provide support to the student and offer perspective that will benefit the conversation in the conduct hearing. Residence Life rarely invites Liaisons to their conduct hearings except for Athletics.

What Happens in a Conduct Hearing?

Introduction	What's In The Report	Conversation
Get to know the student; break the ice and build an initial relationship; introduce others in the meeting.	Turn on voice recorder; review the Student's Bill of Rights and Advocate's Role; read the reports out loud.	Get student's perspective; clarify aspects of the report; discuss the impact of actions on self and on community.
Outcome		
Review charges and inform students which charges they are Responsible / Not Responsible for; discuss the conduct outcome (status and conditions) assigned to the student; discuss the Appeal Process if necessary; follow up with students on any conditions they need to do.		

Conduct Outcomes

An important component of the conduct process is education. Conduct officers may assign or design responses to allow for education and reflection on a particular incident while promoting a safe and respectful community. Responses, which include statuses and conditions, emphasize accountability, emotional growth, conflict resolution, restorative values and campus safety. A refusal to comply with an assigned condition will result in further action, including a hold on a Student's account, a new hearing, or suspension.

Status

A status is meant to allow students to reflect on their behavior and the decisions they made that led to the finding of responsibility. A status indicates the Student's disciplinary standing with the university. Some statuses may exclude a Student from participating in various university activities.

Status with RIT	Description
Warning	Written notice to a Student or Student Organization that continued or further violations of any university policy, rule, or regulation within a specific period of time (not to exceed one calendar year) may result in an additional responses.
Probation	Probationary periods indicate that a Student or Student Organization is no longer in good standing with the university (this means the Students loses the ability to apply for some leadership roles on campus) and that further violations during the probation (not to exceed two calendar years) may result in extension of the probationary period, additional conditions, suspension or expulsion.
Suspension	Suspension is the immediate removal of the Student's affiliation with the university for a specific period of time, which includes exclusion from classes, university housing, and all other university activities. Suspended Students are not allowed to be on campus for any reason during the period of suspension and may be arrested for trespassing if found on university property.
Expulsion	Expulsion is a permanent involuntary separation of a Student from the university. Under typical circumstances, readmission is not possible.

Additionally, while Student Organizations may be placed on a status similar to individual Students, including Warning, Probation, and Suspension, several other statuses apply solely to Student organizations:

Social Probation. A Student Organization on Social Probation is not permitted to hold any organized social functions (e.g., parties) for a specified period of time.	Disaffiliation. Disaffiliation is a permanent involuntary process to revoke recognition of a university organization that has a charter.
---	---

Conditions

A condition is a response to provide the Student or Student Organization with experiences from which to learn. Any condition may be required of a Student or Student Organization, and may include the following:

Housing Probation	Removal from Housing	Counseling Referral
Reflection and Development Seminars	Educational Assignments (ie. research paper)	Substance Abuse Education / Evaluation
Letter of Apology	Meetings with Mentors	Community Restitution

For common responses to any Alcohol or Other Drugs policy violation, please refer to **Page 17**.

Holds on Student Accounts

A hold may be placed on a Student's account as a response to a Student who refuses to comply with the conduct process, fails to complete any of the assigned conditions, or in other appropriate circumstances. It may be applied in situations where there is a need to resolve a pending conduct charge, even in the case of an individual who was, but is not now, currently a Student.

Interim Suspension or Restrictions

This action assigned by the director of the Center for Student Conduct and Conflict Resolution, or designee, is a temporary suspension of certain rights or privileges during the conduct process. An interim suspension may be broad and all-inclusive or may be specific to a location and/or function to ensure the physical or emotional safety and well-being of members of the university community, the Student's own physical or emotional safety and well-being, or the preservation of university property, or safety and order on university premises. An interim suspension, interim removal from university housing, or other interim restrictions may be imposed before, during, or after the commencement of a conduct hearing, or during the appeal process. A Student or Student Organization subject to interim suspension or other restrictions will receive written or electronic notice of the suspension or restrictions imposed, as well as the notice of the process for resolving the interim restrictions. ***The interim suspension or restrictions will remain in effect until the conduct process is resolved.***

Note: Interim suspension means a student cannot go to class until the conduct hearing, so it is important for Advocates to check in and see how the student is spending their time.

Interim measures are rare, and used in specific situations such as Title IX cases (most commonly a No Contact Order in those situations), assault, driving under the influence, or selling drugs. Interim restrictions we might impose could be housing removal, housing relocation, housing restriction to a floor or room, a no contact order, or driving restrictions on campus.

Appeal Process

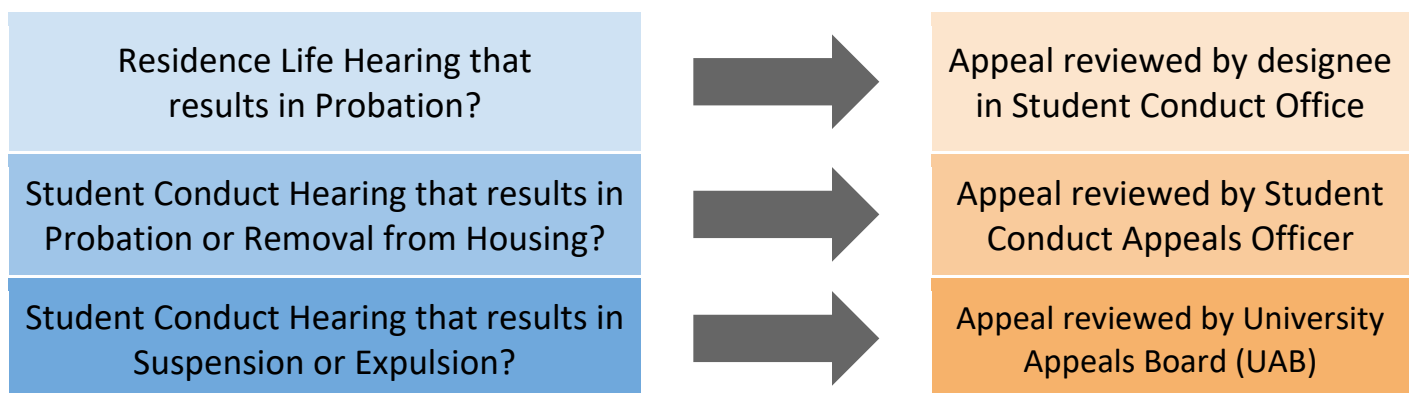
Student’s outcome letters include a link at the bottom to the [Conduct Appeal Form](#). Please note that Students who receive a Warning status will not see the appeal link since Students cannot appeal Warnings.

Students who appeal will have the option of keeping their Advocates from their conduct hearing if they had one; and if they did not have an Advocate, they can request an Advocate to help them prepare for the appeal process. When Students fill out the Appeal Form, it is critical to fill out all the details correctly, and to give a well-reasoned, in-depth explanation for their appeal.

It is important to remember that Students must address grounds of appeal. Appealing a decision does not mean there will be a re-hearing of the case. There are three criteria Students can base their appeal on. Students may select one or more of those criteria for their appeal.

Process error with conduct process	Outcome is severe and harsh	Student has new information
<i>Determining whether the hearing was conducted in accordance with the process of the RIT's policy and if such violation of the process substantially impacted the original outcome.</i>	<i>Determining whether the outcome is substantially disproportionate to the severity of the violation and/or cumulative conduct record of the student.</i>	<i>Considering new information which was not known, knowable, or available at the time of the original hearing that could substantially impact the original outcome.</i>

Additionally, there is an “Appeal Framework” outlined below with three “levels” of the appeal process that depends on what type of hearing it was and the outcome the student received.



For appeals that do not rise to the level of the UAB, Students may be asked to come to a meeting to discuss the appeal, otherwise they will get an email with a decision about their appeal - the original outcome may be kept, or modified to a new outcome.

Common Responses for Violations of the Alcohol and Other Drugs Policy

The responses listed below are intended to guide the process of determining the most reasonable outcome to potential violations of the Alcohol and Other Drugs (AOD) Policy. Each reported incident will be reviewed individually and an appropriate response will be assigned given the specific circumstances. In some cases, despite it being a first time violation, there may be a more serious response. Student organizations can also be assigned the same responses.

Alcohol Violations			
Behavior	First Violation	Second Violation	Third Violation
Possession/consumption of alcohol by an underage student Possession/consumption of alcohol by any student in the residence halls, Global Village, and Greek Housing Open container Fake ID Possession of bulk containers	Warning or Probation Educational condition Possible parental/legal guardian notification* (as permitted by applicable law)	Probation Alcohol and Other Drug Assessment and/or educational condition University housing probation Parental/legal guardian notification	Removal from housing Possible suspension Mandatory counseling intake Parental/legal guardian notification
Excessive drinking/ rapid consumption Transport to the hospital due to alcohol Serving, purchasing, or sale of alcohol to minors Hosting an on campus party and serving to minors, charging cover fees, or exceeding occupancy	Probation Alcohol and Other Drug Assessment and/or educational condition Possible university housing probation Parental/legal guardian notification	Removal from housing Possible suspension Mandatory counseling intake Parental/legal guardian notification	Suspension or Expulsion Parental/legal guardian notification
Driving while intoxicated Hazing	Suspension or Expulsion Referral to local law enforcement agency Parental/legal guardian notification		

Other Drugs Violations			
Behavior	First Violation	Second Violation	Third Violation
Possession/use of marijuana or other illegal drugs Possession of drug accessories (ie. bong, bowls, scales, pipes)	Warning or Probation Educational condition Parental/legal guardian notification	Probation Alcohol and Other Drug Assessment and/or educational condition University housing probation Parental/legal guardian notification	Removal from housing Possible suspension Mandatory counseling intake Parental/legal guardian notification
Transport to the hospital due to drug overuse	Probation Alcohol and Other Drug Assessment and/or educational condition Possible university housing probation Parental/legal guardian notification	Removal from housing Possible suspension Mandatory counseling intake Parental/legal guardian notification	Suspension Parental/legal guardian notification
Driving while under the influence / DWAI on campus Other serious behaviors such as selling or distributing drugs including prescription, over the counter, or illegal drugs	Suspension or Expulsion Removal from housing Referral to local law enforcement agency Parental/legal guardian notification		

Self Care Is Important!

The role of advocate can sometimes be an emotional process for both the student and advocate. Below are some ways to take care of yourself before, during and after the specific case you are advising. An easy self-check throughout the advocate or mentor process is recognizing your HALT (Hungry, Angry, Lonely, Tired) level and taking the appropriate self-care measures if you feel any of these things. Below is a chart of some self-care strategies you could practice when your energy level is low and you need to recharge.



Before meeting with the student, have your information regarding the conduct process ready so you know what information to cover with the student. Also prepare yourself emotionally to hear the student's story, which they may or may not share. It is not your job to do detective work by asking them details about the incident, but certainly ask how they are currently doing and how they are preparing themselves for the hearing. It is helpful to find out what other support the student has, including family, friends and legal support.

In providing for a student in these roles, you may experience some emotional reactions; some emotions like sadness or anger may seem natural, whereas you may have some reactions you did not expect. Being a supporter for a student accused of violating policy is sometimes a difficult task as you may have negative feelings for the student. Some things to keep in mind which may help your advocacy for the student: Don't take what they are charged with personally, educate yourself about the policies, understand your own feelings, and acknowledge the student's feelings.

Some common stress reactions include: increase or decrease in activity level, difficulty sleeping, numbing, irritability, anger, frustration, helplessness, physical reactions (headaches, stomachaches, etc.), anxiety and decreased social activities. Some extreme stress reactions are more serious and warrant support from a professional or your supervisor. These can include: confusion, demoralization, resignation, preoccupation of trauma experienced by the victim, depression.

After the hearing, depending on the outcome, the student may be very emotional; they will probably be emotional regardless of the outcome, but be prepared for what could be relief or what could be anger and resentment with RIT. Allowing the student to talk and making sure they have support after they leave you is important. You may have your own emotions after the outcome of the hearing, including relief, anger, or resentment; it is important that you discuss these feelings with someone. The Center for Student Conduct staff members are always willing to speak with you.

Various emotions may set in as the hearing or mentoring period winds down. This is a good time to engage in self-care. Activities that promote self-care include: getting adequate exercise, nutrition and relaxation, and planning for family/home/personal safety. Beneficial stress management tools include: practicing brief relaxation exercises during the workday, sharing upsetting emotional responses with a buddy, staying aware of limitations and needs, increasing positive activities, spending time with family and friends and limiting caffeine, tobacco and substance use.

Resources On Campus

Topic	Student Support Resources
Academic Support	Academic Success Center CSTEP Higher Education Opportunity Program Honors Program Multicultural Center for Academic Success RIT Libraries Spectrum Support Program Study Tool Kit (Time Management, Study Skills & Presentation Resources) Writing Commons
Campus Life	Center for Residence Life Dining Services Housing Operations
Career Guidance and Major Choices	Career Counseling Occupational Outlook Handbook Office of Career Services and Cooperative Education University Exploration
Conflict Resolution Resources	Ombuds Office Student Conduct & Conflict Mediation Services
Disability Support Services	Disability Services Office
Financial Aid / Billing Questions	Office of Financial Aid and Scholarships Student Financial Services eServices
Leave of Absence (LOA) Planning	LOA-Student Guide for Considering an LOA (pdf) Student Leave of Absence Policy D02.1
LGBTQIA+ Support	Center for Women and Gender Q Center
Mental / Physical Wellness	Student Health Center Counseling Center Center for Recreation and Intramurals and Wellness Instructional Program
Personal Development	Center for Campus Life Center for Religious Life Center for Women and Gender Clubs and Organizations Counseling Center Multicultural Center for Academic Success Q Center RIT Leadership Institute and Community Service Center
Public Safety	Public Safety Office
Registrar	GeneSIS Registrar
RIT Policies	Student Policy Library

Appendix

Student Bill of Rights


All Students can expect the Student Code to be administered in a caring, sensitive and supportive manner, and to be treated with dignity and respect by all persons involved in the conduct process. The Student Code will allow Complainants to utilize the Student conduct process unimpeded, free from intimidation and harassment, while maintaining the rights of the Accused. All Students have the following rights:

1. As citizens of the community at large, including but not limited to:
 - a. The right to be free in their persons, living quarters, papers, and effects against unwarranted searches and seizures;
 - b. The right to remain silent and to be provided with basic due process in disciplinary proceedings;
 - c. The right to privacy (in accordance with the Family Educational Rights and Privacy Act) regarding access to and disclosure of Student records; and
 - d. The right to freedom of association.
2. Freedom of inquiry, and expression, along with the right to participate in university governance and to maintain a Student press free from censorship.
3. To be informed of any risks involved in acting as human subjects for research activities conducted through RIT.
4. To receive information pertaining to the Student Code and appropriate referrals for information on the criminal process, where applicable.
5. To receive access to and information pertaining to available counseling assistance.
6. To receive access to assistance throughout the Student conduct process, including the ability to utilize the RIT Advocacy Program.
7. To have access to all information presented during any hearing held in accordance with the provisions of the Student Code, including information and testimony from witnesses.
8. To be informed, in writing, of the results of any hearing held in accordance with the provisions of the Student Code.

Example of Conduct Documentations

Public Safety Report

Below is an old PS report with the student's name redacted for privacy

 Rochester Institute of Technology Department of Public Safety CRIMINAL REPORT 61 Lomb Memorial Drive, Rochester, NY, 14623 PHONE: (585) 475-2853 FAX: (585) 475-5310											
LOCATION OF OCCURRENCE / ADDRESS B LOT						DATE / TIME REPORTED 11/06/2015 02:07		CASE NO. 154412			
CODE SECTION		CRIME				CLASSIFICATION		LOSS		RECOVERY	
FROM DATE/TIME 11/06/2015 02:07			TO DATE/TIME 11/06/2015 02:58			APPROVED YES		CASE STATUS Closed by Student Affairs			
ADDITIONAL CATEGORIES						ITEMS IN REPORT					
<input checked="" type="checkbox"/> ALCOHOL RELATED		<input checked="" type="checkbox"/> DRUGS INVOLVED		<input type="checkbox"/> SENIOR CITIZEN		<input type="checkbox"/> ARREST OCCURED		<input type="checkbox"/> SUPPLEMENT		<input checked="" type="checkbox"/> PICTURE/IMAGES	
<input type="checkbox"/> TRAFFIC RELATED		<input type="checkbox"/> GROUP/GANG INVOLVED		<input type="checkbox"/> WEAPONS INVOLVED		<input type="checkbox"/> DOMESTIC VIOLENCE		<input type="checkbox"/> FOLLOW UP		<input checked="" type="checkbox"/> PROPERTY/EVIDENCE	
COPIES TO											
<input checked="" type="checkbox"/> 1 STUDENT CONDUCT		<input type="checkbox"/> CLERY		<input type="checkbox"/> PARKING AND TRANSPORTATION		<input type="checkbox"/> DINING SERVICES		<input checked="" type="checkbox"/> GREEK AFFAIRS		<input type="checkbox"/> NO DISTRIBUTION	
<input checked="" type="checkbox"/> 2-RESIDENCE LIFE		<input type="checkbox"/> FMS		<input type="checkbox"/> LEGAL AFFAIRS		<input type="checkbox"/> 7-INTERNATIONAL STUDENT SEI		<input type="checkbox"/> 8-TITLE IX/CLERY		<input type="checkbox"/> WALLACE LIBRARY	
<input type="checkbox"/> 3-RISK MANAGEMENT		<input type="checkbox"/> ACADEMIC AFFAIRS		<input type="checkbox"/> PRESIDENTS OFFICE		<input type="checkbox"/> STUDENT ALUMNI UNION		<input type="checkbox"/> 9-CHIEF DIVERSITY OFFICE		<input type="checkbox"/> STUDENT EMPLOYMENT	
<input type="checkbox"/> 4-HOUSING OPERATIONS		<input type="checkbox"/> 8-HUMAN RESOURCES		<input type="checkbox"/> CENTER FOR WOMEN/GENDER		<input type="checkbox"/> 8-CHIEF DIVERSITY OFFICE		<input type="checkbox"/> GORDON FIELD HOUSE			
<input type="checkbox"/> 5-NTID		<input type="checkbox"/> INFORMATION SECURITY OFFIC		<input type="checkbox"/> ATHLETIC DIRECTOR		<input type="checkbox"/> GORDON FIELD HOUSE					
<input type="checkbox"/> OTHER		<input type="checkbox"/> EH&S		<input type="checkbox"/> STUDENT LIFE CENTER							
INV S1	NAME	SUFFIX	RACE	ETHNICITY	SEX	AGE	DOB	HT	WT	HAIR	EYE
SSN	DRIVER'S LIC. NO.		STUDENT ID		TYPE		STUDENT-HEARING				
ADDRESS TYPE	STREET NUMBER	STREET NAME		SUITE NUMBER	CITY	STATE	ZIP				
CAMPUS		Charters Way			Rochester	NEW YORK	14623				
PHONES											
CELLULAR:											
VEHICLE INVOLVEMENT											
YR	MAKE	MODEL	STYLE	COLOR	LICENSE	ST	EXPIRES				
	BMW										
ADDITIONAL											
VIN											
NDC INFORMATION											
DATE ENTERED	ENTERED BY			DATE CLEARED	CLEARED BY			DISPOSITION			
11/06/2015											
INV S2	NAME	SUFFIX	RACE	ETHNICITY	SEX	AGE	DOB	HT	WT	HAIR	EYE
SSN	DRIVER'S LIC. NO.		STUDENT ID		TYPE		STUDENT-HEARING				
ADDRESS TYPE	STREET NUMBER	STREET NAME		SUITE NUMBER	CITY	STATE	ZIP				
CAMPUS		Charters way			Rochester	NEW YORK	14623				
PHONES											
CELLULAR:											
NARRATIVE											
<p>On Friday 11/06/2015 at 02:07 hours while on a patrol of B-lot I observed two males smoking what appeared to be marijuana inside their vehicle. After making contact with the driver/owner [REDACTED], he admitted that he and passenger [REDACTED] were smoking marijuana. I asked the two to step out of the vehicle and to bring the marijuana with them. [REDACTED] and [REDACTED] were patted down for officer safety. [REDACTED] produced from his car a clear bong, a small red smoking pipe, a blue grinder and a bag containing a green leaf-like substance. [REDACTED] and [REDACTED] then completed their statement of rights and agreed to be transported to their residence at [REDACTED] Charters way to complete a room search. RC Ashley Meyer arrived and witnessed the two complete and sign a consent to search waiver.</p> <p>[REDACTED] willingly produced 17 cans of beer and two bottles of alcohol, [REDACTED] Produced 1 can of beer and three bottles of alcohol of which only one bottle had any liquid inside. I witnessed both dump all the alcohol in their bathroom sink. A search of their room and car failed to turn up any further contraband.</p> <p>[REDACTED] and [REDACTED] did not wish to complete a statement of fact, but both were very cooperative and forthcoming during the entire process. Stauffer and Rosati did tell me that they purchased both marijuana and alcohol off campus near the railroad tracks. They could not provide me with a name but did say that the person was a non-member.</p>											
REPORTING OFFICER JACOBS, TYLER				REVIEWED BY YAZBACK, ANTHONY				APPROVAL DATE 11/06/2015			
SIGNATURES				PRINT DATE AND TIME 11/06/2015 08:48		PRINTED BY WHITEHAIR, ELAINE		PAGE NO. 1 of 2			



Rochester Institute of Technology

Center for Student Conduct
and Conflict Resolution
44 Lomb Memorial Drive
Rochester, NY 14623-5604
V/TDD 585-475-5662

August 2, 2018

Jessica Ecock Rotondo
Sent electronically to jlevsa@rit.edu

PERSONAL AND CONFIDENTIAL

Regarding Case Number: 2017412101

Dear Jessica:

The Center for Student Conduct and Conflict Resolution has received incident report #18-0000 dated 8/1/18 from Public Safety which alleges that you were visibly intoxicated and smelled like marijuana while walking through your residence hall.

According to the information we received, the following policies of the RIT Standards of Conduct as listed in the [2018-2019 RIT Student Code of Conduct](#) may have been violated:

Your Charges

- Alcohol and Other Drugs: Other Drugs (Policy D 18, Standard 2)
- Alcohol and Other Drugs Policy: Alcohol (Policy D 18, Standard 2)

A student conduct hearing is necessary to resolve this issue. A hearing is an opportunity for all involved parties to meet with a hearing officer to determine what happened and if any RIT policies were violated. **Please review the following information in order to be prepared for your hearing.**

Preparing for Your Hearing

Scheduling the hearing.* The Center for Student Conduct and Conflict Resolution will schedule your hearing based on your class schedule. If you have any additional times when you are unavailable (due to a job, practice, or other student obligation), please fill out this [Hearing Time Conflict Form](#) no later than **August 8, 2018.

**Showing up to the hearing.* Show up on time to your hearing once it has been scheduled. If you do not show up for your hearing, it will be held without the benefit of your perspective. You will be notified of the outcome after your hearing has been completed. If you are outside of the Rochester area due to co-op or a leave of absence, etc., you can request a Skype hearing through the Student Request Form found below. You can learn how to use Skype [here](#).

**Reviewing communication.* Our office will utilize your student email to communicate with you throughout this process. It is your responsibility to check your email and read the letters sent to you.

Your Rights and Resources

****[Student Request Form](#)****. This link allows you to request any and all of the following items- we encourage you to complete this form within 48 business hours or your request may not be accommodated:

**Notification of the hearing.* You can expect your hearing to be held within a few weeks, and you will receive an email notification of the date and time.

**Advocate.* You have the right to choose an advocate. An advocate is a knowledgeable faculty or staff member whose role is to support you during the conduct process. They can meet with you prior to your hearing, as well as attend your hearing. A list of our trained advocates can be found [here](#). You can choose an advocate from the list or you can ask our office to connect you with one, utilizing the request form above.

**Copy of report.* A copy of the report and all available written documents are available through the Center for Student Conduct and Conflict Resolution upon your request.

**Pre-hearing.* A pre-hearing is a meeting with you and a hearing officer in order to review the conduct process and answer any questions before the hearing. You can see a video of a pre-hearing on our [pre-hearing website](#).
**

**Witness(es).* You may bring witnesses to your hearing, upon approval by the hearing officer. You need to notify the Center for Student Conduct and Conflict Resolution at least 3 days prior to your hearing of your witnesses names and email addresses. Only witnesses with direct information who are part of the RIT community are allowed to participate. Character witnesses are not allowed.

Helpful Information

**Audio/Video Recording.* All Center for Student Conduct and Conflict Resolution hearings are audio recorded. For NTID-supported students requesting video recording, please notify the Center for Student Conduct and Conflict Resolution at least 3 days prior to your hearing by emailing Tammy Brongo at tammy.brongo@rit.edu.

**Confidentiality.* The university will keep the report and investigation confidential to the extent possible and in compliance with applicable laws, rules, and regulations.

Resources.* The Center for Student Conduct and Conflict Resolution website may be a helpful resource to prepare for your hearing. We highly recommend reviewing the information at the following webpages before your hearing: [Student Bill of Rights](#), [Advocate Information](#), and [Hearing Procedures](#). **Given this report, there are campus resources you might find helpful, including: SAISD (Substance Abuse and Intervention Services for the Deaf), located on the second floor of the August Center (above the Student Health Center).

**Contact Information.* The Center for Student Conduct and Conflict Resolution is located in the Student Alumni Union 2460. Our email is studentconduct@rit.edu. Tammy Brongo can be reached at tammy.brongo@rit.edu or 585-475-5662.

If you have any questions about the process or RIT policies, please contact me or refer to the Center for Student Conduct and Conflict Resolution website at [RIT Student Rights and Responsibilities](#).

Sincerely,



Jessica Ecock Rotondo
Associate Director, Center for Student Conduct and Conflict Resolution

Others Who May be Attending the Hearing:
Public Safety
Center for Residence Life



Rochester Institute of Technology

Center for Student Conduct
and Conflict Resolution
44 Lomb Memorial Drive
Rochester, NY 14623-5604
V/TDD 585-475-5662

August 2, 2018

Jessica Ecock Rotondo
Sent electronically to jlevsa@rit.edu

PERSONAL AND CONFIDENTIAL

Regarding Case Number: 2017412101

Dear Jessica:

This letter is to follow up about the outcome of your student conduct hearing regarding incident #18-000. During the hearing on August 1, 2018, you were remorseful and described how your friend's car accident informed your decision to drink and smoke marijuana that night. You stated it was your first time using alcohol and marijuana at the same time and you were embarrassed and physically sick from the night. You let me know you have spoken with your mom and she is coming to visit you next weekend, which you are looking forward to. I have assigned a parental phone call and as your mother seems like a good support for you, I think it will be beneficial to discuss the incident with her in order to promote your success. You were placed on a warning which means you are in good standing with RIT, but please be thoughtful about your behavior and RIT policies.

The following determination has been made regarding the Standards for Student Conduct violation(s) for which you were charged:

- Alcohol and Other Drugs: Other Drugs (Policy D 18, Standard 2) -- Responsible

As a result, you have been issued the following outcomes(s):

Warning

Written notice to a Student or Student organization that continued or further violations of any university policy, rule, or regulation within a specific period of time (not to exceed one calendar year) may result in an additional response from the university. Warnings may require specific conditions to be completed. This warning will remain in effect until **February 6, 2019**.

Parental/Legal Guardian Contact

Per RIT policy, your parent(s) or legal guardian(s) need to call me to confirm they know the outcome of this hearing by no later than **August 8, 2018**. If I do not hear from them by that time, I will contact them directly and share what transpired during your hearing. I can be reached through phone: or email: studentconduct@rit.edu.

Please note: If the proper documentation confirming completion of your conditions has not been provided to the Center for Student Conduct and Conflict Resolution by the date(s) required, then a Conduct Hold will be placed on your account.

Appeals Process

Under the provisions of the RIT Student Conduct Process, warnings are not appealable.

If you have any questions concerning this letter, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Jessica Ecock Rotondo". The signature is written in a cursive style with a large initial 'J'.

Jessica Ecock Rotondo
Associate Director, Center for Student Conduct and Conflict Resolution
studentconduct@rit.edu