



Virginia Commonwealth University External Review Report

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Overview and Organization of Report

In the aftermath of the unfortunate death of Adam Oakes, Virginia Commonwealth University contracted Dyad Strategies to conduct an external review of the campus community to examine the University's oversight and support of campus fraternities/sororities specifically, and hazing culture on campus more broadly. It should be noted that the purpose of this review was not to investigate the death of Adam Oakes, nor was this review designed to investigate the culture of the former VCU chapter of Delta Chi. Rather, this review was designed to provide an assessment of the current state of the University's hazing prevention, investigation and adjudication efforts, the overall health of the fraternity/sorority community, the University's support of that community, and to provide feedback to the University regarding ways the fraternity/sorority community can be strengthened.

Prior to the campus visit, Dyad Strategies conducted a quantitative cultural assessment of the fraternity/sorority community. The results of that assessment are presented in full in Appendix 1. Next, the reviewers conducted a series of focus groups with students and a variety of campus stakeholders between April 27-28 as part of the review process. In addition to these meetings, the consultants evaluated a variety of documents, policies, and reports generated by the University in order to gain an understanding of the focus and priorities of VCU as it relates to the fraternity/sorority community. Specific policies reviewed include the Student Code of Conduct, the Student Organization Conduct Procedures Manual, the Special Provisions for Fraternities and Sororities, and the Social Event Registration Policy/Process. This report contains a summary of the reviewers' findings, followed by a series of recommendations related to those findings.

It is worth noting the context in which this report will be presented – specifically, the national conversation taking place around the future of fraternity and sorority life. In recent years, there has been a spate of alcohol or hazing-related deaths involving fraternity members across the country. Numerous colleges and universities have temporarily suspended all fraternity/sorority activities in wake of problems ranging from alcohol abuse to hazing to rampant allegations of sexual misconduct. Several national fraternities have begun conversations around alcohol-free fraternity housing. Several national fraternities have eliminated or significantly curtailed the pledging/associate member process. Fraternities and sororities have been lambasted in the press for violations of social distancing guidelines during the COVID-19 pandemic. While the death of Adam Oakes provides a powerful and emotional backdrop for this review, VCU is not alone in having to overcome challenges associated with the fraternity/sorority experience.

Executive Summary

The data gathered as part of this project demonstrate that the hazing culture at VCU is not dissimilar from the hazing culture on college campuses nationally. Hazing attitudes and motivation at VCU are similar to, and in some cases healthier than, the attitudes of students elsewhere. However, students and other stakeholders shared concerns that the hazing culture at VCU is not limited to Delta Chi and that Adam Oakes' death has caused many organizations to closely examine their traditions around new member socialization.

With regards to the social culture in the fraternity/sorority community, the data gathered suggest that the social culture at VCU is quite healthy relative to peer institutions. Fraternity members at

VCU self-report less alcohol consumption than their peers and place less emphasis on the social aspects of membership. Sorority members, on the other hand, report higher levels of binge drinking and overall alcohol consumption when compared to their peers. Our data also suggests that both fraternity and sorority members care less about the campus social hierarchy than their affiliated peers at other institutions, and the findings show that fraternity members at VCU have healthier attitudes about sexual assault (with significantly lower victim blaming scores) when compared to their peers.

Our review uncovered a number of areas of improvement in the manner in which the University manages and supports the fraternity/sorority community and in which the University investigates and adjudicates allegations of hazing. In particular, the organization misconduct process is confusing, lacks clarity, has no clear home and no clear lines of authority, and is simultaneously “managed” by multiple offices. Additionally, FSL at VCU has been beset by constant staff turnover and a series of “total resets” within the office. The most recent transition was further complicated by the challenges of supporting the fraternity/sorority community virtually during the COVID-19 pandemic. Our review seeks to explore and understand these challenges and to highlight a number of areas that, if addressed, will provide for a safer and healthier campus community moving forward.

It is generally considered a best practice that colleges and universities be either “all in” or “all out” in terms of their relationship with fraternities and sororities. In other words, it is preferable that a campus be either fully invested in their relationship with fraternities or sororities, or to completely sever their relationship with fraternities and sororities. VCU finds itself in the awkward position of being “half in” in their relationship with campus fraternities and sororities. VCU is invested in the fraternity and sorority community enough to make themselves aware of risk in the fraternity/sorority community, but not invested enough to fully manage the risk of campus fraternities and sororities, in particular the risks associated with unrecognized, off-campus housing. For example, VCU requires fraternities and sororities to register social events off-campus, but does little to monitor or control student behavior at these events. Generally speaking, it is the preference of the reviewers that a campus be “all in” in terms of their relationship with campus fraternities and sororities, and the report that follows is written from that perspective. However, a case could be made for the University to divest from its relationship with fraternities and sororities and take the “all out” approach. This approach would involve withdrawing recognition from campus fraternities and sororities (See “Statement on Fraternities and Sororities” at Santa Clara University) and providing no additional staffing, training, support or oversight for students who decide to join unrecognized fraternities and sororities. However, a word of caution – many campuses have taken the “all out” approach and come to regret that decision. On many of these campuses, fraternity/sorority life has continued to thrive without campus recognition, but the problems and challenges in those communities have been exacerbated by the lack of support and oversight. With this caveat in mind, this report, as appropriate, will provide options in terms of recommendations depending on whether the University chooses the “all in” or “all out” approach.

Findings and Recommendations

Finding #1 - VCU Not an Outlier, But Concerns About Hazing on Campus Abound – The data gathered in the surveys administered prior to the campus visit (and presented in detail in

Appendix 1) demonstrate that fraternity/sorority members at VCU have attitudes about hazing that are similar to and, in some cases, healthier than their peers nationally. Hazing tolerance and hazing motivation scores are at or below national benchmarks. As former members of Delta Chi did not participate in the survey, it is impossible to say with certainty whether or not they were an outlier in the community. However, qualitative data gathered suggests that Delta Chi had a history of behavioral challenges and suggests that, while not an outlier, they were a group in the community perceived by other community members as having a problematic culture of hazing. One chapter president shared “a lot needs to change.” When asked specifically about what needed to change, this chapter president responded that there was a “culture of binge drinking.” Another chapter president shared “Most leaders of most chapters wouldn’t let what happened to Adam happen in their chapters, but a lot of students just go with the flow and don’t know much.”

The fraternity and sorority community and the stakeholders at VCU understand that hazing is a broader national concern that extends beyond the borders of the VCU campus. Students expressed that most fraternities and some sororities have their own issues related to hazing, and a group that was fully free of any hazing would actually be the outlier on VCU’s campus. According to fraternity/sorority leaders who met with the reviewers, it was estimated that 30% of VCU fraternities are engaged in coercive behavior regarding forced or encouraged alcohol consumption among their new members. That estimate goes up to 65% -70% when expanding the definition of hazing to broader definitions of hazing (lineups, servitude, etc.). Across the board, students in the community shared similar beliefs that hazing is a problem in the fraternity community at VCU.

The most consistent concern expressed regarding hazing had to do with the role that alcohol plays in the socialization of new members. A chapter advisor candidly shared “we need to take a more serious look at traditions and the roll of alcohol and unsafe behavior in the new member process.” A fraternity president shared his concerns about an environment in which “people are encouraged to drink.” Students shared specific concerns about the role of alcohol on big brother night in many fraternity chapters. The students on campus that are not affiliated with fraternities or sororities, or once were but decided to resign their membership, shared their perception that hazing is typical at VCU and is happening “all the time.”

Recommendations Related to Finding #1

Update and Expand Campus Hazing Policy – Currently, hazing is only listed as a prohibited behavior in the campus student code of conduct. There is no comprehensive policy that broadly defines hazing or outlines the University’s procedures regarding the investigation and adjudication of hazing with registered student organizations (RSO’s) and/or university-affiliated groups (UAG’s), including varsity athletic teams. The development of a comprehensive, stand-alone university hazing policy is recommended. While a number of examples of such a comprehensive policy exist, attached to this report as Appendix 2 you will find the Dyad Strategies Model Hazing Policy. Regardless of the model the University chooses to use, a comprehensive policy should include the following sections:

- Definition of hazing (with references to applicable state laws)
- University jurisdiction regarding hazing
- Examples of hazing
- How to report hazing at University

- Procedures for investigating allegations of hazing
- Procedures for adjudicating allegations of hazing (including references to any other University codes or policies)
- A delineation between individual and organizational behavior
- A retaliation clause

Appoint Campus Hazing Prevention Coordinator – While a variety of campus committees charged with hazing prevention have existed at VCU over the years, no single person has “owned” hazing prevention or been responsible for guiding the work of these committees. The result of this lack of ownership has been an inconsistent approach to hazing prevention across the University that has waxed and waned from year to year depending largely on the priorities of the institution. In order to ensure a more consistent and intentional approach to hazing prevention on campus, the President should appoint a Campus Hazing Prevention Coordinator.

The Hazing Prevention Coordinator should be tasked with the following responsibilities:

- Chair and overseeing the work of a standing Campus Hazing Prevention Committee
- Ensure campus compliance with any state or federal laws related to hazing
- Ensure consistency in hazing prevention education to at-risk student groups across campus
- Ensure that all allegations of hazing are thoroughly investigated
- Provide adequate training for campus hazing investigation team
- Conduct annual audits of all campus hazing prevention efforts
- Conduct annual audits of all cases of reported hazing and their subsequent investigation, adjudication, and sanctioning
- Complete bi-annual climate surveys related to hazing attitudes and prevalence on campus

Develop and Implement Campus-Wide Hazing Prevention Plan – Once the Hazing Prevention Coordinator is established as the leader of the Campus Hazing Prevention Committee, he should direct that group in the development of a comprehensive campus hazing prevention plan. Elements of this plan should include:

- Prevention education framework targeting at-risk student groups
- Utilization of coaches, alumni advisors, national headquarters and other stakeholders as partners in hazing prevention
- Development and administration of campus hazing climate survey, using data to inform practice as well as social norming prevention education
- Development of hazing awareness/prevention messaging for new students and parents as part of summer orientation
- Creation of partnerships across campus designed to aid in hazing awareness and prevention

While a number of models exist regarding the development of a campus-wide hazing prevention plan, the most comprehensive resource is the Hazing Prevention Toolkit for Campus Professionals located at https://nccpsafety.org/assets/files/library/Hazing_Prevention_Toolkit.pdf

Work with Fraternity Community to Reimagine Big Brother Programs - The emphasis on family structures and the dangerous traditions that likely revolve around big brother night in

some chapters requires a partnership between the University and fraternity community leaders to reimagine the purpose, goals and structure of fraternity big brother programs. This should include conversations around the following:

- *Who serves as a big brother?* Currently, the role is typically filled by a sophomore. But if the point of a big brother is a mentor, is a sophomore ideal? Should the big brother role be played by an upperclassman, and would this serve a dual purpose of keeping upperclassmen more engaged in the chapter?
- *What training does a big brother receive?* If the big brother is to be a mentor and not just a drinking buddy, conversations around training big brothers on effective mentoring, expectations, and creating sense of belonging should be central to any reform efforts.
- *IFC/University joint policy around alcohol at big brother night* – The role that alcohol plays in big brother activity likely represents a substantial risk in many chapters. The University and IFC should work with fraternity chapters to develop parameters around the use/presence of alcohol as part of big/little brother activities.

Finding #2 - Lack of Cohesive, Coherent Philosophy/Policy/Procedures Regarding Student Organization Misconduct – The other significant driver of the challenges in the

fraternity/sorority community is a disjointed, inconsistent organizational conduct process that has no home and lacks transparency, all of which creates a perception of a lack of accountability in the community. Multiple contradictory policies make reference to student organization conduct (the Student Code of Conduct and the Student Organization Conduct Procedures Manual, in particular), and there is a wide range of opinions on campus regarding who owns, manages and oversees this process. There is confusion over a number of areas. For example, there is no clear opinion among staff whether or not “suspension” as outlined in the Student Code of Conduct applies to student organizations or just individual students. There is also confusion over whether or not FSL can issue an interim suspension during an investigation (the SOCPM defers these matters to the UCSA Director). According to multiple staff members, there have been numerous conversations over the years about the need for a coherent, consistent process, but “no definitive decisions have ever been made.” Conversations with the reviewers make it clear that FSL staff would prefer the process to live in Student Conduct, and Student Conduct Staff make it clear that they would prefer to remove student organizations from the Student Code of Conduct altogether and defer the entire process to FSL/UCSA.

In general, the conduct process for fraternities and sororities begins with the FSL office, as they are part of the University Commons and Student Activities (UCSA) as outlined in the Student Organization Conduct Procedures Manual (SOCPM). However, the policies are unclear on what protocol should be followed if, for example, the report comes into the Office of Student Conduct instead of USCA. According to the staff in the Office of Student Conduct, the general approach has been that cases begin with a preliminary inquiry in FSL, and then FSL will “organize a handoff” to the student conduct office in those cases that they feel need to be investigated “at a higher level.” There are no clear protocols on what types or levels of offenses should be investigated by the FSL unit, or when or under what circumstances a case should be “handed off” to the Office of Student Conduct. But, according to multiple staff members in both FSL and Student Conduct, there is no clarity regarding who will investigate any particular case or why.

The result is a lack of consistency in terms of who investigates cases, the manner in which they are investigated, and the promptness and thoroughness of any investigation.

Part of the reason behind the lack of consistency in the process has to do with the comfort level that the institution had with a previous FSL director managing the organization conduct process. According to one mid-level administrator in student affairs with long institutional knowledge, the senior administration were comfortable with a previous FSL director managing the fraternity/sorority conduct process, but the process has not operated smoothly since that staff member left the University. This feeling was echoed by current FSL staff, who shared concerns around the lack of clarity in the decision-making process. A former FSL staff member shared “there were a lot of pressure points. We had a fear of making a decision. Can I suspend an organization? There’s a lot of concern about due process. We were getting pushback from national headquarters. FSL shouldn’t be investigating and adjudicating. We’re always questioning whether we’re doing things right.”

In addition to a lack of consistency, there has been minimal training for the staff being asked to investigate alleged violations, including hazing. The Director of Student Conduct was not aware of any specialized training that her staff had received regarding hazing investigations. Current FSL staff report being asked to investigate cases while receiving no training related to hazing investigations.

All of this has led to a perception among students and stakeholders that organizations are rarely held accountable for misbehavior. This perception is at least somewhat grounded in reality. When asked how many groups had been found responsible for conduct violations in the last five years, a staff member in the Office of Student Conduct shared “no more than you can count on one hand.” Another staff member lamented that the process takes several months while chapters are on interim restrictions/cease and desist orders, but these interim restrictions often result in failed investigations and no accountability. This has also led to a lack of trust between the fraternity/sorority community and the FSL staff. The high level of involvement of FSL staff in the misconduct process distracts from the need for them to build positive relationships with students and advisors in order to move the community forward.

Recommendations Related to Finding #2

Develop and Implement Separate Organizational Misconduct Policy – The University currently has conflicting and unclear policies and procedures regarding how allegations of misconduct involving RSO’s and UAG’s will be investigated and adjudicated. Instead, the University attempts to graft organizational misconduct onto the individual student code of conduct, but the process lacks clarity and consistency. The University should develop a separate policy outlining how allegations of misconduct involving RSO’s and UAG’s will be investigated and adjudicated. Again, while a number of examples of such policies exist, attached as Appendix 3, please find the Dyad Strategies Model Policy for Student Organization Conduct.

Invest in Hazing Investigation Training – The University currently has no employees who have received any specialized training related conducting hazing investigations. In order to adequately and thoroughly investigate all claims of hazing, the University must invest in creating and training a hazing investigation team. This team should be cross-disciplinary group representing a diverse collection of University faculty and staff, and should be trained on proper

investigative techniques, questioning strategy and collusion. Given recent and pending changes to various state hazing laws, this trained team should also include campus police.

Once this team is trained and established, the FSL staff should be removed from the investigative process for allegations involving fraternities and sororities. This will allow them to focus on building positive relationships with students and promoting a more positive culture within the community without being perceived as the “bad cops” when becoming involved in hazing investigations.

Finding #3 - History of “Total Resets” in FSL with Inconsistent Transitions Between FSL Administrations – One of the significant drivers of the challenges in the fraternity/sorority community at VCU has been the revolving door ushering new staff in and out of the FSL office. Over the past five years, there have been two “total resets” within the FSL office; transitions during which the entire FSL staff turned over within a six-month period. While VCU is not alone in having high turnover in the FSL Office (a recent study by the Association of Fraternity/Sorority Advisors found that most professional FSL advisors have been in their current roles no more than 2-3 years), VCU is unique in that this turnover has come in waves, with many staff members departing within months of one another. These transitions were also lengthy – most recently, there was a gap of nearly an entire year between the departure of the most recent FSL associate director and the incumbent. During this time, the primary employee in FSL was a graduate assistant operating with the assistance of staff members from other units with experience in fraternity/sorority life. As one divisional employee shared, “there has just been constant turnover. It makes it hard to take on long-term projects. We’re constantly reinventing how we do things.”

Exacerbating the challenges associated with these total resets, transitions between FSL administrations have lacked structure and have failed to produce continuity. Current and former FSL employees shared similar frustrations with what they perceived as inadequate onboarding experiences. These frustrations included a lack of information about existing programs/structures, a lack of training, having to form their own network with limited support, and a feeling of “always starting from scratch.”

The challenges associated with the most recent transition were exacerbated by the onset of the COVID-19 pandemic. New coordinators were hired in January 2020. Two months later, the pandemic hit, all priorities shifted away from the development of programming and harm reduction initiatives into navigating the pandemic. All campuses struggled with this transition, and VCU was no exception.

This constant turnover has resulted in a dearth of consistent training, education, harm prevention programming and other forms of support for the fraternity/sorority community. Once successful or popular educational programs or initiatives are no longer offered. Chapter leaders and advisors perceive an acute lack of support from the University. Chapter leaders do not see value in their relationship with FSL. Even seemingly small tasks, like properly and accurately managing rosters, has remained a challenge for staff due to the lack of consistent approaches over the last five years. In the words of one staff member “everything is much harder than it needs to be.” As noted by a long-time chapter advisor “over the last few years, even the simplest things to make chapters successful weren’t happening...basic things...all of the burden still exists, but none of the support is there. If we can’t get past basic operations, we’ll never get to a point where we’re moving the entire community forward.”

Finding #4 - FSL Staff Feel Disempowered – During a focus group with chapter advisors, one advisor insightfully mused “I wonder if the FSL staff feels empowered. Do they know what they can and cannot do? Sometimes it feels like they don’t have the answers to be able to communicate and they’re just stuck in the middle.”

The FSL staff does not feel empowered. They express feeling great sense of confusion over the decision-making process. Staff explained that they are often placed into a position to make critical decisions on behalf of the University but have not been provided training, guidelines, or expectations surrounding that decision-making process. Then, once decisions are made, they feel that those decisions are scrutinized by senior-level administrators.

Because of this disempowerment, students and advisors report that even the simplest of questions to the FSL staff can take days to get answers. Because of the unclear direction and the fear of scrutiny, FSL staff feel that many decisions need to be cleared by those in the chain of command, which takes time. An advisor observed that “staff are stuck in the middle of the process with no authority, they never have answers because they are always waiting for someone above them to give them answers.” Students shared similar frustrations, reporting that FSL staff frequently tell them they will have to “get back to them later” when asked a question about policy or procedure.

Finding #5 - Poor Communication between FSL, Students, Advisors - The complaint offered most frequently by students and advisors is the lack of communication coming from the FSL office. The reviewers met with several groups of student leaders during the course of this review – every single one of them mentioned poor communication as one of the first and most critical issues impacting their ability to lead their fraternity/sorority chapters. This was also a central theme in our conversation with chapter advisors, with one noting “it is hard to get answers. We go days...sometimes weeks without getting responses to emails back if they ever get returned at all.” A chapter president noted “communication is bad. Lots of last-minute notice, bad organization.” Another chapter president shared “it’s ridiculous how poor the communication is.”

While an overall lack of communication was the most common theme, a secondary theme was the rushed/last-minute nature of much of the communication received from FSL. Students reported receiving emails with mandates from the FSL office, but not being provided enough time to successfully complete these tasks in order to remain in good standing with the office. One student shared that “students are doing what we can, but the staff and the systems of requirements are not coming together to help us.” Students shared their frustration over being placed on a “cease and desist” for extended periods of time and being unable to get any communication response regarding what was necessary in order to return to good standing. The students articulated that the majority of the communication they get from the office is in the form of either a directive or a notice they are in some kind of trouble and then they struggle to get responses when they reach out for help. The existing communication structure is one-sided and lacking in both consistency and frequency.

Finding #6 - “A Lot of Paperwork” and Lack of Education/Training/Programming from FSL - Chapter leaders shared their frustrations of feeling that they spend a great deal of time doing paperwork without receiving much support from FSL. This feeling was best expressed by a chapter president who shared “I’m always filling out lots of documents, but they don’t do anything to make our lives easier.” Students and advisors feel the expectations surrounding required paperwork are not clear and change too frequently. Advisors shared frustrations over

not being able to access the Rams Connect online portal to view forms and submissions. Advisors explained that they would assist students in completing requirements if they were made aware of expectations and timelines set forth by the office, but they often feel left out of the loop. Students reported that most of the requirements set forth by the office are unrealistic and impossible to complete successfully.

One student summed up the concerns of required paperwork by stating “The staff tells us if we don’t do something we will be in bad standing, but they don’t understand that it’s just too much to accomplish on their timeline.” Students shared frustrations over the event registration process, the accreditation process, roster management and service hour reporting as all being overly complex and there not being a feedback loop in which they can get timely responses when questions arise. One chapter leader shared that, after submitting required documents related to his chapter’s academic standing/probation, it took three months before he heard anything regarding an update to his chapter’s status. Student leaders from MGC and NPHC groups, which are typically smaller in size, shared that “we can’t even cover all of the basic requirements thrown at us...forms...documents...they expect a lot from us, but we get the bare minimum from them.” Another MGC chapter president shared “the chapter standards packet gives me a headache.”

This focus on documentation/paperwork is coupled with a lack of programming or training designed to add value to the fraternity/sorority leadership experience or to promote a more positive fraternity/sorority culture on campus. The President’s Retreat hosted by FSL focuses largely on compliance. Monthly president’s luncheons are focused largely on compliance and upcoming deadlines. Beyond these initiatives, there is no additional leadership development or added value from VCU for chapter presidents. Furthermore, there is no training for any other chapter officers. New member educators receive no training from VCU. Standards and accountability chairs receive no training from VCU. Beyond chapter presidents and governing council officers, there are minimal touchpoints with any other students in the fraternity/sorority community.

Finding #7 - Governing Councils Lack Clarity of Purpose, Connection – The fraternity/sorority governing councils at VCU (IFC and Panhellenic, in particular) lack a clarity of purpose and an awareness of their role within the community. Because of this, they feel disempowered to provide accountability or push for positive changes within their communities. Both fraternity and sorority leaders described IFC and Panhellenic as “an extension of the FSL office,” but they are not provided with the training and guidance to serve in that capacity. Chapter leaders expressed that the council officers appear disorganized and uninformed about what is happening at the university. This leaves council officers in a position of learning critical information at the same time as the chapters they are expected to be leading and assisting. The council leaders are not provided with a formal training or transition process. The goal setting process for governing councils was described by council officers as ‘informal’ and not overseen or tracked by an advisor. Because of this, council officers find it difficult to take ownership of their respective organizations.

Across the board, council meetings are poorly attended and chapter leaders share that they do not offer relevant content or information that chapters need on a weekly basis. MGC expressed that is difficult to even fill vacant roles on the council executive board as people do not view the council roles as important as serving their individual chapters. The primary reason chapters

attend council meetings is to get updates about recruitment and intake. One advisor shared that for multiple weeks in a row CPC council officers had no reports to offer during council meetings.

Within the community there appears to be minimal effort given to fostering or cultivating relationships among and between the four councils. Each council operates more or less independently and there is no cohesion among officers from the various councils, nor is there sense of being part of a broader community.

Recommendations Related to Findings 3-7

This series of recommendations wildly differ depending on whether the University decides to take an “all in” or an “all out” approach to fraternities and sororities on campus. An all-out approach would involve the University issuing a policy statement indicating that they do not recognize or support fraternities or sororities on campus and disassembling the current FSL office.

The recommendations that follow are reflective of the “all in” approach.

Restructuring of Roles, Responsibilities and Time Investments for FSL Staff – Our review revealed that the FSL staff spends a disproportionate amount of time (approximately 35-40 percent by their estimation) advising/supporting governing council officers and involving themselves in the conduct/investigation process. Relative to the impact that governing councils have on the greater fraternity/sorority community, and based on the fact that the involvement of FSL staff in the conduct process has damaged their relationship with students/advisors, the time and energies of the FSL staff should be reimagined. This realignment should include the following:

- *Development of and alignment of effort with strategic priorities* – The FSL unit currently operates without a set of overarching strategic priorities. As a result, the efforts of FSL staff are disjointed, lack a cohesive focus, and appear to be based on the personal areas of interest of staff members instead of being aligned with any overarching strategic goals.

The FSL unit should utilize the findings of this report, including the data from the quantitative assessment in Appendix 1, to develop a set of 3-5 strategic priorities. Once these priorities are established, all FSL staff efforts (programming, advising, chapter goal setting, etc.) should be designed around advancing these priorities.

Once these strategic priorities are identified, the FSL unit should develop and implement an ongoing assessment plan to understand, over time, the impact that their efforts have in moving the needle in each strategic area. Each strategic priority should be mapped to one of more of the outcomes measured in Appendix 1. The current data gathered and reported in Appendix 1 will serve as baseline data. All efforts of the FSL staff moving forward should be mapped to one or more of the strategic priorities, and future assessment efforts should be designed to measure and understand the impact of these efforts.

- *Less time supporting council officers, more time supporting chapter officers* – FSL staff report spending a significant amount of time supporting councils and council officers whose impact on the community, according to chapter leaders, is negligible. Less time

should be spent in one-on-one meetings with council officers and chapter presidents, and more time should be devoted to supporting chapter officers in group settings. Instead of time spent advising councils, time should be spent advising and supporting “pods” of various chapter officers. While the specific time spent in this area should be driven by new strategic priorities, the FSL staff should be having bi-weekly training/roundtable meetings with recruitment chairs, new member educators, accountability/standards chairs, brother/sisterhood chairs, and other chapter officers that are critical to advancing FSL strategic priorities at the chapter level. Governing councils should only meet in person on a bi-weekly or monthly basis to handle council-level business – the time saved by this change should go to supporting student leaders in these leadership pods.

- *Recruiting, coaching, supporting chapter advisors* – Additional time should be devoted to the recruitment, training and support of chapter advisors. Currently, the only advisor engagement consists of an advisor newsletter and being copied on email messages to chapters. There are no roundtable meetings, no training or education, and no support. In addition, there is disparity among the number, quality, and level of engagement of advisors between chapters. Some chapters have a group of highly engaged advisors. Other chapters have advisors-in-name-only who have infrequent contact with the chapters they advise. Even in those chapters with ample advising, there is a lack of understanding on the part of advisors related to what their roles should be within the organization.

Ultimately, the success of the fraternity/sorority chapters at VCU is largely dependent upon the quality of advising that each chapter receives. Currently, there is a wide disparity from chapter to chapter in terms of the quality and quantity of chapter advisors. The FSL unit, in conjunction with the alumni relations department, should establish a departmental KPI that each fraternity/sorority chapter will have a gold standard of five (and no less than three) chapter advisors and that those chapter advisors have received adequate training from both the University and their respective national organizations. The College should promote and recruit advisors into a consistent, five-person chapter advisory team model, incorporating the following positions:

- Primary Advisor – overseeing advisory team and advising chapter president
- Financial Advisor – support chapter treasurer and serve as liaison to University for housing/financial related issues
- Membership Education Advisor – support chapter new member educator in development and implementation of new member education program and other chapter educational and brother/sisterhood programs
- Recruitment Advisor – support chapter recruitment chair in development and implementation of chapter’s recruitment program
- Faculty/Scholarship Advisor – support chapter academic/scholarship chair in development and implementation of chapter academic improvement initiatives

Once chapter advisors are identified and recruited, a comprehensive communications and training plan should be developed. Chapter advisors should meet (in person or virtually) as a group at least twice per semester, and should receive electronic

communication from the FSL unit on a regular basis.

The College should also develop a comprehensive training schedule for chapter advisors. Elements of this training should include, but are not limited to:

- Topics related to diversity and inclusion
 - Relevant college policies and procedures
 - Current research on student development/trends with post-millennial/Gen Z students
 - Topics related to new member socialization, sense of belonging, and hazing prevention
 - Coaching skills
- *Intentional efforts to boost accountability at chapter level* – Currently, many problems within the community stem from what students and advisors describe as a lack of internal accountability within their chapters. This is consistent with a growing body of national research suggesting that post-millennial students struggle with confrontation and conflict resolution, two skills critical to effective peer-to-peer accountability. Working with chapter leaders and advisors to develop and implement formal and informal systems of accountability within fraternity/sorority chapters, assisting chapters in developing KPI's related to internal accountability, develop incentives for chapters who achieve certain KPI's related to internal accountability, and providing training for new members around healthy conflict and confrontation should be all be a top priority for the FSL staff.
 - *Creation of Sense of Community* – Fraternity/sorority members from all councils lamented the lack of community within the fraternity sorority “community.” The FSL staff should invest time and energy into building relationships among and between chapter leaders, council officers, and chapter advisors. Students report feeling “trapped in a bureaucracy” that focuses more on reactive compliance than the promotion of relationships that would allow for proactive accountability within and between fraternity/sorority chapters on campus. This inter-chapter accountability can only happen with chapter leaders know one another and have comfort levels discussing issues.
 - *Investments in Health and Wellness, Peer Education* – Students identified “the need for our chapters to be able to have serious conversations about our culture and what we’re doing” as a top priority. Creating synergy between FSL and Health and Wellness to build a programming structure aimed at improving the health of fraternity/sorority members should be a priority moving forward. Elements of this programming structure should include:
 - Peer-led conversations about hazing
 - Alcohol/Other Drug (AOD) peer education
 - Mental health peer education
 - Development of chapter group sessions based on need
 - Development of alcohol dependency recovery groups/programs
 - Title IX/sexual assault prevention education

Director of Fraternity/Sorority Life as “Greek Life Expert” on Campus – Given the youth and relative inexperience of the current FSL staff, VCU should conduct a national search for a

Director of Fraternity/Sorority Life. Ideally, this position would be filled by someone with at least 5-7 years of experience working directly in fraternity/sorority advising.

Once a Director of FSL is hired, the FSL unit should be removed from its current place in the organizational structure. This recommendation is based not on any critique of the current leadership of the student union (where FSL currently lives), but rather out of a need to strategically realign FSL as an experiential learning unit instead of a student activities unit. Ideally, the FSL director would report to an AVP-level manager with oversight for other experiential learning units (career services, leadership development, service-learning, student government, study abroad, etc) under one large department focused on providing students with opportunities to “learn by doing.” Once thus aligned, the focus of FSL can shift towards the addition of value to the fraternity/sorority experience through leadership development opportunities, service-learning opportunities, and professional development opportunities.

Finding #8 - Lack of Consistent Policy Enforcement in Neighborhoods with Fraternity Houses – One of the significant challenges associated with fraternity/sorority social culture at VCU is the prevalence of unofficial, unrecognized fraternity houses spread throughout the neighborhoods surrounding campus. Because of their unofficial nature (generally, houses are rented by upperclassmen and “passed down” within chapters from year to year), a lack of structured alumni house corporations, difficulties establishing positive relationships with landlords, and an inability to get students to update their local addresses from year to year, knowing who lives in these houses at any given time has proven to be a challenge for VCU, even though VCU Police track the addresses and incidents occurring in these houses in their database. This makes accountability for what goes on in these houses especially difficult.

VCU has a clear philosophy regarding how it approaches behavioral concerns in these off-campus facilities. That philosophy would be best expressed as “if we are made aware of it, we will do our best to address it.” However, VCU is rarely made aware of these issues, and when they are, the convoluted organization misconduct process makes it difficult to hold groups accountable. This perceived lack of accountability causes town and gown strain between the University and the neighborhood associations surrounding campus. The reviewers met with leaders of these neighborhood associations. This tension was best articulated by the head of one of the neighborhood associations, who shared “generally we know it’s better to call VCU police if we know it’s a VCU issue because Richmond PD generally have better things to do than respond to noise complaints, but we can’t always depend on VCU to address the issues because they seem non-responsive. The relationship doesn’t work without accountability.”

In years past, the VCU Police Department has taken a more proactive role in community policing in and around the neighborhoods where a majority of students live. This role once included a “party patrol,” which was a joint VCUPD/RPD patrol that was partially funded by the city and the Fan District Association. The program was discontinued after funding was eliminated. While the VCU Police Department enjoys expanded jurisdiction to respond to off-campus incidents, they do not typically patrol these areas and generally only show up to off-campus student housing if responding to a neighborhood noise complaint that comes directly to them or if called in for assistance by the Richmond Police Department. The result is a general lack of engagement with and oversight of the students and social activities happening in these neighborhoods.

Finding #9 - Disjointed Social Event Policies/Registration Process - A primary risk factor for the fraternity/sorority community is the lack of structure surrounding the hosting of social events with alcohol. The existing process to register social events is rarely utilized by organizations and students and staff alike are unclear on the purpose of registering events. Even when events are registered, the University exercises little oversight in the locations where these social events take place. At least part of this can be explained by the fact that the new process was launched only a few weeks prior to the COVID-19 lockdowns. Regardless, students remain confused about the nature of the review/approval process when they do submit an event registration. There is no feedback loop when a form is submitted that engages the students in a dialogue about the planning or execution of a safe event. There is tremendous confusion about the process. For example, the FSL staff indicated that any event with a 'theme' should be registered, but students do not share this same understanding. Students have some level of awareness that they are supposed to register events with alcohol, yet the FSL staff shares that very few events are registered. Unregistered social events are common, and there are few, if any, mechanisms in place to provide accountability for groups hosting unregistered events.

There are also no clear policies outlining expectations for social events. Students shared that some organizations strive to follow the guidelines set forth by their inter/national headquarters but other groups see events as 'unofficial' as they are not registered with the FSL office and therefore do not feel the need to follow their national policies for events with alcohol. Compounding these issues is the lack of formal training for chapter social or risk management chairs that outlines expectations, policies, procedures or crisis management for social events.

Recommendations Related to Findings 8-9

The recommendations in this section vary significantly depending on whether the University chooses to adopt an "all in" or an "all out" approach to managing fraternities and sororities on campus. If the University decides to take an "all out" approach, it should discontinue the social event registration process for off-campus social events, limit the jurisdiction of the student code of conduct to those behaviors occurring on campus, and ensure that no policy or procedure involves University staff exercising any discretion over or responsibility for student behavior occurring in off campus, unrecognized fraternity sorority houses.

On the other hand, if the University takes an "all in" approach, a number of steps should be taken in order to exert more influence over social culture and student behavior in these off-campus houses. Our recommendations here represent a long-term strategy aimed at formalizing the University's relationship with off-campus fraternity/sorority houses. Specifically, we recommend the following:

Address Social Culture at Off-Campus Houses – Underlying the hazing culture at VCU is the social culture in student housing on the perimeter of campus. In order to fully and effectively address the hazing culture on campus, the social culture in these off-campus satellite houses must simultaneously be addressed. In order to accomplish this, we recommend the following:

- **Expanded MOU Between VCU and Richmond City Police** – The current MOU between campus and city police is narrowly tailored as a mutual aid agreement and information-sharing agreement and provides VCU Police with expanded jurisdiction to respond to issues in off-campus areas. As such, it fails to fully capture the need for a proactive police presence in the neighborhoods where the majority of student social events are

taking place. The MOU between VCU Police and the City of Richmond Police Department should be expanded to include the following:

- The establishment of a joint fringe patrol unit that patrols the identified campus fringe in order to establish an increased police presence in these neighborhoods. While there are several examples of these types of units, the gold standard for campus police fringe units is the partnership between the University of Alabama Police and the Tuscaloosa Police Department.
 - The establishment of community-oriented policing standards for this campus fringe. These standards should include the identification of the houses that are primarily used as satellite houses for on-campus groups (fraternities, varsity athletes, club sport athletes, etc.), the development of relationships with both the owners and residents of these properties, and increased patrols around these properties.
 - Regular communication and meetings with the neighborhood associations in which fraternity/sorority houses are located.
- Better Education, More Clarity Related to Social Event Registration Requirements – VCU requires that student organizations register any social events off-campus, but this policy is vaguely understood and rarely enforced. The University should develop social event registration policies and procedures that clearly identify what constitutes a sponsored social event and requires the registration of social events on and off campus. This policy should be strictly enforced, and the established penalties for hosting unregistered social events should be severe enough to promote compliance with the registration requirements. Elements of this policy/process should include:
 - Time, location, and estimated attendance at event. Estimated attendance should be consistent with fire-code limitations established for all properties on and off campus. If an event space does not have an established fire code limitation, the University should work with the local fire department to establish one for any property at which a social event is to be held.
 - A thorough description of the event, including the manner in which alcohol will be present/provided/monitored, the manner in which access to the event will be controlled, the manner in which the guest list will be maintained and by whom, the identification of an appropriate ratio of sober party monitors
 - Notification of campus/city police that the event will be taking place.
 - Establishment of security requirements for off-campus events that are anticipated to be of a certain size
 - Strict prohibition on hard alcohol/distilled spirits over a certain ABV unless provided by a licensed third-party vendor
 - Regular risk/event management training for social chairs, risk management chairs, sober party monitors and other group representatives as deemed appropriate
- Work Towards Establishment of Recognized, Off-Campus Houses – In the current model, the off-campus houses that fraternities (and to a lesser extent, sororities) use are not formally recognized as fraternity/sorority housing by the University or chapters' inter/national headquarters. Rather, they are rented by a handful of residents and passed down within the organization from year to year. The unofficial nature of these houses creates significant challenges with management, accountability, and support. Some have letters on them (Delta Chi did, for example), while many do not. Some are

recognized as fraternity chapter houses by inter/national headquarters (Pi Kappa Alpha, for example), but most are not. The University should take steps to incentivize fraternity/sorority chapters on campus to formalize their housing situations through the establishment of recognized, off-campus houses. In doing so, the following steps should be taken:

- Update Special Provisions for Fraternities/Sororities document to require any fraternity or sorority that has been on campus for 10 years or more (providing an exemption to culturally-based groups or groups with less than 10 active members) to have an alumni housing corporation registered in the Commonwealth of Virginia.
- Update Special Provisions for Fraternities/Sororities document to require chapters to provide an annual housing update with the following information:
 - The address and the names of residents of the chapter's off-campus house(s) (if applicable)
 - The names and contact information of the house corporation board (if applicable)
 - The name and contact information of the landlord/owner of any off-campus house if not a registered house corporation (if applicable)
 - Proof of insurance that would cover (at minimum) replacement cost (fair market value) plus any lost revenue from severe claim
- In 2-3 years, update social event policies to require that registered social events may not take place in any off-campus facility zoned as a single-family home if that facility is not owned/rented/managed by a registered house corporation.
- Partner with firm that specializes in fraternity/sorority alumni development/fundraising/capitol campaigns (Pennigton and Company, for example) to provide support for interested chapters/house corporations to engage in fundraising campaigns to raise money towards the purchase/construction of off-campus fraternity/sorority housing.

Finding #10 - For Most Fraternity/Sorority Chapters, Experience Revolves Primarily Around Social Aspects of Membership - The perception that the fraternity/sorority experience at VCU revolves primarily around social aspects of membership is widely shared by students, parents, alumni and local community members. The reviewers heard from parents who are themselves passionate alumni of fraternities/sororities whose students did not join organizations at VCU because the organizations “don’t provide anything other than parties, and my kid gets a way better experience elsewhere on campus.” The experience of joining an organization is marketed as one that will provide social opportunities and friendships and thus is attractive to students seeking that experience. Multiple stakeholders mentioned how the promotion of the fraternity and sorority experience lacks any depth or dynamic outreach to high-achieving students. The experience is not being highlighted as one that is developmentally valuable or transformative, merely a social outlet. A fraternity chapter advisor lamented the percentage of “always joiners” going through the recruitment process – young men who are primarily interested in the social aspects of fraternity membership.

At least some of this can be explained by the role that alcohol plays in the recruitment process, particularly with prospective IFC fraternity members. A fraternity rush chair shared “everyone

drinks...the kids going through recruitment want to drink and chapters want to show them a good time.” A student shared his perception that the best way to join a fraternity was to “go to a few parties...hang out...get to know the guys.”

This issue appears not to be isolated to campus fraternities. The quantitative data gathered in our survey suggests that fraternity members consume alcohol at rates similar to their peers at other institutions, and that sorority members at VCU self-report higher levels of alcohol use compared to their peers.

Recommendations Related to Finding #10

Revamp and Extend the Fall Recruitment Process - The recruitment process at VCU, and the pipeline of students joining fraternity chapters, must be overhauled in order to ensure the long-term success of the fraternity community. The current early Fall recruitment timeline imposes limitations on who joins and attracts primarily those students interested in joining for social reasons.

VCU should work with the fraternity community to transition to an informal, delayed recruitment process taking place over an extended period of time during the Fall semester. By allowing fraternities a longer period of time to meet and connect with prospective members on campus, the pool of prospective members will grow. Furthermore, this change would allow fraternities to seek out and recruit those students who may not otherwise be interested in joining a stereotypical fraternity experience.

If coupled with a freshman Early Alert program similar to those utilized at other institutions (see UAB, for example, at <https://www.uab.edu/faculty/teaching/early-alert>), a delayed recruitment process could simultaneously address two challenges – expanding the recruitment pipeline to be more inclusive of students who may not typically join fraternities, and ensuring that only students who are academically prepared are joining fraternities. The recruitment process should be scheduled such that “bid day” happens approximately one month into the semester, after faculty have submitted early alert grades for new students, and only those students above a certain GPA (2.0 – 2.5) would be eligible to join a fraternity.

A new recruitment model should incorporate the following features:

- Continuation of the opportunities for fraternities/sororities to meet with incoming students during summer orientation
- A formal “meet the Greeks” event early during the Fall semester and the generation of a recruitment database of those students who express interest in fraternity recruitment
- A partially structured, informal process taking place over a period of several weeks, in which fraternities are able to table on campus, host recruitment events, and meet with interested prospective students
- The University, in coordination with IFC leaders and chapter advisors, must stake out a stronger position on the role of alcohol in the fraternity recruitment process. Policies related to the elimination of alcohol should (whether University, or IFC, or both) should include the following elements:
 - Designation of any event at which prospective members will be present as a recruitment event

- Strict prohibition on alcohol being present or served at any recruitment event, with clear and established outcomes for chapters who violate this policy
- A new member process that begins approximately one month into the semester (mid-September), lasts no more than six weeks, with new members initiated by early November.
- The Panhellenic recruitment process should follow the guidelines laid out for Partially Structured Recruitment in the NPC Manual of Information.

Strategic Expansion of Fraternity Community, Targeting Groups with Substance Free Housing Policies - Beyond changes to the recruitment process, the University should begin a long-term process of expanding the VCU fraternity community with organizations committed to substance-free housing and providing a meaningful co-curricular fraternal experience. As struggling fraternity chapters close over the next decade, the University should work closely with the IFC to identify and recruit to campus those organizations with a commitment to substance-free housing. That list of groups should include, but not be limited to, the following (in no particular order):

- Delta Upsilon
- Beta Theta Pi
- Phi Delta Theta

Finding #11 - Perception that Fraternity/Sorority Community Lacks Diversity, Concerns About Racism - The perception from both outside and within the fraternity/sorority community is that the diversity of IFC and Panhellenic chapters is not representative of the overall VCU student population. One parent of a VCU student shared that her daughter attending the sorority recruitment informational night, but she did not see any diversity and decided not to pursue membership. In making that decision, this parent shared that her daughter “was worried about spending money on an experience that may not be beneficial. Students within the community reported that IFC and CPC chapters tend to tokenize members of marginalized identities. One student shared that IFC and CPC chapters “believe that having five members of color out of 60 makes them diverse” and that members of color are tokenized when it benefits the chapter. A rush chair for a Panhellenic chapter, when asked about diversity during recruitment, shared “some sororities are really diverse, some are more traditional.” One student leader reported that “racism in the community is swept under the rug...nobody wants to talk about it.”

The perception from outside the fraternity and sorority community is that if a student is not white or conventionally attractive, they are not welcome to join an IFC or CPC organization. This feeling was especially prominent among women of color on campus. Students of color report having felt they are not welcome to attend social gatherings of fraternities and sororities based on their race, with one student sharing a specific example of a time she'd been turned away from a party while her white counterparts were admitted. Another student shared that a black friend of hers was told by a sorority member that if she joined a [Panhellenic] sorority she would need to straighten her hair. Students also shared concerns that members of the IFC and CPC community have made openly racist remarks on social media and have not been held accountable by their organizations or the University.

Finding #12 - MGC/NPHC Feel Lack of Support, Visibility on Campus – Members of multicultural and NPHC chapters feel under-supported on campus and shared concerns that the FSL staff does not fully understand the unique nature and needs of their organizations. Students in the MGC council reported feeling that their council is not seen as equal in the eyes of other students and administrators and they struggle to find ways to promote themselves and the experience offered within MGC. This lack of visibility has been especially acute during the COVID pandemic. One student shared “the last year has been difficult...the pandemic has made our visibility even less. There was no support for visibility during COVID.” Student leaders in MGC shared they “feel like we have to seek out all our own resources and even then we still struggle.” The MGC executive board and chapter leaders reported having no ties to or relationships with any of the cultural/diversity offices on campus. One student leader shared “those relationships have not really been made available to us. We have to seek them out...it’s up to us to knock on their door.” Students and advisors within MGC and NPHC reported difficulty in promoting their organizations and gaining visibility on campus as there are only one or two annual opportunities for student organizations to showcase themselves. Students expressed concerns that these large “block party” styled events like Carnival do not allow for the MGC and NPHC communities to showcase how they offer a unique experience for students of color on campus.

Students and advisors in both MGC and NPHC also noted their perceptions of a disparity in resources provided to historically white fraternities and sororities and NPHC and MGC fraternities and sororities. This disparity was noted not only as financial in nature but also in terms of the amount of FSL staff time spent working with and advising these councils in comparison to IFC and Panhellenic. An MGC advisor shared that this disparity of time is rooted in the assumption that MGC and NPHC groups do not have the same risk management issues. Because of this assumption, the FSL staff spend more of their time in crisis management mode working with IFC/Panhellenic issues, leading to a situation in which NPHC and MGC groups often feel overlooked. Advisors for an NPHC fraternity shared how their organization is “always lumped in with IFC whenever they do anything wrong” and that there is no education to help general students, faculty and staff understand the differences between the councils.

Recommendations Related to Findings 11-12

Develop Comprehensive DEI Plan for FSL - Diversity and inclusion must become a priority within the fraternity/sorority community at VCU. This includes structural diversity as well as education around DEI issues. The University should establish a committee composed of students, faculty, staff and alumni and task that committee with the development of a comprehensive DEI plan for FSL. Elements of that plan should include, but are not limited to:

- The support and advisement of culturally-based fraternities and sororities, including a strategic effort to hire an FSL staff member with specialized experience and expertise working with and supporting culturally-based fraternities and sororities.
- An examination of current recruitment and socialization practices at the community and chapter level, to ensure that they are aligned to promote diversity and inclusion on campus
- The development of a comprehensive DEI educational plan for the community, developed in conjunction with students and appropriate campus departments
- The creation and empowerment of chapter DEI chairs

Additional Recommendations

Revamp Standards of Excellence – The current chapter accreditation program, the “Standards of Excellence” are driven primarily by operational metrics (i.e. “how to do fraternity/sorority well”) instead of experiential education metrics (i.e. “how a positive fraternity/sorority experience can be a valuable co-curricular learning experience”). This should be changed. Chapter operational standards are best developed and implemented by national headquarters – the University’s primary concern should be “what are students learning as a result of their membership in fraternities and sororities?” To that end, VCU should create a committee of students, advisors and staff to review and revise the Standards of Excellence to focus less on operations and more on experiential learning, aligning the standards with institutional (i.e. Quality Enhancement Plan, REAL), divisional, and departmental strategic goals. The University should also remove the current policies around academic standing and incorporate scholastic standards into the overall chapter accreditation program.

Utilize Banner System to Capture Fraternity/Sorority Membership – VCU does not currently utilize certain student attributes available to them through the Banner database. Because of this, campus police or conduct officers are not able to quickly ascertain whether or not a student involved in an incident is a member of a fraternity or sorority. This limits accountability at both the individual and group levels. The University should update their practices to begin including fraternity/sorority affiliation as a student demographic attribute within the Banner database, and then syncing other campus databases pulling information from Banner (i.e. Maxient, the database used by Student Conduct) to pull this data so that various administrators will be aware when they might be dealing with a fraternity/sorority issue.



Appendix 1

Community Assessment Project

EXECUTIVE SUMMARY

Prepared for: Virginia Commonwealth University

Prepared by: Dyad Strategies LLC

June 25, 2021

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PREFACE

The Division of Student Affairs at Virginia Commonwealth University commissioned Dyad Strategies LLC (“Dyad”) to conduct research and provide consulting and education for the fraternity/sorority community. Per our agreement, Dyad has (1) conducted survey research, (2) analyzed and interpreted the findings, and (3) prepared this report.

This report is intended to provide an executive summary of key findings and recommendations. The complete dataset, scrubbed of personally identifiable information, is available upon request. It should be noted that the information gathered through this survey project and reported herein does not report past or specific incidents, does not and cannot predict future behavior, and is intended to be used as an educational tool to better understand and to improve the campus community.

Dyad/University personnel made several attempts to solicit student participation in the surveys. In total, 253 (52%) fraternity members and 304 (55%) sorority members completed at least significant portions of the survey.

The researchers calculated scores for each measure based on responses to the individual questions associated with each measure. Scores were aggregated to respective fraternity and sorority and communities. Differences between community and national scores were measured using a T-test to a significance of $p \leq .05$. A summary of the measures examined in the study is presented in Table 1.

The researchers made the following assumptions:

1. Students responded accurately and honestly
2. Reported attitudes are an accurate representation of actual attitudes
3. All students had the access and opportunity to participate

The research was limited in the following ways:

1. The data are self-reported, which assumes that students are honest
2. Not all students completed the surveys
3. The surveys were completed in the weeks following the death of a student, which likely impacted student responses

Table 1 lists and describes the various measures used in this assessment project.

TABLE 1. Measures Employed in Study

Measure	Description	Level of Measurement	References
Fraternal Conformity	An indirect measure of the influence groupthink and conformity have within the organizational experience	Continuous, 5 point: strongly disagree to strongly agree	McCreary and Schutts (TBD)
Hazing Rationale	Measures the four hazing motivations for groups (Solidarity, Social Dominance, Loyalty/Commitment, and Instrumental Education.	Continuous, 5 point: strongly disagree to strongly agree	McCreary and Schutts (Manuscript in Progress)
Hazing Tolerance	Measures the degree of severity of hazing that members indicate they would personally tolerate within their organization	Continuous, 14 point: Minor acts of hazing, escalating to severe acts of hazing	McCreary (2012), Adapted from the work of Ellsworth (2006)
Organizational Commitment	The degree of psychological attachment a person feels to the organization. Includes Affective (emotional) and Normative (obligatory) commitment.	Continuous, 5 point: strongly disagree to strongly agree	Meyer and Allen (1991)
Organizational Identification	The degree to which the organization is a major part of a person's social identity	Continuous, 5 point: strongly disagree to strongly agree	Edwards and Peccei (2007)
Importance of Social Status	The extent to which an individual places value on the social status they receive from membership in the organization	Continuous, 5 point: strongly disagree to strongly agree	McCreary (under development)
Unethical Pro-Organizational Behavior	The willingness to perform unethical acts because of a belief that that action will benefit the organization in some way	Continuous, 7 point: strongly disagree to strongly agree	Umphress, Bingham, and Mitchell (2010)
Perceived Organizational Support	The degree to which the individual feels the organization values their contributions and cares about their well-being	Continuous, 5 point: strongly disagree to strongly agree	Eisenberger, Huntington, Hutchison, and Sowa (1986)
Brotherhood/Sisterhood	The ways that members define and conceptualize brotherhood/sisterhood	Continuous, 5 point (strongly disagree to strongly agree)	Several manuscripts by Cohen, McCreary and Schutts
Alcohol Consumption Behaviors	Composite scale consisting of three subscales measuring frequency of binge drinking, average number of drinks per drinking episode, and pre-college drinking rates	Continuous, 18 point, cumulative of three separate 6 point subscales	World Health Organization

Fraternal and Community Relations	Series of measures examining relationships among and between chapters and their constituents. Includes Accountability and Governance (attitudes about importance of peer governance in community), Community Cooperation (attitudes about healthy cooperation vs. negative competition), Positive Change Self Efficacy (belief in their own ability to make positive changes in community), Diversity and Inclusion (their openness to individuals of different backgrounds), Trust of alumni/IHQ/campus.	Continuous, 5 point (strongly disagree to strongly agree)	McCreary and Schutts (Manuscript in Progress)
Overall Satisfaction	Measures overall satisfaction with the fraternity/sorority experience	Continuous 10 point scale (extremely unsatisfied – extremely satisfied).	

EXECUTIVE SUMMARY

The analysis of results from the students that participated in the survey research project informed our key findings and recommendations for your community. Overall, we find that your community has a healthy culture and is providing members with an experience that is largely positive and meaningful. However, we have identified a number of key areas that are potentially problematic and worthy of attention. While some chapters have strong and thriving brother/sisterhood, some chapters on campus display at least one, and in some cases, multiple areas worthy of attention.

Some key strengths of the community include:

- Fraternity members at VCU score lower than their peers on Solidarity brotherhood and several measures of hazing motivation. Sorority members also score lower than their peers on several measures of hazing motivation.
- Both fraternity and sorority members at VCU measure significantly lower than their peers on the measure of Social Status Importance, suggesting that they place less emphasis on their chapters' respective positions in the campus social hierarchy.
- Fraternity members at VCU report lower rates of alcohol consumption compared to their peers.
- Across the board, fraternity members at VCU have attitudes towards sexual assault that are healthier than those of their peers, including significantly lower victim blaming scores.
- Both fraternity and sorority members at VCU score higher than their peers on Community Accountability and Self-Governance, suggesting that they have strong feelings that chapters in the community should be more engaged in holding one another accountable.
- Relative to their peers, sorority members at VCU are more satisfied with their overall sorority experience.
- Both fraternity and sorority members at VCU score higher than their peers on openness to diversity and inclusion.

Some key areas of improvement include:

- Sorority members at VCU self-report significantly higher rates of alcohol consumption compared to their peers.

- Both fraternity and sorority members at VCU score lower than their peers on both Affective and Normative Commitment, suggesting they feel less of an emotional connection and less of a sense of obligation/duty to their organizations.
- Sorority members at VCU score lower than their peers on Trust of Campus Administration.

Other noteworthy findings include:

- 66 percent of sorority members and 85 percent of fraternity members report that they pay at least some of their own membership dues. Comparatively, these percentages are relatively high.
- 49 percent of fraternity members and 64 percent of sorority members report working at least a part-time job.

Using These Data for Continuous Improvement

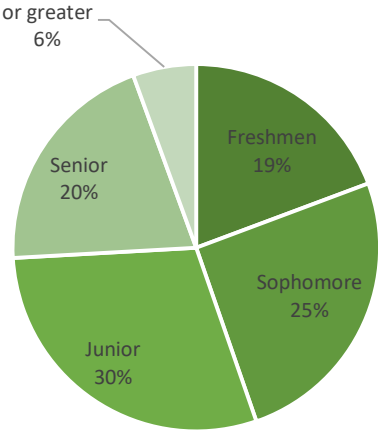
The data that follows in this report, particularly the chapter reports, can and should be used by University officials in their work with chapters. Strategies for incorporating this data into a continuous improvement process includes:

- Incorporating data into chapter goal setting and helping chapters develop strategies for improving brother/sisterhood in deficient areas
- Incorporating concepts of brother/sisterhood into chapter standards/accreditation programs, recognizing those chapters who demonstrate effort in improving all aspects of their brother/sisterhood
- Sharing chapter reports with traveling educational leadership consultants and discussing during their annual visits, allowing those individuals to view the chapter's strengths/areas for improvement through the lens of brother/sisterhood
- Focusing community-wide programming on specific areas of deficiency (i.e. creating better support structures in fraternities where men are more likely to feel a meaningful connection to their brothers) within the community
- Providing training for chapter brother/sisterhood chairs, helping them develop programming ideas that will promote all aspects of brother/sisterhood within their chapters, particularly Belonging and Accountability.

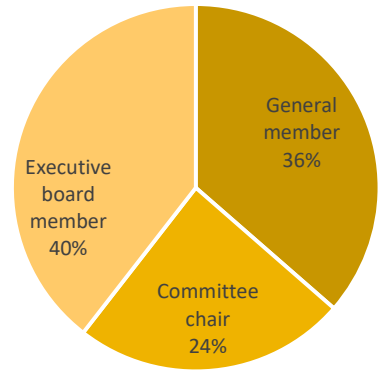
Demographics

Virginia Commonwealth University Fraternities

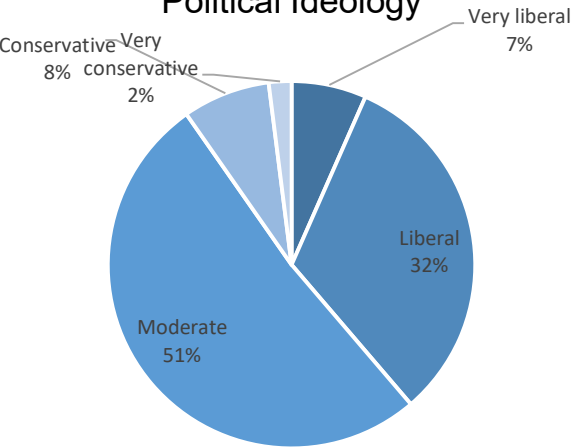
Class Year



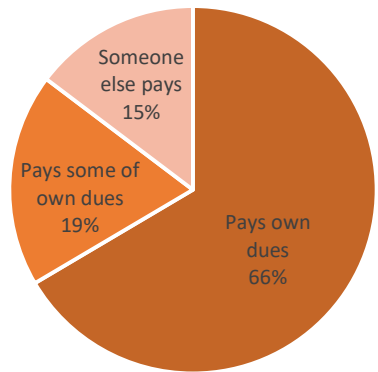
Highest Leadership Level



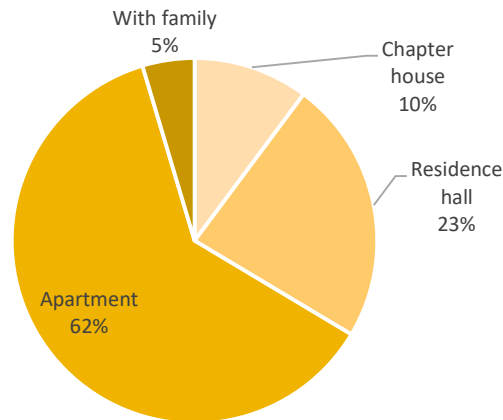
Political Ideology



Who Pays Your Dues?



Where do you reside?



Other Revelant Demographic Information

- 23.4% Identified as first generation college students
- 11.7% Identified as fraternity legacies
- 49.2% Reported that they work at least part-time



Campus Averages

Virginia Commonwealth University Fraternities

Resp. Rate:

52%

Descriptive Statistics

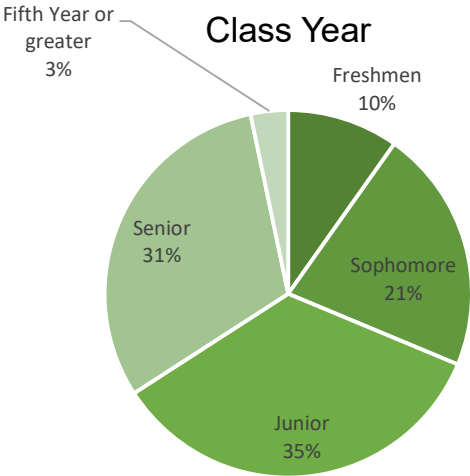
	N	Campus Mean	National Mean	Sig Difference?
Solidarity Brotherhood	253	3.15	3.82	Yes*
Organizational Conformity	200	2.04	2.17	No
Hazing tolerance	193	4.33	4.80	No
Loyalty Hazing Rationale	197	3.07	3.56	Yes*
Instrumental Education Hazing Rationale	197	4.16	4.31	No
Solidarity Hazing Rationale	197	3.91	4.17	Yes*
Social Dominance Hazing Rationale	197	2.12	2.49	Yes*
Social Experience Brotherhood	252	3.45	3.93	Yes*
Days binge drinking per week	197	0.70	1.04	Yes*
Alcohol Consumption Behaviors	197	5.56	6.85	Yes*
Alcohol Use Disorders Identification Test (AUDIT)	197	7.31	9.19	Yes*
High school alcohol consumption frequency	196	1.13	1.48	Yes*
Social Status Importance	200	3.04	3.33	Yes*
Belonging Brotherhood	252	4.25	4.27	No
Affective Commitment	229	3.99	4.18	Yes*
Normative Commitment	229	3.59	4.06	Yes*
Organizational Identification	228	3.79	4.12	Yes*
Authenticity	200	3.93	3.89	No
Satisfied with fraternity experience	185	8.34	8.29	No
Accountability Brotherhood	252	4.31	4.32	No
Unethical Pro-organizational Behavior	229	2.05	2.51	Yes*
Sexual Assault Mindsets				
Survivor Support Mindset	126	4.38	4.24	No
Solidarity Mindset	125	2.67	3.00	Yes*
Victim Blaming Mindset	126	2.10	2.44	Yes*
Minimization Mindset	126	1.84	2.04	No
Fraternity Community & Relationships				
Community Accountability & Governance	214	4.00	3.54	Yes*
Community Cooperation	214	3.55	3.65	No
Positive Change & Self-Efficacy	204	3.82	3.83	No
Diversity & Inclusion	204	4.39	4.18	Yes*
Trust of Campus Administration	200	3.69	3.69	No
Trust of Inter/national Organization	200	4.05	3.86	Yes*
Trust of Alumni	199	4.17	4.09	No

*Campus mean is a composite of all fraternities

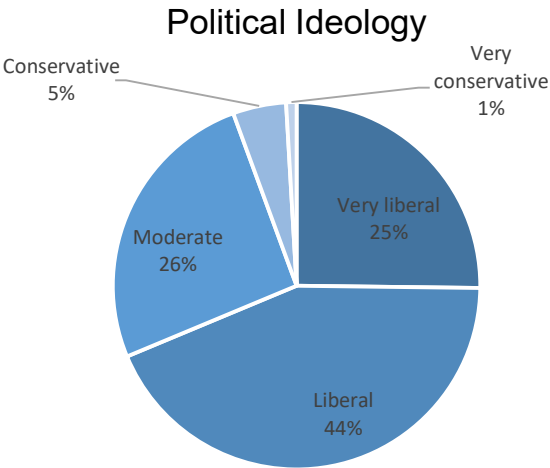
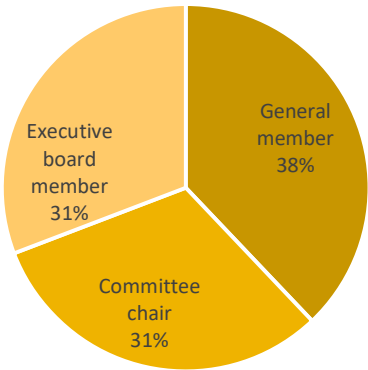


Demographics

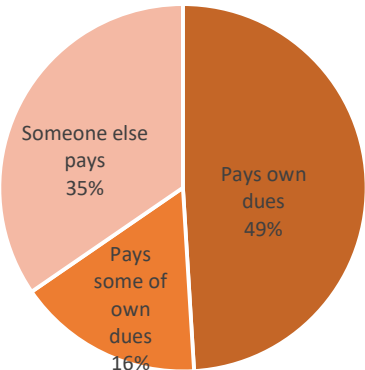
Virginia Commonwealth University Sororities



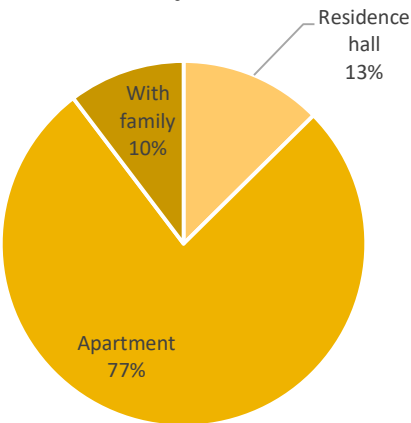
Highest Leadership Level



Who Pays Your Dues?



Where do you reside?



Other Revelant Demographic Information

- 22.9% Identified as first generation college students
- 10.8% Identified as sorority legacies
- 63.6% Reported that they work at least part-time



Campus Averages

Virginia Commonwealth University Sororities

Resp. Rate: 55%

Descriptive Statistics

	N	Campus Mean	National Mean	Sig Difference?
Sisterhood Based on Shared Social Exp.	304	3.57	3.74	Yes*
Days binge drinking per week	213	0.92	0.58	Yes*
Alcohol Consumption Behaviors	213	6.50	5.07	Yes*
Alcohol Use Disorders Identification Test (AUDIT)	213	9.04	6.70	Yes*
High school alcohol consumption frequency	213	1.35	1.16	No
Social Status Importance	221	2.93	3.33	Yes*
Hazing Tolerance	214	5.58	6.67	No
Loyalty Hazing Rationale	214	2.78	3.35	Yes*
Instrumental Education Hazing Rationale	213	4.29	4.33	No
Solidarity Hazing Rationale	213	3.83	4.08	Yes*
Social Dominance Hazing Rationale	213	1.65	2.10	Yes*
Sisterhood Based on Support & Encouragement	300	4.42	4.36	No
Sisterhood Based on Belonging	300	4.06	3.97	No
Affective commitment	270	3.70	3.97	Yes*
Normative commitment	270	3.30	3.95	Yes*
Organizational identification	268	3.61	4.13	Yes*
Organizational Conformity	221	2.03	2.08	No
Satisfied with Sorority Experience	201	7.38	5.96	Yes*
Sisterhood Based on Accountability	300	4.31	4.16	Yes*
Unethical pro-organizational behavior	270	1.80	2.51	Yes*
Sisterhood Based on Common Purpose	299	4.13	4.20	No
Authenticity	221	3.93	3.97	No
Sexual Assault Mindsets				
Survivor Support Mindset	152	4.80	4.78	No
Social Pressure Mindset	151	1.75	1.87	No
Victim Blaming Mindset	151	1.64	1.75	No
Minimization Mindset	151	1.43	1.53	No
Sorority Community & Relationships				
Community Accountability & Governance	249	4.44	3.78	Yes*
Community Cooperation	248	3.70	3.89	Yes*
Positive Change & Self-Efficacy	236	4.03	3.46	Yes*
Diversity & Inclusion	236	4.19	3.99	Yes*
Trust of Campus Administration	223	3.76	4.09	Yes*
Trust of Inter/national Organization	221	3.97	4.11	No
Trust of Alumni	222	4.09	4.21	No

*Campus mean is a composite of all sororities





Appendix 2 - Model Hazing Policy

(1) Hazing will not be tolerated at the University of_____.

(a) University student groups (e.g. registered student organizations, intramural, club and varsity athletic teams, and other recognized student groups) and individual students are prohibited from hazing.

(b) Hazing is prohibited in any form both on campus and off campus.

(2) Definition of Hazing –

(a) In accordance with *Insert State Law* “Hazing” is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. "Hazing" includes, but is not limited to, pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced or coerced consumption of any food, liquor, drug, or other substance, or other forced or excessive physical activity that could adversely affect the physical health or safety of the student, and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, excessive cleaning or errand-running, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student.

(b) For the purposes of this regulation, hazing includes observation of hazing activities by individuals in a position to intervene but who fail to intervene, including organization officers/leaders who are aware of planned hazing activities and condone or fail to prevent that hazing from occurring, regardless of their participation.

(3) Procedures for Implementation by Student Affairs:

(a) Allegations of Hazing – Any person having knowledge of any activity or conduct which may constitute hazing should contact the Dean of Student’s Office or the University Police Department.

(b) Self Reporting of Incidents - Student organization/team members and officers/captains should immediately report any hazing incidents that occur within their organization to the Dean of Students Office, providing a detailed description of the events that have transpired, the names of any individuals involved, and a description of any



actions taken by the organization. Upon receiving the report, the Dean of Students Office will investigate as described this regulation and the organization president and advisor/coach will be notified. The investigation and adjudication will proceed related to the regulation violations by the individual(s) implicated in the report, unless evidence discovered in the investigation proves the incident to have been sanctioned by the organization. If the incident appears to have been sanctioned by the organization, a follow-up investigation into the organization's role may be undertaken. If the student organization is affiliated with a national organization, the national headquarters may be contacted depending on the severity of the incident, the organization's involvement in the incident, and the organization's cooperation in the investigation.

(c) Investigation of Allegations and Charges—Upon receiving a report of alleged hazing, the Dean of Students Office will assign the case to an independent investigator. As part of the investigation, the University will:

- (1) Make contact (if possible) with the individual(s) bringing forward the allegations of hazing;
- (2) Make contact with the individual(s) alleged to have perpetrated the hazing. If the conduct is organizational in nature, the investigator will contact the advisor and president of the organization under investigation;
- (3) Conduct interviews with all parties, including victims, the accused student(s) and any witnesses. The investigator may, at his/her discretion, recommend interim action (as described in the Student Code of Conduct) to the Dean of Students at any point during the investigation;

(d) The investigator may, at his or her discretion, require students, or a select group of students (i.e. all new members of an organization) to participate in an investigatory meeting at a pre-determined time and location and may exercise discretion regarding the communication of students during the investigation process.

(e) The investigator may, at his or her discretion, require students to undergo a physical examination by a campus health center staff member, particularly when allegations of physical abuse are part of a hazing investigation. The results of these physical examinations will be protected by applicable health privacy laws, but a summary of any physical signs of hazing (i.e. bruises, burns, etc.) will be provided to the investigator by the medical professional conducting the examinations.

(f) The investigator will provide a written investigative report to the Dean of Students Office. Upon receipt of this report, the Dean of Students (or designee) will determine if charges are warranted. If charges are warranted, the Dean of Students Office will charge the individual student(s), the involved student group(s), and/or the President or other



responsible officers of the involved student group(s) or any other complicit bystanders in accordance with the Student Code of Conduct.

(g) Adjudication. – Adjudication shall be conducted pursuant to the Student Code of Conduct (*or other specific language in University policy related to organizational misconduct, if applicable*).

(1) It is not a defense to a charge of hazing that:

- i) Any or all participants consented to the behavior;
- ii) The conduct was not part of an official organizational event or otherwise sanctioned or approved by the student group; or
- iii) The conduct or activity was not done as a condition of membership to or affiliation with a student group.

(h) The University will, on a case-by-case basis, determine whether any violations of policy are individual or organizational in nature. In determining whether or not a violation is organizational in nature, the University will consider the following:

- 1) How many members were present when the alleged violation occurred or had specific knowledge of the alleged violation?
- 2) What knowledge the appropriate chapter officers and/or advisors had of the alleged violation?
- 3) What action the appropriate chapter officers and/or advisors took in addressing/preventing the alleged violation?
- 4) Were chapter members acting in concert, or did the individual's membership in the chapter serve as an impetus for the alleged violation?
- 5) Did the violation arise out of a chapter sponsored, financed or endorsed event?
- 6) Is there a pattern of individual violations that have occurred without proper action by the chapter?

(i) Amnesty – Students who make a hazing complaint in good faith, or victims of hazing who participate in an investigation, will not be charged with other University policy violations that are brought to light in the course of the investigation that arose out of, or were committed as a direct result of, the hazing incident(s) under investigation (i.e. students forced to consume alcohol as part of a hazing incident will not be charged with violations of the University's alcohol policy). The University reserves the right to follow up with those students related to those issues as appropriate in a non-disciplinary setting.



4. Sanctions.

(a) Sanctions for violations of this regulation shall be administered by the Dean of Students.

(b) Student groups subject to University jurisdiction and individual students found responsible for violations of this regulation shall be sanctioned in accordance with the Student Code of Conduct. For student groups, sanctions include, but are not limited to, revocation of registration or denial of application for registration, loss of University privileges such as the ability to formally meet on campus and to use campus facilities, or to represent the University, and, in the case of fraternities and sororities, the right to be recognized or operate at the University.

(c) Sanctions imposed by the University for violations of this regulation may be in addition to any penalty imposed for violation of the criminal laws of the State of _____ and for violation of any other University regulations or policies.

(d) For groups that are formally associated with the University (i.e. varsity athletic teams, University bands, or any other groups supported by the University that are not required to register as student organizations), sanctioning for violations of this policy shall be determined by the Vice President of the administrative unit that sponsors/supports the group in consultation with the Dean of Students/Designee.

5. Retaliation.

(a) It is a violation of this policy to retaliate or take adverse action towards any person for reporting an alleged violation of this policy or for cooperating with a University investigation related to this policy. Retaliation includes, but is not limited to, verbal or implied threats, physical or psychological abuse, intimidation, harassment (verbal or written), isolation, or any other action intended to create a hostile environment for the intended target of the retaliation.

Appendix 3



A Developmental Framework for a Model Code of Student Organization Conduct

March 2020

Authored Collaboratively By:

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Jeremiah Shinn, Ph.D.

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Introduction of the Model Code of Student Organization Conduct

This project was undertaken as an organic response to a number increasingly clear trends in the higher education landscape. First, our team observed inconsistencies in the manner in which campuses investigated and adjudicated student organization misconduct. Few campuses have stand-alone organizational processes and either create them when the need arises or attempt to overlay individual student codes of conduct onto the organizational process. Neither of these approaches constitute sound professional practice. Second, our team observed heightened tension between campuses and inter/national fraternity and sorority headquarters regarding the manner in which cases of student organization misconduct were investigated and adjudicated. During the three years leading up to the publication of this model *Code of Student Organization Conduct*, we observed an increased number of inter/national fraternity headquarters continuing to recognize undergraduate chapters, even after those chapters lost University/College recognition. This proliferation of unrecognized groups occurred in part because inter/national fraternity headquarters perceived a fundamental lack of fairness and due process in the investigation and adjudication of alleged organizational misconduct.

This model code is presented against the backdrop of a series of student deaths related to their involvement in campus student organizations. More effective and consistent models of investigating and adjudicating student organization misconduct can help make campuses safer and allow us to more effectively address the dangerous behaviors being perpetrated by some campus student organizations.

We offer this model *Code of Student Organization Conduct* as an attempt to provide consistency in terms of how campuses investigate and adjudicate organizational misconduct, and as an attempt to limit the number of cases ending with decisions by students, their advisors and their inter/national governing bodies to continue underground, unrecognized operations because of their (often well-founded) concerns over due process and fundamental fairness.

In developing this model code, we were guided by our shared belief that a well-designed organizational conduct process could accomplish the following objectives:

1. **Promote Behavior Change** – the goal of any educational process is to promote learning, growth and development. This requires that the organizational misconduct process provides students with the opportunity to learn from their mistakes and to demonstrate a commitment to organizational changes that will ensure those mistakes will not be repeated. Promoting behavioral change at the organizational level requires that students who are part of these organizations, as well as their advisors and other stakeholders, are psychologically invested in the outcomes of any organizational misconduct proceeding. To that end, this model code moves away from a unilateral sanctions process in favor of an outcomes development process, through which organizational leaders, advisors, and other key stakeholders are involved in a collaborative process to determine the educational tools and environmental changes necessary to build lasting, meaningful change and to limit the recurrence of problematic behavior.
2. **Promote Safer Campus Cultures** – This model *Code of Student Organization Conduct* promotes student safety through a focus on increased student agency in the process. By giving student organizational leaders a more prominent role in the development of outcomes, and by engaging their advisors and other external constituents in the development of those outcomes,

we hope to create environments where high-risk behavior is less likely to be repeated. This model code promotes increased partnership and oversight that is designed to proactively promote student safety.

3. **Promote Self-Governance** – Research on the post-millennial generation (often referred to as Gen Z) suggests that as a result of hyper-involved parenting and a dearth of unsupervised, unstructured playtime, today's college students lack basic conflict resolution skills. As a result, traditional systems of organizational self-governance and peer accountability processes have ceased to function as intended. Behaviors that would have been addressed through systems of peer accountability a decade ago now go unaddressed. This model code seeks to promote self-governance and internal accountability in a number of ways: First, the partnership process outlined allows organization leaders, in some instances, to self-investigate alleged misconduct and incentivizes organization leaders to hold individual members accountable for their behavior. Second, this model code incentivizes organizational leaders to self-report individual violations of policy and provides organizations with limited amnesty when they report these individual violations in good faith.

4. **Build Trust and Goodwill with Students, Advisors and Other Stakeholders** – With the proliferation of student groups being allowed to operate without university recognition because of perceived fairness and due process issues, there is a need for transparent, collaborative and inclusive systems of organizational misconduct. This model code promotes a straightforward process for adjudicating organizational misconduct, providing multiple opportunities for review and appeal. This code also involves students, advisors and stakeholders in developing and implementing outcomes associated with this process. For example, this code encourages written return agreements in those instances where loss of recognition is the best course of action. In a number of ways, this model *Code of Student Organization Conduct* is designed to build trust and goodwill between Universities/Colleges and their student organization leaders, advisors, and other external stakeholders.

To accomplish these four objectives, this model code features a number of elements designed specifically for the unique needs of the organizational misconduct process, including:

Three-Tier Resolution Process - The Three-Tier Resolution Process allows campuses flexibility in determining which types of cases require a formal investigation/resolution, and which types of cases can be resolved through alternative resolution processes. Using this model, each campus should develop a Violation Rubric (see Attachment A). The Violation Rubric provides a recommended adjudication model for various types of violations.

The first tier is designed for those low-level violations that are generally straightforward based on an incident report and can be handled in a prescribed manner (i.e. noise violation, unregistered social event, minor alcohol violations). For Tier 1 incidents, prescribed penalties (a menu of these penalties would need to be developed, published, and regularly reviewed by the College/University – i.e. an unregistered party is a \$250 fine and a period of social restriction) would be automatically assessed by the campus upon receiving report related to alleged misconduct, if the Dean of Students or designee believes the behavior is more likely than not to have occurred. Upon notification of the violation, the organization can either accept the penalty or choose to have a hearing as outlined in the formal adjudication process.

The second tier is designed for those intermediate offenses that are less straightforward but do not initially require a formal campus investigation. For Tier 2 incidents, organizations would be notified by the University/College that a report of a potential violation had been received, and a meeting between the organization's leadership and the Dean of Students/Designee would be scheduled. The organization would then be given the opportunity to conduct its own internal investigation and suggest outcomes related to addressing the incident in question. If the University/College is satisfied with the investigation, the outcomes development process can begin. If the University/College is not satisfied with either the investigation or report, then the case may be moved to the formal investigation/adjudication process.

The third tier is designed for serious offenses that require an official University/College investigation. For Tier 3 incidents, cases would be investigated by an independent investigator and adjudicated through an administrative or formal hearing process.

Option for Self-Reporting - To promote and encourage self-governance within organizations, this Model Code features a section related to self-reporting of policy violations. In those cases where RSO leadership reports policy violations of individual members to the University/College, the University/College will work with the RSO leadership to investigate and adjudicate the individuals implicated in the report and will NOT investigate or adjudicate the RSO unless the investigation of individuals makes clear that there is organizational culpability.

Independent Investigator Model - For those cases that require a University/College formal investigation, this process promotes an independent investigator model that has become widely used on college campuses for victim-based and other civil rights investigations. By separating the investigation from the adjudication process, this model alleviates concerns about bias and due process by ensuring that the person(s) investigating cases are not also responsible for adjudicating those cases. In order to ensure that investigations are timely, we encourage campuses to have a team of trained investigators. In other cases, it may be appropriate to use external investigators. While acknowledging that, in some jurisdictions, police investigations must begin prior to any campus disciplinary proceeding, an independent investigator model coupled with a team of trained investigators should allow campuses to quickly and thoroughly investigate cases of alleged misconduct.

Collaborative Outcomes Process - Organizational misconduct processes have long been associated with lengthy, punitive sanction letters that rarely result in lasting, meaningful change. This model code replaces a top-down, unilateral sanctioning process with a collaborative, deliberative outcomes development process designed to create ownership and buy-in of organizational leaders, advisors and stakeholders. This outcomes development process involves the solicitation of input and the collaborative development of outcomes designed to produce meaningful, lasting cultural change.

Transparent, Straightforward Appeals Process – This Model Policy features an appeals process that is straightforward, giving RSO's the opportunity to appeal the result of any formal resolution process and/or any Outcome developed at the conclusion of the formal resolution process.

Delineation of Individual vs. Organizational Misconduct –In this model policy, we advocate for individual accountability as the primary means of addressing behavior. This model policy

reflects our view that student organizations should be held accountable only when the organization aids, abets, incites, organizes, approves or otherwise participates in any behaviors that would constitute policy violations. In determining whether an entire organization, rather than or in addition to individual members of that organization, are to be held accountable for misconduct, we recommend asking the following questions of the misconduct in question:

How many members of the organization were present when the misconduct occurred or had specific knowledge of the misconduct before it occurred or while it was occurring?

What knowledge did the appropriate organization officers and/or advisors have of the misconduct?

What action(s) did the appropriate organization officers and/or advisors take in addressing/preventing the misconduct from occurring?

Were members of the organization acting in concert, or did their membership in the organization serve as an impetus for the misconduct?

Did the violation arise out of an event that was sponsored, financed, planned, or otherwise endorsed by members of the organization?

Is there a pattern of individual violations that have occurred without proper remedial action by the organization?

This model code is written under the assumption that the vast majority of college campuses have a process by which student organizations are registered or recognized. Having such a recognition process represents a best practice, as the status and benefits provided through campus recognition represent the best mechanism to ensure that these groups operate in a manner consistent with campus policies.

We hope this model *Code of Student Organization Conduct* will be a helpful resource for campuses seeking to improve their student organization misconduct adjudication processes. With an emphasis on fairness, simplicity, transparency and partnership, we believe this model process represents a tremendous step forward in our collective work to promote safety and positive student development among campus student organizations.

To provide consistency between various campus codes of conduct, in particular those codes for individual students and those for RSO's, this Model Code makes use of a similar framework and similar language to that of the *NCHERM Model Code* developed by Daniel Swinton, Bill Fischer, Saunie Schuster, Scott Lewis, Brett Sokolow and John Lowery. We acknowledge their contributions to this Model Code and offer them our sincere gratitude for allowing us to borrow so liberally from their work. In addition, portions of this Model Code were adapted from the Partnership Model originally developed by Louisiana State University (LSU), and we thank LSU for their contributions.

We also thank the following individuals for reviewing this document and providing us with helpful feedback: Dr. Carrie Whittier, Dr. Anita Cory and Kara Miller-McCarty. Your thoughtful review and suggestions helped make this a better document.

We hope you and your campus find this Model Code helpful as you navigate the turbulent waters of student organization conduct, and we stand ready if we can be of any assistance in your implementation of this Model Code.

Sincerely,

The Model Code Project Team

About the Authors

Gentry McCreary, Ph.D. serves as the CEO and Managing Partner of Dyad Strategies, LLC, a consulting firm that supports fraternities and sororities, as well as colleges and universities, through applied research and assessment. He is also a consultant with TNG Consulting (formerly the National Center for Higher Education Risk Management). In that role, he trains college and university leaders in areas related to the prevention, investigation and adjudication of hazing. Prior to his work in consulting, Gentry's career in higher education spanned over a decade. Most recently, he served as the Associate Dean of Students at the University of West Florida. Previously, he served a combined seven years as the Director of Greek Affairs at the University of Alabama and at Middle Tennessee State University. His research examines the psychological roots of fraternity hazing, the moral development of college students, and the roots of fraternal brotherhood and sisterhood. He has twice been awarded the Charles Eberly Oracle Award from the Association of Fraternity/Sorority Advisors, an award recognizing the most outstanding scholarship in the fraternity/sorority industry. Gentry is a frequently sought-after expert on issues related to Greek Life, organizational misconduct, and hazing prevention. He has appeared on the Today Show, NBC Nightly News, CNN Headline News, and he is a regular contributor to the Chronicle of Higher Education. Gentry is a member of Alpha Gamma Rho fraternity.

W. Scott Lewis, J.D. is a partner with TNG Consulting and is a co-founder and advisory board member of the Association of Title IX Administrators and the National Behavioral Intervention Team Association. He has served as the Acting Chief Officer for Response and Resolution for the United States Center for Safe Sport, as Special Advisor to Saint Mary's College, as Associate Vice Provost at the University of South Carolina, and as a Student Conduct and Residence Life administrator at Texas A&M University. Scott brings over fifteen years of experience as a student affairs administrator, faculty member, and consultant in higher education.. He presents regularly throughout the country, assisting colleges and universities with legal, conduct, and risk management issues, as well as policy development and implementation. He serves as an author and editor in a number of areas including legal issues in higher education, campus safety and student development, campus conduct board training, and other higher education issues. He is a member of NASPA, ACPA, CAI, SCCPA, is a past-president of ASCA. He completed his undergraduate degree in Psychology and his graduate degree in Higher Education Administration at Texas A&M University and received his Law degree and mediation training from the University of Houston. Scott is a member of Kappa Sigma fraternity.

Jonathan Sanders, Ph.D. is the Associate Dean of Students and Director of Student Advocacy & Accountability at Louisiana State University, where he leads a staff to address behavioral and academic misconduct, to include organizational misconduct, along with working with students in crisis, distress or of concern. Jonathan has over thirteen years of experience working with organizational misconduct, to include fraternities and sororities, as he previously served as the Assistant Dean and Associate Director of Greek Life at LSU. While at LSU, Jonathan was part of a team whose work led to the development of a conduct process to address concerns within the Greek community. This work led him to his dissertation research as part of his doctoral degree in Higher Education Administration from LSU. His dissertation, entitled “Conduct Issues with Fraternities and Sororities: University Processes Evaluated at Four-Year Universities,” was subsequently awarded the Dissertation of the Year Award by the Association for Student Conduct Administration. Jonathan a member of AFA, NASPA, and ASCA. Jonathan has consulted with numerous campuses on developing a conduct process that appropriately address conduct issues with Greek communities and enjoys continued research on this topic in his spare time. Jonathan is a member of Sigma Alpha Epsilon fraternity, who awarded him the Order of the Lion in 2013,.

Isabelle Caputo, M.S. serves as the Associate Director of Student Rights & Responsibilities at the University of Denver. Isabelle has previously worked in fraternity/sorority life as the fraternity/sorority advisor at Colorado School of Mines. Her previous roles also include work in Housing and Residence Life. In her current role at Denver University, Isabelle oversees the operations of the Student Rights & Responsibilities process including organizational conduct cases. Isabelle has been instrumental in the development of a new organizational misconduct policy and procedure at Denver that was inspired by the framework of this Model Code. She is a member of AFA, ASCA and NASPA. Isabelle is a member of Pi Beta Phi fraternity.

Jeremiah Shinn, Ph.D. has served as the Vice President for Student Affairs at Louisiana State University (LSU) since June 2019, where he provides leadership for a division dedicated to ensuring the 153 hours LSU students spend *outside* the classroom each week are preparing them for success and achievement when they are *inside* the classroom. Prior to his tenure at LSU, he served in various capacities at Boise State University, Indiana University, and Eastern Michigan University. Jeremiah is an active researcher, author, teacher, facilitator, and volunteer who has dedicated his professional life to public higher education and to fostering vibrant and inclusive educational environments that prepare students for meaningful lives and meaningful work after college. Dr. Shinn is currently engaged in research related to perceptions senior student affairs officers have of student affairs graduate preparation programs. He is a member of NASPA and is a past-president of AFA. As a first-generation college student, higher education significantly altered Jeremiah’s trajectory, worldview, and his view of what was possible. 20+ years later, it continues to be his anchor, his passion, and his life’s work. Jeremiah is a member of Lambda Chi Alpha fraternity.

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Section 1 - Jurisdiction

The leadership of a Recognized Student Organization (herein referred as “RSO”) at the University/College are provided a copy of the *Code of Student Organization Conduct* annually in the form of a link on the University/College website **[insert hyperlink to website where policy is posted]**. Hard copies are available upon request from the Office of Student Conduct. Students who are part of recognized student organizations are responsible for having read and abiding by the provisions of the *Code of Student Organization Conduct*.

The *Code of Student Organization Conduct* and the student conduct process apply to the conduct of RSOs. RSO’s that have lost University/College recognition may still be subject to provisions in this code. Individual students who are members of a RSO are still subject as individuals to the Code of Student Conduct and may be held individually accountable for behaviors also attributed to the RSO. Individuals who are members of a RSO may, through their actions, subject the RSO to disciplinary action under this Code, whether or not those individuals are also adjudicated under the Code of Student Conduct.

The *Code of Student Organization Conduct* applies to behaviors that take place on the campus, at University/College or RSO-sponsored events whether on or off-campus, and may also apply to other off-campus behaviors when the Dean of Students or designee determines that the off-campus conduct affects a University/College interest. A University/College interest is defined to include:

- Any situation where it appears that the RSO’s conduct may present a danger or threat to the health or safety of individuals; and/or
- Any situation that significantly impinges upon the rights, property or achievements of others or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of the University/College.

The *Code of Student Organization Conduct* may be applied to behavior conducted online, via email or other electronic medium. RSO members should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a RSO to allegations of conduct violations if evidence of policy violations is posted online. The University/College does not regularly search for this information but may take action if and when such information is brought to the attention of University/College officials.

The *Code of Student Organization Conduct* applies to guests of the RSO and the RSO may be held accountable for the misconduct of their guests. Visitors to and guests of University/College may seek resolution of violations of the *Code of Student Organization Conduct* committed against them by a RSO and/or members of a RSO.

There is no time limit on reporting violations of the *Code of Student Organization Conduct*; however, the longer someone waits to report an offense, the more difficult it may become for University/College officials to obtain information and witness statements and to make determinations regarding alleged violations.

Though anonymous complaints are permitted, doing so may limit the University/College's ability to investigate and respond to a complaint. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Dean of Students and/or to Campus Police **[Public Safety, etc.]**

A RSO facing an alleged violation of the *Code of Student Organization Conduct* is permitted to dissolve/surrender recognition during the investigation/adjudication process. However, the College/University may continue the investigation/adjudication process even after the RSO has been dissolved.

University/College email is the University/College's primary means of communication with RSO representatives. Official University/College correspondence related to this Code of Student Organization Conduct will be transmitted to the official University/College email address of the RSO representative. RSO representatives are responsible for all communication delivered to their University/College email address. In addition, the University/College may notify the RSO Advisor and/or any inter/national governing body associated with the RSO.

Section 2 - Terms and Definitions

- ***Appeal Officer*** – An appeal officer is the person(s) or bodies designated by the Dean of Students or designee to hear appeals of findings associated with the Formal Resolution Process, or any assigned outcomes, or both, regardless of process. The appeal officer must not be the person who investigated the case and must not have been involved in the adjudication of the case. **[University/College may choose to specify a particular individual as the appeal officer, i.e. “Vice President of Student Affairs or designee.”]**
- ***Exigent Circumstances*** – Any situation that demands unusual or immediate action and thus allows for the circumvention of usual procedures. Examples include, but are not limited to, process delays due to parallel criminal proceedings, behaviors that present a threat to the health and safety of members of the campus community, a request to delay proceedings in order to obtain outside counsel, a break in the academic calendar, etc.
- ***Hearing Officer*** – A hearing officer is the person(s) or bodies assigned by the Dean of Students or designee to be the deciding body in a case that involves a Formal Resolution Process. The hearing officer will be a neutral and objective decision-maker properly trained in due process, student development theory and restorative justice practices. The hearing officer must not be the person(s) who investigated the case and must not be involved in the appellate process.
- ***Inter/National Organizational Governing Body*** – Any known or designated association or body affiliated with any RSO. Examples may include: national headquarters of Greek-letter organizations, national governing bodies of sports organizations, national honor societies, etc.
- ***Recognized Student Organization (RSO)*** – Any group that has been recognized by the University/College as a student organization or has applied for such recognition. This would include, but is not limited to, unchartered provisional chapters/interest groups. **[Some institutions may refer to these as Registered Student Organizations].**
- ***RSO Advisor*** – Any individual designated by the RSO as their advisor. If there is no RSO Advisor designated by the RSO, the institution may choose a designee.
- ***RSO Representative*** – The University/College will generally direct communication to the student on file with the University/College as the elected/appointed leader of the

RSO (i.e. president or team captain). However, the RSO may choose any student member to serve as the official representative of the RSO at any time during the process as outlined in this Code. If the individual designated is no longer eligible to serve in that role (e.g. the student withdraws from the University/College or is no longer a member of the RSO) or if the RSO dissolves prior to or during the investigation/adjudication process as outlined in this Code, the University/College may designate a RSO representative of their choosing.

- **Responsible Employee** – A Responsible Employee is any person employed by the University/College (in a full or part-time capacity) who:
 - Has the authority to take action to address any violation of policy; or
 - Has the duty to report any type of misconduct to appropriate officials; or
 - Is someone a student could reasonably believe has this authority or responsibility.
- **Sponsored event** – Sponsored events, whether on or off-campus, include, but are not limited to:
 - Any event that the RSO registers with the University/College or otherwise notifies the University/College that it is sponsoring/hosting
 - Any event that meets the criteria of an event that should be registered with the University/College or that the RSO should have otherwise notified the University/College
 - Any event that the University/College determines may qualify as a sponsored event based on, but not limited to, the following factors: the nature of the event, the number of RSO members in attendance at the event, the level of organization/advertising undertaken by members of the RSO, etc.

Section 3 - Prohibited Behaviors

The behaviors listed below are specifically applied to the behaviors of RSOs by virtue of the conduct of the members of the RSO. As stated, individual students who are members of a RSO are still subject as individuals to the Code of Student Conduct and may be held individually accountable for behaviors also attributed to the RSO. Individuals who are members of a RSO may, through their actions, subject the RSO to disciplinary action under this Code, whether or not those individuals are also adjudicated under the Code of Student Conduct.

Abuse of Process – A RSO, or someone acting on behalf of a RSO, violates this Code by directly or indirectly abusing or interfering with the University/College investigation/adjudication process by engaging in one or more of the following: falsifying, distorting, or misrepresenting information or colluding to do the same in the investigation/adjudication process; destroying or concealing information; attempting to discourage an individual's proper participation in the investigation/adjudication process; harassing or intimidating (verbally or physically) any person involved in the University/College processes before, during, and/or following proceedings (including up to, throughout, and after any outcome); unauthorized disclosure of a reporting party's identifying information; failing to comply with a temporary measure or other sanction; distributing or otherwise publicizing materials created or produced during an investigation as a part of these policies or procedures, except as required by law or as expressly permitted by University/College; or influencing or attempting to influence another person to commit abuse of process.

Aiding in Academic Misconduct - The RSO aids, abets, organizes, approves or otherwise participates in behaviors that would constitute cheating, plagiarism, misrepresentation (e.g. having another RSO member check into a class or take an exam) and/or other forms of Academic Misconduct **[insert link to Academic Integrity Policy]**. Evidence of a violation of this policy must demonstrate systemic participation and or knowledge of misconduct beyond 1-2 RSO members participating in the violation.

Alcohol - The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College alcohol policy **[insert hyperlink here]** would constitute a violation of this policy.

Alleged Violations of Law – Any alleged violations of federal, state and local laws may be investigated and adjudicated under the *Code of Student Organization Conduct*. When an offense occurs over which the University/College has jurisdiction, the University/College conduct process will usually move forward notwithstanding any criminal complaint that may arise from the same incident.

Arrest Policy – RSO leadership fails to notify the appropriate University/College official **[e.g. Dean of students or designee]** within 48 hours if a member of the RSO is arrested and detained as a result of any actions or behaviors taking place at or arising out of a RSO-sponsored event.

Bullying/Cyberbullying. The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute bullying and/or cyberbullying, which are defined as repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally, and are not protected by freedom of expression.

Civil Rights-Based Harassment/Discrimination - The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College harassment/discrimination policy **[insert hyperlink to civil rights harassment/discrimination policies here]** would constitute a violation of this policy.

Damage/Destruction of Property - The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College damage/destruction of property policy **[insert hyperlink here]** would constitute a violation of this policy.

Disruptive Activity/Disorderly Conduct - The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College disruptive activity/disorderly conduct policy **[insert hyperlink here]** would constitute a violation of this policy.

Drugs or Other Controlled Substances - The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College drug policy **[insert hyperlink here]** would constitute a violation of this policy.

Endangerment – The RSO aids, abets, incites, organizes, approves or otherwise participates in any activity that would constitute physical abuse or would endanger the safety, health or well-being of other individuals or groups or would cause reasonable apprehension of such harm, constitutes a violation of this policy. **[If institution has general endangerment policy, insert**

hyperlink here). For the purposes of this policy, Endangerment would include observation of activities that might endanger the safety, health, or well-being of individuals by RSO members in a position to intervene but who fail to intervene.

Failure to Comply – The RSO or its representatives fail to comply with the reasonable directives of University/College officials or designees or law enforcement officers during the performance of their duties. This would include failure to comply with any interim measures instituted during any investigation/adjudication process, or failure to comply with any outcomes assigned to a RSO at the completion of the conduct process.

Financial Obligations - Failure to promptly meet financial responsibilities to the University/College, including, but not limited to; knowingly passing a worthless check or money order in payment to the University/College or to an official of the University/College acting in an official capacity or misusing funds obtained through the University (i.e. student activity fees).

Harassment - The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College general harassment policy **[insert hyperlink to general harassment policy here]** would constitute a violation of this policy.

Hazing – The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College hazing policy **[insert hyperlink here]** would constitute a violation of this policy. ¹ For the purposes of this policy, “approved or otherwise participates” would include observation of hazing activities by individuals in a position to intervene but who fail to intervene, including organization officers/leaders who are aware of planned hazing activities and condone or fail to prevent that hazing from occurring, regardless of their participation.

Retaliation -The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute retaliation **[insert hyperlink here IF the institution has a generalized retaliation policy that is NOT strictly associated with Title IX]** under this policy. Retaliation is defined as any adverse action towards any person for reporting an alleged violation of this policy or for cooperating with or otherwise participating in any University investigation. Retaliation includes, but is not limited to, verbal or implied threats, physical or psychological abuse, intimidation, harassment (verbal or written), or any other action intended to create a hostile environment for the intended target of the retaliation. In addition, isolation may

¹ It is the position of some leading hazing researchers that hazing be defined as: “any non-accidental, costly aspect(s) of group induction activities that: a) do not appear to be group-relevant assessments/preparations, and/or b) are excessive, dangerous, or degrading in their application or constitute violations of local, state or federal law or any other UNIVERSITY/COLLEGE policy regardless of the consent of the participants. Group induction activities are those tasks formally or informally required to obtain or maintain membership and/or participatory legitimacy for new, prospective or current members and/or to attain progressive membership status and/or leadership positions within the organization” (Adapted from Cimino, 2017). Others have chosen to have multiple tiers of hazing definitions depending on the severity of the alleged activity. Still others choose to utilize definitions as outlined in state law. We suggest a comprehensive review of state law and policy to determine your University/College’s definition of hazing.

constitute retaliation under this policy if the target of the isolation is deprived of an educational opportunity or benefit as a result of that isolation.

Sexual Misconduct - The RSO aids, abets, incites, organizes, approves or otherwise participates in any behavior that would constitute a violation of the University/College sexual misconduct policy **[insert hyperlink to sexual misconduct/Title IX policies here]** would constitute a violation of this policy.

Trademark/Copyright Violations – The RSO engages in unauthorized use (including misuse) of University/College or organizational names and images.

Violations of University/College Policies – Violating, attempting to violate, or assisting in the violation of any other University/College policy, contract, rule, bylaw and/or regulation of the University/College may constitute a violation of the Code of Student Organization Conduct. Examples include, but are not limited to: the Code of Student Conduct, Title IX Policy, Academic Integrity Policies, Residence Life/Housing Policies, Technology Policy, Social Event Registration Policy, etc. **[Schools with stand-alone policies e.g. Tobacco, Hazing, Fundraising/Solicitation, Space Reservation/Use, Travel, Financial Responsibility, Academic Schedule, etc. may choose to reference them here.]**

Section 4 - Procedures

Notice to the University/College

The institution may receive notice of an allegation or potential violation of this or other related policies in a number of ways, including, but not limited to:

- The filing of an incident report with the appropriate University/College department or official, including self-reporting.
- Any Responsible Employee is made aware of any potential violation of this or other related policies.
- Any Responsible Employee observes any potential violation of this or other related policies.
- Any Responsible Employee is aware of an RSO's climate or culture that may indicate a probability of violations of this or any other related policies.

Self-Reporting of Individual Misconduct and Amnesty

RSO leadership are encouraged to immediately report any violations committed by members of the RSO of this or other University/College policies to the Dean of Students **[or other appropriate]** Office. This report should provide a detailed description of the events that transpired, the names of any individuals involved, and a description of any internal disciplinary actions taken by the RSO. If RSO chooses to self-report behavior in this manner, the Dean of Students or designee will only investigate the individual(s) implicated in the report. Unless information discovered in the investigation suggests that the incident was aided, abetted, sanctioned or organized by the RSO, the investigation will be limited to the individuals implicated in the self-report and not the RSO. However, if information is uncovered in the investigation that suggests that the RSO aided, abetted, sanctioned or organized the event, the Dean of Students or designee may launch a formal investigation of the RSO.

Students who make a complaint under this policy or who participate in an investigation related to this policy will not be charged with other minor University policy violations that are brought to light in the course of the investigation that arose out of, or were committed as a direct result of, the incident(s) under investigation (i.e. students forced to consume alcohol as part of a hazing incident will not be charged with violations of the University's alcohol policy) as long as those behaviors do not represent a threat to the health, safety or well-being of others. The University reserves the right to follow up with students related to those issues as appropriate in a non-disciplinary setting.

Preliminary Inquiry

Upon receiving notice of an alleged violation of this or other University Policies involving a RSO, the Dean of Students (or designee), in consultation with the appropriate University/College departments, will conduct a preliminary assessment to determine if there is a reasonable basis for conducting an investigation into the alleged violations of University Policies. This initial assessment will include a review of the information reported. This may include, but is not limited to:

- interview(s) with the person(s) who made the report.
- review prior conduct history of the RSO and relevant members.
- gather information that would corroborate elements of the report.
- review of any materials related to the report.

Once a determination has been made that the alleged violations warrant a more comprehensive investigation or response, the Dean of Students or designee will notify the RSO in writing to outline the alleged violations, the resolution options based on alleged violations, and to schedule an educational conference (if applicable). This notification will also be sent to RSO Advisor(s), any relevant University/College departments, and if applicable, the RSO inter/national governing body.

If the Dean of Students or designee determines that no investigation is necessary, the report is documented and administratively closed. The Dean of Students or designee may, at their discretion, notify the RSO of the information received and that the matter is closed. In these cases, the Dean of Students or designee may choose, at their discretion, to maintain the confidentiality of any reporting party(ies).

Interim Measures

In cases where it is determined that certain continued operations of a RSO constitute a reasonable threat of harm to individuals, damage of University premises, or disruption to the educational mission of the University/College, the Dean of Students or designee may issue interim measures, up to and including an interim suspension of all RSO activities, pending final disposition of the matter. Upon issuance of an interim measure, the Dean of Students or designee will notify the RSO representative and other appropriate parties in writing.

If a RSO wishes to seek a review of these interim measures, the RSO must submit a written request for an administrative review to the Dean of Students or designee. This administrative review should happen within five (5) business days of the University/College's receipt of the request. This administrative review is not a hearing on the merits of the underlying allegations, but is merely a review to determine what, if any, interim measures are appropriate. The review

may lead to a continuance, revocation, and/or modification of the interim measures, including modifications that may be more restrictive than the initial measures. The University/College will notify RSO leadership of the outcome of the review in writing within three (3) business days of the review meeting. This notification will include the University/College's decision and the rationale for that decision.

If the University/College investigation lasts beyond 30 days (as outlined below, beginning from the date of the Educational Conference), the RSO may request another review of the interim measures, which will be handled similarly to the initial request for review as outlined above.

[Interim measures should be narrowly tailored using the least restrictive means necessary to address the specific concerns. The rationale for any interim measures should be included in the notification to the RSO. Interim measures should be reviewed throughout the investigation and adjudication process for any potential modifications based on new information received.]

Resolution Options

Upon notice of a potential violation, the Dean of Students or designee will conduct an assessment of the allegations to determine the applicable resolution options available to address the alleged policy violations. In so doing, the Dean of Students or designee may make use of a Violation Rubric **[See Attachment A]**. This Violation Rubric provides recommended adjudication models for various types of violations of this Code. The determination of resolution model will include consideration of the following:

- the severity of the alleged violations
- the risk of harm to other persons
- the conduct history of the RSO
- current status of the RSO
- any other relevant factors.

[The University/College should review, update, and publish any revisions to this Violation Rubric on an annual basis and provide copies of the rubric to RSO leadership and RSO Advisors.]

The Violation Rubric provides three levels of process associated with resolving alleged violations of this Code: Prescribed Resolution, Partnership Process Resolution, and Formal Investigation. An Educational Conference will be used when the Partnership Process Resolution or Formal Investigation options are utilized. The Dean of Students or designee may, at any time, determine that a case should be moved from a lower tier to a formal investigation.

Early Resolution

In certain cases there may be a determination by the Dean of Students or designee that there is insufficient evidence to proceed with an investigation, and/or the information collected, even if true, would not constitute a violation of policy. Early resolution is not a determination of responsibility, and is not recorded as a prior determination of such. However, if the behavior may constitute a violation of policies of inter/national governing bodies with which the RSO is affiliated, and the Dean or designee is aware of this affiliation, the Dean or designee may, at their discretion, forward the information to the appropriate body.

In these cases, the dean or designee may choose to meet with the RSO representative and any other appropriate parties to discuss behavioral expectations. The Dean of Students or designee may suggest proactive educational and/or developmental measures designed to assist the RSO.

However, if University/College receives additional information related to the matter that was resolved by early resolution, the University/College reserves the right to reopen the matter and proceed with investigation and adjudication.

Prescribed Resolution Process

In certain cases, the Dean of Students or designee, in reviewing the allegations, may determine that the allegations constitute a violation of policy(ies), and these violations fall under Level 1 of the Violations Rubric. Violations that fall under Level 1 of the Violations Rubric have prescribed outcomes associated with them **[example – a noise violation would constitute a fine of \$200]**. In these cases, the Dean of Students or designee may send an outcomes letter to the RSO representative and any other appropriate parties outlining the determination, the outcomes, and the rationale for both.

Upon receipt of this letter, the RSO may do one of the following:

- Accept the determinations and outcomes – in this case, the RSO will follow the directives outlined in the outcomes letter and the matter will be considered closed once the outcomes are completed. Failure to complete the outcomes may result in additional disciplinary action; or
- Decline to accept the determinations and outcomes – in this case, the matter will be forwarded for formal investigation and adjudication.

The RSO must notify the Dean of Students or designee of their choice from the above within two (2) business days of receipt of the letter.

In certain cases that might otherwise constitute a Level 1 violation, the Dean of Students or designee may determine that a different resolution option is warranted. This determination may be based upon the prior history of the RSO or its members, the RSO's current status, any patterns of behavior, or other factors as deemed relevant.

The Educational Conference

In those cases where the Violation Rubric would suggest a Partnership or Formal Adjudication Process, or in those cases that began with a Prescribed Outcomes Process but the RSO elects to have the case adjudicated through the Formal Adjudication Process, the Dean of Students or designee will schedule an Educational Conference with the RSO representative and RSO Advisor and other appropriate parties.

This meeting provides an opportunity for the leadership of the RSO, the RSO advisor(s) and the RSO inter/national governing body (if applicable) to discuss the nature of the allegations, the rights and responsibilities of the RSO, the resolution options available to the RSO based on the nature of the allegations, and the specific steps involved in the different resolution options. Participation in the Educational Conference is voluntary; however, the Dean of Students or designee, may proceed with the process in the absence of participation from the RSO.

In the event that the RSO needs additional time to select the preferred resolution option, the RSO will be given one business day following the Educational Conference to notify the Dean of Students or designee of the preferred resolution option. The Dean of Students or designee will make the final determination on the resolution option to be used in investigating and adjudicating the alleged violations.

Partnership Process

For this resolution process, the RSO is given the opportunity to conduct an internal investigation. The Partnership Process will include the following:

- The Dean of Students or designee will, in consultation with the RSO representative and RSO advisor and other appropriate parties, develop an investigation scope and timeline based on the nature of the allegations.
- The RSO must conduct an investigation and submit a written investigative report within the agreed-upon timeline, barring exigent circumstances as determined by the Dean of Students or designee, or as otherwise specified in writing by the University/College.
 - Report should be detailed and specific, including the names of specific individuals involved in the alleged violation and any internal disciplinary action the RSO has implemented relative to those individuals.

Report Review by Dean of Students or Designee (note – the report should be submitted in writing electronically to the Dean or Designee. The review process does not typically require an in-person meeting).

The Dean of Students or designee will review the RSO's investigative report and will make one of the following determinations:

- The Dean or Designee agrees that the report is complete and will schedule a resolution meeting to discuss the report and findings and review next steps; or
- The Dean or Designee agrees that the report is complete, that the behavior in question is individual in nature, and the individuals implicated in the chapter report are forwarded for adjudication under the student code of conduct and the case involving the RSO is closed; or
- The Dean or Designee determines that the report is insufficient or incomplete, and provides feedback to the RSO and provides instruction for further investigation; or
- The Dean or Designee determines that the RSO has intentionally provided inaccurate or incomplete information, obstructed the process, or is otherwise non-compliant or uncooperative. The Dean of Students or designee will then determine whether to move forward with investigation and adjudication of the allegations under the Formal Resolution Process.

Partnership Process Resolution Meeting

Once the Dean of Students or designee has determined that the report is complete, the Dean or designee will meet with the RSO representative and/or advisor (and other parties as appropriate i.e. inter/national governing body) and one of the following determinations will be made:

- **No Policy Violation** – If the RSO report determines that no policies were violated by the RSO, and the Dean of Students or designee accepts this determination, the process

concludes for the RSO. Individuals implicated in the report may be forwarded for individual adjudication as outlined in the Student Code of Conduct.

- **Responsibility Fully Accepted:** If the RSO report determines that the RSO was responsible for all policy violation(s) that were alleged, and the Dean of Students or designee accepts this determination, the Dean of Students or designee will initiate the Determination of Outcomes process.
- **Responsibility Partially or Not Accepted:** If the RSO report determines that the RSO was responsible for some but not all, or for none of the policy violation(s) that were alleged, the Dean of Students or designee will make one of the following determinations:
 - the Dean of Students or designee may accept the determinations from the report and will move forward to the outcomes process solely on the allegations for which the RSO accepted responsibility if applicable; or
 - The Dean of Students or designee may not accept the determinations from the report and will move forward in investigating and adjudicating the matter under the Formal Investigation Process.

If individual students are identified at any point in the partnership process to have potentially violated any University/College policies, they may be individually referred to the Dean of Students or designee for investigation and adjudication.

Determinations of responsibility through the Partnership Process are final and may not be appealed.

Formal Investigation Procedures

If the Dean of Students or Designee determines at any point that a formal investigation is necessary, the Dean of Students or Designee may assign the case to an investigator(s) **[The Dean of Students/Designee may serve as the investigator; however, this would preclude them from serving as a hearing or appeal officer.]** for a formal investigation. The Dean of Students or designee will notify the RSO, the RSO advisor, and other appropriate parties that a formal investigation is being initiated.

During the course of the investigation, up to and including the five (5) day review period, the RSO may request to enter information into the record and may recommend specific witnesses to the investigator. Ultimately, determinations of relevance of information or witnesses will be determined by the investigator.

In completing the investigation, the investigator(s) may:

- Make contact (if possible) with the individual(s) who submitted the initial information.
- Interview any individuals with relevant information.
- Request relevant information from RSO members (i.e. screenshots of text messages or pictures/videos) and note whether or not RSO members were compliant in sharing requested information.
- Provide relevant information at any point during the investigation to the Dean of Students or designee related to interim measures.
- Require RSO members, or a select group of RSO members (i.e. all new members of the RSO) to participate in an interview and may restrict communication between RSO members during the interview (for example, sequestering RSO members in a room and

prohibiting interview participants from using their cell phone or other devices during the interview/sequestration).

- Request students to undergo a physical examination by a campus health center staff member or other appropriate medical professional of the University's choosing and to sign a waiver allowing that medical professional to share a summary of the relevant results of that examination (e.g., physical abuse, BAC, drug usage, etc.). When possible, personally identifying information will be limited or redacted.

Students participating in a formal investigation process are expected to participate in an active, cooperative and truthful manner. Failing to participate in any fashion, including failure to provide requested information or testimony, may constitute a violation(s) of the *Code of Student Conduct*. Additionally, the investigators will document these failures and the Hearing Officer(s) may make any inferences based on these failures.

The University/College will complete the initial investigation in a period of no more than 30 days, barring any exigent circumstances. In the event that exigent circumstances arise that will require a delay beyond 30 days, the University/College will notify the RSO representative of the delay, including the reasons for the delay and the anticipated timeline for completing the investigation.

At the completion of the investigation, the investigator(s) will provide a written draft of the investigation report to the Dean of Students or designee. The Dean of Students or designee will review that report for accuracy or thoroughness and, once complete, will share the draft of the report (with necessary redactions) with the RSO representative, RSO advisor, and any other appropriate parties for review and comment. The RSO must provide any comments related to the investigative report in writing to the Dean of Students or designee within five (5) business days of the receipt of the report, barring exigent circumstances as determined by the Dean of Students or designee. Upon receipt of these comments (if applicable) the Dean of Students or designee will generate the final report and share it with the RSO representative, advisor and any other appropriate parties at least five (5) days in advance of any formal resolution. The Dean of Students or designee will make the final determination of the relevance of any information gathered during the investigation.

Upon completion of the final report, the Dean of Students or designee will schedule a meeting with the appropriate RSO representatives to determine the appropriate adjudication process. At this meeting, the RSO may choose one of the following options for adjudication:

- **Informal Resolution** – the RSO may accept the findings of the investigation and determinations of the Dean of Students or designee based on the investigation report. If this occurs, the process will move forward to the outcomes process.
- **Formal Resolution** – the RSO may not accept the findings of the investigation and/or determinations made by the Dean of Students or designee. If this occurs, the RSO may choose to have the matter resolved through either an Administrative or Formal Hearing. Regardless of the hearing body selected, the RSO will be given a notice of the time, date and location of the hearing at least seven (7) days in advance of the hearing.
 - **Administrative Hearing** – the RSO may select to have the case adjudicated by a single administrator designated by the University/College. **[The administrator in this case should be from the pool of candidates for any hearing body, and should not have been previously involved in the investigation or any other aspects of the case. The person appointed to hear the case should**

not be a subordinate to the person who made determinations in the case or who investigated the case.]

- The hearing officer may elect to call and question witnesses as necessary, including the investigator(s) who compiled the investigative report. The RSO may question any witnesses called by submitting written questions to the hearing officer.
- The RSO will be given the opportunity, in person or in writing, to submit or give a statement to the hearing officer and to respond to any information provided by witnesses.
- The hearing officer may question the RSO representative.
- The RSO may bring an advisor of their choosing to the hearing. The RSO advisor may not speak on behalf of the RSO, question witnesses, or actively participate in the hearing other than to advise the RSO representative.
- The hearing officer will make determination of responsibility using a preponderance of evidence (more likely than not) standard of evidence.
- **Formal Hearing Before Student Conduct Committee [or other appropriate UNIVERSITY/COLLEGE disciplinary body] –** the RSO may request to have the case adjudicated by the University/College Student Conduct Committee.
 - The hearing officer may elect to call and question witnesses as necessary, including the investigator(s) who compiled the investigative report. The RSO may question any witnesses called by submitting written questions to the hearing officer.
 - The RSO will be given the opportunity, in person or in writing, to submit or give a statement to the hearing officer and to respond to any information provided by witnesses.
 - The hearing officer may question the RSO representative.
 - The RSO may bring an advisor of their choosing to the hearing. The RSO advisor may not speak on behalf of the RSO, question witnesses, or actively participate in the hearing other than to advise the RSO representative.
 - The hearing officer will make determination of responsibility using a preponderance of evidence (more likely than not) standard of evidence.

Section 5 - Outcomes

At the conclusion of the resolution process (including the conclusion of any appeals process), if an organization accepts responsibility for violation(s) through the partnership or formal resolution process, or if the organization is found responsible for violation(s) through the formal resolution process, the Dean of Students or designee will schedule an outcomes meeting with the RSO representative, advisor, and other parties as applicable. The purpose of this meeting shall be to determine the outcomes necessary to effectively address the behavior of the RSO related to the violation(s) and will include the solicitation of input from the RSO representative, advisors, and all other interested parties.

At the completion of the outcomes meeting, the Dean of Students or designee² will administer all Outcomes assigned to the RSO through the Partnership or Formal Resolution Process to the RSO representative and the RSO advisor in writing via an Outcomes Letter. The Outcomes may be assessed singly, in combination, or to follow consecutively **[e.g., an RSO may have its recognition rescinded and be allowed to return as an RSO on probation at the completion of the time of rescinded recognition]**. Outcomes will be communicated in writing by the Dean of Students or designee to the RSO and will list Outcomes assigned, including the length of any active status and/or rescission periods, the specific privileges impacted, and any and all other opportunities established as a part of the educational Outcomes.

The Dean of Students or designee will maintain the Outcome Letter in the RSO's record for a period of no less than seven (7) years **[States have various laws regarding the maintenance of records. Your policy regarding student organization records should be consistent with state law and consistent with how you handle the student conduct records of individual students. Absent clear guidance from state law, we recommend that these records be maintained for seven years.]** If a RSO loses campus recognition, the Dean of Students or designee will maintain the Outcome Letter indefinitely. If applicable, a copy of the Outcome Letter may be sent to their Inter/National Organizational Governing Body or other appropriate parties.

The Dean of Students or designee and/or the appropriate University/College department will oversee the completion of Outcomes. If the RSO misses any deadlines, fails to complete any Outcomes, and/or has a subsequent violation(s), the RSO may be subject to additional Outcomes and/or disciplinary actions at the discretion of the Dean of Students/designee.

The Outcomes implemented at the conclusion of the disciplinary process may include Status Outcomes, Educational Outcomes, or Structural Outcomes.

Status Outcomes

Status Outcomes may include, but are not limited to: **[Campuses should use this framework but adjust specific language for continuity with their Code for individual processes]**

- **Warning:** A Warning is given to notify a RSO that the behavior and conduct has been inconsistent with the expectations of the University/College. A warning has no immediate effect upon an RSO's status at the University and may be specified for a period of time. However, once given a warning, a RSO should expect different Outcomes to result from any subsequent violations, especially while on a current warning status when/if similar behaviors occur.
- **Restriction of Privileges:** Restriction of Privileges precludes an RSO from participating in certain activities or may require an RSO to forfeit specific privileges. A RSO under a status of Restriction of Privileges is not in good standing with the University/College. Restriction of

² Peer Accountability Boards should also be considered when referencing the Dean of Students or designee throughout this section. Peer Accountability Boards are defined as self-governing organizations or bodies of Students who shall have jurisdiction over cases involving certain groups or RSOs or levels of violation. Peer Accountability Boards should have set selection or nomination processes, training, advisement from University/College staff, and jurisdiction.

Privileges may include, but is not limited to, loss or limitation of social events or limitation of ability to participate in University/College events or activities.

- **Disciplinary Probation:** Disciplinary Probation serves to notify a RSO that it must avoid any further violations for a specified period of time in order to avoid additional disciplinary action. RSOs on probation are not in good standing with the University. An RSO may be prohibited from participating in certain activities or forfeit specific privileges while on probation. If a RSO on probation is found responsible for any subsequent violations, the outcomes may escalate. Disciplinary Probation may include Restriction of Privileges.
- **Deferred Suspension:** Deferred Suspension is a status for a specified period of time during which any subsequent finding of Responsibility for a violation of the Code of Student Organization Conduct or any other University/College policy shall result in the Outcome of Suspension for the RSO. Deferred Suspension may include Restriction of Privileges.
- **Suspension:** Suspension is a status for a specified period of time that includes, but is not limited to, the revocation of the University's/College's registration of the RSO for a stated or an indeterminate period of time, cessation of University/College funding, restriction of all operations at the University, and restriction of use of University/College resources. If the RSO also holds a charter from a inter/national organizational governing body, the University/College may also request that the inter/national organizational governing body, revoke the charter of the RSO. **[Based on specifics in lease language, University/College should insert language regarding occupation of University/College owned housing, if applicable).**

A RSO placed on Suspension is prohibited from sponsoring, co-sponsoring, or participating in any and all social, intramural, athletic, or other similar activities on or off campus. A suspended RSO may not solicit or initiate any new members. Suspension may also include the forfeiture of other specifically listed privileges. Suspension should be for a specific and determined period of time, and will include a written return agreement outlining specific conditions for return. The Suspension may be delayed at the discretion of the Dean of Students or designee.

If the RSO dissolves or loses recognition, as a result of organizational conduct, and then attempts to seek recognition under the guise of a different organizational name, the University/College reserves the right to deny the request for recognition or withdraw the recognition. This conclusion may be based on any of multiple factors, including but not limited to, overlapping membership, similarity of purpose, and the timing of the dissolution or prior loss of recognition and the request for new recognition.

Continued operation of the RSO after suspension or loss of recognition will result in a violation of Failure to Comply and may result in additional outcomes or restrictions, up to and including an extension of the Suspension beyond the terms originally outlined in the initial Outcomes Letter/return agreement.

A RSO that has completed a period of suspension and has met conditions for return as outlined in the return agreement may seek reinstatement by complying with the registration requirements of the appropriate University/College department.

Educational Outcomes

Educational Outcomes may include, but are not limited to, educational programming, community service, interventions, restrictions, workshops, or other Outcomes determined to help develop the culture and community of the RSO. The Dean of Students or designee will determine Educational Outcomes after consultation with the appropriate University/College Office(s), the governing body and/or affiliated organization of the RSO, organizational leadership, advisors, and/or other appropriate stakeholders as necessary.

Structural Outcomes

Structural Outcomes are related to the structure, membership or governance of the organization. Structural outcomes, developed in collaboration with the inter/national organizational governing body (if applicable), may include, but are not limited to, changes to RSO operating procedures, a review of RSO membership/leadership, an external RSO review, and changes to RSO advisor support. Structural Outcomes may be included alongside any Status and Educational Outcomes, but only after consultation with the appropriate University/College department(s), the RSO inter/national governing body (if applicable), the RSO representative, RSO advisors, and/or other appropriate stakeholders as necessary.

Section 6 - Appeals

Requests for Appeal

Requests for appeals must be submitted in writing to the Dean of Students or designee within ten (10) business days, barring exigent circumstances as determined by the Dean of Students or designee, of the delivery of the written determination from the Adjudication and Resolution or the Outcomes Letter. No person involved as an original hearing officer or investigator may serve in this review capacity. The College/University's presumed position is that all sanctions will be implemented during the appellate process. The Dean of Students or designee may consider, upon request in writing, to stay or modify a sanction during the appellate process. Any stay or modification should be exercised only under exigent circumstances.

The Dean of Students or designee will review all requests to determine if the requests adequately meet the grounds for appeal (below).

The Appellant must meet one or more of the grounds below in order for the request to be passed on to the appellate body for consideration on the merits. The burden is on the Appellant to show the grounds are met using the preponderance of the evidence standard.

If there is another party involved in the matter (e.g., in matters where the incident involves Title IX or other civil rights discrimination), the Dean of Students or designee may share all or part of the appeal with the party to allow them to respond or submit their own request for appellate consideration. They will be required to respond within five (5) business days, barring exigent circumstances as determined by the Dean of Students or designee, of notice of the request for appeal.

If there is a challenge to any member of the process (e.g. a challenge of bias by an investigator or hearing officer), the Dean of Students or designee may share all or part of the appeal with party in question to allow them to respond. They will be required to respond within five (5) business days, barring exigent circumstances as determined by the Dean of Students or

designee, of notice of the request for appeal. If any new grounds for appeal are raised in any response, the Dean of Students or designee will determine whether to allow a short time for the RSO to submit a response.

The Dean of Students or designee serving in the reviewer role will issue their decision to allow the appeal to proceed in whole or in part or to deny the appeal within five (5) days of receipt of all information and responses, barring exigent circumstances.

Once forwarded, the Appeals Officer(s) will issue their decision within five (5) days of receipt of all information and responses, barring exigent circumstances. In instances where the appeal officer(s) needs additional time, the appeal officer shall notify the RSO representative, within the allotted time for issuing a decision.

Grounds for Appeal

The RSO may file an appeal, as may an aggrieved party in the matter as determined by the Dean of Students or designee (e.g., a Sexual Misconduct matter covered under Title IX), to either the Finding issued in the Formal Resolution Process, or the Outcomes of either the Partnership or Formal Resolution Process, or both, but all appeals are limited to the following grounds:

- **Procedural Error:** A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.). Any challenge for bias must include: a) what the bias was, b) how the bias manifested itself, and c) how the bias significantly impacted the outcome. A mere allegation or determination of bias will not be sufficient to meet this ground for appeal.
- **New Evidence:** New evidence is information that was unknown or unavailable during the original hearing or investigation that could substantially impact the original finding or sanction. A summary of this new evidence, how it was previously unknown or unavailable, and its potential impact must be included.
 - If a person or RSO representative refused to testify or participate in the investigation and now wishes to submit their testimony as new evidence at the appellate level, that testimony will not be considered “new evidence” under this ground. The Dean of Students or designee serving as the reviewer of requests for appeal may determine if the matter will be sent back for further investigation based on this request for appeal.
- **Appeal of the Outcome(s):** The Outcome(s) imposed is clearly outside the parameters for the violation(s) or are of such nature that the RSO could not reasonably complete them within the allotted timeframe.

General Appellate Considerations

The original finding and Outcome(s) are presumed to have been decided reasonably and appropriately.

In cases where there are other parties involved, if the Dean of Students or designee during the review phase or the Appeal Officer during the appellate phase, wishes to meet with a party or RSO representative, the other party will be notified and granted the same opportunity.

Appeals are not intended to be full re-hearings of the original allegation(s). In most cases, appeals are confined to a review strictly limited to the matters being appealed.

Appeal Conclusions

An appeal that affirms the finding of the Formal Resolution process is final. An appeal that affirms the Outcomes is final.

An appeal that is granted for the appellant (or other party, when appropriate) based on new evidence should be remanded to the Dean of Students or designee or Hearing Officer for reconsideration, for rehearing, or for further investigation.

An appeal granted for the appellant (or other party, when appropriate) based on other grounds may either be remanded to the Investigator, Dean of Students or designee, or the original hearing officer(s), with instructions to further investigate, clarify findings, or remedy errors.

When an appeal is granted for the appellant (or other party, when appropriate) based on inappropriate Outcome(s), the appeal officer may alter the Outcome or remand with recommendations, to the Dean of Students or designee or the original Hearing Officer(s), as appropriate, to modify the Outcome(s). Such Outcome determination shall be final.

Once an appeal is decided, the decision is final; further appeals are not permitted.



Attachment A – Sample Violation Rubric

Within the *Model Policy for Student Organization Conduct*, we make reference to a Violation Rubric. The purpose of the rubric is for the campus to publish the preferred resolution process for various types of organizational misconduct. We offer this Sample Violation Rubric merely as an example of what this rubric might look like. Each campus should develop, in consultation with a variety of stakeholders, their own rubric that reflects institutional values, staffing realities, and community culture.

	<i>Tier 1 – Prescribed Process</i>	<i>Tier 2 – Partnership Process</i>	<i>Tier 3 – Formal Investigation</i>
<i>Violation Examples</i>	Violation of other University Policies, including: -Social event policy (i.e. Unregistered Social Events, noise violations, etc.) -Departmental Policies -Housing/Facility Use Policies -Technology Policy Minor Alcohol Violations (possession) Trademark/Copyright Violations	Aiding in Academic Misconduct Mid-Level Alcohol Violations (Common source, distribution to minors, etc.) Damage/Destruction of Property Disruptive/Disorderly Conduct Hazing (cases not involving substantial threat to physical or emotional harm i.e. errand running, cleaning) Violation of Law	Abuse of Process Bullying/Cyberbullying Drugs or Other Controlled Substances Endangerment Hazing (cases involving substantial threat to physical or emotional harm, included forced/coerced alcohol consumption) Title IX/Civil Rights/Harassment Significant Alcohol Violations (Transports, etc.)



In addition to the Violation Rubric, each University/College should develop a menu of outcomes associated with Tier 1 (Prescribed Process) Violations. Some of these will be institutional in nature (i.e. low-level alcohol violations or social event registration policies, for example), while others may be departmental in nature (violations of intramural sports policies, for example). This menu should contain a listing of common violations, prescribed penalties associated with each policy, and should also incorporate progressive discipline (i.e. increasing penalties for multiple offenses within an academic year, or offenses while on probation, etc.). Table 2 contains an example of what this Tier 1 Outcomes Menu might look like (Note – we are not suggesting these specific outcomes – this is only an example of what this outcomes menu should look like).

Table 2. Example Tier 1 Violation Outcomes Menu

Violation	First Offense	Second Offense
Unregistered Social Event	Warning	One-month social restriction \$250 fine
Presence of Alcohol at Registered Social Event	One-month social restriction	Two-month social restriction ASTP Class with 90 percent of members in attendance
Fire Code Violation – Exceeding Capacity at Registered Social Event	\$250 Fine Educational workshop with 90 percent of members in attendance	\$500 fine Two-month social restriction
Trademark Violation – Unauthorized Use of University Logo	Warning	\$250 fine

FLOW CHART

Model Code of
Student Organization
Conduct

INCIDENT
↓
NOTICE TO THE
UNIVERSITY / COLLEGE

Interim
Measures with
Review Meeting

PRELIMINARY INQUIRY

INSUFFICIENT EVIDENCE
TO PURSUE INVESTIGATION

(Possible Referral to RSO)

CLOSED

FORWARD FOR
OTHER RESOLUTION

(Send Notice of Allegations)

EARLY
RESOLUTION

CLOSED

PRESCRIBED
PROCESS

ACCEPT

CLOSED

DON'T
ACCEPT

(Goes to Formal Investigation)

PARTNERSHIP
PROCESS

(RSO Self-Investigates)

FORMAL
HEARING

PANEL

ADMIN

NOT RESPONSIBLE
CLOSED

RESPONSIBLE

OUTCOMES

FORMAL
INVESTIGATION

NOT
RESPONSIBLE
CLOSED

INFORMAL
RESOLUTION

RSO ACCEPTS
ALL

OUTCOMES

DOS
ACCEPTS

CLOSED

DOS
REJECTS
(GOES TO FORMAL
INVESTIGATION)

No
Appeal

DOS
ACCEPTS

OUTCOMES

DOS
REJECTS

(Goes to Formal
Investigation)

Appeal
on Determination
of Responsibility

No
Appeal

OUTCOMES → INPUT FROM STAKEHOLDERS → APPEAL

