



Unit End of Year Report

Report includes:

- 2018-2019 Annual Goals
- 2018-2019 Assessment Plan
- Key Performance Indicators
- 2018-2019 Points of Pride
- 2019-2020 Annual Goals
- 2019-2020 Assessment Plan

Unit: Student Conduct

Director:

Dan Greer, Director for Student Conduct

UNIT OVERVIEW

Department Mission

Residential Life/Learning Communities and Student Conduct contribute to the holistic development of students through intentional support, programs and collaboration, which foster a safe, inclusive and engaged community.

Student Conduct Purpose Statement

As an educational process to promote community standards, Student Conduct ensures due process and fundamental fairness to all individuals and organizations involved. We accomplish this by communicating expectations outlined in the *Code of Student Conduct*, encouraging accountability, self-reflection, emotional & developmental growth, and supporting students experiencing conflict. We strive to build and maintain community partnerships that allow students to have unique educational experiences that promote student success.

Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Provide education and training to students about decision-making and community impact of their actions.	2, 4	1.1, 2.1
Ensure best practices in Student Conduct that emphasize fairness and equity, along with self-reflection to encourage student development	3, 4	1.1, 4.3
Promote a safe campus community through upholding community standards and the Code of Student Conduct.	2, 6	1.1, 1.5, 2.1

SECTION ONE: 2018-2019 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Partner with Brockport Student Government to expand marketing and communication efforts of the office of Student Conduct	<p>Partially met – Student Conduct presented to Brockport Student Government in August 2018 and January 2019. Student Conduct met with representatives from BSG about setting up a focus group, however BSG was unresponsive to communication and attempts to outreach. A focus group was conducted with Resident Assistants and a follow up survey was also sent to RA staff that could not attend.</p> <p>Informational brochures have been created and will be available for students beginning with New Student Orientation and available on the Student Conduct website.</p>
Develop policies and procedures for implementation of Restorative Practices in partnership with Residential Life/Learning Communities and Office of Diversity	<p>Complete – A proposal has been drafted in regards to implementing Restorative Justice at The College of Brockport. Student Conduct has conducted successful restorative conferences this academic year.</p> <p>This work will continue in the 2019-2020 academic year with additional training across campus. Additional documentation will be created with a focus on expanding restorative conferencing as a process toward resolving conflicts on campus.</p>
Utilize assessment data to identify opportunities for early-intervention efforts & create action-plan for students at-risk of violating the student conduct policies	Complete – Student Conduct has completed this assessment project and has arranged meetings with campus constituents to discuss trends in their respective areas.

SECTION TWO: 2018-2019 Assessment Plan

Unit Goal		College Mission Alignment:
Partner with Brockport Student Government to expand marketing and communication efforts of the office of Student Conduct		Supports the College Mission by working with student leaders to improve transparency and perceptions of fairness & equity.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Complete focus group sessions with Brockport Student Government representatives Present to Brockport Student Government on Student Conduct practices	Completion of focus group Assessment demonstrating knowledge of student conduct practices amongst students	This goal was partially met. Student Conduct met with representatives from BSG throughout the fall semester about the plan for the focus group, planned questions to ask participants, and how Conduct would use the information. Student Conduct received limited response from BSG, so we proceeded with gathering feedback from Resident Assistants (RAs) in a meeting led by staff from Prevention and Outreach Services. A survey was also emailed to the RAs. Student Conduct will use the information learned from this process to provide marketing materials to students.

CLOSING THE LOOP

Resources Used:

Brockport Student Government, Resident Assistants, Prevention and Outreach Services

Key Findings:

Student Conduct has identified that there is an opportunity to improve training with student staff.

Dissemination/Discussion of Key Findings:

Prevention and Outreach Services shared the results of the meeting with Residents Assistants with Student Conduct. Student Conduct marketing materials will be created to be utilized with students in training. Conduct will also revise RA training presentation to better address the concerns and questions that arose.

Summary Sentence for EMSA Briefing Book:

Student Conduct will continue to explore methods by which to engage the student body and inform them about Student Conduct, and provide students with materials to better understand the role and responsibilities of the office.

Unit Goal		College Mission Alignment:
Develop policies and procedures for implementation of Restorative Practices in partnership with Residential Life/Learning Communities and Office of Diversity		Supports the College Mission by providing additional conflict resolution options beyond the traditional student conduct process, including options to address Bias-related cases.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Develop procedures for bias-related cases involving students that may be referred to restorative justice</p> <p>Develop procedures for Residential Life cases that may be referred to restorative justice</p> <p>Identify roster of professional staff that are eligible to conduct restorative circles</p>	<p>Maxient</p> <p>Creation of internal documents</p>	<p>Goal has been met. A proposal has been written with plans to submit the president. Internal procedures have been written for Student Conduct handling of restorative conferences. Two restorative conferences were successfully completed this academic year.</p> <p>The Director of Student Conduct will be attending the Advanced Restorative Justice track at Gehring Academy in July 2019 to advance training in implementing restorative justice into student conduct.</p> <p>A roster of professional staff, eligible to conduct restorative circles has been maintained. This roster has diminished due to staff turnover. Additional professional staff will be invited to participate in trainings in fall 2019.</p>

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal
Maxient, professional staff facilitators

Key Findings: list key findings related to unit goal and outcomes

The Student Conduct office has identified continued opportunities to implement restorative justice at the College of Brockport. This office will continue to provide leadership in expanding restorative justice implementation through the 2019-2020 academic year.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions

Student Conduct will seek opportunities with departments around campus about how restorative justice work can be implemented in their areas. Residential Life/Learning Communities will be an important partner in training Resident Directors and Resident Assistants on restorative justice in August 2019.

Summary Sentence for EMSA Briefing Book:

Student Conduct will continue to expand opportunities to address conflicts using restorative justice through the 2019-2020 academic year. This will include developing presentations to teach other departments around the College about restorative justice and inviting trainers to expand the roster of trained facilitators.

Unit Goal		College Mission Alignment:
Utilize assessment data to identify opportunities for early-intervention efforts & create action-plan for students at-risk of violating the student conduct policies		Supports the College Mission by identifying at-risk students based on trends and supporting those students prior to a potential suspension/dismissal from the College.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Meet with athletic teams represented in the conduct assessment data</p> <p>Continue analysis of students at-risk of being suspended/dismissed from the College</p>	Maxient data regarding student conduct incidents, participants, and type of incident	<p>Goal has been partially met. An assessment presentation has been completed for three years of data (2015-2018) examining trends for students based on race, gender, GPA, athletic affiliation, class year, and recidivism.</p> <p>This information has been shared with partner groups including Athletics, EOP, and Prevention Outreach Services. Student Conduct will work with these offices to develop plans for preventative educations with student groups going into the 2019-2020 AY.</p>

CLOSING THE LOOP

Resources Used:

Maxient, Institutional Research and Analysis

Key Findings:

Student Conduct has identified trends amongst demographic groups at The College at Brockport which will inform outreach and education for groups that are at-risk of violating student conduct codes and not being retained.

Dissemination/Discussion of Key Findings:

Student Conduct has met with campus partners offices with groups assessed in this project; Athletics, EOP, Prevention & Outreach Services.

Summary Sentence for EMSA Briefing Book:

Student Conduct has completed assessment on demographic groups at the College and will be tracking information to update this report on an annual basis.

SECTION THREE, CAS REVIEW

CAS Part 7 Summary of Findings: Diversity, Equity and Access

Overall average **(1.33)**.

Areas Requiring Follow-Up:

- Explore opportunities to make physical changes to Student conduct office to improve ADA accessibility
- Relationship building with demographic groups on campus
- Training for RD and RA staff in confronting incidents involving historically underrepresented groups and recognizing areas of potential bias.
- Training for RD and RA staff in responding to bias incidents.

Action Items:

- Request additional wheelchair access button be added to the front door
- Until physical accommodations can be made, partner with Residential Life/Learning Communities to utilize space as a reception area
- Continue efforts to increase transparency for Student Conduct, through continuing partnerships with campus departments such as EOP and Office of Equity, Diversity & Inclusion
- Continue to assess demographic trends in Student Conduct and share data with campus partners, demonstrating a fair & equitable process

Achievements:

- Student Conduct has a diverse staff makeup and has participated in many EDI trainings
- Student Conduct had implemented restorative justice as a process for responding to bias-related complaints
- Student Conduct continues to provide trainings and uphold community standards for civility and prohibiting harassment on campus

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

- | | |
|---|--|
| 1. Written and Oral Communication
2. Quantitative Reasoning
3. Intercultural Competence | 4. Critical Thinking and Information Literacy
5. Civic Engagement |
|---|--|

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Students who participate in the conduct process will understand the impact of their actions and begin to repair the harm those actions did to their community.				X	X	2018-2019
2. Students who participate in the conduct process will understand and exercise their rights within the student conduct process.				X		2019-2020
3. Students who participate in the conduct process will identify and articulate practical tools and methods for responsible decision-making.	X			X	X	2020-2021

Departmental Learning Outcome Measured in 2018-2019:

Students who participate in the conduct process will understand the impact of their actions and begin to repair the harm those actions did to their community

Strategies/Programs	Assessment Tools/Data Sources	Results
<ul style="list-style-type: none"> Student Conduct Hearing Process Educational workshops Community service Projects completed with the RAs/RDs as part of sanctioning Mediation and restorative justice 	<ul style="list-style-type: none"> Post hearing baseline survey POS workshop data Recidivism rates Focus groups with BSG to help the student body understand the Code and the student conduct process 	<ul style="list-style-type: none"> Post hearing Baseline survey <ul style="list-style-type: none"> The post-hearing survey yielded 104 responses. Question 15 of the survey yielded 92 responses and states: "Please indicate your level of agreement with the following statements: - As a result of the Student Conduct process, I will modify my behavior." Of the 89 students who completed the survey, 52.17%% (n=48) strongly agreed, 11.96%% (n=11) moderately agreed, 6.52% (n=6) neither agreed nor disagreed, 3.26% (n=3) moderately disagreed, 16.3% (n=15) strongly disagree, 9.78% neither agree or disagree (n=9) Question 16 of the survey states: "Please indicated your level of agreement with the following statements- As a result of the student conduct process; I

		<p>understand how my behavior impacts others. Of the 89 students who completed the survey; 47.83% (n=44) strongly agree, 11.96% (n=11) moderately agree, 14.13 % (n=13) neither agreed nor disagreed, 0% (n=0) moderately disagreed, 18.48% (n=17) strongly disagreed, and 7.61% (n=7) neither agreed nor disagreed.</p> <ul style="list-style-type: none"> • Recidivism rates <ul style="list-style-type: none"> ○ In 2018-19, of 734 cases, 19.89% (n=146) students had two or more cases. In 2017-2018, 34.41% (n=308) students with two or more cases. This number is down by 14.52% (n=162) •
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Summary of Findings and Next Steps:

Findings:

- Students generally say that they will modify their behavior after participating in the Student Conduct process.
 - 64.13% (n=59) of participants in the post-hearing survey indicated that they have changed their behaviors.
 - 19.56% (n=18) of participants in the post-hearing survey indicated that they would not change their behaviors
 - 16.3% (n=15) of participants in the post-hearing survey indicated that they were neutral or that this question did not apply
- Students generally say that they understand how their actions affect others.
 - 47.83% (n=55) of participants in the post-hearing survey indicated that they understood the effect that their behaviors have on others.
 - 18.48 % (n=17) of participants in the post-hearing survey indicated that they did not understand the effect that their behaviors have on others.
 - 21.74% (n=20) of participants in the post-hearing survey indicated that they were neutral or that this question did not apply
- Recidivism rates are down by 14.52% from the 2017-academic year.

Next Steps:

- The Office of Student Conduct will finalize an action plan for utilizing Restorative Justice Practices to assist in conflict resolution.

- The Office of Student Conduct will seek to partner with different offices and student groups such as BSG, the Educational Opportunity Program, students participating in Living-Learning Communities, Student-Athletes, etc.
 - By engaging with a more diverse group of students outside of conduct meetings, we will be able to focus more on specific population concerns, which in turn will increase student learning throughout the conduct process.
 - By building relationships a more diverse group of students, we will provide a safe space for students to come when they need to address a concern.

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Mid-Year Residential Survey			
Are codes/policies clearly communicated?-yes			
85.9%	86.42%	90.11%	92.64%
Perception of Student Conduct System – fair			
47.07%	45.26%	52.63%	46.19%

Student Conduct saw an increase this year in how “clearly [we] communicate” our policies. Of 734 student responses, 92.64 % (n=680) stated that the policies were clearly communicated. This is an improvement over the 2017-2018 survey where, of 627 student responses, 90.11% (n=565), stated that the policies were clearly communicated. We did, however, learn from Resident Assistants that they believe Student Conduct can do more to make students more knowledgeable of and comfortable with the conduct process. Student Conduct saw a decrease in the perceived fairness of the conduct system. In 2017-2018, 52.63% (n=330) perceived the process as fair. This past academic year, 46.19% (n=339) of respondents perceived the conduct process as fair.

Baseline Participant Survey			
(*moderately agree & strongly agree)			
My hearing officer was knowledgeable about the College’s student conduct process			
N/A	75%	84.82%	81.52%
I was educated on the Code of Student Conduct			
N/A	64%	75%	79.35%
I understood my rights in the Student Conduct process.			
N/A	71%	79.47%	77.17%
I understood my right to have an advisor of my choice present			
N/A	75%	83.04%	85.87%
I understood the difference between an Administrative Hearing and a Student Conduct Board			
N/A	72%	71.42%	79.35%
I understood my right to appeal the outcome and how to submit an appeal			
N/A	73%	83.93%	84.79%
As a result of the Student Conduct process, I will modify my behavior			
N/A	61%	63.39%	64.13%
As a result of the Student Conduct process, I understand how my behavior impacts others			
N/A	57%	57.14%	59.79%

Student Conduct surveyed students who went through the conduct process throughout the academic year. Throughout the year, we had 104 students submit responses, which is a decrease of 33 respondents from the previous year. While our numbers indicate decreases in students that feel their conduct officer was knowledgeable about the process and students understanding their rights, we saw increases in every other area. Over the last two academic years, we have seen an 6-15% increase in student understanding of various aspects of the conduct process.

During the 2017-2018 academic year, we introduced a document that explained a student’s right to an advisor, their right to choose their type of hearing, and the appeals process. We believe last year’s increases were a result of that document. This academic year, Student Conduct created a script to be read before each student hearing during the 2018-2019 academic year and beyond. The information in the script covers advisors, hearing type, and appeals in greater detail. We use these two documents in conjunction with one another to ensure that students have all the information they need to make an informed decision about how they wish to proceed. The further increases seen in student understanding may be attributed to the script Student Conduct implemented.

The area that indicated the smallest increase is student understanding of their rights. It is unclear why this area remained flat as it is explained in the informational sheet and again in the script every conduct officer reads before each meeting. Student Conduct will work with conduct officers to highlight this area in the 2019-2020 academic year.

Student Conduct may consider adding a question about the script's usefulness on the 2019-2020 survey.

In the comments, students talked about positive interactions with a few of the conduct officers. However, most of the comments were about things the students wanted Conduct to improve. A number of students felt the office could improve its timeliness. Those students felt unable to reach anyone from the office at times, and others felt the office did not communicate with them very well. Students also disagreed with their charges and sanctions. Students also expressed confusion about the charges. It may be beneficial for Student Conduct to include descriptions of each charge and the reasoning behind each charge as a part of the script.

Prevention Outreach Services has modified their post-workshop surveys and their questions do not align with KPI's reported by Student Conduct. These two offices will meet to align the surveys with information that is being reported in the Annual Report.

Harm Reduction & Education

Alcohol Education Workshop, Marijuana Education Workshop, Party Smart Workshop

Alcohol Education

5 or more harm reduction strategies used		
N/A^	76%	62.71%

Marijuana Education

Found the workshop useful			
N/A	N/A	80%	67.9%

Party Smart

2015-'16	2016-'17	2017-'18	2018-'19
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Intend to use at least 1 tip learned			
100%**	100%**	100%	N/A ¹
Reported an increased understanding of how their actions impact the community			
100%**	100%**	N/A	N/A ²
Found it useful			
100%**	100%**	88%	66.7%
Effectively identified 5 or more harm reduction strategies ³			
N/A	N/A	N/A	52.4%

Off Campus Trends

Total of unique off campus incidents

-	-	-
215	183	158

On Campus Trends

Total of unique on campus incidents

-	-	-
819	853	817

Off Campus Trends

Number of off campus conduct violations

	-	-	-
Disorderly Noise	39	23	22
Disorderly House	23	4	11
False Identification	2	7	1
Open Container	44	47	42
Disorderly Conduct (violation of law)	28	25	16
Physical Assault	6	11	1

On Campus Trends

Number of on campus conduct violations

	-	-	-
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This year we saw a decrease in both unique off campus and on campus incidents. The total number of on campus incidents decreased by 59. During the fall of 2017, Student Conduct saw a significant increase in the number of incidents and cases, but the number of cases and incidents in the fall of 2018 came back down to where it was in previous years.

Student Conduct has seen decreased conduct across the board this year. Some of the conduct numbers listed are similar to previous years but, overall, the number of violations dropped dramatically during this academic year. The 162 violations is a four year low, but it is closer to the 240 violations reported in 2015-2016 than the 385 violations reported in 2017-2018, which had the most conduct cases, incidents, and reports of the four years. A comparison of numbers across years with BPD could shed some light on why there has been such a dramatic decrease in of campus violations.

Student Conduct will look for an opportunity to share this information with the Town Gown Committee as a means to collectively address trends, proactively and reactively.

As stated in the previous section, Student Conduct has seen decreased conduct across the board this year. We have, however seen an increase in the number of

¹ POS has not surveyed students about their intent to use one tip learned during the workshop.

² POS has not surveyed students about understanding the impact of their actions on the community.

³ 2018-2019 was the first year that Conduct received numbers from POS regarding harm reduction strategies identified after the Party Smart workshop.

Alcohol	793	784	576
Prohibited Substances	328	475	351
Fire Safety	51	55	39
SBCT	32	57	51
Disorderly and/or Disruptive Conduct	82	75	68
Total on campus charges (not all included in this table)	2,407	2,624	1,764

Student Behavioral Consultant Team

Numbers reported by Karen Logsdon

	2016-'17	2017-'18	2018-'19
Unique student referrals	55	73	89
Interventions	31	39	54

Number of students assigned to Community Service

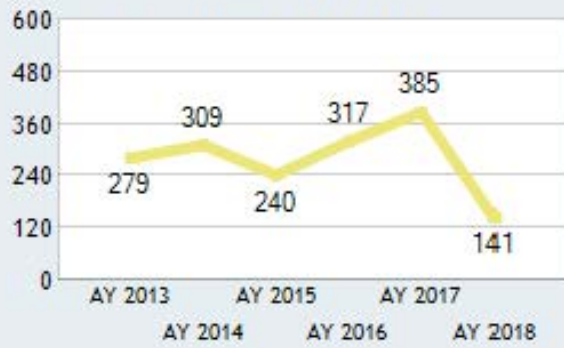
	2015-'16	2016-'17	2017-'18	2018-'19
Unique students sanctioned	69	95	72	28
Hours Assigned	778	798	707	316

SBCT incident reports and student of concern incident reports over the last couple of years. In the 2017-2018 academic year, we received 262 student of concern reports and 25 SBCT reports. This year we received 306 student of concern reports and 44 SBCT reports.

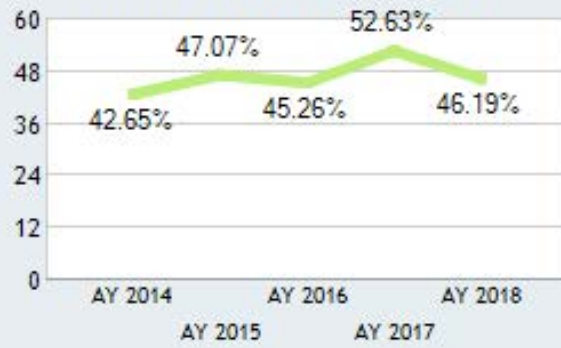
SBCT Chair reported seeing continued increases in students referred to SBCT, and the number of interventions had as a result of the referrals. The number of interventions had includes students being met with on multiple occasions.

The number of community service hours has decreased. Several factors may have led to this: RDs are less likely to sanction someone to community service as they typically do not hear cases beyond a second alcohol or drug offense; many times, off campus students are the ones who are assigned to do community service and we saw fewer off campus violations this year; we have a more focused outcome for students that violate the fire safety policy. Additionally, we refer students to community service through the Office of Community Development, which helps students find community service opportunities.

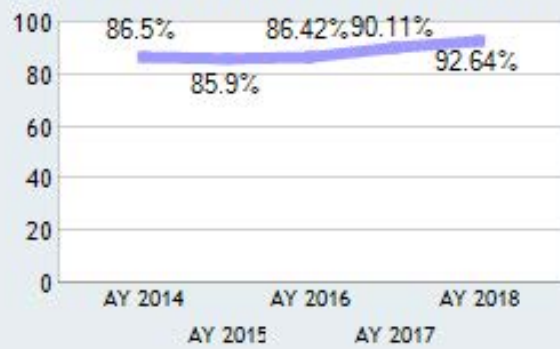
Number of Conduct Charges, Off Campus



Mid-Year Residential Survey: Perception of Fairness



Mid-Year Residential Survey: Policies Clearly Communicated



SECTION SIX: 2018-2019 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Completed a year-long assessment project to help the office see sanctioning patterns and sanctioning equity.	Goal 2 – To be a College Engaged with its Community
Created a plan to implement Restorative Justice practices more effectively within Student Conduct and Residential Life/Learning Communities	Goal 1 – A Great College at which to Learn
Promoted the Assistant Director of Student Conduct to Director of Student Conduct to provide better oversight of Conduct policies, procedures, and initiatives.	Goal 2 – To be a College Engaged with its Community
All Student Conduct staff are certified facilitators for Green Dot bystander training	Goal 2 – To be a College Engaged with its Community
All Student Conduct staff are certified in ATIXA Level IV Civil Rights Investigator training	Goal 2 – To be a College Engaged with its Community

SECTION SEVEN: 2019-2020 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Continue implementation of Restorative Justice into Student Conduct, including creation of external marketing materials and policies	2, 6	1.1, 1.8., 2.1	Partner with Residential Life/Learning Communities, develop new documentation	May 2020
Utilize assessment data to create action-plan for students at-risk of violating the student conduct policies	1, 2	1.1, 1.5, 1.8, 2.1	Partner with campus offices such as EOP, Athletics, Prevention & Outreach Services,	May 2020
Market Student Conduct for students as department that supports campus climate and is resource for conflict management	2, 3	1.1, 1.8, 2.6	Continue attempts to partner with Brockport Student Government, establish student relationships with EOP, increase training opportunities with Resident Assistants	May 2020

SECTION EIGHT: 2019-2020 Assessment Plan

Unit Annual Goal:		
Continue implementation of Restorative Justice into Student Conduct, including creation of external marketing materials and policies		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Complete informational pamphlet explaining Restorative Justice process for staff & students Update <i>Code of Student Conduct</i> to include Restorative Justice and outline the RJ process Train College staff and faculty to be Restorative Justice facilitators	Completion of documents Approval of updates to <i>Code of Student Conduct</i> Completion of training and roster of RJ facilitators	Dan Greer, Joe Goings, Beth Chase Marketing materials Financial resources to support trainers coming to campus

Action Plan:

- Documents will be drafted over summer 2019
- Trainings for fall 2019 will be planned and scheduled. Targeted groups will include Resident Directors, Resident Assistants, professional staff in EMSA, College faculty.
- Begin drafting updates to *Code of Student Conduct* in fall 2019

Goal Rationale:

This goal will provide an avenue to address and repair harms, by holding students accountable, in incidents that impact the Brockport community while not rising to the level of a conduct violation.

Unit Annual Goal:		
Utilize assessment data to create action-plan for students at-risk of violating the student conduct policies		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
Present assessment data to Athletics, EOP, Prevention & Outreach Services Develop preventative education plans with these offices for their respective student groups	Meetings held with groups to present data Plans drafted for focus on preventative education	Dan Greer, Joe Goings, Beth Chase Maxient data

Action Plan:

- Meetings will be conducted over summer 2019 with plans to establish regular meetings where data & trends will be shared
- Continue assessment project and update with data from 2018-2019 AY
- Continue assessment project to examine students that have been conduct suspended or dismissed over the past three academic years to determine common characteristics of students at risk of being removed from the College.

Goal Rationale:

Addressing students at risk of appearing in the student conduct process and/or at risk of being suspended/dismissed will support retention efforts by intervening with students prior to them being required to leave the College.

Unit Annual Goal:		
Market Student Conduct for students as department that supports campus climate and is resource for conflict management		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Complete sessions with EOP students during summer program</p> <p>Increase training opportunities with Resident Assistant staff in partnership with Residential Life/Learning Communities</p> <p>Seek opportunities for programming and tabling efforts in the residence halls and student union</p>	<p>Completion of sessions with EOP during summer program</p> <p>Mid-year survey</p> <p>Baseline survey</p> <p>Feedback from Resident Assistants</p>	<p>Dan Greer, Joe Goings, Beth Chase</p> <p>Maxient data</p>

Action Plan:

- Partner with EOP staff to conduct relationship building sessions with EOP during their summer program
- Increase attendance at student and EDI related events during the academic year
- Work with Residential Life/Learning Communities to find opportunities to train with resident assistants beyond August & January trainings

Goal Rationale:

This goal will support continued efforts of Student Conduct to market the office and increase perceptions of fairness & equity.