

# DETERMINING SANCTIONS

When determining sanctions take into consideration the following:

- The Nature of the Violation
- Institutional Precedent for the Violation
- Previous Disciplinary History of the Student
- Intent Of Student
- Personal Circumstances
- Attitude Displayed During the Process
- Demonstration of Understanding
- Influence of Alcohol and/or Drugs
- Balancing Active and Inactive Sanctions

## **1. The Nature of the Violation**

Don't just look at what the violation was, but consider the ramifications of the behavior or what could have happened. Take into consideration the degree to which each policy was violated, what the intent of the actions were, and what impact the actions had on others and the community.

## **2. Institutional Precedent for the Violation**

Sanctions given in similar situations should be taken consideration for consistency, however it is important to avoid tunnel vision. This can lead to difficulty in responding to individual circumstances. Use precedents as a guide.

## **3. Previous Disciplinary History of the Student**

Use to determine whether or not the student has established a pattern of behavior or has difficulty with a particular policy or set of expectations. Multiple violations, whether for the same policy or a variety, reflect the character and judgment of the student.

## **4. Intent of the Student**

Were the student's intentions to abide by regulation when they realized something was inappropriate, but prior to being able to remove themselves from the situation, they were confronted?

Was the student acting in self-defense?

Personal circumstances do not excuse policy violations, but may impact the sanctioning: for example: recent death of a family member, a traumatic experience, a physical or psychological disorder, a substance addiction.

## **5. Personal Circumstances**

## **6. Attitude Displayed During the Process**

Take into consideration their attitude when they were confronted as well as during the hearing. How receptive is the student to educational interventions.

## **7. Demonstration of Understanding**

Make attempts to determine whether or not the student has learned anything meaningful from the situation.

Sample questions:

- What have you learned from this experience?
- How will things be different in the future?
- Think of yourself in that same situation, what would you do differently?
- How has this incident impacted your daily life?

## **8. Influence of Alcohol and/or Drugs**

If AODs were involved in the situation, it is important to determine how the student views the substance and their own use of it. Does the student have difficulty making positive decisions when under the influence? Does the student see the use of the substance as a contributing factor to violating a policy?

Sample questions:

- Do you think that alcohol/drugs impacted your behavior?
- How much did you drink that night?
- Is that amount of alcohol normal for you?
- Looking back, would you do anything differently?
- You have told me in the future you will only 'drink/smoke marijuana' off campus. Do you think that is a smart thing to do?

## **9. Balancing Active and Inactive Sanctions**

Although inactive sanctions, such as warnings and probations are needed, it is important to complement them with active sanctions in order to educate the student.