

Office of Judicial Affairs

Fall 2014

The Office of Judicial Affairs

- Student Conduct Code violations
- Academic Grievances
- Investigate Student vs Faculty Sexual Misconduct and Discrimination Cases

Student Conduct Code

Otherwise known as the “Common Sense Code”

- Don't beat anybody up
- No cheating on an exam
- Don't graffiti the walls
- Don't stalk or harass anyone
- Don't lie
- Don't steal
- Don't break anything

If it's illegal off campus, it's illegal on campus

Nature of the Hearing

- Administrative, internal University proceeding
- NOT a court of law
- Legal standards of a trial do not apply
- Not designed to be adversarial

Goals of the Campus Behavioral Process

- Focuses on helping the student understand why his/her behavior(s) violated community standards
- Help students avoid making the same mistake again
- Help students see how their misbehavior affects others
- Learn from the situation
- To keep students and community safe

The Judicial Process

- The Office of Judicial Affairs receives a report
- Student is informed of alleged violations via a letter
- The Judicial Officer meets with the student
- The Judicial Officer interviews all relevant witnesses
- The Judicial Officer reviews all documentation and notes
- The Judicial Officer determines if there is a preponderance of the evidence to find cause
- Sanctions, consistent with sanctions of similarly situated cases, are issued if cause is found

SCC Sanctions

- Warning
- Probation
- Suspension (for a specified period of time)
- Expulsion (indefinite period)
- Interim Suspension

- Loss of privileges
- Restitution - service or money
- Rescission of Grades or Degree
- Withholding degree
- Educational Programs

Above = permanent disciplinary record

Appellate Board

- A student may appeal if they meet one or more of the following criteria:
 - 1. New Information
 - 2. Procedural Error
 - 3. Substantive Facts
- If the student meets one or more of the above criteria, they may present their case in front of the appellate board.
- Appellate board consists of a Chairperson (non-voting except in the case of a tie) and at least 2 voting members (student, staff or faculty)

Academic Grievance Procedure

- A process for students to grieve their grade
- Three Part Process:
 1. Meet with the faculty member involved.
 2. File a formal complaint with the Department Chair.
 3. File an appeal with the AGC via the Office of Judicial Affairs.
- Appeal is actually reviewed by the AGC. Committee consists of a Chair, Faculty, Grad and Undergrad students. Pre-Hearing and full Hearings. OJA role is to facilitate the process.
- Decision of the AGC is final within UHM.

Academic Grievance Procedure

- **Top Three Complaints:**
 3. Poor teaching performance
 2. Deviating from the class syllabus
 1. Unfair grade
- **Deadline to File:** must be initiated no later than the semester following.

Have a great semester!

Office of Judicial Affairs

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EIKO

- Eiko is a fellow teaching assistant and has been with the department for 3 years. You have shared an office with her over the past semester. Eiko is cleaning out her desk as she is moving back to Japan. She is complaining that she has accumulated “too much stuff” and is contemplating throwing away the student papers, exams, syllabi, etc. related to her teaching over the last 3 years.
- What advice do you give Eiko?

SCOTT

- Scott has been attending your course regularly and has performed satisfactorily throughout the semester. One day, while class is in session, Scott enters the classroom very agitated. He sits down on the floor in the back of the room, begins talking to himself, and starts yelling incoherently. You call Campus Security. A psychiatrist from the Counseling and Student Development Center and the EMTs are dispatched. Eventually, Scott is taken away by ambulance. The psychiatrist informs you that he has been working with Scott and that the student has suffered a psychotic break. After the emergency personnel leave, your students begin to express concern about Scott returning to class. Some say that they fear for their safety and will withdraw from the course or file a complaint unless you do something.
- What do you do?
- What rights do your students have?
- What rights does Scott have?

MARY

- Mary, a student in your class, approaches you to report that her former boyfriend, also a UH student, has been stalking her. Mary breaks down in tears while expressing to you how terrified she is for her safety.
- What do you do?
- What options exist for Mary to help rectify her situation?

ALLYSON

- Allyson, an undergraduate student in a course you are teaching, often disagrees with your views presented in class. One day, Allyson's questioning of you escalates into a loud argument. Frustrated, Allyson swears under her breath and leaves the room before the class session is over. Allyson misses the next three class periods. Subsequently, Allyson returns to class. She continues to raise her opposing views throughout the remainder of the semester, but another explosive argument does not ensue. At the end of the course, you assign Allyson a "D" grade. Allyson approaches you and states that she is convinced that this is a result of her expressing her opposing views.
- What do you do?
- What can Allyson do to attempt to change her grade?
- You feel that Allyson's behavior in class was unacceptable on numerous occasions. What do you do?

BRUCE

- During the administration of a mid-term exam, you notice that a student, Bruce, is gazing at his neighbor's paper. Not quite sure of what you have witnessed, you do not react immediately. Throughout the remainder of the exam, you note that Bruce has looked at his neighbor's paper nine times. When you correct the exams you see that Bruce's answers are nearly identical to those of this neighbor—even the errors are the same.
- What do you do?
- What can Bruce do if he disagrees with your actions?

ALLEN

- Allen is a teaching assistant. One day near the end of the semester, Allen announces to you that his class is not performing to his expectations. Therefore, Allen states that he has decided to assign two additional projects for the students to complete and change the worth of the final exam from 25% of the total grade to 50%.
- What advice do you have for Allen?
- Do the students have a right to object to the changes? If yes, what do they do?