

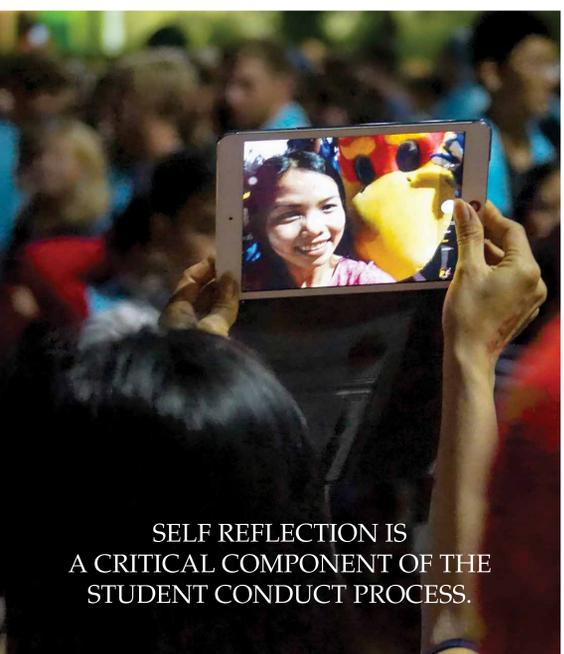
# STUDENT CONDUCT as a Learning Strategy

## Residential Curriculum in Action

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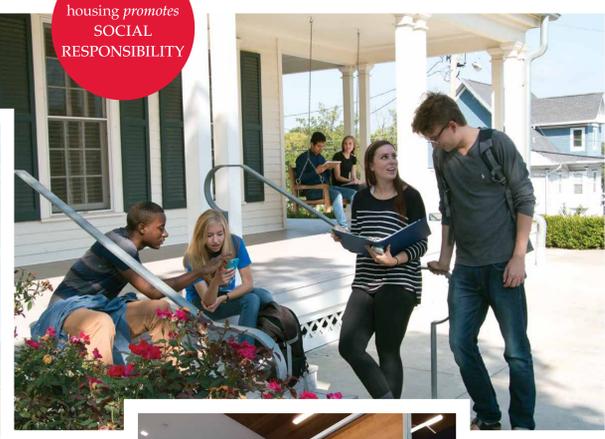


SELF REFLECTION IS A CRITICAL COMPONENT OF THE STUDENT CONDUCT PROCESS.

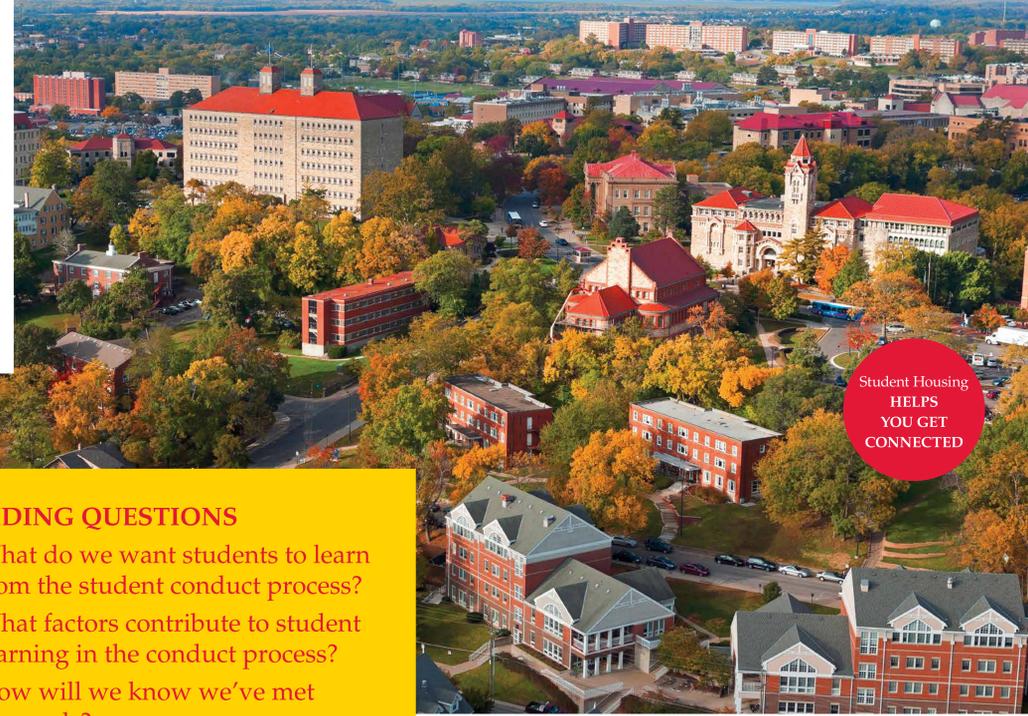
THE MISSION OF KU STUDENT HOUSING is to build learning-centered communities through individual support and respect.



On-campus housing promotes SOCIAL RESPONSIBILITY



THROUGH STUDENT CONDUCT, STAFF MAKE INTENTIONAL REFERRALS TO KU ACADEMIC SERVICES.



Student Housing HELPS YOU GET CONNECTED

### GUIDING QUESTIONS

- What do we want students to learn from the student conduct process?
- What factors contribute to student learning in the conduct process?
- How will we know we've met our goals?

### WHAT IS STUDENT LEARNING?

"Learning reconsidered defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate." (Keeling et al., 2004, p. 2)

### WHAT IS A RESIDENTIAL CURRICULUM?

Linked to KU's academic mission... to lift students and society by educating leaders, building healthy communities, and making discoveries that change the world.

- Derived from educational priorities through research-backed pedagogy and assessment.
- Utilizes sequenced, individualized, and targeted interventions, coupled with strategic community building.
- Provides students with transformative learning opportunities that lead to graduation in 4 years.

### OUR OUTCOMES

#### STUDENT UNDERSTANDING

By participating in the student conduct process, participants will:

- understand their impact on self (personal & academic goals, values, etc.)
- understand their impact on community (how did their behavior affect others?)
- develop a future plan of action/future expectations of self (establish ways to prevent this from happening again, how to move forward from the situation, find resolve/closure, etc.)

#### HOW DOES THE PROCESS AFFECT LEARNING?

- Timeliness – how quickly do we respond?
- Perception of a fair process – can the participant share their story to an impartial and supportive person? Does the student feel heard?

### OUR EXPECTATIONS

#### PROCESS GOALS

- Time from incident to notice letter: 2 days
- Time from incident to hearing findings letter: 7 days for 75 percent of all student meetings

#### STRATEGIES

- Training and Professional Development
- Use of Lesson Plans
- Sanctioning Matrix
- Supervision

#### CURRICULUM STRUCTURE

- Educational priority (social responsibility)
- Learning goals (themes)
- Learning outcomes (strategies)
- Activities
- Assessment

### HOW DOES OUR CURRICULUM CONTRIBUTE TO STUDENT LEARNING?

- Community building activities
- Academic initiatives (KU Common Book, attendance and enrollment interventions)
- Roommate agreements
- Resident interviews
- Student conduct
- Programming and meetings
- Bulletin boards, print media, social media
- Strategic academic partnerships (classrooms)



### OUR SUCCESS

#### 2014-15 PROCESS OUTCOMES

- Actual time from incident to notice letter: 3.25 days
- Actual time from incident to hearing findings letter: 11.74 days for all student meetings

#### STUDENTS REPORT

- Process was clearly explained – 86%
- Rights were explained – 89%
- Treated with respect – 84%
- Shared their perspective – 90%
- Process followed – 85%
- Process was timely – 82%

#### The student conduct process influenced my:

- Academic success (Fall 68.6%, Spring 57%)
- Sense of community (Fall 71.4%, Spring 58%)
- Future planning (Fall 80%, Spring 68%)
- Personal values (67.6%, Spring 58%)

### OUR RESEARCH

PIZZOLATO (2003, 2004, 2005) found that *dissonance* [between internal and external influences] and provocative experiences prompted college students who were at high risk for withdrawal from college to being internally defined in their goals and identities.

BAXTER MAGOLDA (2007) argues that this *adversity*, if accompanied by support, can promote the journey toward self-authorship. Because students tend to enter college with a set of *expectations* for institutional traits (Zemsky & Oedel, 1983), such expectations serve as a gauge by which individuals *appraise* their early experiences with the academic and social communities of the institution (Tinto, 1987, 1993)

BRAXTON, ET AL (1995) consequently found if such expectations are not met, then there is *early disenchantment* with these communities. Such disenchantment can, in turn, influence subsequent interactions with these communities.

STIMPSON AND JANOSIK (2015) argue the amount of student learning that happens during the conduct process is highly influenced by a *fair and timely* process.

AT KU, STUDENT HOUSING OFFERS academically focused communities, including residence halls, scholarship halls, and apartments. KU Student Housing houses 5,100 students across nearly 100 acres of the KU campus.

#livelearnku

KU STUDENT HOUSING  
The University of Kansas