

RED FOLDER PROJECT

1  **RECOGNIZE**

2  **RESPOND**

3  **REFER**

CONCERNED ABOUT A STUDENT? SUBMIT A REFERRAL HERE:

inside.ewu.edu/studentaffairs/resources-for-faculty

HOTLINE/TEXTLINE RESOURCES:

SUICIDE AND CRISIS LIFELINE 988

RAINN NATIONAL SEXUAL
ASSAULT HOTLINE..... 1-800-656-HOPE

24/7 REGIONAL CRISIS LINE..... 1-877-266-1818

24/7 SEXUAL ASSAULT
FAMILY TRAUMA (SAFET)..... 1-509-624-7273

STEVE FUND (resource for young people of color):
text STEVE to 741741

TREVOR PROJECT
(resource for LGBTQ young people)..... 1-866-488-7386

VETERANS CRISIS LINE(PRESS 1)..... 1-800-273-8255

24/7 YWCA DOMESTIC
VIOLENCE CRISIS LINE 1-509-326-2255



All EWU Employees, including student employees are **Mandatory Reporters**. Any information pertaining to sexual misconduct, threat of harm to self or others, or child abuse must be reported immediately.

<p>1. Call 9-11</p> <p>2. Submit an ICARE Form: inside.ewu.edu/community-care</p>	<p>Poses an immediate danger to self or others:</p>
<p>1. Student can go through the Grade Appeal process</p> <p>2. If the student indicates they feel discriminated against, as a mandated reporter you must file a discrimination report</p> <p>3. If the student is unable to resolve directly with the faculty and the grade appeal process or discrimination process do not apply, refer the student to the Department Chair</p>	<p>Reports grading issue, concern with faculty:</p>
<p>1. Direct student to complete ECR form with Records and Registration</p> <p>2. If student is in crisis and needs additional assistance, please submit an ICARE Form</p>	<p>Wants to complete an Exceptional Circumstance Withdrawal:</p>
<p>1. As a Mandated Reporter, you must submit a Title IX Report Form</p>	<p>Has disclosed that they are experiencing sexual harassment, sexual discrimination, stalking, domestic violence, and/or sexual assault [TITLE IX CONCERN]:</p>
<p>1. Refer the students to submit an Accommodation Plan: Comments & Concerns Form</p> <p>2. If faculty have a concern about whether or not an approved accommodation is reasonable, they can have their concerns reviewed by submitting an Accommodation Review Form</p>	<p>States there is an issue or concern regarding their approved accommodation plan:</p>
<p>1. If the student's behaviors are dangerous, or impact the safety of others, please call 9-11</p> <p>2. Submit Student Conduct/Incident Report Form to Student Rights and Responsibilities if behaviors violate Student Conduct Code</p>	<p>Behaviors are disruptive:</p>
<p>1. Refer student to Student Financial Services to apply for short term loan</p> <p>2. If student's financial situation has recently changed, refer them to the Financial Aid and Scholarship Office</p> <p>3. Encourage student to submit a Student Emergency Fund Request</p>	<p>Needs emergency financial assistance for textbooks, computer, or other school materials:</p>
<p>1. Submit a early warning alert in Navigate</p> <p>2. Refer student to Academic Advising:</p> <p>inside.ewu.edu/advising/students/online-student-success</p>	<p>Is at risk of failing class and/or not attending</p>

WHERE TO REPORT IF A STUDENT...

1 RECOGNIZE

PLEASE REVIEW THE MOST COMMON SIGNS OF DISTRESS. STUDENTS MAY ALSO PRESENT WITH INDICATORS NOT LISTED.

SAFETY:

- Signs of physical abuse
- Signs of self-injury
- Interpersonal violence
- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Stalking or harassing
- Unprompted disclosure of thoughts of death or suicide
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Unresponsive or altered level of consciousness

ACADEMIC:

- Repeated absences and/or decline in quality of work or performance
- Writings/creative work that include unprompted disturbing content and/or themes of despair, hopelessness, violence, death, or aggression
- Disorganized performance and/or repeated requests for extensions
- Conduct that interferes with classroom, group work, or activity engagement
- Frequent utilization of faculty/staff office hours for personal support

PHYSICAL/BEHAVIORAL:

- Marked changes in physical appearance
- Excessive fatigue, listlessness
- Sleep disturbance
- Intoxication, hangover, smelling of alcohol, evidence of drug abuse
- Disoriented or "out of it," out of touch with reality
- Garbled, rambling, tangential, disconnected, or slurred speech
- Behavior out of context or out of character for the individual

PSYCHOLOGICAL/INTERPERSONAL:

- Self-disclosure of personal distress - family problems, financial difficulties, grief, shame
- Excessive tearfulness, panic reactions, irritability, or unusual apathy
- Feeling hopeless and helpless
- Expressions of concern about the student by peers
- Concerning interpersonal communication style (e.g. withdrawn or agitated, mutters under breath, slow response time to questions)
- Delusions and paranoia

2 RESPOND

USE THESE IMPORTANT TIPS TO DETERMINE THE MOST APPROPRIATE RESPONSE FOR A DISTRESSED STUDENT.

SAY WHAT YOU SEE:

- Be direct
- Stick to the facts
- Don't make assumptions
- Describe the changes you have noticed
- Ask them if they are okay
- Listen!

I have missed you in class lately. Is everything ok?

You have seemed down the last few classes. Is there anything you want to talk about?

SHOW YOU CARE

- Be present, patient, and listen to them
- Let them know they are not alone and you are there for them
- Provide them a space to be heard and don't make assumptions about them
- Be curious- ask them questions
- Describe changes you have noticed

It sounds like you are overwhelmed! Is there anything I can do to help out?

I would like to hear more about how you've been feeling.

That sounds really challenging

CONNECT TO HELP

- Determine the need and resources
- Reaffirm your support and care
- Connect them to resources
- Follow up

Thank you for sharing your experience. I am not an expert in this area, but I know someone who might be able to help. Would it be okay if I put you in contact with them?

Is it alright if I reach out to you next week? I'd like to follow up and see how your doing.

It sounds like you've really been struggling, have you thought about visiting the counseling center? I have heard great things from students.

3 REFER

IS THE STUDENT A DANGER TO SELF/OTHERS AND/OR IS THE STUDENT IN IMMEDIATE NEED OF ASSISTANCE FOR ANY REASON?

YES

The student is at immediate risk of harming self or others, is incoherent or unresponsive, is in extreme distress, or is causing extreme distress to others. I do not feel comfortable with the student being alone. Or, I have significant concerns about this student and cannot determine if they are at imminent risk.

Call 911, even if on-campus. After the student is connected to emergency resources, submit an ICARE referral.

NO

I'm not concerned for the student's immediate safety, but believe they are struggling with academic and/or personal issues and could benefit from some additional support.

See the Where to Report Chart included in this guide for additional support. Encourage the student to set up an appointment or assist them in doing so. Refer to CWS or Disability Support Services, or submit an ICARE referral and/or early warning alert in Navigate depending on situation.

UNCLEAR

This is not an emergency; however, the student is showing signs of distress and the issue is impacting multiple areas of the student's life. I am concerned about them and want to get them more help soon.

Consider the nature of the student's distress and context-appropriate resources for consultation. Assist the student in connecting with Counseling and Wellness Services or the 24/7 Regional Crisis Line 1-877-266-1818. See the Where to Report Chart included in this guide for additional support. Submit an ICARE referral. When in doubt, if you feel the situation is an emergency or can't wait, call EWU Dispatch at 509-359-7676 to consult.

WHAT'S NEXT?

- Reflect on your own boundaries, self-care and support needs. Utilize colleagues, supervisors, department heads for consultation and collaboration. Consult with HR for information on professional development, wellness programs, and employee assistance options that are available to support faculty/staff.
- Consider your status related to campus security requirements and if there are any Title IX or crime-related reports you are required to file.
- Circle back with the student after a referral to a support resource to check-in.
- Understand that due to privacy regulations, it may not always be possible for other campus resources to provide you detailed information back.

CAMPUS RESOURCES

EWU PD CHENEY CAMPUS: Dial 911 if you have a life-threatening emergency or crime in progress

For non-emergency police assistance 509-359-7676
Office phone (during business hours) 509-359-6498

EWU SPOKANE CAMPUS SAFETY: Dial 911 if you have a life-threatening emergency or crime in progress

For non-emergency campus safety assistance 509-358-7995
SPOKANE POLICE DEPARTMENT 509-456-2233

CENTER FOR ACADEMIC ADVISING & RETENTION(CAAR) 509-359-2345

COUNSELING AND WELLNESS SERVICES(CWS)..... 509-359-2366

STUDENT (DISABILITY) ACCOMMODATIONS AND SUPPORT SERVICES 509-359-6871

EMPLOYEE ASSISTANCE PROGRAM (EAP)..... 360-407-9490

MULTICULTURAL STUDENT CENTER 509-359-4004

PRIDE CENTER 509-359-7870

PROGRAM LEADING TO UNIVERSITY SUCCESS(PLUS)..... 509-359-6505

STUDENT CARE SERVICES 509-359-7924

STUDENT RIGHTS AND RESPONSIBILITIES 509-359-6960

TITLE IX COORDINATOR..... 509-359-6724

VETERANS RESOURCE CENTER 509-359-7040







Dear Colleagues,

As we continue to navigate the COVID-19 pandemic environment, we hope you find this resource valuable. We developed this folder and the enclosed materials to support you as educators and EWU community members. You can also access the materials online: inside.ewu.edu/studentaffairs/red-folder/. We are mindful that many are experiencing increased stress and know the impact this has on physical and mental health. While Student Affairs staff is ready and willing to support students alongside you, we know that it takes all of us to meet the needs of students and ensure that they are successful while at EWU.

Each of us can and do make a difference in our community by extending care and kindness. EWU is known to be a welcoming, tight-knit community. We value the part you play in developing and maintaining this community - finding new and innovative ways to reach out and show care remotely and in-person. As we continue to move forward, please remember that “community care” is more than a slogan; it is an expression of who we are. We greatly appreciate your support of our students. THANK YOU for continuing to extend the warm Eagle spirit to each of our students.

GO EAGS!

			
Rob Sauders, PhD VP Student Affairs	Samantha Armstrong Ash, PhD AVP Student Affairs Dean of Students	Josh Ashcroft AVP Campus Life	Nick Franco, PhD AVP Equity, Voice, & Belonging

OFFICE OF STUDENT AFFAIRS

125 Showalter Hall | Cheney, WA 99004 | 509.359.7924 | fax 509.359.6327 | ewu.edu/student-life

EWU expands opportunities for personal transformation through excellence in learning.



COLUMBIA PROTOCOL

IN THE PAST MONTH...		RISK LEVEL
①	Have you wished you were dead or wished you could go to sleep and not wake up?	Yellow
②	Have you actually had any thoughts about killing yourself?	Yellow
IF YES TO 2, ANSWER QUESTIONS 3, 4, 5 AND 6. IF NO TO 2, GO DIRECTLY TO QUESTION 6.		
③	Have you thought about how you might do this?	Orange
④	Have you had any intention of acting on these thoughts of killing yourself, as opposed to you have the thoughts but you definitely would not act on them?	Red
⑤	Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?	Red
ALWAYS ASK QUESTION 6		
⑥	Have you done anything, started to do anything, or prepared to do anything to end your life? Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, held a gun but changed your mind, cut yourself, tried to hang yourself, etc.	Orange and Red

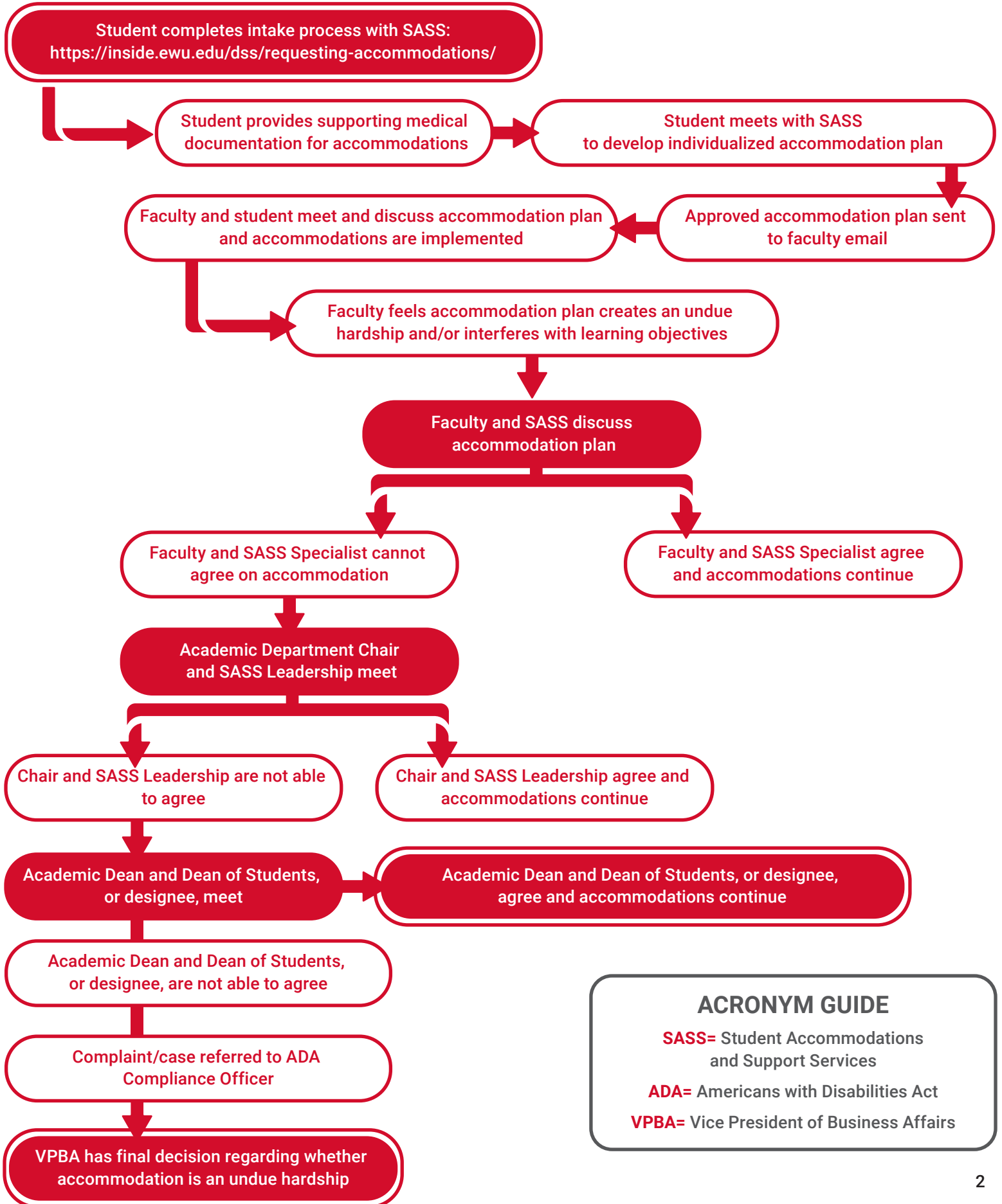
(ADAPTED FROM COLUMBIA PROTOCOL FOR UNIVERSITIES)

Any **YES** indicates that someone should seek behavioral healthcare.

However, if the answer to 4, 5, or 6 is yes, seek immediate help: **CALL 911** or go to the emergency room, call 1-800-273-8255, text 741741. **STAY WITH THEM** until they can be evaluated.



ADDRESSING ACCOMMODATION CONCERNS



ACRONYM GUIDE

SASS= Student Accommodations and Support Services

ADA= Americans with Disabilities Act

VPBA= Vice President of Business Affairs



COURSE SYLLABUS RUBRIC

ELEMENTS	TRADITIONAL SYLLABUS	ENHANCED SYLLABUS	EXEMPLARY SYLLABUS
Instructor information	Syllabus provides a single way to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns and provides brief overview of instructor
Textbooks	Syllabus lists required and recommended textbooks.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Short statement provided as to why the textbook was selected.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Electronic equivalent provided or texts ordered early to ensure timely conversion in an alternative format. Short statement provided as to why the textbook was selected.
Course Assignments (explanation)	Syllabus identifies all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus identifies and explains all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus clearly explains and links all learning objectives, course requirements/assignments, and appropriate due dates
Course Assignments (examples)	Syllabus provides information on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers and offers links to examples and illustrations as appropriate.
Course Assignments (submission)	Syllabus requires students to submit course assignments in a single or specific way.	Syllabus allows for specific students to submit course assignments in alternative formats with prior instructor approval.	Syllabus provides multiple ways for all students to submit course assignments.
Course Assignments (grading)	Syllabus stipulates grading criteria for all course requirements.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification and links to instructor grading rubrics.
Course Calendar	Syllabus has no or minimal information in calendar form.	Syllabus utilizes a course calendar to specify due dates for course activities	Syllabus and Learning Management System (LMS) utilize a course calendar to specify and periodically reinforce due dates, highlighting key course events and activities.
Student Resources	Syllabus contains no information about student oriented campus resources	Syllabus contains general information about student-oriented campus resources.	Syllabus contains general information about student oriented campus resources and highlights specific additional resources that may be unique to this course.
Format (length)	Syllabus provides basic information in a few pages.	Syllabus contains all course information, guidance, and examples, but may be cumbersome for some to navigate.	Syllabus is carefully crafted to provide sufficient information and guidance yet clearly links to additional resources and examples avoiding a text heavy document
Format (accessible)	Syllabus is offered in hardcopy form on the first day of class	Syllabus is made available in hardcopy and electronically upon student request.	Syllabus is made available to students as an accessible electronic document and hardcopy form.
Format (visible)	Syllabus is offered in hardcopy form on the first day of class	Syllabus is offered in multiple ways so students can access information as needed throughout the course.	Syllabus is offered and posted in multiple ways so students can access information easily and repeatedly. Key items are periodically reviewed



CULTIVATING CONNECTION

THREE WAYS ACROSS MODALITIES

- **PRACTICE VULNERABILITY:** Be vulnerable with students about learning and emphasize that you are in this together. Ask students to be slightly vulnerable with each other at the start of the term by kicking off a conversation where everyone responds to a prompt that goes beyond name, major, hometown (ex. share a story of a time you felt energized by learning).
- **VALUE YOUR OWN WELL-BEING:** You'll likely need to do for you and your students to make it through the term without burning out. Identify the places where you can pull back to make time for other important aspects of your lives. Talking openly with your students about what you're doing to care for yourself (i.e. "I won't be available for office hours at that time because I'll be out for a run.") can also help students recognize steps that they can take to care for themselves.
- **MEET WITH STUDENTS AT THE BEGINNING OF THE TERM:** Offer "Meet the Professor" slots for 15 minutes at the beginning of the semester to meet as many students one-on-one or in small groups as you can, either in-person (following COVID protocols) or on Zoom. You can offer these for-credit to incentivize.

THREE WAYS IN-PERSON

- **STRUCTURE OPPORTUNITIES FOR SHARING:** Create intentional opportunities for students to share with one another beyond the course material. Take five (5) minutes at the beginning of each class to intentionally connect around a prompt and get in the zone to be in-class.
- **GET STUDENTS MOVING:** Send students out on socially distanced walks for a set period to discuss a text passage or discussion question.
- **CONSISTENT SMALL GROUPS:** Have students in consistent small groups and have them asynchronously interact with those groups during the days when they are not in the classroom. Give them something to work on that requires real collaboration (like submitting a video solution to a case study) to help them bond. If groups are not needed for your course – set-up opportunities for students to identify a "phone-a-friend" for the course that they will regularly check-in with and/or get support from if they must miss a course. Make sure everyone has someone identified.

THREE WAYS ONLINE SYNCHRONOUS

- **ROUTINE BREAKOUT ROOM INTRODUCTIONS:** Start each session by putting people into breakout rooms of two to three (2-3) for a few minutes and ask them to introduce themselves, say hi and check in with each other so that students can meet new people and feel known in the class.
- **IMAGE CHECK-IN:** Ask students to bring a picture to the class session that represents how they are feeling.
- **EMBRACE PERSONAL REFLECTION AND STORYTELLING:** Invite students to reflect on the content of the course in their personal experiences and provide opportunities for students to share with one another through storytelling and discussion groups. (ex. have students interview someone outside the course in connection with the material and then have them share what they learned from the conversation).

THREE WAYS ONLINE ASYNCHRONOUS

- **PROVIDE OPTIONAL OPPORTUNITIES TO CONNECT:** While not required – offer a few optional opportunities for students to call/Zoom in, connect with one another, and ask you questions about the course/assignments.
- **ENGAGING ONLINE INTROS:** Have students post introductions to Canvas before the class starts. These can be text or video contributions where students share about themselves. Consider asking them to answer lighthearted questions (ex. see Inside the Actor's Studio Questions).
- **HELP STUDENTS FIND WHAT THEY NEED:** Create an "I Need . . ." Canvas module that consists of pages that provide students with information about how to get help with the course or access resources at the university (e.g. "I need a rec letter" with information about what you need to write a strong recommendation letter, or "I need someone to talk to" with information about campus, local, and national mental health resources, etc.).



SYLLABUS SUPPORT

WHAT TO INCLUDE IN YOUR SYLLABUS

([HTTPS://INSIDE.EWU.EDU/FACULTYCOMMONS/SYLLABI/](https://inside.ewu.edu/facultycommons/syllabi/))

- Student Learning Outcomes
- General Course Information
- Attendance Policy
- Use of Electronic Forms of Communication
- Equal Opportunity Statement
- Affirmative Action Statement
- ADA Statement
- Academic Integrity Statement
- Holiday & Religious Accommodation Statement

EWU REQUIRED SYLLABUS STATEMENTS

ACADEMIC INTEGRITY: Academic Integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by violating the Academic Integrity policy may be reported to the university and may receive a sanction up to and including XF for the course, suspension, or expulsion from the university. EWU Policy: <https://inside.ewu.edu/policies/knowledge-base/wac-172-90-student-academic-integrity-3/>

DISABILITY ACCOMMODATION OPTION: Your ability to succeed in this class is important to me. If you already have an accommodation plan through Student Accommodation (Disability) Support Services and would like to use your approved accommodations in this class, please let me know as soon as possible. If you do not have an accommodation plan but have a temporary health condition or permanent disability that may require an accommodation, please contact DSS at dss@ewu.edu or 509-359-6871. You can also visit their website at <https://inside.ewu.edu/dss/>.

EQUAL OPPORTUNITY STATEMENT: Eastern Washington University does not discriminate in its programs and activities on the basis of race, color, creed, religion, national origin, citizenship, immigration status, sex, pregnancy, sexual orientation, gender identity/expression, genetic information, age, marital status, families with children, protected veteran or military status, HIV or hepatitis C, status as a mother breastfeeding her child, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability, as provided for and to the extent required by state and federal laws.

RELIGIOUS HOLIDAY ACCOMMODATION OPTION: If you would like to request an accommodation for reasons of faith or conscience, please refer to EWU's policy on Holidays and Religious Accommodations available at <https://inside.ewu.edu/policies/>. Accommodations must be requested within the first two weeks of this course using the Holidays and Religious Accommodations Request form available at <https://inside.ewu.edu/student-life/resources/holidays-and-religious-accommodations-request/>.

OPTIONAL SYLLABUS STATEMENTS

(*YOU MAY ALSO CONSIDER PLACING IN AN AREA ON CANVAS OUTSIDE OF THE SYLLABUS)

CLASS RECORDING OPTION: Meetings of this course may be recorded. Any recordings will be available to students registered for this class. This is intended to supplement the classroom experience. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified prior to sharing out to request their consent.

COVID-19 SAFETY PROTOCOLS: As of the start of the fall 2021 semester, everyone is required to wear a face mask while attending this course. EWU requires all persons to wear masks while attending in-person activities for this course. Students who fail to abide by this safety protocol will be reminded of the protocol and asked to comply. If a student continues to not comply, the instructor may ask the student to leave the learning environment on an emergency basis due to the threat to others' health and safety. The student will not be allowed back in the learning environment until the student meets the safety protocols. This absence may impact the student's grade and will be counted as an unexcused absence.

The student may also be referred to Student Rights & Responsibilities for failure to comply with EWU Policy 602-02 (Immunization) and the Governor's and university directives. If a student is not able to comply with the face mask protocol due to medical or disability-related reasons, they should immediately contact Disability Support Services and request an accommodation.

Although this course is being offered in person, the university reserves the right to modify the method of delivering the course for health and safety reasons.

ESL STUDENTS: Eastern Washington University welcomes students from around the world and recognizes the unique perspectives international students bring enrich the campus community. To empower students whose first language is not English, I am happy to work with you where possible to accommodate additional time and our resources that may be needed for you to excel. If you require additional support outside what I can provide, I encourage you to reach out to Global Student Services regarding what may be available to you (global@ewu.edu or 509.359.2331).

HEALTH & WELLNESS OPTION: If you find yourself struggling with your mental or physical health this term, please feel free to approach me. I will try to be flexible and accommodating. I encourage all students to make themselves aware of the Counseling & Wellness resources available to them as a student – even before you may need them! Our Counseling & Wellness staff provide both in-person, online, and self-paced options to support your wellbeing. Visit <https://inside.ewu.edu/caps/> or <https://inside.ewu.edu/bewell/> to learn more.

INCLUSION OPTION: It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I seek to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

PRONOUN OPTION: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

TECHNOLOGY IN THE CLASSROOM OPTION: A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please turn off your phone, email, and computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

TITLE IX & SEXUAL MISCONDUCT OPTION: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in this class. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University Title IX Coordinator (509.359.6724 | titleix@ewu.edu). Students may speak to someone confidentially and find support via resources found here: <https://inside.ewu.edu/titleix/services/confidential-services/>.

ZOOM EXPECTATIONS OPTION: I believe that learning happens best in community, whether that learning is happening in a traditional classroom or virtually. Joining a class from home does pose challenges. Whenever possible, I hope that you will join our Zoom meetings with your video on and prepared to be actively engaged in the class for the length of the meeting. Aware that it can be strange to see into each other's spaces during class time, I'll often be using a virtual background during class meetings and welcome you all to do the same.

If you are facing any barriers to joining our Zoom meetings or participating as actively as you would like to, please don't hesitate to get in touch so that we can strategize together about how to best support your learning this term.



TITLE IX

Complaint

Initial Sexual Misconduct Report

Student Care Team (SCT) Contacts Complainant

SCT Intake: rights, reporting options, resources, supportive measures



Title IX



Formal Title IX Complaint

Formal Title IX Complaint

- Formal, signed complaint from a current student, applicant, employee or person participating in a university program or activity or by the Title IX Coordinator
- Involves sexual harassment, sexual assault, domestic violence, dating violence, or stalking
- During a university program or activity within the U.S. or at a building owned or controlled by a recognized student

Decision: Is it Title IX / Determine type of hearing

If the conduct does not meet the definitions of a formal Title IX complaint, a complaint may proceed under the regular student conduct process



SCC Process

Notice of Allegations & Investigation

Option to appeal interim restrictions

Investigation



SCT reaches out to respondent and investigation begins

SCT Intake: rights, resources, supportive measures

Investigation concludes and report sent to SRR



Hearing



SRR Reviews & Schedules Hearing

Hearing

- Determine responsibility
- Communicate findings with both parties
- Assign Sanctions as appropriate



Appeal

Both the respondent and the complainant may appeal the findings



Case Closed



BRIEF ADJUDICATION HEARING PROCESS

1

An incident has been reported and you are listed as someone who potentially violated the EWU Student Conduct Code.

The Student Rights and Responsibilities office (SRR) will send you a Notice of Allegation/Prehearing Conference letter with the date, time and location to meet with your assigned Conduct Review Officer. Remember that until a decision is made at your brief adjudicative hearing, you are assumed not responsible for the reported incident

2

Prehearing Conference Meeting: At this meeting you will review the student conduct hearing process. These next steps may help you prepare for the prehearing conference

- Review the EWU Student Conduct Code
- Review your rights as a student
- Review all case materials sent to you by Student Rights and Responsibilities
- Select an advisor, if you choose to have one, and invite them to the meeting
- If you choose to have an advisor, you must fill out the Release of Information (ROI) form at the following link: <https://inside.ewu.edu/records-and-registration/ferpa/>
- If your advisor is an attorney, they will need to submit a Notice of Appearance to SRR at least two days prior to the hearing date, in addition to you completing the ROI for them.
- Request any needed accommodations for the meeting, such as a language interpreter, ASL interpreter, or need larger print documents

In most cases a Brief Adjudicative Hearing (BAH) will occur right after the completion of the prehearing conference meeting. However, if the alleged violations involve Non-Title IX sexual misconduct or interpersonal violence, a hearing will be scheduled for a later date. See [WAC 172-121-121](#) of the EWU Student Conduct Code for a full review of the BAH.

3

A Decision is made

After the BAH is concluded, you will be notified of the decision by email and postal mail within 7 business days of your hearing.

4

Your option to appeal.

You have 21 calendar days after receiving the decision to submit an appeal. For more information regarding the appeal process, see [WAC 172-121-130](#)



FULL ADJUDICATION HEARING PROCESS

1

An incident has been reported and you are listed as someone who potentially violated the EWU Student Conduct Code.

The Student Rights and Responsibilities (SRR) office will send you a Notice of Allegation/Prehearing conference letter with the date, time and location to meet with your assigned Conduct Review Officer. Remember that until a decision is made at your brief adjudicative hearing, you are assumed not responsible for the reported incident.

Note: If the alleged violation involves sexual misconduct or interpersonal violence, an investigation and referral to the EWU CARE team will occur.

2

Prehearing Conference Meeting: At this meeting you will review the student conduct hearing process. These next steps may help you prepare for the prehearing conference

- Review the EWU Student Conduct Code
- Review your rights as a student
- Select an advisor, if you choose to have one, and invite them to the meeting
- If you choose to have an advisor, you must fill out the Release of Information (ROI) form at the following link: <https://inside.ewu.edu/records-and-registration/ferpa/>
- If your advisor is an attorney, they will need to submit a Notice of Appearance to SRR at least two days prior to the hearing date, in addition to you completing the ROI for them.
- Request any needed accommodations for the meeting, such as a language interpreter, ASL interpreter, or need larger print documents

At the end of the prehearing conference, a hearing date and time will be selected to go before the Student Disciplinary Council. A Notice of Hearing letter, exhibit lists, witness lists (if any), and any other relevant documentation will be sent to the student prior to the hearing. Any documentation that the student wishes to submit for their case must be sent to Student Rights and Responsibilities at least five calendar days prior to the hearing. See [WAC 172-121-122](#) of the EWU Student Conduct Code for a full review of the FAH.

3

A Decision is made

After the FAH is concluded, you will be notified of the decision by email and postal mail within 10 business days of your hearing.

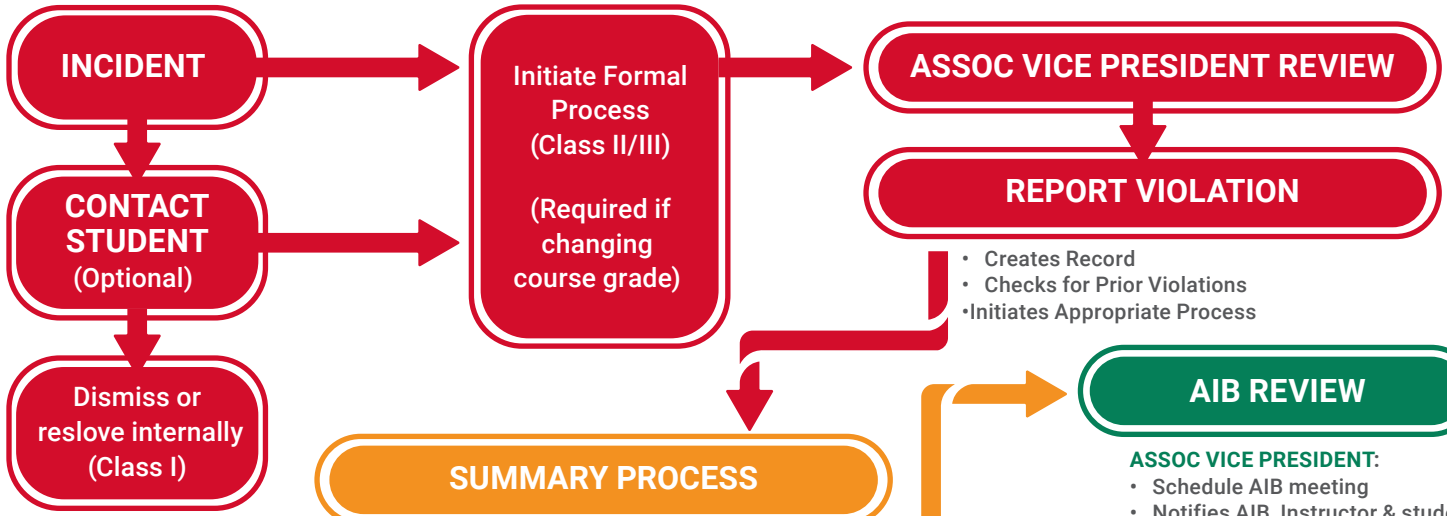
4

Your option to appeal.

You have 10 business days after receiving the decision to submit an appeal. For more information regarding the appeal process, see [WAC 172-121-130](#).



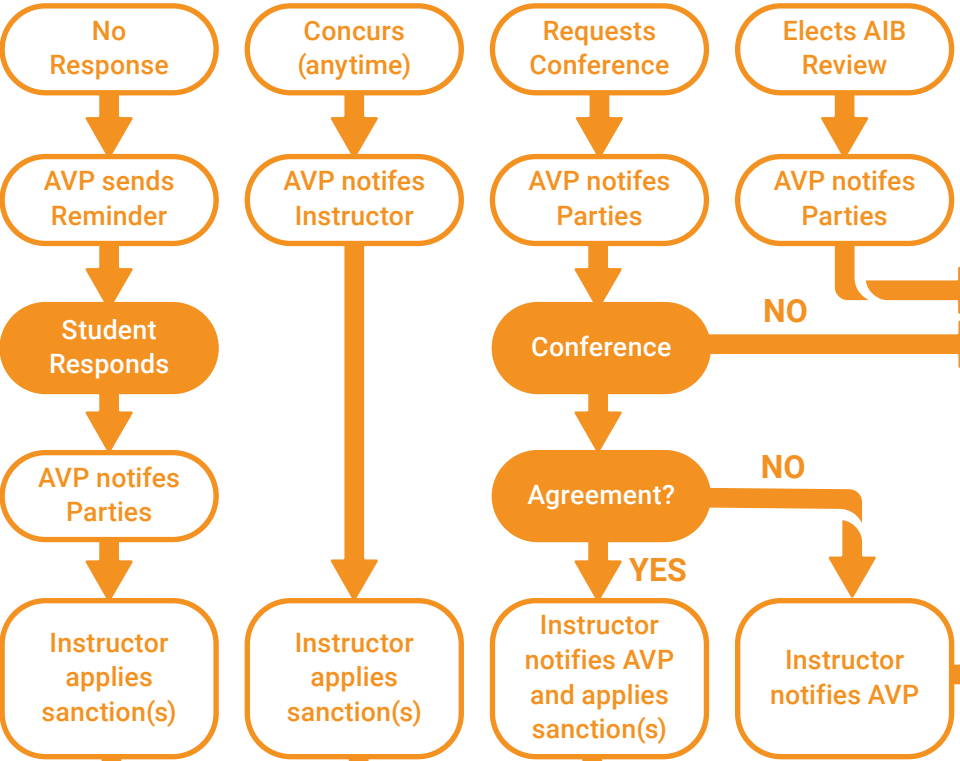
EWU ACADEMIC INTEGRITY FLOW CHART



SUMMARY PROCESS

1. NOTIFICATION: Assoc Vice President Notifies Student

2. STUDENT RESPONSE



SANCTIONING AND RECORDKEEPING

- ASSOC VICE PRESIDENT:**
- Updates Student Academic Integrity Records
 - Notifies parties of conclusion and outcome of summary process
 - Coordinates imposing sanction(s) as needed

- Creates Record
- Checks for Prior Violations
- Initiates Appropriate Process

AIB REVIEW

- ASSOC VICE PRESIDENT:**
- Schedule AIB meeting
 - Notifies AIB, Instructor & students
 - Date/Time of meeting
 - Opportunity to provide documents

- AIB:**
- Conducts meeting & makes determination (preponderance of evidence)
 - Assigns snaction(s)

HEARING

- Only for recommendations of suspension or expulsion
- Procedures outlined in policy
- May be referred to SRR



ASSOC VICE PRESIDENT

- Notifies Student & Instructor of AIB determination & sanctions
- Informs parties of opportunity to request Provost review

Student or Instructor requests Provost Review

PROVOST REVIEW





STUDENT DEATH NOTIFICATION AND SUPPORT

