

A STUDY OF STUDENT DISCIPLINARY
PROGRAMS IN TEN SELECTED UNIVERSITIES

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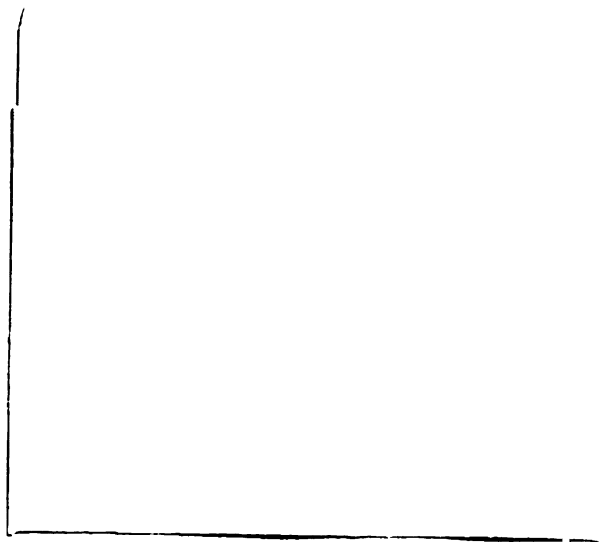
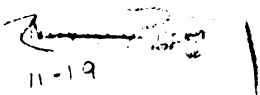
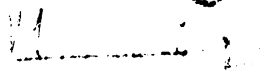
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A STUDY OF STUDENT DISCIPLINARY PROGRAMS
IN TEN SELECTED UNIVERSITIES

By
John Willard Truitt

AN ABSTRACT

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THESIS

A STUDY OF STUDENT DISCIPLINARY PROGRAMS
IN TEN SELECTED UNIVERSITIES

An Abstract

The problem. The purpose of this investigation was: (1) to study the organization, administration, and operation of student disciplinary programs in ten selected universities; (2) to compare those programs; (3) to determine those disciplinary procedures that appeared to be educationally sound and functionally effective; and (4) to recommend those procedures that appeared to be worthwhile and desirable.

Method, technique, and data. The normative survey method was employed since it utilizes research techniques most appropriate for this study. The specific methodology employed was a combination of: interview, interview outline, direct observation, and printed materials obtained from the universities.

An interview outline was prepared to provide consistency to and standardization of material collected at the institutions studied. Because of the complexity of this area of the student personnel program, personal visitations and structured interviews with administrators, faculty members, and student leaders were necessary to complete the investigation.

Findings and conclusions. On the basis of interview, observation and analysis, the following findings and conclusions are presented:

(1) Student disciplinary programs seem to function better at those universities where the original delegation of authority is clearly defined.

(2) Orientation and communications are two extremely important areas of the student disciplinary program. Due to the sharp increase in student enrollment which adds to the complexity of the college community, the disciplinary officials agreed that much more attention should be directed toward the development of these two closely related areas of the student disciplinary program.

The disciplinary officials are further agreed that the system of student records is another aspect of the disciplinary program that should be given greater attention by personnel administrators.

(3) The student personnel structure varies from university to university, thus causing considerable difference in the basic patterns of administrative organization. It was the consensus of the university officials contacted that these variations of structural patterns are wholesome if the disciplinary programs fulfill the functions for which they were created.

(4) There is a trend toward the selection of disciplinary officials who possess similar experience and training required in other student personnel positions.

(5) By virtue of his enrollment, the student enters into a moral agreement with the university that he will obey the rules and regulations and will observe the standards expected of students by the university. The disciplinary officials are agreed that this is a two-way agreement and that the obligations of the agreement are binding on both the student and the university. They further agree that when the student violates his part of the agreement the university officials have the responsibility of taking the initiative in bringing this student-university agreement back within acceptable limits.

The data of this study indicated a lack of understanding and awareness on the part of the students and university officials regarding the full significance of this moral agreement. The obligations of this agreement are the bases of many of the policies and procedures employed by university officials in an effort to regulate the conduct of the student.

(6) Great similarity was found among the disciplinary actions employed by the universities in their efforts to regulate student conduct.

(7) Very little formal follow-up of students who have created disciplinary situations is being conducted at the ten selected universities.

(8) A summary of the rating of student offenses indicated that the disciplinary officials are in major agreement on the following categories: poor citizenship, disorderly conduct, minor misconduct, financial irregularities, theft and burglary, and infractions of social rules. Considerable

more variance was indicated in the categories of: illegal use of alcohol, illegal use of cars, explosives, fires, false identification, and destruction of property.

(9) It was the opinion of the officials interviewed that an annual workshop employing the case study method would be desirable to develop a disciplinary handbook for the ten universities and to exchange basic research concerning behavior problems.

(10) The study indicates that it is highly desirable for members of the faculty, administrators, and students to participate jointly in the operation of the student disciplinary programs.

(11) No specific academic area or type of training as a requisite for competent personnel workers in the disciplinary program was agreed on by the personnel and disciplinary officials.

(12) The personnel administrators revealed that the over-all function of the disciplinary program should be preventive and remedial in nature.

A STUDY OF STUDENT DISCIPLINARY PROGRAMS
IN TEN SELECTED UNIVERSITIES

By

John Willard Truitt

A DISSERTATION

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CHAPTER I

INTRODUCTION

Every institution of higher learning has specific rules, regulations, and supervised activities designed to assist students in citizenship education. Most institutions of higher learning assume a moral obligation to assist in the regulation of the student's conduct for the period he is enrolled.

Many student personnel administrators and educators consider the college years not only a period where a practical understanding of democratic concepts and principles should be acquired but also a period where the practice of these concepts and principles is wholesome and worthwhile. Although the granting of a degree is still dependent upon satisfactory academic achievement only, these educational leaders recognize that many other aspects of university life are considered in evaluating the student's total educational experience in preparation for post-college life.

In recent years, more emphasis has been given in education to the process of self-evaluation and self-discipline by the student as opposed to restrictions being imposed by university officials. Student personnel administrators conclude that the concepts of self-discipline should be practiced at the same time that the potentiality of each individual is being developed in other areas of university training. They feel that the process of self-discipline and self-evaluation by the student will enhance his chances of meeting the needs and demands of adult situations that arise in this complex society.

Support for the foregoing statements is brought out by Strang (32:88-89) when she sets forth the following observations:

In any society or school there must be government, control, direction, discipline. The question is whether this control shall be exercised arbitrarily or cooperatively. The aim is individual self-government, self-control, self-direction, self-discipline, and a personal sense of responsibility. . . .

The aim of education in a democracy is gradually to replace superficial, automatic obedience to authority with controls from within. . . .

A supporting observation comes from Williamson and Foley (36:30) with special reference to the university atmosphere:

Certain parts of the school and collegiate way of life, unless carefully handled educationally and administratively, may produce conditions which in turn often lead to misbehavior or to deviation from the accepted mode of behavior. . . .

Clark, Hagie, and Landrus (5:189) reached the same conclusions:

A social environment conducive to good discipline must be purposefully established and maintained. . . .

There is no clearly defined type of university atmosphere with respect to student personnel services that has proved most beneficial to the university, society, and the individual. Research and added emphasis in orientation, counseling, residence halls programs, mental health centers, as well as the better developed co-curricular group activities programs have been developed in an effort to create an atmosphere conducive to self-development and self-discipline.

Some officials of institutions of higher learning have not accepted the responsibility of student welfare to the same degree as officials of other universities. This has been one of the major factors for the perpetuation of different "climates" regarding

student behavior that still exist in universities. Lloyd-Jones (18:214) concludes, "A number of writers have pointed out that personnel work finds its foci, its scope, and its limitations in terms of the institutional program of which it is a part." Wrenn (39:454-455) draws these conclusions with respect to the variation from university to university of student disciplinary programs:

It is also necessary to understand that what is considered a violation of acceptable behavior, a discipline situation, is an outgrowth of the mores of a particular campus at a particular time. It is perhaps trite to comment that "unacceptable" behavior on one campus is "acceptable" on another, that "unacceptable" behavior on one campus during one generation is "acceptable" on that same campus during another generation. Student drinking, women smoking, couples without chaperones, absenting oneself from lectures, are examples of behavior that vary in their acceptability from century to century and campus to campus. What is considered "discipline" grows out of the mores of that campus at that time. "Standards" are not God-given but man-made.

Today, university officials are realizing more fully the importance of self-development and responsible citizenship in a free society and are devoting increasingly more time, money, and personnel for the achievement of these objectives. This emphasis is at least partially responsible for the recent rapid development of personnel services in higher education (25:40).

The Problem

Statement of the problem. The purpose of this investigation was:

(1) to study the organization, administration, and operation of the student disciplinary programs in selected Midwestern universities¹;

¹ The universities selected were ten major universities in the north central region: Michigan State, Ohio State, Michigan, Illinois, Purdue, Indiana, Northwestern, Iowa, Wisconsin, and Minnesota.

(2) to compare these programs; (3) to identify those procedures that the disciplinary officials indicate to be educationally sound and functionally effective; and (4) to recommend those procedures that seem to be worthwhile and desirable.

Importance of the problem. Many educators predict that in the ensuing ten years the number of persons to enroll in higher education will reach new heights. This indicates an increasing demand by society for the type of training provided by institutions of higher learning. The increasing enrollments, jointly with the growth of the concept in education which recognizes the importance of individual differences, has placed new stress on the educational process. These two important factors have made it mandatory that university officials examine and re-examine their educational programs, especially in the disciplinary area of the student personnel program. The need for re-evaluation of the disciplinary area has been pointed out by the American Council on Education Studies (1:63):

The much beset and belittled rules and regulations are probably in for a bad time. A thoughtful forecast of tomorrow's campus suggests that newly diversified student population will in likelihood, by exuberance, by resentment, and by sheer maturity, seek to burst the normal restraints of other days.

University officials are faced with the increasingly difficult problem of developing programs that will assist the large number of students to receive realistic training in citizenship education. The student disciplinary officials should assume a great share of the responsibility in planning a realistic program for students in the non-academic area of university training. It has been pointed out previously² that in any school or society there must be control,

² Supra., p. 2

direction, discipline. Clark, Hagie, and Landrus (5:189) stated with respect to this conclusion:

Discipline at its best is not a negative list of "thou shall not's" enforced by standardized or unusual punishments, but rather, it is a positive process of learning and development achieved through responsible participation in real life situations.

The National Association of Student Personnel Administrators includes the student disciplinary phase of personnel work as a major consideration at its annual meetings. Other organizations such as social workers, psychologists, sociologists, as well as special faculty groups, are vitally concerned with the area of student behavior.

Printed materials as well as research dealing with student disciplinary programs in any given classification of college groups are negligible. Most surveys which have been conducted concern specific areas of the student personnel program - such as the fraternity, sorority, or student government areas - but never the student disciplinary program in its entirety. Published literature in this field is usually closely allied with a specific academic area such as counseling, psychology, sociology, social work, etc. This lack of specific research forces the personnel administrators to extract the valid contributions from the different academic disciplines which are applicable to the official's own university disciplinary program.

Basic Assumptions

Prior to this investigation, four fundamental assumptions were made:

First, that student disciplinary programs in institutions of higher learning should be designed and operated without violating the privileges and civil rights guaranteed to individuals under our system of government.

Second, that student disciplinary programs are an integral part of the total philosophy of universities. The university's moral agreement with the student is not fulfilled unless the student has had training in citizenship education before he is graduated.

Third, that student discipline is a positive aspect of personnel programs; that the same ends - such as self-discipline, self-direction, respect for the right of others, etc. - are desirable in disciplinary programs as in counseling, supervised student activities, mental health services, residence halls group living, and other non-academic services in institutions of higher learning.

Fourth, that evaluating practices and procedures employed in various universities will aid in determining the best operational principles of student disciplinary programs.

Research Procedures

The purpose of this investigation was to conduct a quantitative and qualitative study of the student disciplinary programs of ten selected universities. The normative survey seemed the most effective method of obtaining the desired results (11:295). The primary methods employed were: (1) structured interview employing an interview outline, (2) direct observation, and (3) check list of classified disciplinary offenses. In addition, orientation materials for parents and students, catalogues, organizational charts, records, forms, and all rules and regulations concerning the student's relationship with the university were examined. Discussions with supervisory personnel of residence halls, campus police departments, counseling centers, teaching personnel, and students further aided in obtaining material for the study.

The structured interview is a technique whereby the investigator uses a questionnaire as an instrument to record fact and opinion about a particular subject. The structured type of interview gives consistency to and standardization of the material collected. This method was employed in the investigation and was considered a more effective technique than the mailed questionnaire because of the lack of conformity in the various student disciplinary programs being studied. This technique seemed effective since it projected the thinking of the officials being interviewed into areas that they might not discuss otherwise.

Personal visitation enabled the investigator to observe the physical facilities at each university. This enabled the interviewer to get a direct view of the space provided for disciplinary functions, record system, and distances between the different referral agencies. It was the best way to evaluate to some extent the people who administer and work with the student disciplinary programs at the universities being surveyed.

At the conclusion of each interview, a list of classified student offenses was presented to the head disciplinary official of each school to be rated as to the level of seriousness. This section of the questionnaire was filled out by the various officials and returned to the investigator by mail. Each official was given specific instructions, written and verbal, and had sufficient time to consult with others on his staff before completing the questionnaire. The check list provided the study with the seriousness of various offenses committed by students as first offenders. The list of student disciplinary offenses provided

a type of information not covered on the questionnaire but necessary for a complete study of the student disciplinary program.

At each university all materials including catalogues, records, forms, and orientation material for both males and females were collected, the object being to collect all information regarding the disciplinary program at each institution. This material was analyzed and incorporated in the chapters of this thesis.

In an effort to complete the survey without a distorted view, the writer discussed the student disciplinary program at each university not only with the persons responsible for the program but also with directors of service organizations, teaching staff, and students. These comments, facts, and opinions were of great value in pointing out new facets for investigation.

Limitations and Scope of the Study

Scope of the study. The first objective of this study was to obtain information about the different phases of the student disciplinary programs at each university. Another objective was to evaluate the processes, the persons responsible for and the persons working with the disciplinary aspects of the student personnel programs. A third objective was to obtain from the personnel officials facts, printed materials, and opinions to queries concerning their particular student disciplinary program.

The scope of this investigation is limited to the formal aspects of the student disciplinary programs since much of the material utilized in the study was fact and opinion expressed by persons responsible for

the programs being surveyed. No provisions were made in the questionnaire for collection of data concerning the latent or informal aspects of the disciplinary programs studied. A study of the formal or structured aspects of the student disciplinary programs seemed to be necessary as a preliminary investigation to a study of the latent or informal aspects of the university disciplinary programs.

Limitations of the study. This study was an effort to investigate the student disciplinary services in a specific type of institution geographically located in the north central region of the United States. These universities have much in common, namely: large enrollment, comparable over-all organization, rather similar educational objectives, and a majority of students from the same general area. These factors should be considered in generalizing the findings to other types of institutions.

The conclusions reached concerning the levels of seriousness that universities attach to student offenses were necessarily based upon the statements made by the head personnel officials and other personnel workers at each institution. It is recognized that some degree of subjectivity is involved.

At the time the data were gathered, there was some evidence to indicate that the programs at two of the universities were in a state of transition with respect to personnel structure and policies. Therefore, information from these universities may not reflect their exact organization or practices at the present time.

Four basic assumptions were formulated, as previously stated. Policies, practices, and conclusions were derived inductively from fact and opinion given by the head personnel official and his staff through extensive interviews and personal visitations by the investigator.

Definitions of Terms

Student discipline. Student discipline is any official action taken against a student or a student organization by authorized university officials or students because of an infraction of a university regulation or public law.

Disciplinary program. This term refers to all procedures, techniques, policies, administrative actions, follow-up services, processes of orientation and communications, and systems of records employed by the university to assist in the prevention of unacceptable student behavior; to regulate and redirect student conduct which is in violation of any university regulation or public law.

Disciplinary situation. This term designates those situations where the behavior of the student necessitates disciplinary action by university officials. This may include any breach of public laws or university regulations.

Disciplinary action. This term denotes any official or unofficial restriction, delimiting of privileges, monetary fine, suspension, expulsion, or any other official action taken by university officials when a student is reported for the violation of a public law or university regulation.

Head disciplinary official. This term refers to the individual or individuals who are responsible for the disciplinary aspect of the student personnel program.

Preparation of the Structured Interview Outline

A committee of the National Association of Student Personnel Administrators (27:160-161) reported to the annual convention at East Lansing, Michigan in 1953 a tentative check list for the evaluation of a student disciplinary program. This check list was used as a basis for a first draft of the questionnaire.

The first draft of the questionnaire was prepared and submitted to the chairman of the author's Guidance Committee. Changes were suggested, made, and incorporated in a revised outline. The second edition of the questionnaire was presented to each member of the Guidance Committee for constructive criticism and comments. The third draft was then submitted to the head disciplinary official and other personnel workers of the university. This draft was also presented to several members of the Social Science Research Committee for their reactions concerning the instrument's validity for collecting the desired information. Certain changes were recorded, and the final draft of the outline was prepared and received approval of the writer's Guidance Committee (Appendix A).

The check list of classified offenses was compiled after a thorough search for every type of offense committed by students at institutions of higher learning (Appendix B). At each university the head disciplinary official was afforded the opportunity to list additional student disciplinary offenses regarded as serious at his particular institution.

Selection of Participating Universities

The ten Midwestern universities selected for the study are geographically located in a similar region, in similar cultural areas, and have generally comparable educational programs. These ten universities are also governed by the same rules and regulations regarding eligibility in athletic contests and other various areas of cooperation. Similarity of the selected universities lends itself to comparable programs that can be readily evaluated.

Procedure for the Collection of Data

After a year of preparation on the interview questionnaire and the categories of classified offenses, the writer at the 1954 convention of the National Association of Student Personnel Administrators personally contacted a representative of each university that had been selected for investigation. Each was asked at that time for permission to make a study of the disciplinary program at his institution. No definite schedule was made at that time. In March of that year, arrangements by correspondence were made with four of the universities for minimum periods of one and one-half days for interviewing and observation. The material was collected from these four universities in May of 1954. During the latter part of August, 1954 three other universities were surveyed; two others were surveyed during the first part of September; and the tenth university was surveyed the first part of October, 1954.

The interviews took place for the most part in the offices of the head disciplinary officials. However, some parts of the survey were made in the various other personnel offices and college living quarters.

Two folders were prepared for each institution. In one was placed all the data pertaining to the specific university, including the questionnaire and additional written material by the investigator. In the second folder all printed materials, forms, records, etc. concerning the university were placed.

Organization of the Study

This thesis is divided into eight chapters. Chapter One, Introduction, includes a statement of the problem, importance of the problem, basic assumptions, limitations and scope of the study, research procedures, and plan of organization.

Chapter Two deals with the organization and administration of the student personnel and student disciplinary programs at each of the selected universities. It discusses the types of administrative structure and their relationship to the total disciplinary program.

Chapter Three is concerned with an analysis of the student disciplinary phase of the student personnel program. It discusses the various judiciary systems of each institution.

Chapter Four is concerned with the administrative personnel who have the responsibility of the student disciplinary program. The training and experience of these officials are discussed.

Chapter Five discusses the orientation and communication aspects of the disciplinary program. The methods and procedures employed by each university in these two areas are considered. The communication and referral procedures between the disciplinary officials and student personnel services are discussed.

Chapter Six deals with classified disciplinary offenses and official disciplinary actions. This chapter further discusses the program of follow-up of students under official disciplinary action and also the methods of terminating the action taken against the student.

Chapter Seven is concerned with the disciplinary records of each university, records used in day-to-day operation as well as the system of permanent records. The standards used in recording and interpretation of the information from the records are discussed.

Chapter Eight presents the summary, conclusions, recommendations, and implications for further research.

CHAPTER II

THE STRUCTURE AND ORGANIZATION OF STUDENT PERSONNEL

PROGRAMS AND STUDENT DISCIPLINARY PROGRAMS

This chapter presents data concerning the administrative structure and organization of the student disciplinary programs of the various universities studied. It also provides an analysis and general description of the student personnel programs and shows the relationships between the personnel programs and the disciplinary programs.

An outstanding feature of present day student personnel and disciplinary programs is the diversity of their administrative structure and organization. This diversity can be understood by a brief look at their origins. The early history of the student disciplinary program indicates that student discipline was largely punitive. The rules were rigid and punishment was harsh and swift. In most institutions each infraction of the regulations had a specific penalty which was well-known to the students beforehand. Because punishment alone was used to control student conduct, personnel specialists were considered unnecessary. Usually, the President or some other administrative official had the full responsibility of dismissing the student or imposing severe restrictions.

The expansion of the student disciplinary program has been simultaneous with the growth in student personnel work in general. The changed concepts in education, industrial research in the area of personal adjustment, and the ideas that resulted from military experience in World War II demonstrated

to the American educational institutions that the total education of the student is by no means confined to the classroom. Before these important changes, the disciplinary and student personnel programs of most universities developed in a haphazard and careless manner. Many of the student disciplinary programs that exist today developed in this manner. Since about 1933, however, considerable changes have been made by administrators and educators in student personnel work. Their research and planning have given rise to an increase in personnel services which emphasize the dignity and worth of each individual student. The student disciplinary program has been one of the personnel services which has benefited from this planning.

Nevertheless, one of the factors that determine the organizational structure of a student disciplinary program is the original delegation of authority in the charter of the institution. Many of the universities studied have charters that grant to the faculty the power to regulate student conduct. Other charters grant this power to the Board of Trustees or to the top administrative officials. The manner of this delegation of authority has largely determined the organizational structure of the student disciplinary program and, at the same time, has largely determined the degree of participation of administrators, faculty members, and students in the total disciplinary program. The structures of the disciplinary and personnel advisory committees as well as the duties of these committees have also been determined by the initial delegation of authority.

Overview of the Administrative Organization
of the Student Personnel Programs

The organizational structure of the student personnel program of each university must be understood before the student disciplinary program can be viewed clearly since it is within the student personnel program that the majority of disciplinary functions are performed.

At six of the institutions surveyed, the final authority in the disciplinary program rests with administrative officials or with administrative-student committees. At three institutions the faculty has the final control. At one university, the faculty was originally given the authority to regulate student conduct, but the student disciplinary program is now operated by administrative officials.

A brief description of the student personnel structure of each university follows:

University A has a Dean of Students as the head personnel official. Within and directly under the supervision of the Dean of Students' Office are a Men's Division and a Women's Division. The control of the residence halls, fraternities, and sororities is under the jurisdiction of the Men's and Women's Divisions according to male and female divisions respectively. The co-operatives for both men and women are controlled by the Women's Division. All other student personnel services are directly under the jurisdiction of the Dean of Students. There are three assistants to the Dean of Students in the Men's Division and three assistants to the Dean of Students in the Women's Division. These assistants supervise the personnel areas stated above.

University B has a Vice President in charge of Student Affairs to whom the Dean of Men and the Dean of Women are responsible. Although the Vice President is considered the head personnel official at this institution, the student personnel programs are actually supervised by the Dean of Men and the Dean of Women. These two officials, with their assistants, are responsible for the entire personnel system, which is divided into male and female areas.

University C has a Dean of Men, Dean of Women, and a Vice President in charge of Personnel Services. The Dean of Men and the Dean of Women have very little to do with the student disciplinary program with the exception of appointing representatives to attend the meetings of the disciplinary committees. Most of the student personnel services are directly under the jurisdiction of the Dean of Men and the Dean of Women according to the male and female divisions respectively. These officials are administratively responsible to the Vice President for the student personnel program, but the student disciplinary program is the responsibility of the faculty.

University D has a Dean of Students, a Dean of Men, and a Dean of Women. Because of an unusual personnel organization, these three officials have very little responsibility for the regulation of student conduct. Operating under the Dean of Students' jurisdiction are two full-time workers who have the responsibility of processing students who are apprehended violating university regulations or public laws. One of these personnel workers is the secretary to the Senate Subcommittee and Senate Committee on Disciplinary Matters. The residence halls for men are directly under the jurisdiction of the Dean of Students, and the

residence halls for women are under the jurisdiction of the Dean of Women. The sororities, fraternities, and other student organizations are under the jurisdiction of the Dean of Men and the Dean of Women according to male and female divisions respectively.

University E has a Dean of Men and a Dean of Women who are directly responsible to the Vice President in certain areas and in other areas are directly responsible to the President. All of the student services at this university are under the jurisdiction of the Dean of Men and the Dean of Women according to male and female divisions respectively. The fraternities, sororities, co-operatives, and all non-academic student organizations are under these offices according to the male and female divisions. The personnel programs of the residence halls, however, are under the jurisdiction of their Business Managers.

University F has a Dean of Students and an Associate Dean of Students. There are a number of persons in this organization with both staff and line responsibilities. The persons in charge of the personnel program for men and women in the residence halls are directly responsible to the Associate Dean of Students, who is also the Director of the Counseling Center. The over-all organizational pattern of this personnel structure is of a decentralized nature. The department heads of the student personnel services have a staff-line relationship with the Dean of Students. The Dean of Students, in turn, is directly responsible to the President for all phases of student activities.

University G has a Dean of Students, an Associate Dean of Students, a Dean of Women, and a Dean of Men. The Dean of Women and the Dean of Men have the role of formal counselors since this institution does not have a

centralized Counseling Center. These same officials have the responsibility of screening and interviewing students who have created disciplinary situations. The Dean of Men and the Dean of Women have the responsibility of the personnel programs in the fraternities, sororities, and residence halls. The student government and other student organizations are under the direct control of the Associate Dean of Students. The Dean of Students is responsible for the entire personnel program. Administratively, the Dean of Students is responsible to the Dean of the Faculty but is responsible to the President of the university for the student disciplinary program.

University H has a Dean of Students, an Associate Dean of Students, a Counselor for Men, a Counselor for Women, and their assistants. The Associate Dean is responsible for the student organizations, and the Counselor for Men and the Counselor for Women are directly responsible for supervising the conduct of students in sororities, fraternities, co-operatives, and residence halls, according to the male-female division. The officials of the other personnel departments are responsible to the Dean of Students. The Dean of Students, as the head personnel official, is directly responsible to the President of the university.

University I has a Vice President of Personnel Affairs, a Dean of Women, and a Dean of Men. These latter two officials, with a staff of assistants, supervise student activities according to the male-female division. These officials also have the responsibility of the sororities and fraternities, but the residence halls are under the management of the Business Division of the university. The initial delegation of authority

for the student personnel program was to the faculty; therefore, most policies in this area are formulated by faculty-student committees.

University J has a Dean of Students who is the head personnel official of the university. Under the Dean of Students' jurisdiction are the other student personnel departments that report administratively to him. Within the Dean of Students' Office proper are an Associate Dean of Students, who has the responsibility for coordination of student organizations, and two other personnel officials who have the full-time responsibility of processing students who are reported for an infraction of university rules or civil laws. In a majority of the personnel services at this institution, the male-female division is disregarded. As the top personnel official, the Dean of Students reports directly to the Vice President of the university.

Types of Student Personnel Organizations

There appears to be no one pattern of organization that the institutions of this study have used uniformly. It was the opinion of the head personnel officials contacted that diversity of the student personnel programs was wholesome if each program fulfills the functions for which it was established.

Normally the student personnel services are the Student Government; Scholarship or financial aids department, which would include loans and part-time jobs; student activities programs in university student housing; Counseling Center; and Foreign Student Department. At the universities investigated, the diversity of the administrative organization is emphasized by the student services that are under the jurisdiction of the head personnel official. At the universities studied, most of the

student personnel services listed above were under the supervision of the head personnel official. There was considerable diversity, however, regarding the Registrar's Office, Health Service, Residence Halls, and Alumni Department. At some universities one or more of these services are within the student personnel organization, while at others they are not.

The institutions investigated have the following structural types of personnel programs: centralized, semi-centralized, decentralized, and coordinated. It should be re-emphasized that these terms define the general structure of the total program without regard to any specific phase of the program. It has been pointed out previously that not all student personnel services are within the organizational structure of the student personnel program. It was the consensus of the personnel officials interviewed that the functions of the services were more important to the student than organization and structure.

Of the institutions studied, three universities have centralized programs. This indicates that most of the personnel services are directly responsible to one administrative official on a direct line relationship. Three of the universities have semi-centralized student personnel programs, which indicates that most of the student services are responsible to one administrative official on a staff-line relationship. Two of the universities have decentralized personnel programs, which indicates that several student personnel services are not under one administrative official and that the lines of authority extend to the top of the organizational structure of the institution without being

centralized. Two other universities have coordinated personnel programs. This indicates that, although there is not a staff-line relationship, the persons responsible for the personnel services have some structural organization which is designed to assist in the coordination of the various student personnel services.

Disciplinary Aspects of the Student Personnel Program

When the organizational structure of the student personnel system is modified, these changes usually effect modifications in the student disciplinary program. To understand clearly the disciplinary phase of each student personnel system, the genesis and the major modifications of the program would be of utmost importance. It seems desirable at this time to present a brief discussion of the basic facts concerning the history of the student personnel and the student disciplinary programs.

University A. The present disciplinary program at this institution was established in 1944. There have been only two major modifications since the program was established. One modification was to increase the authority of the Dean of Students. The disciplinary probations and suspensions, formerly handled by the President, were transferred to the Dean of Students' Office. The second modification was the establishment of a student court to function as an appeal court to handle traffic violations.

University B. The basic pattern of the present disciplinary program was established for girls in 1910. The date of the establishment of the disciplinary program for men is not definite but was some fifteen or twenty years ago. One modification of both divisions of the program was

the establishment of a Vice President of Personnel Affairs in 1944. In the women's program, the major modifications have been the granting of additional authority to girls in the judiciary system and the reorganization of the women's student government association in 1945. The major modification in the disciplinary program for men was the establishment of a system of student courts in 1950.

University C. The basic pattern of the disciplinary structure for girls was established in 1910, with one modification in 1950. This major modification was the establishment of a joint men and women's judiciary to handle all cases in which boys and girls were involved off-campus. The basic organizational disciplinary pattern for men at this university was reorganized in 1950 at the same time the major modification was made in the women's disciplinary program. Both modifications granted additional power to students in the handling of disciplinary cases. A major modification of this disciplinary structure was made in 1954 when the office of Vice President of Student Affairs was established. Although this official does not have the responsibility of specific disciplinary cases, he has the administrative responsibility of the disciplinary program.

University D. The basic organizational pattern of the student disciplinary program was established in 1931. At that time, the responsibility of the discipline of students was granted to the university Senate. Since that time, two major modifications have been made in the disciplinary program. The first modification was to establish the office of Dean of Students in 1943. Before the

establishment of the Dean of Students' Office, the personnel and disciplinary affairs of the college were administered by a council of administrators, which consisted of the Dean of Men, Dean of Women, and academic deans. The second modification was the addition of the Security Office in 1947, which has the primary responsibility of interviewing and screening the disciplinary cases for the university Senate. With the establishment of this office, the Dean of Men and the Dean of Women act only as referral agencies or resource persons in disciplinary cases.

University E. The exact date of the basic organizational pattern of the disciplinary program is not definite. The only modifications that can be recalled by the head disciplinary official were administrative changes made in 1952 within the Dean of Men and the Dean of Women's offices. There have been small changes in the program down through the years, and the pattern of changes has been directed to the establishment of a coordinated disciplinary program.

University F. The basic organizational structure of the student disciplinary program was established in 1946. There have been no major modifications since that date.

University G. The date of the establishment of the basic organizational pattern is not definite. The major modification at this university was the establishment of a university committee on discipline.

University H. The basic organizational pattern of the student disciplinary program was established in 1942. The major modification since that date has been the establishment of a disciplinary committee as an appeal board.

University I. The present organizational structure of the student disciplinary program at this institution was established in 1951. There have been no major modifications since that time.

University J. The major modification in the organizational structure of the student disciplinary program since its establishment in 1941 has been the placing of students on committees.

Analysis of the Administrative Organization of the Student Disciplinary Program

To determine the exact role of the student disciplinary program within the student personnel framework was an objective of this study. Facts and opinions were gathered from the head disciplinary officials and other personnel workers and placed in Table I. The various aspects of the administrative relationship between the personnel structure and the disciplinary program were presented together with their relationship to the total university educational program.

A brief review of Table I reveals considerable variation in the organizational structure and administrative relationship of the disciplinary aspect to the total student personnel program. The contents of each column are explained to give a general view of the information.

The first column indicates the date that the present personnel and disciplinary systems were established. In every reorganization, major or minor, the procedures for handling individuals who create disciplinary situations was of paramount consideration in setting up the new personnel structure. It was indicated by the head personnel officials that, without exception, major changes in the total student personnel program and in the disciplinary program are synonymous, and that major changes in the former cannot be made without materially affecting the student disciplinary program.

The second column indicates the administrative official who has the responsibility of the student disciplinary program.

The third column indicates the top administrative official to whom the head disciplinary official is responsible.

The fourth column records any advisory committee in the total personnel program. This column also records any committee that functions as a judiciary board for individuals who have created disciplinary situations.

The fifth column indicates the type of committee. Several of the institutions surveyed have committees that advise on the total personnel program, which would include the disciplinary phase. Most of the advisory committees have no significant relationship with the handling of individual disciplinary cases. It was pointed out by the head disciplinary officials that, although normally these advisory committees do not consider individual disciplinary cases, theoretically these committees have some authority in this area at most of the institutions. The second type of committee shown in column five is a committee created to screen and interview students, recommend or render decisions concerning individual disciplinary cases. This committee's primary function is to handle individual cases; nevertheless, it has some authority in formulating the disciplinary policy of the student personnel program.

The sixth column indicates the organizational structure of the personnel advisory committee. A more detailed discussion regarding the functions of this committee is presented in the following chapter.

TABLE I

ADMINISTRATIVE STRUCTURE OF THE PERSONNEL AND DISCIPLINARY PROGRAMS WITHIN THE UNIVERSITY

University	Year Disc. Org. Established	Title of Head Disciplinary Official	To Whom Responsible	Advisory Committee	Type of Committee	Structure of Committee	Nature of Personnel Organization
A	1944	Dean of Students	President	Yes	Individual cases	5 students 2 faculty	centralized
B	1910	Vice President	President	Yes	Policy	7 students 6 faculty	centralized
C	1910 1950	Committee	Vice President	Yes	Policy Individuals	10 students 3 faculty	coordinated
D	1931	Committee	University Senate	Yes	Policy Individuals	3 students 8 faculty	centralized
E	Indefinite	Dean of Men Dean of Women	Vice President	No	None	None	decentralized
F	1946	Dean of Students	Committee	Yes	Policy Individuals	6 students 6 faculty	decentralized
G	Indefinite	Dean of Students	President	Yes	Policy Individuals	2 students 5 faculty	semi-centralized
H	1942	Dean of Students	President	Yes	Policy	10-13 faculty	semi-centralized
I	1951	Committee	Faculty	Yes	Individuals	5 administrators 8 faculty	coordinated
J	1941	Dean of Students	Vice President	Yes	Policy	3 students 6 faculty	semi-centralized

The seventh column indicates the type of organizational structure of the total university personnel program. Many variations of organizational structure exist in each of the student personnel programs studied; for clarification, however, the student personnel programs were designated by the term that most nearly describes its type of student personnel organization.

Disciplinary and Advisory Committees

The data concerning the personnel advisory committees and also the committees that work with individual disciplinary cases were obtained from available printed materials and from the information provided by the head administrative disciplinary officials at the time of the structured interview. Column six in Table I presents a summary of these committees.

At seven universities, the head disciplinary officials have committees that advise on all phases of the student personnel program. At four of these universities, the head disciplinary official is chairman of the advisory committee. Usually one or more persons from the personnel services are members of this committee, the other members being selected from the teaching faculty and from the student body. At the seven universities that have personnel advisory committees, the head disciplinary official is given the prerogative of nominating the officials to serve on the advisory committee. There are specific requirements for membership at some institutions to insure that the committee has specially trained members in medicine, law, psychology, etc. Other universities indicate that the only requirement for membership is interest in the personnel program.

Six of the universities have disciplinary committees whose chief responsibility is working with individuals who have created disciplinary situations. The requirements for membership on these committees are the same as those for the advisory committee, namely: interest in the personnel program and special training in specific academic areas. Only one university of the group studied has no personnel advisory or disciplinary committee.

The majority of head disciplinary officials considered the advisory and disciplinary committees of substantial value to the total disciplinary program. Of greatest importance, in their opinion, was the committee's ability to interpret to the student body and to the faculty the university's policies regarding the student disciplinary program. All of the head personnel officials felt that the personnel advisory and disciplinary committee system was one way of obtaining the needed cooperation between administrators, faculty members, and students.

In addition, a majority of the head disciplinary officials stated that the establishment of permanent committees, whether advisory or working with individual students, was desirable. Because of the complexity of the student-faculty-administrative relationship, the consensus was that the time of service on these committees should be a minimum of one year. There were mixed reactions from the head administrative officials concerning the basic question of which factor is more important in the selection of members for these committees - training in some specialized field or interest in the personnel program. All agreed, however, that both factors are desirable.

Summary

From the interviews, observations, and analyses of the student personnel structure and the disciplinary aspect of the student personnel program, the following important considerations emerge:

The administrative officials interviewed at the selected universities agreed that the changing concept of education in recent years has emphasized the importance of the total student personnel program. The officials further agreed that one of the significant phases of the change has been the disciplinary aspects of the student personnel program. Without exception, the head disciplinary officials agreed that it is a sound educational principle for the university to assume the responsibility for the full development of each individual accepted as a student.

The student personnel structure varies from university to university, thus causing considerable difference in the basic patterns of administrative organization. It was the consensus of the university officials contacted that these variations of structural patterns are wholesome if each program fulfills the functions for which it was created.

Of the universities surveyed, five have the Dean of Students as the head disciplinary official; three of the institutions have a committee as the head disciplinary body; one institution has the Dean of Men and the Dean of Women as the head disciplinary officials; and one institution has a Vice President as the head disciplinary official.

With one exception, all of the institutions studied have either a policy committee which acts in an advisory capacity on all student personnel matters including the disciplinary phase, or a disciplinary committee that works with individual student disciplinary cases. At some institutions studied, one committee performs both functions, while at others the

committees operate in separate areas. Two of the universities have committees that work with individuals who create disciplinary situations, but they do not formulate policy concerning the program. Three of the institutions have committees that work only with policy regarding the student personnel program. Four of the universities have committees that formulate policy and also function as a judiciary body for individual student disciplinary cases. One university does not have any form of disciplinary committee.

Seven of the universities have student-faculty committees. Two of the institutions have committees composed of faculty members only; at one of these institutions, the all-faculty committee functions both as an advisory and as a student disciplinary committee, and at the other university the all-faculty committee functions only in the area of individual student behavior cases.

All officials interviewed believed that student discipline should be considered by the university as a service and should be given the same positive planning as other phases of the student personnel program. Most of the head personnel officials believed that prevention and rehabilitation are the two principal elements of a good student disciplinary program and that the organization and structure of a student disciplinary program should be conducive to these educational concepts. The administrative officials felt that student discipline is the responsibility of the entire student body and university staff and that the organization under the head disciplinary official is only the structure devised to function as a disciplinary program for those students whose conduct needs regulating.

In the opinion of the head personnel officials contacted, considerable work still needs to be done to get students and faculties to accept the responsibility of the creation of a university climate conducive to full educational development of the student. The officials felt that the inclusion of students, faculty members, and student personnel administrators on the student personnel advisory and student disciplinary committees would be one means of accomplishing the above objective.

CHAPTER III

ANALYSIS OF THE STRUCTURE AND FUNCTIONS OF STUDENT DISCIPLINARY SYSTEMS

This chapter presents an analysis of the data concerning the structure and functions of the disciplinary system of each university investigated. This presentation is necessary for a clear understanding of the complete disciplinary organization and functions of each of the judiciary bodies at each university. This presentation includes student and faculty courts, advisory and disciplinary committees, their duties, and their relationships.

The administrative officials responsible for the disciplinary programs at the universities studied agreed that there are many factors which determine the type of program now in existence at their institution. The general education movement, which emphasizes a well-rounded educational program for all students regardless of the vocational field, has created increasing interest on the part of teaching faculties concerning the importance of the educational possibilities available outside the classroom. The head personnel officials agreed that this changing concept of education has done much to encourage active participation by faculty members in the student disciplinary program. This general education concept also has done much to emphasize to students the value of participation in self-governing activities. The officials believed that students are becoming increasingly aware that prospective employers are demanding a type of employee and citizen who cannot be produced solely by a good classroom record during college years. The interest,

participation, and cooperation of faculty members and students have been instrumental in initiating considerable changes in the organization and functions of the disciplinary aspect of the student personnel program.

The administrative officials of the institutions surveyed agreed that two important difficulties confront them in the disciplinary phase of student personnel work: (1) attaining a close, coordinated relationship of the various faculty and student courts and committees with the administrative officials connected with the student disciplinary program; and (2) the communication problem between students, faculty members, and other administrative officials regarding the basic philosophical concepts of the disciplinary program. This communication problem has two parts: interpretation of the rules and regulations of the university, and the validity or justification for the existence of any given part of the disciplinary system. Due to the nature of the program, there are always opposing forces on any campus which necessitate the justification of not only the organizational structure and functions of the disciplinary program but also of the philosophy which guides the student disciplinary system.

With this introduction, in addition to the explanation of each university's student personnel program presented in the previous chapter, an analysis of the student disciplinary programs will be presented.

An Analysis of the Student Disciplinary Systems within the Personnel Programs

University A. The basic pattern of the disciplinary organization at University A is based on a dual system, with both phases being coordinated in the Dean of Students' Office. Many of the judiciary

matters or cases are routed through a series of student courts; others are routed directly through the administration. A majority of the residence halls for men have student judiciary committees that deal with student disciplinary situations which arise within their respective residence hall. All residence halls for women have standards committees which operate under the jurisdiction of the Associated Women Students judiciary committee. All fraternities and sororities have committees that handle the disciplinary situations involving their particular organization. These committees do not deal with individuals who are involved in group disciplinary offenses. These individuals are handled by the all-college student courts or directly by the administration.

University A has two student courts of equal authority in separate disciplinary areas. One has authority only over traffic violations, operating as a student appeals court, and the other court works with individual students who have created other types of disciplinary situations. These student courts do not have final jurisdiction but make recommendations to the head disciplinary official, who, at this institution, is the Dean of Students. The student court that handles individuals who have created disciplinary situations is also the appeal court for the women students who appeal decisions of the Associated Women Students judiciary committee. This court, however, is not the appeal court for the men's residence halls, the sororities, or the fraternities. Decisions regarding any of these groups are appealed directly to the administration.

University B. The highest judiciary committee at University B is a student-faculty group. This committee has the dual responsibility of serving as the advisory group in the total area of student personnel and

operating as the appeal court from the all-college student court for individual students or organizations. Usually the only disciplinary situations regarding individuals that come before this council are those involving student raids or riots.

The second highest judiciary body is the all-college student court, which is composed of seven students. This court operates as the traffic appeal board and also as the appeal board for students or organizations that wish to appeal a decision from a lower court.

This university divides the rules and regulations into two groups, namely: violations of university rules and violations of specific organizational rules. Three lower courts have been created to handle the violators of university rules. The men's committee handles individual male disciplinary cases, the student committee handles cases of organizational violations of university regulations, and the women's self-government association committee handles the cases of individual girls who have created disciplinary situations in violation of university regulations. The three committees that have jurisdiction over the violation of specific organizational rules are the interfraternity committee, which enforces the rules governing the fraternity group; the Pan-Hellenic committee, which enforces the rules of the sororities; and a student committee, which enforces the regulations of all unaffiliated women's organizations.

University C. At this institution, jurisdiction over the student courts is held by a faculty subcommittee on discipline. This subcommittee derives its authority from a Board of Trustees which has been granted autonomy by the state legislature. The faculty subcommittee on discipline consists of three faculty men from the three largest colleges of the

university and operates as an appeal board for students who wish to appeal a decision of the joint men and women's judiciary committee. The faculty subcommittee also operates as an advisory committee for all procedural matters regarding the student disciplinary program.

The joint judiciary committee consists of five male and five female students; the group handles disciplinary cases in which university, state, or national laws are violated. Individual cases of girls handled by this committee are largely those involving girls who have violated rules other than those within the jurisdiction of the women's self-government organization. The majority of disciplinary cases handled by this committee, however, are those in which both males and females are involved in the same breach of the regulation.

The women have a separate court system at University C. The house judiciary councils have the supervision of regulations within each individual residence hall with the exception of rules regarding drinking of alcohol and rules and rules regarding returning to the residence halls after designated hours. Individuals involved in these latter types of disciplinary situations are handled by a women's central judiciary court. The central judiciary court handles cases of girls regardless of where the disciplinary situation arises so long as it involves only girls. The highest and most powerful women's court is the supreme court, which operates as an appeal court from the central or house judiciary bodies. This supreme court also renders decisions initially concerning individuals who have created serious disciplinary situations such as theft, sex offenses, drinking of alcohol on campus, etc. The faculty adviser to this supreme court is the Dean of Women.

The judiciary system for men at University C operates in the same manner as the women's, with two exceptions. First, the men do not have a supreme court. Men who have created serious disciplinary situations are usually referred directly to the joint judiciary committee. The second exception is the interhouse council judiciary, which has the responsibility of hearing decisions appealed from the house judiciaries.

At University C, the sorority and fraternity councils handle the infractions of regulations concerning their respective groups. Sorority and fraternity members involved in group infractions are referred through the same judiciary process as other students. Because most group infractions occur off-campus, the individuals are referred to the joint judiciary court.

University D. Compared to the other institutions studied, University D has a unique disciplinary structure. The final authority for the regulation of student conduct at this institution is the university Senate. The university Senate consists of the deans, full professors, and top administrative officials of the institution. The university Senate has a subcommittee to which responsibility for the functioning of the student disciplinary program has been delegated.

All individuals who commit serious breaches of university regulations are referred directly to the Security Office. The Security Office is a part of the Dean of Students' Office and is administratively responsible to the Dean of Students. The Security Office is responsible for the initial screening and interviewing of all students who are referred to this office for disciplinary action. The head of the Security Office is responsible to the Senate Subcommittee for discipline

concerning all student conduct. The Security Officer serves as a non-voting secretary to the Senate Subcommittee on Discipline as well as to the university Senate Committee on Discipline.

Each of the living groups - sororities, fraternities, men and women's residence halls, and other women's groups - has some type of judiciary structure to handle those individuals who have created minor disciplinary situations such as interpersonal conflicts, excessive noise, minor destruction of property, etc. The interfraternity disciplinary committee and the sorority disciplinary committee recommend to the Senate Subcommittee on Discipline the action to be taken against member organizations in violation of university regulations.

At University D the Dean of Men, the Dean of Women, and the Dean of Students have very little responsibility for individual disciplinary cases or for the enforcement of university regulations against organizations. The Dean of Men and the Dean of Women act as referral agencies in disciplinary matters and are often called to testify in disciplinary cases.

The Dean of Students has jurisdiction in two specific areas relating to the regulation of student conduct. When the offense is of a serious nature, the Dean of Students has the authority to withhold the student from classes until the student has been heard by the Senate Subcommittee on Discipline. Secondly, the Dean of Students must grant permission before a student may appeal his case from the Senate Subcommittee on Discipline to the university Senate Committee on Discipline.

University E. This institution has neither an advisory committee for the student personnel program nor a student disciplinary committee. The Dean of Men, the Dean of Women, and their staffs are responsible for the regulation of student conduct.

The sororities and fraternities have committees whose function is to hear cases of their individual members and member organizations that have been charged with infractions of university regulations. These committees make a recommendation to the Dean of Men or to the Dean of Women, and the final action is taken by these officials or their assistants.

At University E, the residence halls for both men and women are under the jurisdiction of the Business Manager; he, in turn, is responsible to the Vice President and Treasurer of the university. This jurisdiction includes both business management and the student personnel aspects of the residence halls.

The men and women's residence halls have similar judiciary systems. Each corridor has a standards representative to whom all violations within the corridor are reported. This corridor standards representative is a member of the residence hall standards committee, which is composed of the officers of the residence halls, the standards representatives, and the faculty sponsor of the hall. These residence hall standards committees determine the penalty to be imposed for student violations, but their decisions must have the approval of the Manager of the residence halls. These standards committees have the authority to enforce all residence halls and most university regulations. Because of the limitation of authority granted to the residence halls judiciary committees to enforce university regulations, the Dean of Men and the Dean of Women are usually

asked to take further action against the student whenever a serious offense occurs within the residence halls. When a serious offense occurs outside the residence halls, the judiciary committees of residence halls often take further action against students after the Dean of Men or the Dean of Women have taken the initial disciplinary action.

University F. The head committee established to regulate student conduct at University F is the Student Affairs Committee. This committee consists of six students and six faculty members and operates as an appeal board for individual student cases from lower student courts. The Dean of Students, who is chairman of this committee, also has the prerogative to refer a student's case to this committee.

Within the student government structure is a student supreme court which hears all cases involving infractions of university regulations and recommends action to the Dean of Students. Most of these cases involving individual students are referred to this court by the Dean of Students.

At the time this study was conducted, each of the student counselors in the men and women's residence halls had the responsibility of enforcing the regulations of the residence halls and of the university. The student counselor reports the individual violator to the head counselor for disciplinary action. If the charge is serious enough, the case is then referred to the Director of Counseling and Activities, who may put the individual under further restrictions. The names of all students who have disciplinary action taken against them by the Director of Counseling and Activities are given to the Dean of Students for his official records.

The fraternities at University F have a judiciary committee, which consists of seven fraternity presidents. The members of this judiciary committee are selected on a rotating basis with a one-year term of office. This judiciary board takes action against fraternity groups but does not have jurisdiction over the individual members. Each fraternity has the initial authority to regulate the conduct of its own members.

Each sorority at University F is responsible for the enforcement of sorority and university regulations among its own individual members. The authority for the enforcement of these regulations stems from the Associated Women Students organization. The actions taken against sorority groups are taken by the judiciary board within the Pan-hellenic organization.

At this university, men and women's disciplinary cases are not handled separately. The male-female division has been disregarded with respect to student discipline, and the initial screening and interviewing of all students referred to the administration is done by the Assistant to the Dean of Students.

At the time of this study, plans were under way at University F for the establishment of a new system of student courts which would enable the men and women's residence halls, Pan-hellenic and the Interfraternity Councils to regulate the conduct of their respective individuals and groups. The authority of these separate courts could be appealed to the supreme court of the student government.

University G. At this university, there is a student-faculty disciplinary committee composed of five faculty members and two students. The faculty members are appointed by the President after nomination by

the Dean of Students. The students on this committee are selected from the senior men and women's honorary societies. The Dean of Students is the chairman of this student-faculty committee, which serves as an appeal board for all students desiring to appeal the decision of the Dean of Men or the Dean of Women.

Both the sororities and the women's residence halls have a standards committee which regulates house rules and some of the Associated Women Students regulations. The more serious offenses which cannot be handled by these groups are referred to the Dean of Women. Except in very serious cases, the Dean of Women has the choice of referring these students to the Associated Women Students judiciary committee or to the Dean of Students for disciplinary action.

The procedure described above is applicable to the men's residence halls and fraternity groups, with the serious cases being referred to the Dean of Men. The Dean of Men and the Dean of Women have the authority to handle designated types of disciplinary cases, and the others are referred to the Dean of Students or to the student-faculty disciplinary committee. The student government at this university does not have a student court.

University H. It is the responsibility of the Dean of Students, who is the head personnel official at this institution, to regulate the conduct of students. There is a faculty committee, of which the Dean of Students is chairman, to which a student may appeal his case. When a student appeals his case to the faculty committee, the Dean of Students presents the administrative side of the controversy; and the Counselor for Men or the Counselor for Women is the adviser to the student at this

time. Most cases that do not come under the jurisdiction of the Associated Women Students, fraternities, or sororities are reported to the Counselor for Men or to the Counselor for Women, according to the male-female division. These two officials do the initial screening and interviewing of those students referred and recommend the action to be taken by the Dean of Students.

The fraternity groups have a judiciary board composed of seven fraternity presidents or their representatives. The fraternities rotate membership on this judiciary board yearly. The principal function of this board is to take action against member organizations when there is a group infraction of college regulations. Individual fraternity members are responsible to the officials of their fraternity when the infraction of the rule is minor. More serious infractions are referred to the Counselor for Men.

In the sororities at University H, the housemother and the judiciary chairman of each sorority have, jointly, the authority to place girls under certain restrictions, such as week-end or evening confinement to the sorority house, etc. When this action is taken within the sorority, the name of the girl is also reported to the central judiciary board. The central judiciary court is composed of representatives from the women's residence halls, Pan-hellenic, town area, and the women's co-operatives. The chairman of this committee is appointed by the Associated Women Students council. This court has three faculty advisers from the Dean of Students' Office and has jurisdiction over disciplinary cases of all student women referred to it by student organizations or by the Dean of Students' Office.

Each women's residence hall has a judiciary board. Each Spring an all-senior committee selects the girls for the new judiciary board. This judiciary board works with the old judiciary body during the Spring to facilitate a smooth transfer of functions from the outgoing judiciary board to the incoming one. Appeals of decisions from this judiciary board can be made to the central court, which has been described in the preceding paragraph. In case of an appeal, the chairman of the residence halls judiciary board attends the central court session and presents the residence hall's side of the case.

The men's residence halls do not have a judiciary system at this university. The Counselor for Men has the responsibility of the student personnel program in the men's residence halls, and all serious violations of the rules in the halls are referred to him. All judiciary cases which occur off-campus are investigated by the Counselor for Men.

University I. This institution has a unique and complicated, but clearly defined system of judiciary procedures. The final authority for all student disciplinary cases rests with a faculty committee on student conduct and appeals. This committee is divided into two separate sections. One section is entirely administrative and consists of the Dean of Men and the Vice President in charge of Personnel Affairs, or his representative who is always a counselor from the student counseling bureau. The third member of this administrative group is the dean, or his representative, from the student's academic school. If the student is a girl, the Dean of Women would replace the Dean of Men on this committee. If both male and female students are involved in the disciplinary situation, then the Dean of Men and the Dean of Women both serve on the committee. This

committee has the authority to take any action against students ranging from reprimand to expulsion. The student has the prerogative to appeal his case to the other section of this committee, which is the faculty section composed of five members selected by the faculty, one from each school, with the chairman appointed by the President of the university. The faculty section of this committee has final authority in all matters dealing with the regulation of student conduct, but it is conceivable that a student could appeal his case from this section to the entire faculty.

Another faculty committee that has as part of its function the regulation of student conduct is the committee on student personnel. The schools of this university elect members to this faculty committee, which also has ex-officio members including the President of the university. This committee on student personnel has many functions, among which is the responsibility of all infractions concerning academic dishonesty, either individual cases or groups. It also has the authority to formulate rules for the prevention of academic cheating and all other forms of dishonesty in the academic area.

At University I, the student government has within its structure a student court whose principal function is to handle all cases of student violations of the university's traffic regulations. This court consists of seven judges, four of whom must be students from the school of law. One of the unusual features of this court is that the judges hold office for the entire time they are enrolled at the university unless removed for disciplinary action by the student government. Appeals from this student court would go to the faculty committee on student conduct and appeals.

The women's self-government association has a judiciary board which considers cases of girls who have violated the association's rules and regulations. This judiciary board also serves as an appeal body for all the women's living units. In the women's residence halls, each floor has a representative to the hall judiciary committee. The chairman of this judiciary board is the representative of the women's self-government association and has the responsibility of interpreting the rules of the association to the hall judiciary board. Decisions from this residence halls judiciary board may be appealed to the association's judiciary board.

The judiciary system of the men's residence halls at University I was designed to process all disciplinary situations that occur within the residence halls. The student counselors within each of the halls have considerable authority in the area of student conduct and may reprimand or even place a student on probation. In each case, notification of such action must be referred to the Manager of the men's residence halls. When an individual case so warrants, it is referred to the joint judiciary committee, composed of six representatives from different residence halls, none of whom may come from the residence of the violator. This joint judiciary committee is composed of three student counselors and three regular students, whose duty is to make recommendations about individual cases to the Manager of the residence halls. The Manager must give final approval of the decision and notify the student of the committee's action. Appeals from this committee may be made to the faculty committee of the men's residence halls, which consists of eight members. If the violation is an infraction of a university regulation, the student may be referred directly to the faculty committee on student conduct and appeals.

Individual members of fraternities and sororities come under the same jurisdiction as other students. The responsibility of the approval and regulation of the social rules for these groups rests with a faculty committee on student life and interests.

University J. There is no committee for disciplinary affairs at University J. The final authority in this area rests with the Dean of Students, with appeal to the Vice President possible. The Dean of Students also has the authority in the area of academic cheating when the infraction occurs outside the student's academic school. If the breach of dishonesty occurs within the student's academic school, the case becomes the problem of the student's academic dean.

Within the immediate organization of the Dean of Students are two officials who work full-time with students who have been referred because of behavior problems. University J has disregarded the male-female division in handling student disciplinary cases. One of the disciplinary officials is a man and the other official is a woman; each handles behavior problems of both male and female students. These two officials perform the initial screening and interviewing of students who have created behavior problems. Although decisions are actually made by these two officials, the Dean of Students gives official approval to their decisions.

There are two men's residence halls at University J, one of which has a judiciary board. The representatives on this board are chosen from the units within this residence hall. The function of this committee is to enforce the rules and regulations of the hall and of the university. Appeals from this judiciary board may be made to the Dean of Students'

Office. This student judiciary board refers the more serious cases to the Dean of Students' Office.

Each of the women's residence halls has a judiciary board which has jurisdiction over girls in their respective hall. Decisions from this board may be appealed to a judiciary council composed of girls from all residence units. All residence halls judiciary boards report quarterly to this disciplinary council, and the council reviews the cases of all girls who are repeat offenders. These frequent offenders are in many cases referred to this body for advice regarding rules and regulations of the university.

The Pan-hellenic group has jurisdiction over sororities. Each sorority has a judiciary board that enforces house rules and handles minor infractions of university regulations. Appeals from these sorority judiciary bodies may be made to the disciplinary council. This council is supervised by the student activities bureau, which is a department within the Dean of Students organization.

Fraternities operate in the judiciary area in a manner similar to sororities at this university. Each fraternity makes an effort to enforce house and university regulations. The more serious individual violators demand the attention of and are referred to the Dean of Students or his staff. The Interfraternity Council takes action against member organizations that violate university or fraternity rules.

Special Analytical or Evaluative Techniques
Utilized in the Disciplinary Programs

One of the purposes of this study was to determine special aspects or techniques used in the disciplinary programs of the institutions investigated. With the exception of University I, all institutions indicated the use of one or more of the special tools or techniques listed below.

The officials at universities A, D, E, F, and J indicated that analytical tests such as aptitude, verbal and non-verbal intelligence tests are used in the disciplinary programs at their universities.

The officials at universities E and F indicated that evaluative techniques such as interest and personality inventories, rating scales, and biographical data are also used in the disciplinary programs at their institutions.

The officials at universities A, B, C, D, F, G, and H indicated the use of the polygraph in the disciplinary programs. Most of the institutions studied use the polygraph on a voluntary basis, and the machine is limited to cases in which the individual uses it to prove his innocence rather than the university employing the machine to prove an individual's guilt. It was further indicated that the majority of the individuals who take the polygraph test are those involved in theft. At four institutions, the officials stated that a majority of these individuals were females.

At universities A, B, C, D, and H the officials indicated that specially trained psychological workers are used in the disciplinary programs at their universities.

The officials at the institutions studied indicated that the importance of these devices was in the remedial area of the disciplinary program rather than an attempt to prove guilt for any infraction of the rules.

Similarities and Differences of the Disciplinary Programs

It seems desirable to present some of the important organizational and structural similarities as well as differences in the disciplinary programs at the institutions investigated. It is the opinion of the investigator that the similarities and differences of the various programs can best be discussed by examining closely three features: (1) The original authority for the regulation of student conduct at each university. This largely determines the administrative structure and also materially affects the organizations responsible for the disciplinary program. (2) The administrative structure of the judiciary bodies and the lines of communication in each disciplinary program. (3) The advisory system with respect to participation of students, faculty members, and administrative officials. This indicates the level and the degree of faculty-student participation in the disciplinary program.

At universities A, B, E, F, G, H and J, the authority for the regulation of student conduct was originally delegated to the administration by the charter or by the governing boards of the institutions. Therefore, the delegation of authority to faculty and student groups in these universities has been made by the administration. The relationship between the faculty and the administration at each institution varies greatly and often is very complicated. This complexity indicates varying

degrees of interaction and influences between the faculty governing groups and the administration concerning the regulation of student conduct regardless of the original delegation of authority in this area.

There is also a variation in the degree of authority which any academic school within a university has with regard to student conduct. At universities where the authority was originally delegated to the administration, usually the schools within the university have very little control over the student outside the academic area. Individual academic schools have much more jurisdiction over students at those universities where authority was originally delegated to the faculty.

At four of the universities studied, the original authority for the control of student conduct was delegated to the faculty. At these universities, the role of the administrative officials is limited to the day-to-day advisement of the student judiciary bodies and to the interpretation of the university's rules and regulations. At three institutions, the policy for the operation of the student disciplinary program and the final decision in individual student cases are responsibilities of the faculty. At the fourth institution where authority for the regulation of student conduct was originally delegated to the faculty, however, the student disciplinary program is operated by the administration.

One of the similarities of all the universities studied is the self-governing policy concerning girls. Due to the fact that women are governed by many more rules than men at these institutions, the females have much more authority and greater participation in the area of self-government than males.

At all of the universities investigated, the lines of communication and appeal routes are directed from the lower courts of the disciplinary program toward the final authority. Because of the lack of lower student courts, the routes are much shorter where there is little student participation. Usually at the lower levels of the program, jurisdiction is delegated to student committees when the infraction is of a minor nature. If the offense is serious, the individual detected is usually referred directly to the highest disciplinary official or committee for the initial action. Most off-campus infractions are referred in the same manner regardless of the seriousness of the offense.

At universities A, B, E, F, G, H and J, with certain exceptions for women, the lines of communication and appeals are directed strongly toward the administration. At universities C, D and I, these same lines of control are strongly directed to a faculty committee.

While universities A, D, F, G, H, I, and J have some student participation in the student disciplinary program, universities B, C, and E have much more student participation.

Institutions A, B, E, F, G, H, and J have a high degree of participation by administrative officials in the disciplinary program while, by comparison, universities C, D, and I have very little participation by administrative officials.

Summary

At universities A, C, I and J, it was indicated that the disciplinary committees have as one of their duties the investigation of all complaints against students who have been referred to them for disciplinary action.

At universities A, B, C and J, the disciplinary committees have as one of their functions the recommendation of final disciplinary action to be taken against the student.

The committees at universities C, D, G, H, and I have the authority to decide final action in the disciplinary area.

At universities B, C, D, F, G, H and I, the committees function as an appeal board either in policy or in individual student cases, or both.

At universities B, C, and G the committees perform the function of approving the decision of the head disciplinary official or of another committee regarding individual student cases.

At universities B, F, H, I and J, the committees perform the function of formulating policy as it relates to the disciplinary phase of the student personnel program.

The administrative officials at the schools investigated agreed that the disciplinary committees have a rather important undefined function, the duty to be on call in the event of an emergency such as student raids or riots.

Some of the committees have regularly scheduled meetings but most are on call at the discretion of the head disciplinary official. It was felt by many of these officials that the latter was a better arrangement because of the limited amount of time that faculty members and students have for this type of activity.

At nine of the institutions investigated, the fraternities and sororities have the final responsibility in event of an infraction of university regulations by any of their member organizations. At one institution, group infractions are handled in the same manner as individual

student violators. It is also the general pattern at all of the universities for the individuals involved in these infractions to be referred to the regular organizations designed to regulate student behavior.

The general pattern of disciplinary functions in residence halls varies according to the supervisory plan at the particular institution.

All institutions studied have a women's self-government association, which varies from university to university. These organizations have jurisdiction for the enforcement of all rules and regulations delegated to them in their charters. None of the universities investigated allows women the final authority for all university regulations which affect them.

At three of the universities, the final jurisdiction for the disciplinary program rests with the faculty. At seven universities, the responsibility of the disciplinary program rests with the administration.

At seven of the universities, there is relatively little participation by students in the disciplinary program. At three universities, students participate very actively in the disciplinary program.

The administrative officials all agreed that one requisite for a well-developed disciplinary program is full participation and cooperation of administrators, faculty members, and students.

The head disciplinary officials further agreed that the over-all purpose of the disciplinary program should be preventive and remedial in nature.

CHAPTER IV

ADMINISTRATIVE OFFICIALS IN DISCIPLINARY PROGRAMS: THEIR DUTIES, TRAINING, AND STATUS

The two preceding chapters were concerned with the organization and structure of the disciplinary program and with the functions of the judiciary groups within the administrative framework at each university investigated. The present chapter describes the duties, training, and status of the administrative personnel in the student disciplinary program.

Tables II and III present information regarding the qualifications and educational training of the personnel with positions of responsibility within the disciplinary program. These tables will serve as bases for succeeding discussions.

The head disciplinary official and the assistant disciplinary officials were interviewed at each institution. Since University E has two head disciplinary officials, one in charge of the male disciplinary program and one in charge of the female disciplinary program, both officials from this institution were included in the total study.

At three of the universities investigated, the final authority for disciplinary affairs rests with committees whose chairmen are either elected or appointed by the university President on a yearly basis. The heads of these committees were not included in this investigation since it was felt that the personal qualifications of any one of these persons would have no permanent effect on the disciplinary program.

Head Disciplinary Officials

Past research yields little information about personnel who are responsible for disciplinary programs in major universities. One factor that has discouraged the compilation of this information is the variation and many combinations of duties performed by these officials. Another factor which has retarded research in this particular area is the degree to which each head disciplinary official takes an active part in the actual operation of the disciplinary program. No valid studies have been made that would determine the common characteristics of the personnel who hold the position of head disciplinary official.

The term "head disciplinary official"¹, as has been explained in Chapter I, is not an official title but merely denotes the administrative official responsible for the disciplinary aspect of the student personnel program. If this official is not the head personnel official, he usually is considered for advancement to the position of head personnel official. When one person acts in the capacity of both the head personnel and the head disciplinary official, his job is usually considered equivalent to the position of Vice President. The assistant disciplinary officials are generally considered first-line personnel officials and usually advance to the position of head disciplinary official.

¹ Supra., p. 11

Professional training of the head disciplinary officials. The head disciplinary official's job can be understood more clearly if the duties performed by this official are presented. These duties vary considerably at each institution, but there are basic personnel constructs which characterize this position at all of the universities investigated. The head disciplinary officials at the various institutions were asked to indicate the duties they perform within the disciplinary program. A summary of their responses follows:

Provide the students, faculty, and parents with adequate orientation concerning the relationship between the student and the university.

Encourage and stimulate the participation and cooperation of students and faculty members in the disciplinary program.

Provide student judiciary groups with adequate interpretation of university rules and regulations.

Serve on committees that affect the disciplinary phase of the personnel program.

Handle individual behavior problems that warrant the attention of the head disciplinary official.

Serve as the focal point of a referral system to all remedial agencies that assist in the functioning of the disciplinary program.

Provide training programs for students and faculty members who participate in the disciplinary program.

Serve as the liason official with the campus police and other local law enforcement offices.

Serve as the administrative representative for parents of students who have created disciplinary situations.

Provide an efficient record system with clearly defined criteria regarding the policies and procedures of recording the disciplinary information on the permanent records of students.

Provide an adequate budget for publications necessary for clear communications regarding the entire disciplinary program.

Provide for competent evaluation of the disciplinary program by having research conducted periodically.

Attend significant personnel meetings, conferences, and workshops to discuss current problems in the student disciplinary area.

Confer with other educational leaders, including academic deans and department heads; administrative officials; and student leaders on methods of improving the student disciplinary program.

Explanation of Table II. For a clearer understanding of the personnel who head the disciplinary programs at the institutions surveyed, an explanation of Table II seems desirable. Seven of the institutions have head disciplinary officials; the other three have faculty committees. It was impossible to collect data regarding personnel at those institutions having faculty committees as head of the disciplinary program.

The first column indicates the title of the head disciplinary official.

The second column indicates the graduate major of the head disciplinary official.

The third column indicates the graduate degree of the head disciplinary official.

The fourth column indicates the undergraduate major of the head disciplinary official.

The fifth column indicates the number of years that the head disciplinary official has held his present position.

The sixth column indicates the academic rank held by the head disciplinary official. At the institutions where the position of head personnel and head disciplinary official is synonymous, academic rank is acquired automatically when the official assumes the position. At other institutions, academic rank must be earned by the official and is retained in whatever position he might hold at the university.

The seventh column indicates whether or not the head disciplinary official teaches an academic course.

The eighth column indicates the area of jurisdiction of the head disciplinary official. At each institution surveyed, this jurisdiction includes all students, with the exception of University E where the jurisdiction over the students is divided by the male-female division and is supervised by two head disciplinary officials.

The ninth column indicates the percentage of time that each head disciplinary official estimates he devotes to the operation of the student disciplinary program. This would include the various phases of written and oral orientation, handling of individual cases, committee work, follow-ups, and records.

TABLE II

HEAD STUDENT DISCIPLINARY OFFICIALS

UNIVERSITY	TITLE OF HEAD DISCIPLINARY OFFICIAL	ACADEMIC GRADUATE MAJOR	GRADUATE DEGREE	ACADEMIC UNDERGRADUATE MAJOR	YEARS AS HEAD DISCIPLINARY OFFICIAL	ACADEMIC RANK	TEACH	JURISDICTION	PERCENTAGE OF TIME WITH DISCIPLINARY FUNCTIONS
A	Dean of Students	(Prof.) Law	LL.B.	Journalism + English	4	Full Professor	No	All Students	35%
B	Vice President		Ph.D.		10		No	All Students	
C	Committee							All Students	
D	Committee							All Students	
E	Dean of Women	Phys. Ed. + Ed. Psy.	M.S.	English + Philosophy	7	Full Professor	No	Women	10%
	Dean of Men	Psy. + Ed.	Ph.D.	Chemistry	2	Full Professor	Yes	Men	10%
F	Dean of Students	(Prof.) Army Gen. Command School	None	Army General Staff School	8	None	No	All Students	25%
G	Dean of Students	Philosophy	D.D.	Biology	2	Full Professor	Yes	All Students	5%
H	Dean of Students	Personnel + Guidance	Ed.D.	Phys. Ed. + Social Science	4	Full Professor	No	All Students	25%
I	Committee							All Students	
J	Dean of Students	Psychology	Ph.D.	Psychology	14	Full Professor	Yes	All Students	5%

Table II shows that three of the eight head disciplinary officials hold doctor of philosophy degrees, one has a doctor of education degree, one has a doctor of divinity degree, one has a bachelor of laws degree, one has a master of science degree, and the eighth head disciplinary official does not hold an academic degree but has had considerable training as an Army career man.

The graduate academic majors of the head disciplinary officials include: one in law, two in psychology, one in personnel and guidance, one in physical education, and one in philosophy. One head disciplinary official did not state his academic graduate major.

The junior head disciplinary officials in terms of length of service are at University E and University G, both of whom have held this position for two years.

It is interesting to note that the last three persons appointed as head disciplinary officials at the universities investigated all hold doctoral degrees. It is also interesting to note that the two head disciplinary officials with the longest tenure also hold doctoral degrees. The other three officials interviewed are not working toward a doctorate.

A doctoral degree does not seem to be the most important criterion for the position of head disciplinary official. However, Table II shows that the head disciplinary officials recently appointed have doctoral degrees. The disciplinary officials felt that the trend toward academic upgrading of persons in other student personnel services is also apparent in the disciplinary program. There were mixed reactions on the part of

the head disciplinary officials regarding the most important academic area as a prerequisite for the position of head disciplinary official.

Teaching and other educational experience. A brief review of the educational experience of the head disciplinary officials will be considered in conjunction with their academic training.

Three of the head disciplinary officials interviewed have had teaching experience in secondary schools, one for a period of eleven years. Five of the officials have had experience as college teachers, one for a length of ten years.

One of the head disciplinary officials coached athletics in high school for six years and in college for fourteen years before accepting his present position. Three of the officials have held other administrative positions in college. Three of the officials have had considerable administrative experience in business or in the Armed Forces. Another official has had considerable experience as a college personnel counselor.

An analysis of the background of this group of officials indicates that considerable diversity of experience is one of the basic requirements for the position and, due to the scope and complexities of the disciplinary program, would better enable the disciplinary official to perform the duties of his position. The head disciplinary officials were not agreed, however, as to the type of experience which would best qualify a person for the position of head disciplinary official.

Academic rank of head disciplinary officials. Table II indicates the universities where the head disciplinary officials hold academic rank. At all universities investigated, the academic rank goes with the job of head personnel official and is incidental to the disciplinary program.

Six of the eight head disciplinary officials have academic rank, one has the administrative status of Vice President, and the eighth head disciplinary official has no academic rank.

An analysis of the academic rank indicates that there are six full professors: four have doctoral degrees, one has a master's degree, and the sixth professor holds a bachelor's degree. The academic rank of these officials is held in various academic schools.

Three of the head disciplinary officials with the rank of full professor teach at least one course. One teaches advanced counseling and personnel, one teaches history and philosophy of religious literature, and the third teaches psychology. Five of the head disciplinary officials do not teach.

Percentage of time spent on disciplinary functions. One of the important data collected at each institution was the percentage of time each head disciplinary official estimates that he devotes to disciplinary functions of the personnel program. It should be noted that the percentages of time are merely estimates since the disciplinary officials do not keep accurate records of the time devoted to the disciplinary aspects of this program.

For a complete view of the time devoted to the disciplinary program by administrative officials, the total time spent by all disciplinary officials at each institution should be considered. An analysis of the time spent by each head disciplinary official is presented:

At University A, the head disciplinary official indicated that 35% of his time is devoted to the operation of the disciplinary program.

The two head disciplinary officials at universities F and H estimated that they spend 25% of their total time on disciplinary functions.

At University E, both of the head disciplinary officials indicated that they devote approximately 10% of their total time to the operation of the student disciplinary program.

At universities G and J, the head disciplinary officials indicated that they spend approximately 5% of their total time working with student disciplinary functions.

The head disciplinary official at University B did not indicate the percentage of time that he devoted to disciplinary functions.

Assistant Disciplinary Officials

The next group to be presented is the Assistant Disciplinary Official. As indicated previously,² there are other officials at each university who actively participate in the operation of the student disciplinary program; for this investigation, however, detailed information was collected only on the head disciplinary officials and the first assistant for women and the first assistant for men.

² Supra., p. 57

The duties of the assistant disciplinary officials vary at each of the institutions investigated. At several of the universities, the duties of the assistant disciplinary officials have a high degree of stability; at others, the assistant disciplinary officials assist the head disciplinary official on a daily and undetermined schedule. A discussion of these duties will be presented.

University A. The assistant disciplinary official for women is responsible for the orientation of women students and interpretation of the university rules and regulations governing the women's residence halls. Because of the large number of women residing in the halls, this assistant has the most important task involving the disciplinary program for women. Other assistants in the women's division are responsible for discipline in their own particular area.

The assistant disciplinary official for men is responsible for the disciplinary functions for all men regardless of their place of residence. This assistant has the authority to place students on two types of probational status and, in the more serious cases, recommends to the head disciplinary official the action to be taken against the student.

The assistant disciplinary officials for women and for men are the principal contacts with remedial services at the institution. It is their responsibility to make the contacts with these agencies whenever it is felt that the agencies can assist in the rehabilitation of a student. These two assistants also are responsible for the personnel programs in the men and women's residence halls; this responsibility enables them to facilitate referrals to these agencies.

University B. The assistant disciplinary official for women is responsible for the disciplinary program for all women students. This person is the adviser to the women's self-government association; her assistants are the advisers to the women's judiciary courts and committees. In the more serious disciplinary cases, she recommends to the head disciplinary official the action to be taken against women students.

The assistant disciplinary official for men has the over-all responsibility of the judiciary structure established at this institution to work with students who have violated university regulations. This would also include the responsibility to exercise jurisdiction over cases in which organizational violations occur. This assistant recommends to the head disciplinary official the action to be taken against men students.

University C. The assistant disciplinary official for women at this institution has jurisdiction over all phases of the program affecting women. Her duties also extend to student courts established to handle both male and female disciplinary cases. She takes final action in cases when the violation is under the jurisdiction of the women's self-government association rules and when the offense is entirely within the women's area.

The assistant disciplinary official for men is the adviser to the committee that handles violations by both men and women. Due to the fact that most off-campus infractions are committed by males, the duties of this official consist largely of processing students who have been apprehended by law enforcement officials. This assistant has little authority and operates mostly in an administrative advisory capacity. Serious infractions in the men's area are appealed for final decision to a faculty committee.

University D. A committee has the final jurisdiction in all disciplinary cases, but the Security Officer devotes considerable time to the initial screening and interviewing of students reported for violations of university or state regulations. This Security Officer has no authority in the disciplinary program and is a non-voting secretary to the faculty committee on discipline. The male-female division has been disregarded in the disciplinary program at this institution; therefore, the same official handles both men and women student violations.

University E. The two assistant disciplinary officials, like the two head disciplinary officials, operate **strictly** according to the male-female division at this university. Although these two people were the ones interviewed, disciplinary matters are handled by eleven people at this university. Their duties are so general and broad in scope that it is not possible to give an adequate description of the duties of any one assistant. The pattern of responsibility is divided according to the areas of administrative supervision. The assistant disciplinary officials recommend to the head disciplinary officials the action to be taken against students.

University F. This institution has disregarded the male-female division in the handling of serious university disciplinary offenses. One assistant disciplinary official works with both men and women violators. This assistant takes certain disciplinary action and refers other student violators to the head disciplinary official. The principal function of this official is the contact with campus police and the interviewing and screening of serious disciplinary cases.

University G. The Dean of Men and the Dean of Women are assistant disciplinary officials at this institution. Their duties are very similar, each having jurisdiction according to the male-female division. They take some action against students but refer the more serious violators to the head disciplinary official. Both of these officials perform extensive counseling and administrative roles, which give their disciplinary functions a wider prospective.

University H. The two assistant disciplinary officials at this university have similar responsibilities, according to the male-female division. They may take limited action against student violators and recommend action to be taken by the head disciplinary official in the more serious violations. These officials are the advisers to the judiciary bodies on campus and supervise the training of the student leaders in disciplinary matters.

University I. The assistant disciplinary officials at this university are members of a committee which takes the initial action against all student violators except traffic violators and cases of academic cheating. Most students with behavior problems are referred initially to these officials, who decide whether or not the offense or problem is serious enough to warrant a meeting of the committee. These assistant disciplinary officials do not have the authority to take official action against student violators.

The assistant disciplinary official for women at this institution is the adviser to the women's self-government association.

TABLE III

ASSISTANT STUDENT DISCIPLINARY OFFICIALS

UNIVERSITY	TITLE	ACADEMIC GRADUATE MAJOR	GRADUATE DEGREE	ACADEMIC UNDERGRAD. MAJOR	YEARS AS DISCIP. OFFICIAL	ACADEMIC RANK	TEACH	JURISDICTION	PERCENTAGE OF TIME WITH DISCIPLINARY FUNCTIONS
A	Asst. to Dean of Students Asst. to Dean of Students	Guidance & Personnel Education	M.Ed. M.S.	Social Studies Phys. Ed.	3 3	None Associate Professor	No No	All Men Residence Halls Women	50% 5%
B	Dean of Men Dean of Women	School Adm. Psychology	M.A. M.A.	Phys. Ed. English	3 11	Professor Professor	No Yes	All Men All Women	30% 8%
C	Assistant to Dean of Men Dean of Women	History Eng. Lit.	Ph.D. Ph.D.	English Public Health	1 4	Instructor Assistant Professor	Yes No	All Men All Women	50% 8%
D	Committee								
E	Assistant Dean of Men Assistant Dean of Women	Counseling & Guidance Personnel	M.A. Ph.D.	Zoology & Biology Psychology	2 2	Assistant Professor Assistant Professor	No No	All Men All Women	5% 1%
F	Asst. Dean of Students	French & Italian	M.A.	French & Italian	7	Instructor	No	All Students	33-1/3%
G	Dean of Men Dean of Women	Pre-Med. None	None None	Zoology Economics	8 6	None None	No No	All Men All Women	10% 10%
H	Counselor to Men Counselor to Women	Psychology Education	M.A. M.A.	History & Pol. Science Math. & Chemistry	8 12	None None	No No	All Men All Women	25% 10%
I	Dean of Men Dean of Women	Law Prof. Sch. (Columbia)	None None	English Math. & Chemistry	8 23	None None	No No	All Men All Women	20% 5%
J	Principal Personnel Worker	Psychology	Ph.D.	Social Science	1	Assistant Professor	No	All Students	100%

University J. The assistant disciplinary official at this university works with both men and women disciplinary cases. His duties consist of the initial screening and interviewing of all violators. He has an assistant who devotes all of her time to the disciplinary phase of the personnel program. This official has the authority to take final action against violators, with the approval of the head disciplinary official.

Explanation of Table III. The first column indicates the title of the assistant disciplinary official at each university studied.

The second column indicates the graduate academic major of the assistant disciplinary official. It should be noted that the graduate majors are in a variety of academic areas, with psychology and personnel leading in terms of numbers with three each.

The third column indicates the graduate degree held by each assistant disciplinary official.

The fourth column indicates the undergraduate academic major of each assistant disciplinary official.

The fifth column indicates the length of time that each assistant disciplinary official has held his present position.

The sixth column indicates the academic rank of each assistant disciplinary official.

The seventh column indicates whether or not the assistant disciplinary official teaches in an academic area.

The eighth column indicates the jurisdiction of each assistant disciplinary official. Most of these assistants have jurisdiction according to the male-female division.

The ninth column indicates the percentage of time that each assistant disciplinary official estimates he devotes to the total disciplinary program. This would include orientation, communications, individual cases, follow-ups, committee work, and records.

Professional training of the assistant disciplinary officials. Table III indicates that there are fifteen assistant disciplinary officials who are considered first assistants in the disciplinary programs at the institutions studied. Four of these assistant disciplinary officials possess doctoral degrees, seven have master's degrees, and four do not have graduate degrees.

Two of these assistants, both of whom have doctorates, have been appointed within the last year. Five other assistants have held this position for a period of four years or less; two have doctorates and the other three have master's degrees. Eight of the assistants have held their present positions for a period of five years or longer; four have master's degrees and four do not have graduate degrees.

University E is the only institution studied where the assistant disciplinary official has a doctor of philosophy degree and the head disciplinary official does not possess a doctorate.

There is an apparent trend that the majority of the assistant disciplinary officials are working toward advanced degrees, although this is not a requisite for the position.

Teaching and other educational experience. At this point, a brief review of the educational experiences of the assistant disciplinary officials will be presented.

A large majority of the assistant disciplinary officials have had teaching experience in secondary schools or in college; one has had administrative experience in secondary schools; two have had administrative experience in college other than their present positions; one has had administrative experience in business; several have had administrative experience as members of the Armed Forces; one has had considerable experience as a social worker and as a psychiatric nurse; and three of the assistant disciplinary officials have had experience as college counselors.

Academic rank of the assistant disciplinary officials. Table III indicates the universities where the assistant disciplinary officials hold academic rank.

Eight of the fifteen assistant disciplinary officials have academic rank. One holds the rank of professor, one is an associate professor, four are assistant professors, and two are instructors. Seven of the assistant disciplinary officials do not hold academic rank.

Two of the assistant disciplinary officials teach at least one academic course. One holds the rank of professor and teaches psychology. The other is an instructor and teaches in the history department.

At those institutions where the assistant disciplinary officials have academic rank, the provisions of tenure are the same for these officials as for faculty members with similar rank.

At those institutions where the assistant disciplinary officials do not have academic rank, tenure is of an administrative nature and depends on the person's ability to perform the duties of his job.

Percentage of time spent on disciplinary functions. One of the important data collected at each institution was the percentage of time each assistant disciplinary official estimates that he devotes to disciplinary functions of the personnel program. It should be noted that the percentages of time are merely estimates since disciplinary officials do not keep accurate records of the time devoted to the disciplinary aspects of this program.

For a complete view of the time devoted to the disciplinary program by administrative officials, the total time spent by all disciplinary officials at each institution should be considered. An analysis of the time spent by each assistant disciplinary official is presented:

At University J, the assistant disciplinary official indicated that his entire time is devoted to the disciplinary functions of the personnel program.

The assistant disciplinary officials for men at universities A and C indicated that 50% of their time is devoted to the disciplinary program. The assistant at University F indicated that 33-1/3% of his time is spent working with the disciplinary program. The assistant at University H estimated that 25% of his time is occupied with the disciplinary program. The assistant at University I estimated that 20% of his time is devoted to the functions of the disciplinary program.

The assistant disciplinary officials for women at universities B and C estimated that 8% of their time is spent working with the disciplinary program. The assistant disciplinary officials for women at universities A and I indicated that 5% of their time is devoted to some phase of the disciplinary program.

At University E, the assistant disciplinary official for men indicated that 5% of his time is directed to some phase of the disciplinary program, while the assistant disciplinary official for women estimated that only 1% of her time is devoted to the functions of the disciplinary program.

Summary

The officials interviewed stated that there is a trend toward the selection of disciplinary officials who possess similar experience and training required in other personnel positions.

The head personnel officials further stated that the trend toward academic upgrading of persons in other student personnel services is also apparent in the disciplinary program.

No specific academic area or type of training was agreed upon by the disciplinary officials as requisites for competent personnel workers in the disciplinary program.

Six of the eight head disciplinary officials have academic rank.

Three of the institutions surveyed have committees as head disciplinary officials.

One institution has two head disciplinary officials whose areas of jurisdiction are based on a men and women's division.

Three of the eight head disciplinary officials teach at least one course in the academic area. Five of the head disciplinary officials do not teach.

With one exception, the head disciplinary officials at the institutions surveyed are men.

There are fifteen assistant disciplinary officials who are considered first-line disciplinary officials in the personnel programs at the institutions investigated.

Two of the institutions surveyed have disregarded the male-female division with regard to major infractions; therefore, both men and women disciplinary cases are handled by one staff. One other university has a modified program and has partially disregarded the male-female division in the disciplinary program. The officials at this institution work with both men and women students in certain phases of the disciplinary program.

One institution surveyed has two personnel workers whose duties consist solely of working with the disciplinary program.

There are indications that the turnover of the assistant disciplinary officials is more rapid than in other jobs in the personnel program. Seven of the fifteen assistant disciplinary officials have held their present positions four years or less.

The head disciplinary officials are agreed that the most important element in any disciplinary program is people. The qualifications most needed by disciplinary workers are a sincere interest in people, adequate experience, and competent training.

CHAPTER V

ORIENTATION AND COMMUNICATIONS IN THE STUDENT DISCIPLINARY PROGRAM

The purpose of this chapter is to present: (1) information concerning the orientation aspect of the student disciplinary program; and (2) information regarding the communications between the offices of the disciplinary officials, related institutional departments, and non-university agencies concerned with the student disciplinary program.

Probably no other aspect of the student disciplinary program is as important as the initial orientation regarding the standards of conduct expected of the student by the university. Personnel officials at large universities agree that one serious hindrance to student orientation is the complexity of a large college community. They further agree that, with students from practically every state in the union and from foreign countries, a multiplicity of verbal and written information as well as considerable time is necessary for proper orientation and for the student to adjust to the new environment.

At each institution studied, a dual process of orientation is continued throughout the year. First, the formal program of orientation, as devised by the university, utilizes student leaders, faculty members, and administrators. The other process is the informal aspect of orientation, which consists of the older students orienting the new

students regarding university life. This informal orientation includes many of the tips and short cuts picked up in bull sessions, chats with friends, etc., which will save the new student much of the seemingly unnecessary activity demanded by the formal schedule of orientation. The disciplinary officials felt that these two orientation processes were often diversified but not entirely opposite.

Most large universities employ several methods of student orientation, which operate simultaneously. One method is a general convocation with compulsory attendance of all new students. At this convocation, top administrative officials present a brief overview of the university; and selected student leaders encourage the new students to participate wholeheartedly in university life. Specific rules and regulations are not usually elaborated upon at this time. The general convocational method is of great value because it emphasizes the over-all relationship between the student and the university.

Another method of orientation used by the institutions surveyed is divisional meetings of new students for males and females. This method is feasible since it gives emphasis to the different set of rules required of women students over and above the rules and regulations of an all-college nature.

The third method used at a majority of the universities studied is orientation by the individual living units, which would include sororities and fraternities even though many of their members do not reside in sorority or fraternity houses.

Many of the institutions surveyed employ the above methods in various combinations. Several of the institutions use all of the methods, but there is a trend at most large universities to eliminate the general convocation because of the increasingly large number of students enrolling at the universities each year.

Orientation should be continuous for the full school year; however, after the initial process of orientation, emphasis then is focused on the communications between the student and the university.

Avenues of communications from both administrators and faculty to students should be so well-developed that a constant clarification of standards, rules, and regulations can reach even the fringe group of students. Communications between the students and the university administrators are essential in order to ascertain student reaction to the policies and procedures of the student disciplinary program. This enables the disciplinary officials to determine the extent of student participation in the program to regulate their own affairs.

Orientation

An effort is made at each of the universities studied to disseminate information necessary for the student to become a full-fledged member of the college community. Student personnel officials agree that students cannot be expected to adhere to university standards unless the rules and regulations are communicated to the student. A continuous transmission of this information to new students is essential for the preservation of the standard of conduct demanded by the university as well as by community, state, and national laws.

A discussion of the orientation program at each university will be presented as follows: (1) orientation prior to the student's coming to campus, (2) orientation after the student arrives on campus, and (3) orientation in academic departments concerning student behavior.

Orientation prior to the student's coming to campus. One of the important types of data collected from the head disciplinary officials interviewed concerned the material sent to prospective students before arriving on campus to enroll.

Each of the universities studied sends material to prospective students regarding the rules and regulations governing the student's relationship with the university. This information is usually contained in booklets or handbooks which are printed specifically for new students. There is considerable variation regarding the type as well as the number of regulations sent to students prior to enrollment. This information ranges from the most important all-university regulations to the minor rules of the living units. Generally this information is sent directly from the office of the head personnel official or from the registrar's office.

Due to the structure of the student personnel organizations, some of the universities studied have a program whereby considerable information of a limited scope is sent to prospective students from the living units or from student government organizations. This information largely contains the rules that govern that particular area of the student personnel program.

More information is sent to prospective women students than to prospective male students due to the fact that women students are required to abide by more regulations than male students. This difference in the rules is one of the determining factors in the lack of coordination of orientation material sent from a common source to all prospective students. Other factors are the lack of facilities in the registrar's office and the shortage of labor in the office of the head disciplinary official to handle the mailing of material to large numbers of prospective students.

It is generally agreed among the head disciplinary officials that one factor which also deters the mailing of more material to prospective students is the cost involved in the printing of student publications. The disciplinary officials pointed out that only a portion of the publications are concerned with rules and regulations; since the student publications are so costly, the officials feel it is more advantageous to distribute the publications after it is certain that the student will enroll at the university.

Little information regarding rules and regulations governing student behavior in the scholastic area is available in the publications sent to prospective students. Information of this nature would be very important to the student and to his parents, especially when adequate material is not available concerning the position of the institution in the total student-university behavior relationship.

In summary, considerable information containing general university rules and regulations is sent to all students who apply for enrollment at the universities studied. College officials are reluctant to mail the more expensive publications containing specific rules and regulations to prospective students because of the large number who are admitted but who do not enroll.

The variations in the mailing of information to prospective students range from a majority of the institutions that send very little material to the relatively few institutions that mail considerable material regarding not only all-college regulations but also the more detailed rules and regulations of the living units.

Most of the universities studied have programs whereby prospective students may come to the campus during the summer prior to his enrollment in the Fall. One purpose of this visit is to acquaint the student with academic and non-academic rules and regulations which would aid him in becoming adjusted to university life.

Orientation after the student arrives on campus. Because of the various programs, methods, and combinations of methods of orientation employed by the universities studied, the orientation program of each university is presented.

University A. A general convocation of all new students is held the first day of the orientation week. The President and other administrative officials address the students; however, the Dean of Students is the only official who speaks on the subject of the student-university relationship in the area of conduct.

Due to the large residence halls system at this university, much of the responsibility for interpreting rules and regulations to new students rests with the supervisory personnel and the student leaders of the residence halls. An extensive program of orientation takes place in the residence halls beginning the first day the new student arrives on campus.

A copy of the rules and regulations governing the residence halls is available in each room when the student arrives on campus. Information is also available through other sources, such as printed material given to new students during orientation week. No orientation is given to returning men students, but the women's groups have standards meetings in the residence halls, where attendance of the returning student is compulsory.

Individual residence halls meetings as well as individual meetings with students are included in the orientation phase of the residence halls. As a follow-up to this orientation week, one night is set aside the following week for a question-and-answer session, which enables the student to have clarified for him all matters which were not clearly understood during orientation week.

At this university, the residence halls orientation is in conjunction with the requirement that all new students must live in the residence halls during their first year on campus. An effort is made to have a continuous program of orientation throughout the year.

University B. The rules and regulations of this university are issued to new students with instructions that it is the student's responsibility to acquaint himself with them. A list of suggestions for freshmen is also issued at that time concerning the standard of conduct expected of students by the university.

At each living unit, committees from the women's self-government association explain the rules and regulations governing women students. This association also has meetings of all new women students, at which time the Dean of Women explains what the university expects in the area of conduct.

At this institution, there is little formalized orientation for men other than by living units. Much of the orientation is performed by the large system of fraternities.

University C. Much of the orientation during the year is performed by the living units. The women's regulations are explained to all women students by staff and student assistants in the living units. A concise publication outlining the relationship between the college and the student is used as a basis for the initial orientation.

All social chairmen of the men and women's residence halls are given the regulations governing organizations as well as individuals. These chairmen disseminate this information to the students in sectional meetings within the residence halls. In addition, each residence hall has a house-book of regulations governing the student's conduct in each particular living unit. This information is also included in the sectional orientation meetings.

The Interfraternity Council and the Pan-hellenic groups have chapter meetings to impart the rules and regulations of the university to their members.

This university employs the newspaper and other forms of communication for orientation purposes whenever the need arises for a particular regulation to be transmitted to all students.

University D. Publications regarding the student's relationship with the college are available to all students during the orientation period. The students at this university are encouraged to read the catalogues as well as all printed material specifically designated for new students. Newspaper advertisements and articles are also used by this institution as a method of transmitting information to students.

Many new students at this university move directly into sorority and fraternity houses their first year on campus; therefore, a great burden for the orientation of new students regarding rules and regulations rests with fraternity and sorority groups.

Mimeographed sheets of rules and regulations and freshmen orientation booklets are available to freshmen through the living units. Orientation meetings are held by the student counselors in the men and women's residence halls, at which time many of the general university rules are covered and pertinent information is transmitted to the new students regarding their relationship with the specific residence hall.

University D has little formalized orientation but has used the newspaper medium to good advantage in conveying rules and regulations and in interpreting college policy to students.

University E. The student handbook and the associated women students' booklet on women's activities are available to new students during orientation week. These publications, together with the guide book for the women's residence halls and the book covering the regulations of the physical facilities of the residence halls, constitute much of the orientation material presented at this university.

In the men's residence halls, general rules of the university and rules of the residence halls are on the desk of each student when he arrives on campus. Orientation meetings by units are held in the dining room of the residence halls, with attendance compulsory. Since work with students living in residence halls is under the jurisdiction of business management, the residence halls orientation is separate from the orientation performed by the Dean of Men and the Dean of Women.

Periodically the Dean of Men and the Dean of Women hold conferences with student leaders and interpret the policies of the college concerning rules and regulations governing organizations as well as individuals.

Orientation is extensive in both the men and women's residence halls. Most of the orientation performed at this institution during the year is of an informal nature.

University F. The student handbook is available to all students during orientation week. Special material is also available from the residence halls. The basic college of this university participates in the orientation of new students, especially in the area which would assist the student in acquiring a fundamental understanding of his total relationship with the university.

One night of the orientation week is scheduled for new students to assemble by units in the residence halls, at which time student assistants explain the rules and regulations of the university and of the residence halls.

At this university, both new and old students are encouraged to attend group meetings in the living units throughout the year, at which time university standards and behavior problems are discussed.

University G. A general convocation is held during the first week of the school year for all new students. The second aspect of the program is divided into an all-men orientation meeting and an all-women orientation meeting, at which time rules and regulations that were covered in the all-college orientation meetings are further defined according to the male-female division.

At this institution, the women's self-government association periodically interprets university rules and regulations to all women students. The Dean of Men and the Dean of Women meet frequently with student leaders to acquaint them with the rules and regulations of the university.

The fraternities and sororities are charged with the responsibility of orienting their new members with the university rules and regulations.

One of the unique features of the orientation program at this university is the written agreement that each new student is asked to sign regarding his relationship with the university.

University H. A convocation is held for all new students, at which time most of the general rules and regulations of the college are presented. Later the students are assembled into smaller groups, with discussion leaders giving additional information and answering questions regarding university regulations.

Residence halls meetings are also held, and the student counselors assist the students in becoming familiar with the rules and regulations of the residence halls as well as with those of the university.

The fraternities and sororities have judiciary committees that have the primary responsibility of imparting to new members of their organizations the standards of conduct required by the university.

The leaders of all student organizations, including the women's self-government association, meet with advisory personnel in an effort to become acquainted with the university rules and regulations so that they, in turn, can interpret these regulations to the members of their group.

University I. Orientation at this university begins with two group convocations, divided according to the male-female division. At these convocations, the Dean of Men, the Dean of Women, other administrative officials, and student leaders outline the major rules and regulations which will govern the student during his enrollment at the university.

Much of the orientation is presented to students by the living units. The student assistants in the residence halls, along with the student judiciary boards, have specific procedures for interpreting the rules and regulations to new students.

At this institution, the largest phase of continuous orientation is conducted by the residence halls, which is separate from the orientation performed by the staffs of the Dean of Men and the Dean of Women.

Fraternities and sororities also have student committees that have the primary responsibility of acquainting new students with university, fraternity, and sorority regulations.

University J. The handbook outlining the student's relationship with the college is available to all students. Publications on tips for freshmen are distributed in the residence halls to new students.

Fraternities and sororities, as well as various student organizations, have formalized procedures for acquainting new students with the rules and regulations of their respective groups as well as with the general rules of the university.

Orientation at this institution is conducted throughout the year by student government leaders and student counselors of the residence halls. One important phase of the orientation program as it concerns student behavior is the training of students who assist in the operation of the student disciplinary program.

The large number of new students who reside off-campus presents a major problem in the orientation program at University J.

Summary of orientation. Most of the universities surveyed have extensive programs of orientation for students in individual living units. Much of the orientation presented is concerned with the operation of the particular living unit, with only general orientation of the major rules of the university.

The prominence of residence halls as university housing is a major factor in determining the method of orientation. Those universities with large systems of residence halls generally require new students to live in the residence halls for the first year and concentrate orientation in this area; likewise, those universities with large fraternity and sorority systems emphasize the orientation program through these groups.

The disciplinary officials are agreed that one aspect of the continuous orientation program that needs considerable development is the communications of university rules to new students who are permitted to live in private housing off-campus. At some institutions, this affects a significant percentage of the student body.

Another problem is coordination of the orientation program to insure that information is not duplicated and that all necessary orientation material is transmitted to students. Coordination of the orientation program is usually a greater problem at those institutions with decentralized personnel programs.

The personnel officials revealed that orientation programs in the residence halls are the most continuous and best planned phase of interpreting the rules and regulations to students throughout the year.

Another effective method is the delegation of responsibility to fraternities and sororities for the orientation of their members concerning all necessary rules and regulations. This is rather significant since student violations by fraternity and sorority groups are viewed by many personnel and disciplinary officials not only as an infraction of university rules but also as a divergence from university philosophy.

The study revealed that the most proficient initial orientation by any specific group at the universities surveyed is performed by the judiciary committees of the women's self-government association.

Orientation in academic departments concerning student behavior.

This section is concerned with the efforts of the universities surveyed to coordinate the orientation between the academic and non-academic areas.

At most of the institutions studied, the only responsibility of the head disciplinary official with respect to orientation in the academic area is the over-all relationship between the student and the university. At most institutions, the one specific academic area in which the head personnel official has authority is in the area of excessive absences.

Most orientation regarding behavior in the academic area is performed by the academic schools, usually on a departmental or college basis. At most of the universities studied, the instructor has the prerogative to present to his students the rules and regulations regarding classroom behavior. The instructor also has the prerogative to make judgments regarding behavior problems that arise in his classroom. The disciplinary officials enter the case only when the referral has been made by staff members in the academic area.

In the area of cheating and other forms of dishonesty in the scholastic area, there is a wide diversity in the processing of individual violators. At most of the universities surveyed, the dean of the academic school has the authority to make the final decision in all cases of academic dishonesty occurring within his school; at some institutions, the individuals are handled by the academic departments entirely; at others,

the individuals are handled by committees consisting of academic as well as non-academic officials. This diversity of authority presents a problem for adequate orientation in the academic area.

In the academic orientation program at all of the universities surveyed, broad citizenship orientation is also presented to enable the student to further understand his total relationship with all phases of the university.

Estimates of the effectiveness of orientation with respect to the disciplinary program. One of the purposes of this study was to collect data on the effectiveness of the various aspects of the student disciplinary program. The head disciplinary officials at each institution were asked to estimate the percentage of effectiveness of the orientation program with respect to the disciplinary functions. Table IV presents this information. It should be noted that the percentages indicated are estimates only.

TABLE IV ESTIMATED PERCENTAGE OF EFFECTIVENESS OF ORIENTATION WITH RESPECT TO THE DISCIPLINARY PROGRAM										
UNIVERSITY	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
A								X		
B								X....X		
C						X....X				
D								X		
E								X....X		
F								X....X		
G								X....X		
H									X	
I							X....X			
J							X		X	

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In Table IV, University J indicated 90% effectiveness in transmission of rules and regulations and 70% effectiveness in acceptance of orientation material by the students.

Communications

This section is devoted to data collected concerning the communications between the office of the head disciplinary official, related departments, and other agencies regarding student disciplinary functions.

Local police department. Geographic location of the university is a major factor in the relationship between the office of the head disciplinary official and the local police department. Another factor that influences this relationship is the quality of the law enforcement agency at the university. A competent campus police department tends to establish strong relationships with local police agencies. Personalities are also very important because of the informality of many of the relationships. This informal relationship aids materially in expediting reports by local law enforcement agencies to college authorities regarding student violators. This relationship further tends to prevent serious conflicts between the local police department and college officials relative to differences in philosophy regarding dispositions of law violations by students.

Communications with the local police department at several of the institutions studied are through the campus police department, which is an effective system since the campus police department is viewed as a legitimate law enforcement agency by the local police authorities.

Three of the universities studied have informal coffee hours and meetings between the disciplinary officials and the local police, at which time standards and procedures are agreed upon regarding communications relating to student violators apprehended by local police agencies.

Campus police department. The major conflict arising in relation to campus police departments is the same as that stated for local police departments - conflict between police methods and educational philosophy. One impediment which affects communications and relationships between the campus police and the disciplinary officials is that the campus police must operate as an educational service agency within the university and, at the same, practice police methods necessary for the operation and security of the university.

Several of the universities studied do not have campus police departments; instead, they employ watchmen and other individuals whose sole responsibilities are in the areas of night protection and automobile parking. At one university, the campus is serviced by the local police department. This institution contributes several thousand dollars yearly to the local police department for this protection.

Communications and relationships between the office of the disciplinary officials and the campus police departments vary considerably at the universities studied. At one university, the head disciplinary official personally trains the campus police. None of the head disciplinary officials surveyed, however, have jurisdiction over the campus police department.

Counseling center. Disciplinary officials refer many students who have created disciplinary situations to the counseling center for remedial service.

At many of the universities studied, the counseling center is under the jurisdiction of the head personnel official; this system ensures strong administrative lines between the counseling center and the office

of the disciplinary officials. The officials interviewed stated that difficulties arise at institutions where communications between the counseling center and the office of the disciplinary officials have to cross divisional lines.

At one university, the assistant disciplinary officials have the responsibility of personal adjustment counseling.

The disciplinary program at another university is within the counseling center; therefore, any problem concerning communications would be interdepartmental.

Two of the universities studied do not have counseling centers but have psychological services which are under the health service.

Health service. In general, at all the universities studied, the relationship between the head disciplinary official and the head health service official is harmonious. Some of the head disciplinary officials also have jurisdiction over the health service, which alleviates the necessity for crossing divisional lines when communicating to the health service regarding matters of a behavior nature.

The health service performs two main functions in the disciplinary program, both related to the physical condition of the individual. Many students who have created behavior situations are referred to the health service to determine if a physical condition contributed to the student's behavior problem. Another major service rendered by the health service is the screening of special students for admission by ascertaining whether or not the prospective student's health might be a factor in preventing him from adjusting satisfactorily to the standards expected of all students by the university.

The health service also contributes a general service to the disciplinary program by participating in group discussions with students to explain the necessity of rules and regulations concerning food conditions and sanitation standards which must be adhered to in all university living units.

At most of the universities studied, specific doctors in the health service receive practically all behavior referrals from disciplinary officials. Many women disciplinary officials refer women students directly to female doctors in the health service.

Mental health or psychological clinics. From a structural standpoint, the mental health or psychological clinics at most of the institutions studied are separate departments within the university health service. Usually in this organization, the director of the health service is the head official of the mental health or psychological clinic. At other universities, the psychological clinic is within the counseling center or within the academic psychology department.

One major conflict between the mental health or psychological clinics and the office of the disciplinary officials in communications is the degree of confidence that exists between the client and the psychological worker. Many mental health workers, because of professional ethics, will not reveal information which is necessary for the disciplinary official to make administrative decisions regarding the student's relationship with the university.

There is some disagreement between psychological workers and disciplinary officials regarding the disposition of student cases when the welfare of the university and the welfare of the individual seemingly are in conflict.

At some of the universities studied, the communications between the different psychological services are formalized; however, at most of the universities studied, the relationship is on a very informal basis.

Registrar's and admissions office. Communications between the head disciplinary official's office and the registrar's office are probably the most important of any departmental relationship of the student disciplinary program.

At the universities studied, the admissions office has the prerogative and final authority to admit all students who meet the normal admissions standards of the university. When there is a background of behavior problems involved, however, a more thorough investigation of the prospective student's background is conducted.

There are two primary methods of admitting students with backgrounds of behavior problems. At some of the institutions studied, the admissions officer has the final authority for admissions but seeks the recommendation of the head disciplinary and head personnel officials. At other institutions, the head personnel and head disciplinary officials have the final authority in permitting students with backgrounds of behavior problems to enroll at the university. When the latter method is utilized, these prospective students are admitted on a conditional basis, and the head personnel and head disciplinary officials usually assume greater responsibility for the student's conduct during his enrollment at the university. The problem concerning admission of prospective students with delinquent backgrounds demands immediate and direct communications between the registrar's office and the office of the head personnel or head disciplinary official.

Another area of communication between the registrar's office and the head disciplinary official's office is the matter pertaining to disciplinary records. At most of the institutions studied, when disciplinary action is taken against students who have committed serious offenses, the disciplinary action is recorded on the student's official record in the registrar's office.

Two major conflicts which often arise in communications between the office of the disciplinary officials and the registrar's office are: (1) accepting probational students from other universities, and (2) jurisdiction regarding character references of present and former students.

The head disciplinary officials are agreed that location is an important factor in the communications between the registrar's office and that of the disciplinary officials. When these two offices are located in the same building, the relationship tends to be more harmonious and the communications are more effective.

Academic departments. A few of the universities investigated have formalized systems of communication between the academic departments and the disciplinary officials regarding the disciplinary program. At a majority of the universities, the communications are on an informal basis.

Some of the academic schools and departments have better relationships with the disciplinary officials than others because of greater interest in the student's development outside the academic area.

At two of the universities surveyed, the disciplinary officials are members of committees on personnel policy that meet periodically with academic deans in an effort to agree on policies and procedures regarding communications.

At three of the universities studied, schools within the university have great autonomy over student conduct. The dean of the academic school must be consulted before a student from his school is dismissed by university officials. At these universities as well as at three other institutions studied, the dean of the student's academic school must be consulted whenever major disciplinary action is taken against students for infractions of university regulations.

At those universities where the faculty has final authority in the disciplinary program, policies formulated by faculty committees regarding the disciplinary program are binding on all academic departments. This tends to formalize the system of communications between the academic departments and the office of the disciplinary officials.

Living units. The system of communications between the living units and the offices of the disciplinary officials is essential for efficient operation of the student disciplinary program. Through this system of communications from the living units, the routes of many of the behavior problems are expedited. Disposition of behavior cases must also be communicated to the personnel workers in the living units so that they can intelligently participate in remedial efforts to assist the student.

Each type of living unit has merits and disadvantages relating to communications. Several of the institutions investigated have problems of communications between the disciplinary officials and the residence halls, especially when the personnel aspect of the residence halls is under the jurisdiction of management. The geographic location of sororities, fraternities, and co-operatives often impair communications between these organizations and the offices of the disciplinary officials.

One of the principal problems relating to communications between all living units and the offices of the disciplinary officials stems from the commonly accepted concept that all living units should make an effort to solve their own behavior problems. In many instances, the failure to communicate with disciplinary officials regarding serious violations usually creates disturbing conditions that impair the system of communications between the living units and the disciplinary officials.

Communications between university disciplinary officials and the fraternities and sororities are facilitated principally by meetings and other methods of communications such as mimeographed material, bulletins, telephone calls, etc. The presidents of these organizations meet periodically with the administrative adviser, at which time social rules and standards of conduct for the organizations are communicated to these representatives.

At one of the universities investigated, the disciplinary officials meet weekly with the presidents of living units. These conferences serve to clarify rules and regulations and to expedite communications between the student groups and the disciplinary officials.

Office of adviser to foreign students. Disciplinary officials at several of the universities indicated that they have communications with the office of the foreign student adviser regarding behavior problems of foreign students. The disciplinary officials interviewed are not agreed that foreign students who create disciplinary situations should be handled by the regular disciplinary process. Some of the disciplinary officials felt that disciplinary action against these students should be taken

within the office of the foreign student adviser. One factor which supports the latter supposition is the amount of information available to the foreign student adviser, most of which was collected prior to the foreign student's enrollment at the university.

Summary of communications. The disciplinary officials revealed that communications between the office of the disciplinary officials, related university departments, and other non-academic agencies are generally harmonious.

Communications between the office of the head disciplinary official and the local law enforcement agencies usually are facilitated through the campus police department. A competent campus police department tends to cooperate well with the local law enforcement agencies.

One source of conflict between law enforcement agencies and the university disciplinary office regarding communications stems from a difference in philosophy regarding disposition of students who are apprehended by local law enforcement agencies.

The head personnel officials stated that communications are more effective at those institutions when the disciplinary officials do not have to cross divisional lines while working with university departments.

Probably the most important relationship the office of the disciplinary officials has with other departments is with the registrar's and admissions office. Two reasons for this importance are: (1) communications regarding the admission of students with questionable behavior backgrounds, and (2) communications regarding the recording on the student's official record of disciplinary action taken by university officials.

The most difficult area of communications is adequate communications to students who reside in private housing off-campus.

Estimates of effectiveness of communications with related departments regarding disciplinary functions. One of the purposes of this study was to collect data on the effectiveness of the various aspects of the student disciplinary program. The head disciplinary officials at each institution surveyed were asked to estimate the percentage of effectiveness of the communications system with respect to the disciplinary functions. Table V presents this information. It should be noted that the percentages indicated are estimates only.

TABLE V										
ESTIMATED PERCENTAGE OF EFFECTIVENESS OF COMMUNICATIONS WITH RELATED DEPARTMENTS REGARDING STUDENT DISCIPLINARY FUNCTIONS										
UNIVERSITY	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
A									X	
B								X....	.X	
C *										
D									X	
E								X....	.X	
F								X....	.X	
G *										
H									X....	...X
I								X....	.X	
J									X	

* At Universities C and G, the disciplinary officials did not wish to make estimates regarding the effectiveness of communications.

Summary

The purpose of this chapter was to present information regarding: (1) orientation aspects of the student disciplinary program including orientation prior to the student's enrollment, orientation after the student arrives on campus, and orientation in the academic areas; and (2) communications between the office of the student disciplinary officials, related university departments, and non-university agencies.

The disciplinary officials surveyed are agreed that orientation regarding the total student-university relationship is one of the most important aspects of the total student personnel program. This relationship usually embodies all of the standards expected of students by the university and also serves to clarify the university's obligations in the student-university relationship.

Another important aspect of the orientation program is the transmission of rules and regulations to new students through the living units. This orientation further defines the total student-university relationship but is concerned with a specific area of university rules.

Two processes of orientation operate simultaneously at the institutions surveyed: (1) the process formalized by university officials and utilizing student leaders, and (2) the informal orientation by older students, utilizing many of the short cuts which would aid the new students in adjusting to campus life.

The universities surveyed employ several methods of orientation, namely: (1) general convocation with compulsory attendance of all new students, (2) orientation meetings according to the male-female division,

(3) orientation by living units where the specific rules and regulations of the living units are presented, (4) orientation by student government leaders for student organizations and new students interested in general orientation concerning the university, and (5) orientation by the women's self-government association regarding the rules that women students must observe over and above standards of an all-university nature.

Many of the universities use combinations of the various methods of orientation. There is a trend toward the elimination of general convocations due to the increasingly large number of new students each year.

Those universities with large residence halls systems usually concentrate orientation in this area, while universities with large fraternity and sorority systems usually emphasize orientation of rules and regulations through these groups.

The student disciplinary officials have relatively little authority regarding orientation in the academic area with the exception of the total student-university relationship, which transcends all areas of the university.

The head personnel officials revealed that one aspect of the orientation program that needs considerable improvement is the orientation of new students who reside in private housing off-campus. Another defect is the lack of coordination of the orientation program. Universities with decentralized personnel programs usually have difficulty with coordination of the orientation program.

The study revealed that the most proficient initial orientation by any specific group at the universities surveyed is performed by the women's self-government association.

Communications are closely related to orientation programs. It is an accepted concept among disciplinary officials that orientation should be a continuous process throughout the school year. After the formalized aspect of the orientation program is completed, however, emphasis then is focused on communications to various university departments and non-university local agencies regarding the disciplinary program.

Communications between the office of the disciplinary officials and related university departments are largely on an informal basis. Because of this informality, personal relationships play an important role in facilitating communications between the departments.

Disciplinary officials surveyed indicated that they are more assured of effective communications when the communications do not cross administrative divisional lines.

At most of the institutions investigated, the student disciplinary program and related student personnel departments are under the jurisdiction of the same university official, thereby minimizing the necessity for crossing administrative divisional lines.

The major obstacle in communications between the office of the disciplinary officials and the campus and local police departments is the difference in philosophy of law enforcement agencies and educational concepts of a university.

Another hindrance to effective communications regarding disciplinary functions is the autonomy of academic colleges at several of the institutions investigated. The relationship and communications between academic colleges and the office of the disciplinary officials depend on the degree of interest of the academic dean in the welfare of students enrolled in his college.

Student disciplinary officials rely very strongly on direct communications with the mental health or psychological services. With one exception, communications with these services are relatively concordant. Many mental health workers, because of professional ethics, will not reveal information which is necessary for the disciplinary official to make administrative decisions regarding the student's relationship with the university.

Most disciplinary officials indicated that communications between the office of the disciplinary officials and the registrar's and admissions office generally are effective, but they encounter some problems in communications regarding the admission of students with delinquent behavior backgrounds.

The disciplinary officials interviewed indicated that communications between the office of the disciplinary officials, related university departments, and non-university agencies are generally harmonious.

CHAPTER VI

CLASSIFICATIONS OF OFFICIAL DISCIPLINARY ACTIONS AND STUDENT DISCIPLINARY OFFENSES, AND DESCRIPTION OF FOLLOW-UP PROGRAMS

When a student enrolls at a university, the student enters into a moral agreement with the university that he will obey the rules and regulations and will observe the standards expected of students by the university. The university, as part of its agreement, agrees to furnish the student with classrooms, professors, extra-curricular activities, and other things necessary for a university education.

The people who support the institution charge the university officials with the responsibility of keeping the student-university relationship in acceptable limits. When a student is reported for violation of a national, state or university law, this report is evidence that his relationship with the university is not acceptable. The officials of the university have the responsibility of taking the initial action to clarify the student-university relationship and to assure that the student fulfills his obligations of the initial agreement.

Official Disciplinary Actions

At the universities surveyed, the disciplinary officials are charged with the specific responsibility of reaffirming the agreement between the university and the student when the student creates a disciplinary situation. The disciplinary officials employ restrictions, limitations, and

other administrative measures in an effort to assist the student in complying with his obligations regarding the initial student-university agreement. These measures normally are called disciplinary actions.

When the disciplinary officials feel that the resources of the university have been exhausted in the effort to get a student to fulfill his obligations of the student-university agreement and the relationship cannot be brought back within acceptable limits, the disciplinary officials are obligated to sever the relationship. This action normally is called suspension. A permanent suspension normally is called

Levels of severity of disciplinary actions. Data in Tables VI through XI were compiled in an effort to summarize the disciplinary actions employed by the ten universities investigated. The data are presented according to the level of severity of the disciplinary action, as indicated by the head disciplinary official at each university.

Disciplinary actions normally employed by head disciplinary officials, administrative or faculty disciplinary committees are listed in Tables VI through IX. Disciplinary actions which are employed by student judiciary committees are listed in Tables X and XI, with the disciplinary actions in Table XI employed entirely for women students.

Tables VI through XI present information in an identical manner as follows:

The first column indicates the disciplinary action.

The second column indicates the official or committee with authority to execute this disciplinary action.

The third column describes the principal provisions of the disciplinary action.

The fourth column indicates the method of terminating the action.

TABLE VI

FIRST LEVEL OF DISCIPLINARY ACTION

UNIVERSITY	DISCIPLINARY ACTION	BY WHOM	PROVISIONS OF ACTION	TERMINATION OF ACTION
A	Expulsion	President	Permanent Expulsion	May not appeal to return
B	Dismissal	Vice President	Permanent Dismissal	May appeal to return
C	Expulsion	Faculty Committee ----- Academic Dean	Permanent Expulsion	May not appeal to return
D	Expulsion	Faculty Committee	Permanent Expulsion	May not appeal to return
E	Expulsion	President ----- Faculty	Permanent Expulsion	May not appeal to return
F	Expulsion	Board of Trustees	Permanent Expulsion	May not appeal to return
G	Exclusion	President	Permanent Exclusion	May not appeal to return
H	Dismissal	Dean of Students	Permanent Dismissal	May not appeal to return
I	Expulsion	Faculty Committee	Permanent Expulsion	May not appeal to return
J	Dismissal	President	Permanent Dismissal	May not appeal to return

TABLE VII

SECOND LEVEL OF DISCIPLINARY ACTION

UNIVERSITY	DISCIPLINARY ACTION	BY WHOM	PROVISIONS OF ACTION	TERMINATION OF ACTION
A	Suspension	Dean of Students	Indefinite period of time	Written request to return
B	Suspension	Vice President	Indefinite period of time	Written request to return
C	Suspension	Faculty Committee	Permanent Suspension	Written request to return
D	Dismissal	Faculty Committee	Definite period of time	Written request to return
E	Suspension	Dean of Men ----- Dean of Women	Indefinite period of time	Personal Interview
F	Suspension	Dean of Students ----- Asst. Dean of Students ----- Faculty Committee	Indefinite or Definite period of time	Written request to Dean of Students to return
G	Suspension	Faculty Committee ----- Dean of Students	Definite period of time	Personal interview Written request to Dean of Students to return
H	Suspension	Dean of Students	Definite period of time	Written request to return
I	Suspension	Faculty Committee	Definite period of time	Personal interview
J	Suspension	Dean of Students ----- Disciplinary Com.	Indefinite period of time	Personal interview

TABLE VIII
THIRD LEVEL OF DISCIPLINARY ACTION

UNIVERSITY	DISCIPLINARY ACTION	BY WHOM	PROVISIONS OF ACTION	TERMINATION OF ACTION
A	Disciplinary Probation	Dean of Students	Entry on transcript No extra-curricular activities Auto permit revoked	Written request
B	Disciplinary Probation	Vice President	Hold on behavior	Automatic termination
C	Disciplinary Probation	Academic Dean Faculty Committee	No extra-curricular activities	Automatic termination
D	Disciplinary Probation	Faculty Committee	Warning	Petition for removal
E	Disciplinary Probation	Asst. Dean of Men Asst. Dean of Women	Entry on registrar's central file Not in good standing	Personal interview
F	Disciplinary Probation	Dean of Students Asst. Dean Students	Final warning	Automatic termination
G	Disciplinary Probation	Dean of Students Dean of Men Dean of Women	Recorded on confidential file Notify academic dean Entry on transcript if student transfers	Usually in effect for total enrollment
H	Official Probation	Dean of Students	Restricted at certain hours Reports to disciplinary official	Written request or Personal interview
I	Disciplinary Probation	Administrative or Faculty Committee	Entry on transcript No extra-curricular activities	Personal interview
J	Disciplinary Probation	Disciplinary Counselor	Reports periodically to Disciplinary Counselor	Personal interview

TABLE IX

FOURTH LEVEL OF DISCIPLINARY ACTION

UNIVERSITY	DISCIPLINARY ACTION	BY WHOM	PROVISIONS OF ACTION	TERMINATION OF ACTION
A	Social Probation	Dean of Students Asst. Dean of Students for Men	Restricted at certain hours Restricted to campus	Written request
B	Letter of Reprimand	Vice President	Warning	None
C	Monetary Fines	Student Committees	Definite fine for specific offense	Payment of fine
D	Letter of Reprimand	Faculty Committee Administrative Officials	Warning	None
E	Disciplinary Warning	Asst. Deans of Men Asst. Deans of Women	Warning	None
F	Lowering of Academic Grade	Dean of Students Asst. Dean of Students	Recommendations to academic dean	None
G	Group Probation	Dean of Students Dean of Men Dean of Women	Control of group activities	Personal contact
H	Personal Probation	Dean of Men Dean of Women	Personal agreement of acceptable conduct	Personal interview
I	Letter of Reprimand	Administrative Committee	Warning	Personal interview
J	Restriction of Privileges	Dean of Students Disciplinary Counselor	Restriction of privileges	Personal interview

TABLE I

FIFTH LEVEL OF DISCIPLINARY ACTION

UNIVERSITY	DISCIPLINARY ACTION	BY WHOM	PROVISIONS OF ACTION	TERMINATION OF ACTION
A	Warning Probation	Dean of Students ----- Asst. to Dean of Students for Men	Compulsory agreement of acceptable conduct between student and university	Written request
B	Monetary Fines	Student Committees	Fine determined by committee	Payment of fine
C	Official Reprimand	Student Committees	Warning	None
D	Residence halls Probation	Student Committees	Monetary Fines ----- Dismissal from residence halls	Payment of fine ----- None
E	Residence halls Restrictions	Student Committees	Personal restrictions	Personal interview
F	Reprimand	Administrative Officials	Warning	None
G	None			
H	Reprimand	Dean of Men ----- Dean of Women	Warning	None
I	None			
J	None			

TABLE XI
DISCIPLINARY ACTIONS EMPLOYED ESPECIALLY FOR WOMEN STUDENTS

UNIVERSITY	DISCIPLINARY ACTION	BY WHOM	PROVISIONS OF ACTION	TERMINATION OF ACTION
A	Campusing	Dean of Students ----- Women's Judiciary Committees	Personal and campus restrictions	Written request
B	Campusing	Women's Judiciary Committees	Personal and campus restrictions	Automatic termination
C	Campusing ----- Work probation	Women's Judiciary Committees	Personal and campus restrictions Work specific no. hrs.	Automatic termination
D	None			
E	Restrictive Probation	Women's Judiciary Committees	Personal and campus restrictions	Automatic termination
F	Restrictive Probation	Women's Judiciary Committees	Personal and campus restrictions	Automatic termination
G	Restrictive Probation	Women's Judiciary Committees	Personal and campus restrictions	Automatic termination
H	Conduct Probation	Dean of Women	Warning	None
I	None			
J	None			

Comments on special disciplinary actions. Data in Tables VI through XI show that great conformity exists among the universities with regard to official disciplinary actions. There are, however, some specific disciplinary actions that warrant special comment.

Universities C and J have two types of suspensions. One is for a definite period of time, which is specified at the time of the suspension, and the other is for an indefinite period.

At University D, suspension is an action used to withhold a student temporarily from the university until the student can appear before the faculty committee on discipline.

Universities A and F are the only universities surveyed that have two types of disciplinary probation: strict disciplinary probation and regular disciplinary probation. Identical terms are used at both institutions to designate these probations.

University C is the only university studied that employs a work probation. This probation requires the student to work for a specific length of time on a designated job.

Personal and campus restrictive probations for men students are employed at two of the universities. This restrictive type of probation requires the student to report to his room at specified hours. Although employed for women students at all the universities, the restrictive type of probation is used for men students at Universities A and H only.

Universities B and C employ the disciplinary action of monetary fines. Most of the fines are levied by student committees.

University F is the only university studied that employs the lowering of academic grades as a disciplinary measure.

Estimates of effectiveness of official disciplinary actions. This table indicates the estimated percentage of effectiveness of the disciplinary actions employed by the institutions surveyed. The estimates of the disciplinary officials are measures of the versatility of the actions in their entirety rather than of the effectiveness of any one disciplinary action.

TABLE XII										
ESTIMATED PERCENTAGE OF EFFECTIVENESS OF OFFICIAL DISCIPLINARY ACTIONS										
UNIVERSITY	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
A								X.....X		
B									X	
C								X		
D							X			
E									X	
F *										
G								X.....X		
H									X	
I *										
J								X		

*Disciplinary officials at Universities F and I did not estimate the effectiveness of the disciplinary actions employed at their institutions.

The head disciplinary officials agreed that the disciplinary actions employed at their institutions are well-defined and varied enough to cover the range and diversity of student disciplinary offenses.

Classification of disciplinary offenses according to severity.

Disciplinary officials evaluate each student disciplinary situation on its own merits, giving special consideration to individuality and other variables before a course of action is taken. An effort was made, however, to obtain from each university the level of seriousness attached to specific categories of student offenses rather than to individual disciplinary situations.

Each head disciplinary official was asked to rate a list of offenses according to the level of seriousness attached to the particular offense. Sixty-five offenses were divided into twenty categories. Under each category, specific offenses listed covered most student offenses in that area. Additional student offenses particular to their institutions were added to the master list by disciplinary officials at several institutions.

A summary of the rating of the student offenses indicates that the disciplinary officials are in major agreement on the level of seriousness attached to the following categories: poor citizenship, disorderly conduct, conduct minor, financial irregularities, theft and burglary, and infractions of social rules. Considerable variance is indicated in the categories of illegal use of alcohol, illegal use of cars, explosives, fires, false identification, and destruction of property. Because of the extensiveness of the list, a summary of the classified disciplinary offenses is included in Appendix B.

The Follow-Up Program

An effort was made to collect data concerning three aspects of the follow-up program concerning probational students: (1) follow-up during the period of time the student is under disciplinary action, (2) follow-up after the disciplinary action is terminated and while the student is still enrolled at the university, and (3) follow-up after the student is graduated or drop outs of the university.

A few of the institutions studied compel the student to report to a disciplinary official for counseling at regular intervals during the probational period.

Many of the universities surveyed make it mandatory that the student appear personally to terminate his restrictive status. Other institutions demand that the student write a letter requesting termination of his probational status. Several of the institutions employ both the written request and personal interview methods of terminating probational status.

None of the institutions investigated has established a formalized program to follow-up students who are or have been on a probational status.

The matter of a follow-up program brought sharp disagreement among the disciplinary officials interviewed. Some of the disciplinary officials indicated that follow-up programs of any nature were very unimportant, while other disciplinary officials indicated that the disciplinary program is not complete without some system of follow-up regarding students who have created disciplinary situations.

Estimates of effectiveness of the follow-up program. Disciplinary officials were interviewed in an effort to obtain data regarding the effectiveness of the follow-up aspects of the disciplinary program. The estimates of the disciplinary officials are listed in the following table.

TABLE XIII										
ESTIMATED PERCENTAGE OF EFFECTIVENESS OF THE FOLLOW-UP ASPECT OF THE DISCIPLINARY PROGRAM										
UNIVERSITY	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
A							X			
B						X.....X				
C						X.....X				
D								X		
E										
F										
G										
H										
I					X.....X					
J								X		

At Universities E, F, G, and H the disciplinary officials felt that the follow-up aspect of the disciplinary program was relatively unimportant and did not estimate the effectiveness of the follow-up regarding probational students.

Disciplinary officials at the other six institutions indicated that they were not satisfied with their existing follow-up programs and plan to further strengthen this aspect of the disciplinary program.

Summary

By virtue of his enrollment, the student enters into a moral agreement with the university that he will obey the rules and regulations and will observe the standards expected of students by the university.

The disciplinary officials are agreed that this is a reciprocal agreement and that the obligations of the agreement are binding on both the student and the university. They further agree that when the student violates his part of the agreement the university officials have the responsibility of taking the initiative in bringing this student-university agreement back within acceptable limits.

The officials surveyed indicated that disciplinary action is one of the best developed aspects of the disciplinary program.

The disciplinary officials further agree that the actions are mostly preventive in nature and should be enforced for the welfare of the individual as well as of the university.

Most of the disciplinary actions are for an indefinite period of time, and the student must take the initiative to terminate the disciplinary action. It was felt that termination is a good method of reviewing the student's disciplinary situation and verifying any change of attitude.

Most of the disciplinary actions imposed by student judiciary committees are for a definite period of time, and the action is automatically terminated at a specified time. In addition, the penalties imposed by student committees at most of the institutions investigated are fixed penalties for specific disciplinary offenses.

The classifications of disciplinary action indicate considerable conformity in types of disciplinary actions employed by the institutions surveyed. However, special disciplinary actions at Universities B, C, D, and F are not used by the other institutions studied. Another deviation is that Universities A and H employ personal and campus restrictive probations for men students.

A list of student offenses was employed to obtain the level of seriousness that each university attached to specific categories of student disciplinary offenses. The list included twenty categories. Sixty-five offenses were on the original list, and thirty-five student disciplinary offenses were added by disciplinary officials at several institutions.

No formalized program of follow-up with respect to probational students has been established at any of the universities studied. Follow-up is informal only and is conducted solely during the student's enrollment at the university.

The disciplinary officials are not agreed on the importance of the follow-up aspect of the disciplinary program. Some indicated a definite preference for a formalized system of follow-up for probational students, while other disciplinary officials felt that this aspect of the disciplinary program was relatively unimportant.

CHAPTER VII

UNIVERSITY RECORDS AND THEIR RELATIONSHIP

TO DISCIPLINARY PROGRAMS

The purpose of this chapter is to present: (1) the system of student records employed by the universities to record information of a permanent nature, and (2) the system of student records of a non-permanent nature employed by university officials and student judiciary committees to facilitate guidance and communications regarding students who create disciplinary situations.

Student records fulfill definite functions in the operation of an effective personnel program at all institutions of higher education. Wrenn (40:436) indicated that student personnel records have two major functions. One is the utilization of the information on the records in individualizing personnel services for each student. Secondly, it is deemed good personnel administration to provide a systematized recording of facts and other information that will provide an accurate record of the student's relationship with the university. The student personnel officials interviewed agreed that these data should accurately reflect the student's conduct at the university but felt that a majority of student records do not fulfill this function.

A major problem confronting student personnel officials at the universities studied is lack of money for improving record systems; they have not been able to convince administrations that the record systems

need improvement. The disciplinary officials observed that students, parents, and higher administrative officials do not consider an inadequate record system as a sensitive problem area of the student personnel program.

Three types of permanent records have been established at the ten universities to record the progress or lack of progress of students:

The official record, generally known as the scholastic transcript, is maintained by the office of the registrar and is used primarily to record the student's scholastic progress.

The second type of record is maintained by the staff of the academic colleges for each student enrolled in the particular academic area. These records of the academic colleges are used by the staff of the student's academic dean to facilitate an accurate check on the student's academic and non-academic progress.

The third type of record, generally known as the student personnel record, is maintained by the staff of the head personnel official. The primary purpose of these records is to record important information regarding the student's non-academic relationship with the university. These records are used by the personnel officials for a number of reasons while the student is enrolled, such as recording loans, scholarships, disciplinary action taken against the student, etc. After the student leaves the university, this information usually is condensed and filed as a permanent record.

A conflict within the personnel area concerns the centralized filing system versus the decentralized filing system. Many personnel officials feel that, although the centralized filing system helps to solve the

problem of labor to maintain the records, confidentiality and individuality are sacrificed when the individual personnel records are not retained in the office of the student personnel official. Two of the universities studied have centralized filing systems in the student personnel program, and the non-academic records and official transcripts are maintained by the registrar's office. Several institutions have modified forms of the centralized filing system of student personnel records.

Permanent Student Personnel Records

Disciplinary actions are only a part of the information recorded on permanent personnel records. None of the institutions surveyed have permanent disciplinary records per se; disciplinary information is recorded on the student's permanent personnel record.

Disciplinary actions recorded on the official transcript. The ten universities investigated record disciplinary actions on the official transcript. The disciplinary actions recorded as well as the provisions governing the time they are to remain on the official transcript vary considerably at these institutions.

Five of the universities record disciplinary probations, suspensions, and expulsions on the official transcript. Two of the institutions record only suspensions and expulsions on the official transcript; less severe disciplinary actions are recorded on the personnel record of the student. One institution records only expulsion on the official transcript of the student. Another institution pencils in disciplinary actions on the official transcript; if a student is dismissed from the university, however, the dismissal is recorded permanently on the record.

If a student has not been involved in extensive difficulty during his enrollment, disciplinary actions at most of the universities surveyed are removed from the official transcript when the student is graduated from the university. Borderline cases are left to the discretion of the head personnel official.

Standards for determining information to be recorded on permanent personnel records. In addition to disciplinary information recorded on the official transcript in the registrar's office, much information is usually accumulated during the student's enrollment that is recorded and maintained within the student personnel program. When a student is separated from the university by graduation or drop-out, this information is condensed and filed as a part of the student's permanent personnel record.

The standards regarding the selection of information to be recorded on permanent personnel records vary from institution to institution. Several universities indicated that all significant information regarding the student's behavior is recorded on the permanent personnel record. Other universities record only official disciplinary actions taken against the student, thus omitting any subjective information by disciplinary officials.

Considerable variation regarding the number of disciplinary or personnel officials who have the authority to record information on the student's permanent personnel record was observed at the universities surveyed. Staff officials are consulted at most of the institutions whenever questions arise regarding the recording of disciplinary information,

but the routine recording of information on permanent records is performed by the clerical staff. At one university, eleven persons have the authority to record information on the student's permanent personnel record. At other institutions, only one or two people have the authority to designate information to be recorded.

In general, few written criteria for the selection of material to be recorded on the student's permanent personnel record are available at the ten universities studied. Tradition and the judgments of the head personnel and head disciplinary officials usually determine what information is recorded. This tends to create inconsistencies in the system of permanent personnel records.

Standards for dissemination of information from permanent personnel records. At most of the institutions, the clerical staff disperses information from the student's record when there is no derogatory information regarding the student. Whenever there is derogatory information on the record, only designated personnel officials have the authority to disseminate it.

At most of the institutions studied, the disciplinary officials and head personnel officials are the only staff members who have the authority to discuss the disciplinary aspect of the student's record with employers, government agencies, etc. The disciplinary officials indicated that more information regarding the student's relationship with the university is furnished to the armed forces and government agencies than to other sources. The disciplinary officials further stated that they not only cooperate

fully with government agents but also assist them in extensive probing regarding the student's disciplinary offenses. Three of the institutions indicated that the Federal Bureau of Investigation and other government agencies may examine the student's permanent record, but this privilege is not extended to other agencies or companies.

At one university, disciplinary information cannot be divulged to employers unless the employer has acquired written permission from the former student. At a few of the institutions, the dissemination of information depends on the individual behavior problem being investigated; therefore, special types of disciplinary offenses are not discussed with non-university persons.

Accessibility of records. Policies governing the standards for disseminating disciplinary information about students as well as other policies related to permanent personnel records are relatively consistent within each university. The confidentiality of the disciplinary aspect of the personnel record depends on the basic policies formulated and interpreted by the head personnel official.

All clerical staff directly connected with the disciplinary official's office as well as the clerical staff of the head personnel official's office have access to the disciplinary information recorded on the student's permanent personnel record. The number of staff members who have access to the disciplinary records varies from two staff members at one university to all administrative officials at other universities.

Faculty members at a few universities may examine personnel records if they have a valid reason, which is usually determined by the head personnel official.

Estimates of effectiveness of permanent student personnel records.

An effort was made at each university to determine the effectiveness of each aspect of the student disciplinary program. Table XIV presents the estimated percentage of effectiveness of the permanent system of records employed by each university. It should be emphasized that the percentages recorded are estimates made by the disciplinary officials at the time this survey was conducted and that any change in personnel or personnel policy regarding student records would materially affect the estimates.

[illegible]

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Non-Permanent Disciplinary Records

This section describes those records in the disciplinary program that are considered non-permanent. Information from these non-permanent records of the disciplinary program might be channeled to and become a part of one or all three types of permanent records previously mentioned.¹

Accurate records by student committees, living units, Interfraternity Council, and Pan-hellenic assist in the general administration of the student personnel program. In addition, these records furnish a basis for assisting individual students in need of guidance. Several disciplinary officials emphasized that these records facilitate more effective communications regarding students who create disciplinary situations.

Coordination of non-permanent records with the central system of personnel records has proved a difficult task. Many officials stated that no definite policies have been established concerning the disposition of non-permanent student disciplinary records. At some of the universities, the non-permanent records are compiled and kept in a condensed form but have little future use.

Student committees. The records concerning disciplinary matters of a non-permanent nature in living units depend on the type and the amount of judicial work performed by the student committees operating in the particular living unit. Interest of the student personnel officials in providing judiciary committees as a part of self-government in the residence halls has been a great help in providing complete student records in this area.

¹ Supra., p. 124

Student judiciary committees at most of the universities studied notify the head disciplinary official of all action taken against students in the living units. The disciplinary actions then become a part of the student's personnel record. At some of the universities, judiciary records of the living units are destroyed at the end of the year. At other institutions, the records are sent directly to the head disciplinary official or to the staff member responsible for the particular living unit.

Fraternities and sororities do not have elaborate record systems since none of the judiciary systems of these organizations have the authority to handle individual disciplinary cases at the universities studied. The disciplinary records of these organizations are concerned with group infractions and, in most instances, are turned over to the head personnel official immediately after disposition of the violation.

The disciplinary officials indicated that most of the women's living units have excellent disciplinary record systems.

Housing office. Many of the institutions surveyed house a large percentage of students in private homes off-campus. Communications between the landlord and the university are usually channeled through a central agency. The housing office, as this central agency is commonly called, receives complaints regarding student behavior in off-campus housing.

The housing office at a few of the institutions is within the office of the head personnel or head disciplinary official; therefore, a separate system of records is not necessary. At other universities,

the housing office is separate and housing directors do not have access to personnel records; this separation necessitates a system of records that enables the housing director to process complaints regarding students in off-campus housing. The system usually is very informal, and the information is recorded temporarily until an investigation of the difficulty can be made and the situation referred to the disciplinary officials. At most institutions, the record of each student is destroyed after final disposition has been rendered by the disciplinary officials or the relationship between the student and the landlord is again harmonious.

Other records. At those universities where the campus police department has been organized as a legitimate law enforcement agency, the records are subject to specific standards of law.

A few of the universities do not have an official police department but employ persons who perform the protection and security function by informal methods. Records maintained by these groups are usually of an informal and non-permanent nature and are referred to an administrative official for inclusion on the student's personnel record or the permanent administrative file.

Many of the records maintained by academic schools are non-permanent, and only the student's academic record is retained as permanent at several of the universities. It is assumed by the academic deans that information concerning the non-academic record of the student's relationship with the university is adequately recorded in other offices.

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Summary

Three types of permanent records have been established at the universities surveyed: (1) official record, commonly known as the transcript, which is maintained by the registrar's office; (2) records maintained by the office of the student's academic dean; and (3) non-academic records maintained by the personnel officials.

Most universities record suspension, expulsion, and disciplinary probation on the official transcript in the registrar's office but permit this information to be removed from the student's record when the student is graduated from the university.

The criteria for recording information concerning disciplinary actions taken against students are verbal, and only at a few of the institutions are the criteria in writing. These criteria as well as policies governing the dissemination of disciplinary information from the records usually are formulated by the head personnel official.

The policies that determine what officials may examine student records containing disciplinary information vary considerably among the universities. Some universities allow faculty members, representatives of government agencies, and staff members to examine the records. Other universities insist that the information on the record should be interpreted by a staff member and generally allow only immediate staff members and clerical help to have access to the records.

Disciplinary and personnel officials are not agreed as to the better system of student personnel records - centralized or decentralized. Two of the universities maintain a centralized system of student personnel records; several other institutions employ modified forms of the centralized filing system.

In general, student disciplinary committees connected with student government and women's self-government association keep excellent records regarding disciplinary situations handled by these committees during the school year. The records are destroyed after the essential information on each case is sent to the personnel office to become a part of the student's permanent personnel record. The summary of the committee's work is bound or filed by year, which constitutes the permanent records of these committees. Usually the more authority designated to student disciplinary committees, the more complete are their disciplinary records.

Officials of the housing office investigate off-campus disciplinary situations at most of the institutions and report the situation to the disciplinary officials by telephone or in some other informal manner; therefore, they maintain a very limited record system concerning student disciplinary problems.

Academic colleges with much autonomy were found to maintain more complete systems of student records than academic colleges with little authority for the supervision of their students' activities. The academic colleges with much autonomy usually extend their record systems to cover scholastic information as well as any relationship which the student might have with the university.

Some of the universities maintain personnel folders only on those students who have created disciplinary situations.

The disciplinary officials are fully agreed that the record system is one of the least satisfactory aspects of the student disciplinary program. They further agree that lack of time, space, personnel, and adequate processes for compiling information are the major handicaps which prevent the establishment of adequate record systems.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Statement of the problem. It was the purpose of this investigation: (1) to study the organization, administration, and operation of student disciplinary programs in selected Midwestern universities; (2) to compare these programs; (3) to identify those procedures that appeared to be educationally sound and functionally effective; and (4) to recommend those procedures that appeared to be worthwhile and desirable.

Importance of the problem. Many educators predict that in the ensuing ten years the number of persons to enroll in institutions of higher education will reach new heights. This indicates a growing demand by society for the type of training provided by institutions of higher learning.

Since about 1933, much has been written about the personnel services that existed at universities and colleges. Little has been written, however, directly on student disciplinary programs; hence, most of the published literature in this general field is concerned with a specific academic area such as counseling, psychology, social work, etc. This lack of specific research concerning student disciplinary programs in their entirety has forced disciplinary officials to extract contributions from the different academic disciplines and apply these to their own disciplinary program. This study was designed to provide information concerning student disciplinary programs in their entirety which would give disciplinary officials a basis for comparing the disciplinary program of their institution with those in this study.

Methodology. A quantitative and qualitative study of the student disciplinary programs was conducted at ten selected universities. The specific methodology employed in this study was: (1) structured interview employing an interview outline; (2) direct observation; (3) discussions with supervisory personnel of residence halls, campus police departments, counseling centers, teaching personnel, and students; (4) examination of catalogues and other printed material; and (5) check list of student disciplinary offenses.

An interview outline was prepared and submitted for suggestions and criticisms to members of the Guidance and Social Science Research Committees. At the 1954 convention of the National Association of Student Personnel Administrators, a representative of each university selected was personally contacted for permission to make a study of the student disciplinary program at his institution. In the Spring of 1954, a letter was sent to each representative arranging a definite visitation schedule. Each institution was visited; personnel and disciplinary officials were interviewed.

Comparable educational programs and similar geographical locations were major factors in the selection of the ten universities for study. These institutions also are governed by the same rules and regulations regarding eligibility in athletic contests and various other areas of activity. Similarity of the selected universities lends itself to comparable disciplinary programs that can be readily evaluated.

Summary and Conclusions

Through personal visitation of each university and extended interviews with the personnel and disciplinary officials, facts and opinions were collected regarding the organization and operation of the student disciplinary programs. A summary of the general findings and conclusions follows.

Summary of the student disciplinary programs. Each head disciplinary official was asked the question: "What changes would you make in your student disciplinary program if you had the complete freedom to do so?"¹

University A. The head disciplinary official at this university stated that he would include a disciplinary committee in the program.

University B. It was indicated by the head disciplinary official that he would add a Security Officer to the student disciplinary program.

University C. The head disciplinary official stated that he would implement the following changes: (1) require all students to live in approved housing, (2) establish a system of centralized personnel records, (3) place adult supervision in fraternities, (4) emphasize through orientation to the student the risk of receiving a civil conviction in court, (5) emphasize more comprehensive orientation concerning academic cheating, and (6) delegate final authority in the student disciplinary program to students.

University D. The head personnel official indicated that he favored the establishment of a system of identification cards for students. He also indicated that he favored a merger of the physical and security offices.

¹ This question is on page 178, Appendix A.

University E. The men officials at this university recommended no changes, but the head disciplinary official for women indicated that she favored the operation of the women's residence halls by the Dean of Women's office.

University F. The officials at this institution indicated a strong preference for the establishment of a centralized system of records at all levels of operation in the personnel program.

University G. The head disciplinary official indicated a desire for more extensive orientation to new students regarding moral issues involved in student life.

University H. The head disciplinary official expressed a desire to create an atmosphere that would stimulate faculty and student cooperation in the disciplinary program, especially in cases where the student infringes on the rights of the group and the group, in turn, protects the individual. Another preference was for more specific regulations regarding students who reside off-campus, particularly in fraternities.

University I. The officials at this university expressed preference for: (1) the establishment of a more effective follow-up program of students who are on probational status, (2) greater uniformity and coordination to prevent classroom dishonesty, and (3) additional training for disciplinary committees.

University J. The head disciplinary official felt that increased attention should be directed to the rehabilitative process for students who create disciplinary situations. He further indicated that the standards

in this area are uncertain and need validation. A second recommendation by this official concerned the prevention of faculty members projecting their own adolescent behavior to the student.

Another question asked was: "What steps could be taken by the schools of the Western Conference to mutually aid in raising the level of effectiveness of the student disciplinary programs?"²

The responses were based on the possibility of an annual meeting of the disciplinary officials for the primary purpose of discussing student disciplinary problems.

University A. The head disciplinary official at this institution felt that very little could be accomplished by a meeting of this type.

University B. The head disciplinary official felt that such a meeting would be worthwhile and would be a means of solving the important problem of using uniform classifications of disciplinary penalties for entry on permanent personnel record cards.

University C. The disciplinary official at this university indicated that an annual meeting would be instrumental in the formulation of a stylebook for the disciplinary programs of the ten universities.

University D. The disciplinary official felt that a meeting of this type would be of some benefit but made no comment about special topics that could be considered at the meeting.

University E. No comments were offered by the disciplinary officials at this university.

University F. The official at this university indicated that an annual meeting of the disciplinary officials would be of little assistance in the operation of the disciplinary program.

University G. The head disciplinary official indicated that such an annual meeting would be of benefit and that special consideration should be given to an exchange of ideas on basic student disciplinary problems and philosophy of the moral issues of student life.

University H. The head disciplinary official indicated a desire for an annual meeting of the disciplinary officials to exchange ideas about specific student disciplinary problems. It was also recommended by this official that the ten universities establish student inter-visitation to study student disciplinary problems.

University I. The officials of this university indicated a preference for an annual meeting of the disciplinary officials, with special emphasis on the case study approach.

University J. The head disciplinary official expressed a desire for an annual meeting to accomplish the following: (1) determine the level of seriousness of academic cheating, (2) define specific standards of conduct, (3) evaluate the disciplinary programs, emphasizing the weaknesses of the programs. It was stressed by this official that research concerning students who create disciplinary situations should be rotated to other disciplinary officials of the ten universities.

Estimates of effectiveness of the total student disciplinary program.

Table XVI presents the percentage of effectiveness of the total disciplinary program employed at each university. It should be emphasized that the

percentages indicated are estimates by the disciplinary officials and that any change in personnel or personnel policy regarding the total student disciplinary program would materially affect the estimates.

TABLE XVI										
ESTIMATED PERCENTAGE OF EFFECTIVENESS OF THE TOTAL STUDENT DISCIPLINARY PROGRAM										
UNIVERSITY	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
A								X		
B									X	
C *										
D								X		
E									X	
F								X		
G									X	
H									X	
I									X	
J *										

* At Universities C and J, the disciplinary officials did not indicate the percentage of effectiveness of the total student disciplinary programs at their institutions.

Further summary and conclusions. The administrative personnel officials interviewed are agreed that it is a sound educational principle for the university to accept the responsibility of the full development of each individual accepted as a student. The officials further agreed that part of this responsibility is to prevent the violation of students'

privileges and civil rights. Each university surveyed has established a formalized disciplinary program to fulfill this responsibility. These programs vary from institution to institution, but it was the opinion of the disciplinary officials that this variance was wholesome if the program performs the functions for which it was established.

Student discipline should be considered as another personnel service and should be given the same positive planning and encouragement by administrators that is given to other aspects of the student personnel program. The disciplinary officials agreed that the same ends in other student personnel services such as self-discipline, self-direction, etc. are desirable in the disciplinary program. It was the opinion of the officials interviewed that student discipline is also the responsibility of the entire faculty and student body.

Nine of the universities have established committees to function in the area of student discipline. One university has no disciplinary committee. Three of the nine institutions have policy-making committees; four have committees that formulate policy and also function as a judiciary body for individual student cases; and two have committees that work with individuals who create disciplinary situations, but they do not formulate policy concerning the program.

Most of the living units have judiciary organizations to handle students who create disciplinary situations in the particular living unit. Most of the fraternities and sororities have been delegated the authority to take disciplinary action against member organizations that violate university social rules. Officials concluded that the best judiciary system operated by students is the women's self-government

Another important aspect of the personnel as well as the disciplinary program is the moral agreement between the student and the university when the individual is accepted as a student. The data of this study indicated a lack of understanding and awareness on the part of the students and the university officials regarding the full significance of this moral agreement. The obligations of this agreement are the bases of many of the policies and procedures employed by university officials in an effort to regulate the conduct of the student.

Each university studied has specific official disciplinary actions that are employed by disciplinary officials to re-establish the total student-university relationship once the student has violated his original agreement. The survey indicated great conformity in disciplinary actions employed by the universities to assist in regulating student conduct.

No formalized program of follow-up regarding probational students has been established at any of the institutions studied. There was sharp disagreement among the disciplinary officials regarding the merits of a formalized follow-up program of probational students. Some officials indicated a preference for a formalized follow-up program; others were not receptive to any form of follow-up program of probational students.

Considerable concern was expressed by the disciplinary officials regarding the system of permanent records as well as the system of non-permanent records in the day-to-day operation of the judiciary organizations. Very few of the universities have written criteria for recording and interpreting disciplinary information from the records. The disciplinary and personnel officials were unanimously agreed that the record

association. At the institutions studied, this association has final jurisdiction over special designated rules and regulations for women.

The investigation revealed a trend toward the selection of disciplinary officials who possess experience and professional training similar to that required in other administrative personnel positions. The head disciplinary officials are agreed that the most important element in the disciplinary program is people; therefore, the qualifications most needed by disciplinary workers are a sincere interest in people, adequate experience, and competent training.

Orienting new students to the rules and regulations is one of the most important aspects of the disciplinary program. Personnel and disciplinary officials emphasized that, regardless of the thoroughness of the orientation, students are held responsible for observing the standards of conduct demanded by the university. Two aspects of orientation that need considerable improvement are: orientation of new students who reside in off-campus housing, and coordination of the orientation program. The study revealed that the most proficient aspect of the orientation program is performed by the women's self-government associations.

Basic differences in philosophy between officials of different departments and officials of the disciplinary program tend to impair effective communications. The investigation revealed that communications between disciplinary officials and administrative officials of other departments generally are harmonious.

system is one of the least satisfactory aspects of the student disciplinary program. The establishment of a complete system of records is hampered primarily by lack of time, space, personnel, and adequate processes for compiling information.

Recommendations

One of the purposes of this investigation was to ascertain those student disciplinary procedures and practices that are worthwhile and desirable. From extended interviews with the personnel and disciplinary officials and visits to each university, several recommendations emerged. These recommendations are divided into two categories: general recommendations and suggestions for further research.

General recommendations.

(1) Due to the increasing significance of the student personnel program in institutions of higher learning, the head personnel official should be a major administrative official, preferably a Vice President. This level of official would tend to increase the prestige of the entire student personnel program.

(2) By active support and by stressing the importance of the program, university officials should encourage disciplinary officials in the intricate task they perform for the students and the university.

(3) Personnel and disciplinary officials should re-evaluate the policies and practices of the disciplinary program in view of the total student-university relationship.

(4) The faculty and student body should be oriented more extensively concerning the goals of the student disciplinary program.

(5) Personnel and disciplinary officials should adopt a program that will assist in better selection, more effective training, and more competent evaluation of student judiciary representatives.

(6) The values of self-government should be stressed more strongly in an effort to improve the judiciary systems in living units.

(7) Universities should provide a program of continuous and extensive orientation. Moreover, criteria should be established to determine how much of the information presented in the orientation process is accepted by new students.

(8) Greater consideration should be given to coordination of the orientation program.

(9) Personnel and disciplinary officials should evaluate the system of follow-up of probational students to determine its value to the total disciplinary program.

(10) Further consideration should be given to the function of records in the disciplinary program. Personnel officials recommended that written criteria for the recording, interpretation, and accessibility of disciplinary information should be adopted as personnel policy. Consideration should be devoted to better coordination of permanent and non-permanent records in the disciplinary programs.

Suggestions for further research. It is suggested that a study of the latent or informal aspects of disciplinary programs would be of value. A study of this type would be concerned with such questions as: Do the disciplinary committees actually have authority or do they merely function to make students, faculty, and parents think the disciplinary programs are

operated democratically? How do the various aspects of disciplinary programs actually operate compared to how the disciplinary officials state they operate?

This investigation revealed specific problems in student disciplinary programs that might be solved if research supplied answers to the following questions:

(1) What constitutes an effective personnel organizational structure in large, medium-sized, and small universities? What is the relationship of the disciplinary aspect to the total personnel program? What philosophies should guide a good personnel program? The disciplinary program? What criteria are used by officials to reorganize a student disciplinary program in conformity with the specific university philosophy?

(2) What are the full implications of the total student-university relationship? What are the obligations of the student and the university when the individual is accepted as a student? What criteria do officials use to define the university's limits of responsibility before a student is separated from the institution?

(3) What criteria should be used for selecting the head disciplinary official? The assistant disciplinary official? What experience and professional training are necessary for these positions?

(4) What is the relationship of discipline by student groups to the educational concept of self-government? How should student judiciary representatives be selected? How can faculty and student judiciary workers be trained effectively? What criteria might be employed to evaluate the effectiveness of student and faculty judiciary groups?

(5) What are the criteria for an effective and comprehensive orientation program that would present to the new student information necessary for him to become a full-fledged member of the university community? How could the acceptance of the presented information be measured or evaluated? What is the division of responsibility between the university administration and the student's academic college for the orientation of new students?

(6) What factors hinder the cooperation of faculty and students in the student disciplinary program? How could the faculty and student climate regarding the regulation of student conduct be evaluated? What authority in the disciplinary program should be delegated to student committees?

(7) What are the advantages and disadvantages of a centralized system of personnel records? What criteria should govern the selection of disciplinary actions included in the student's permanent record? What disciplinary information about present and former students should be disseminated? To whom should this information be given?

(8) What do high administrative officials think of disciplinary programs in relation to university philosophy? In relation to the personnel program?

(9) What degree of influence do apathy and motivation exert with regard to probational students? Background research on probational students would be of value in determining their patterns of behavior. More effective methods of solving conflicts between the individual and the group should be formulated. Measurements might be formulated to identify students who suffer from disorganized work habits, simple

immaturity, and other personality characteristics that hamper the student's adjustment to college life.

The problems in the foregoing areas appear significant enough to warrant further research. Officials of the disciplinary program could make greater contributions to the university and to the general educational development of each student if provided with extensive research in these vital areas of student personnel work.

Research in the area of student discipline has been presented in fragments, with specialists stressing the importance of specific aspects of the program. Literature in this area should be concerned with the development of policies, practices, and procedures of the disciplinary program in its entirety. This research would make possible a more realistic approach to student behavior problems and student disciplinary programs in institutions of higher learning.

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APPENDIX A

SURVEY OF THE DISCIPLINARY PROGRAMS IN SELECTED UNIVERSITIES

(Title)

(School)

Would you like a summary of this survey? Yes _____ No _____

GENERAL INSTRUCTIONS

This questionnaire was devised in an effort to obtain all the aspects of the student discipline functions at several selected universities. Included are questions designed to obtain information about the personnel who have the major responsibility of actively working with those students who create disciplinary situations at your school.

Some of the questions can be answered by checking the response you choose, others should be answered by writing in the appropriate answers. Please make your responses as clear as possible. Space has been provided at the end of the questionnaire for additional comments or clarification.

I. ADMINISTRATIVE STATUS OF DISCIPLINARY FUNCTIONS.

The purpose of this section is to identify the status of the student disciplinary function in relationship to the other personnel services of your various departments.

- A. 1. Name of Institution
2. Year present disciplinary organization established
3. What major modifications have been made since that time?
- a.
-
-
4. What is the title of head disciplinary official at your school?
5. What official are you responsible to regarding student disciplinary functions?
-

6. What type of personnel organization do you have at your school?

a. Centralized

b. Semi-centralized

c. De-centralized

d. Co-ordinated.....

Other

7. Does your school have any staff members that devote their full-time to disciplinary functions? Yes..... No.....

a. If answer is yes, how many staff members and what functions do they perform?.....

.....

.....

.....

8. How many staff members do you have in the administration who work part-time with student disciplinary functions?

.....

9. Does your school utilize any special analytical or evaluation techniques in the disciplinary functions other than the disciplinary interview or committee hearings?

a. Analytical tests

b. Special evaluative techniques other than tests

c. Polygraphs

d. Psychological equipment

e. Others

.....

.....

* 10. Does your school have an advisory committee on disciplinary matters?

Yes.....

No.....

- a. If answer is yes, check one or the combination your school utilizes.

Faculty Committee

Student Committee

Faculty and Student Committee

Special Committee

Others

- b. What is the frequency of meetings of above committee?

.....

Number on Committee?.....

How are the Committee Members selected?.....

.....

Requirements for membership?.....

.....

What are the length of appointments?.....

* 11. Check the major responsibilities of the Committee. Also check the percentage of time the Committee works in each area that you checked. This percentage should be determined by the total amount of time the Committee devotes to disciplinary functions.

a. Investigate complaints.....percentage

b. Recommend actions "

c. Decide final actions "

d. Used as appeal board "

e. Approves Dean's Decisions "

Other duties "

II. ADMINISTRATIVE STAFF CONCERNED WITH THE DISCIPLINARY FUNCTIONS.

The following questions are designed to obtain information about the person who is head discipline official at your school.

X A. HEAD DISCIPLINARY OFFICIAL.

1. What is your official title?.....
2. Degrees held.....
 - Major (Under-graduate)
 - Major (Graduate).....
3. Professional training
 -
 -
4. Educational experience.
 - Teaching: Secondary Schoolyears.....
 - Collegeyears
 - Othersyears.....
5. Administrative experience.
 - Secondary Schoolyears.....
 - Collegeyears.....
 - Othersyears.....
6. Personnel Experience (other than present position).
 - Guidance and Personnel Administration.
 - Secondary Schoolsyears.....
 - Collegeyears.....
 - Othersyears.....
 - Counseling.
 - Secondary Schoolyears.....
 - Collegeyears.....
 - Othersyears.....

7. Number of years as head disciplinary officer at this school?
8. Do you have academic rank? Yes..... No.....
If yes, what rank?.....
9. Do you have any teaching duties? Yes..... No.....
If yes, what subjects do you teach?
10. What group or groups of students come under your jurisdiction regarding the student disciplinary functions?
All students
All Men
All Women
Others
.....
11. What percentage of your total time is devoted to the disciplinary functions?.....
12. Indicate which of the following are duties closely related to your disciplinary functions. Please also indicate the percentage of time spent on each area you check. This percentage should be based on the total amount of time you devote to disciplinary functions.
- | Orientation (disciplinary) | Percentage |
|----------------------------------|------------------|
| Communications " | " |
| Records " | " |
| Forms " | " |
| Procedures " | " |
| Policies " | " |
| Others " | " |
13. On the scale below, please circle the number that in your opinion indicates the percentage of effectiveness of the total disciplinary program at your school.

0 10 20 30 40 50 60 70 80 90 100

(Title)

(School)

B. A SURVEY OF THE FIRST ASSISTANT WHO IS RESPONSIBLE FOR DISCIPLINARY FUNCTIONS FOR MEN.

This section of the questionnaire is an effort to obtain information about the person who, as an assistant to the Head disciplinary official, has a major responsibility for the disciplinary functions relating to MEN at your school.

1. What is your official title?.....

2. Degrees held

Major (Under-graduate)

Major (Graduate)

3. Professional training

.....

.....

4. Educational experience.

Teaching: Secondary Schoolyears.....

Collegeyears.....

Othersyears.....

5. Administrative experience.

Secondary Schoolyears.....

Collegeyears.....

Othersyears.....

6. Personnel Experience (other than present position).

Guidance and Personnel Administration

Secondary Schoolyears.....

Collegeyears.....

Othersyears.....

Counseling

Secondary Schoolyears.....

Collegeyears.....

Othersyears.....

7. Number of years as assistant disciplinary officer at this school?.....
8. Do you have academic rank? Yes..... No.....
If yes, what rating do you hold?.....
9. Do you have a Civil Service rating? Yes..... No.....
If yes, what rating do you hold?
10. Do you have teaching duties? Yes..... No.....
If yes, what subjects do you teach?.....
.....
11. What group or groups of students come under your jurisdiction regarding the student discipline functions?
All students
All men
All women
Others
.....
12. What percentage of your total time is devoted to student disciplinary functions?.....
13. Please indicate which of the following are duties closely related to your disciplinary functions. Please also indicate the percentage of time you devote to each of the areas you check.
- | | | |
|---------------------------------|------------|--------------|
| Orientation (Disciplinary)..... | percentage | |
| Communications | " | " |
| Records | " | " |
| Forms | " | " |
| Procedures | " | " |
| Policies | " | " |
| Others | " | " |
14. On the scale below, please circle the number that in your opinion indicates the percentage of effectiveness of the total disciplinary program at your school.
- 0 10 20 30 40 50 60 70 80 90 100

(Title)

(School)

C. A SURVEY OF THE FIRST ASSISTANT WHO IS RESPONSIBLE FOR DISCIPLINARY FUNCTIONS FOR WOMEN.

This section of the questionnaire is an effort to obtain information about the person who, as an assistant to the Head Disciplinary Official, has a major responsibility for the disciplinary functions relating to WOMEN at your school.

1. What is your official title?.....
2. Degrees held
 - Major (Under-graduate)
 - Major (Graduate)
3. Professional training
 -
 -
4. Educational experience.
 - Teaching: Secondary Schoolyears.....
 - Collegeyears.....
 - Othersyears.....
5. Administrative experience.
 - Secondary Schoolyears.....
 - Collegeyears.....
 - Othersyears.....
6. Personnel Experience (other than present position).
 - Guidance and Personnel Administration
 - Secondary Schoolyears.....
 - Collegeyears.....
 - Othersyears.....
 - Counseling
 - Secondary Schoolyears.....
 - Collegeyears.....
 - Othersyears.....

7. Number of years as assistant disciplinary officer at this school?.....

8. Do you have academic rank? Yes..... No.....

If yes, what rating do you hold?.....

9. Do you have a Civil Service rating? Yes..... No.....

If yes, what rating do you hold?

10. Do you have teaching duties? Yes..... No.....

If yes, what subjects do you teach?

.....

11. What group or groups of students come under your jurisdiction regarding the student discipline functions?

All students

All men

All women

Others

.....

12. What percentage of your total time is devoted to student disciplinary functions?.....

13. Please indicate which of the following are duties closely related to your disciplinary functions. Please also indicate the percentage of time you devote to each of the areas you check.

Orientation (Disciplinary) percentage

Communications " "

Records " "

Forms " "

Procedures " "

Policies " "

Others " "

14. On the scale below, please circle the number that in your opinion indicates the percentage of effectiveness of the total disciplinary program at your school.

0 10 20 30 40 50 60 70 80 90 100

III. ORIENTATION REGARDING THE DISCIPLINARY FUNCTIONS.

This section is an effort to get information about your orientation program that is specifically related to the orientation of college rules, regulations, and other information about students behavior while attending your school.

A. ORIENTATION.

1. Prior to coming to campus.

- a. What information is available to students about the rules and regulations of the college before they arrive on campus?
- b. What information is available to parents of new prospective students?

2. At the beginning of school year.

- a. What General Information is available to all students regarding the disciplinary functions?
- b. What information is available for new students regarding the student disciplinary functions?
- c. What orientation is done by living units regarding the student disciplinary functions?
- d. What publications are available (with information concerning the disciplinary functions at your school)?

e. Others.

4. What efforts are made during school year to orient new and old students in matters that are connected with student behavior?

a.

5. Indicate by a check in what ways the academic departments aid in the orientation of new students concerning student behavior?

a. Orient students about cheating

b. Refer persons with excess absences.....

c. Orient students with regard to classroom behavior

d. Teach courses that give college rules, regulations, etc.

e. Others

.....

6. On the scale below, please circle the number that in your opinion indicates the percentage of effectiveness of your orientation program with respect to the disciplinary area.

0 10 20 30 40 50 60 70 80 90 100

B. COMMUNICATIONS.

This section is an effort to obtain information about the communications with respect to student disciplinary functions between your office and related departments and agencies.

1. What efforts are made by your office to facilitate communications with various local police departments?

a.

2. What efforts are made by your office to facilitate communications with your campus police department?

a.

3. What efforts are made by your office to facilitate communications with your Counseling Center?

a.

4. What efforts are made by your office to facilitate communications with your Veteran Centers?

a.

5. What efforts are made by your office to facilitate communications with your Mental Health or Psychological Clinics?

a.

6. What efforts are made by your office to facilitate communications with your Health Center?

a.

7. What efforts are made by your office to facilitate communications with your Academic Schools and Departments?

a.

8. What efforts are made by your office to facilitate communications with Living Units?

a. Residence Halls.

b. Fraternities and Sororities.

c. Co-Ops. and other living units.

9. What efforts are made by your office to facilitate communications with Registrar and Admissions Office?

a.

10. What efforts are made by your office to facilitate communications with Military Departments (ROTC or NROTC).

a.

11. What other departments or agencies do you work with in an effort to facilitate communications regarding disciplinary functions?

12. On the scale below, please circle the number that in your opinion indicates the effectiveness of the Communications between your office and related departments and agencies regarding student disciplinary functions?

0 10 20 30 40 50 60 70 80 90 100

IV. ADMINISTRATION OF THE DISCIPLINARY FUNCTIONS.

In most Institutions of higher learning there are individuals whose behavior is not acceptable to the College because this behavior conflicts with the law, rules and regulations of the College, or standards set up by the student body. When this occurs, there is a process or processes that each individual school has installed in an attempt to correct the situation. This process could be broken into steps or series of events.

The following questions are asked in an effort to determine this process at your school.

A. MALES.

1. What is the first major step with regard to men in the disciplinary process at your school?

a.

b. What else might be done at this step?

c. Is there anything else that could be done at this step?

2. What is the second major step with regard to males in the discipline process?

a.

b. What else might be done at this step?

c. Is there anything else that could be done at this step?

3. What is the third major step with regard to males in the discipline process?

a.

b. What else might be done at this step?

c. Is there anything else that could be done at this step?

4. What is the fourth major step with regard to males in the discipline process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?
5. What is the fifth major step with regard to males in the discipline process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?
6. What are the other major steps with regard to men, if any, to conclude the process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?

B. FEMALES (if not the same as for males).

1. What is the first major step with regard to women in the disciplinary process at your school?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?
2. What is the second major step with regard to females in the discipline process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?
3. What is the third major step with regard to females in the discipline process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?

4. What is the fourth major step with regard to females in the discipline process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?
5. What is the fifth major step with regard to females in the discipline process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?
6. What are the other major steps with regard to women, if any, to conclude the process?
 - a.
 - b. What else might be done at this step?
 - c. Is there anything else that could be done at this step?

Space has been provided on the next page for making any additional comments or clarifications concerning the disciplinary process regarding girls or boys.

7. DISCIPLINARY RECORDS.

An effort is being made here to obtain the types and use of records at your school in connection with the student disciplinary functions. Please be as specific as possible.

A. PERMANENT RECORDS.

1. What information is recorded on a student's permanent record regarding his behavior while in school?
 - a. Disciplinary actions taken by the school.....
 - b. Scholastic cheating
 - c. Misbehavior where official action is not taken by school
 - d. Off campus reports of law violations.....
 - e. Others
 -
2. What are the standards for selecting the information to be recorded on his or her permanent record?
 - a.
3. What procedure is used when this information is given out to prospective employees, other schools, etc.?
 - a.
4. Do you give any more information to Government and Armed Forces Investigators than to other agencies?
 - a.
5. To whom are these records available?
 - a.
6. On the scale below, circle the number that in your opinion indicates the percentage of effectiveness of the permanent records in respect to the student disciplinary functions.

0 10 20 30 40 50 60 70 80 90 100

B. RECORDS (OTHER THAN PERMANENT) USED IN THE DISCIPLINARY PROCESS.

1. What efforts are made to maintain complete or partially complete records concerning a student's behavior in the following:

a. Living units.

b. Housing Office.

c. Campus Police Department.

d. Academic Schools or Departments.

e. Judiciary Committee (AWS) or other agencies that have any part in the total discipline functions.

2. On the scale below, please circle the number that in your opinion indicates the percentage of effectiveness of the records in respect to student disciplinary process at your school?

0 10 20 30 40 50 60 70 80 90 100

VI. OFFICIAL DISCIPLINARY TYPES OF ACTIONS AND FOLLOW-UP IN DISCIPLINARY FUNCTIONS.
Most universities have defined official actions that are used to limit, restrict or penalize a student because his or her conduct is not acceptable to the university. This section is aimed at identifying those official disciplinary actions and provisions of each of these actions.

A. MALE.

1. Name of action and provisions.

a.

b. What Official or Committee makes the final official decision regarding students in respect to this action?

2. Name of action and provisions.

a.

b. What Official or Committee makes the final official decision regarding students in respect to this action?

3. Name of action and provisions.

a.

b. What Official or Committee makes the final official decision regarding students in respect to this action?

4. Name of action and provisions.

a.

b. What Official or Committee makes the final official decision regarding students in respect to this action?

5. Name of action and provisions.

a.

b. What Official or Committee makes the final official decision regarding students in respect to this action?

6. Name of action and provisions.

a.

b. What Official or Committee makes the final official decisions regarding students in respect to this action?

7. How are these actions terminated?

B. FEMALES.

1. Which of the above official actions do not apply to girls?

a.

b.

c.

d.

2. What actions are taken against girls that are not mentioned above?

a.

b.

c.

d.

3. How are these actions terminated?

a.

4. On the scale below, please circle the number that in your opinion indicates the percentage of effectiveness of the official disciplinary actions used at your school.

0 10 20 30 40 50 60 70 80 90 100

SECTION II.

I. Classified Offenses

See attached.

SECTION III.

- I. A. What changes would you make in your student disciplinary program if you had the complete freedom to do so?

1.

- B. What steps could be taken by the schools of the Western Conference to mutually aid in raising the level of effectiveness of the student discipline programs?

1.

- C. What further comments would help clarify your student disciplinary functions?

1.

APPENDIX B

CLASSIFIED DISCIPLINARY OFFENSES

INSTRUCTIONS: Please check the space at the right that gives the seriousness that your school attaches to the usual disciplinary situation involving first offenders. If you are confronted with offenses not listed, please list and check those in the space provided near the end of the questionnaire. A space is also provided at the end to make any suggestions or clarifications.

1. ALCOHOL - Illegal use of	Suspension	Quite Serious	Serious	Not very Serious	No Action
a. Under-age persons drinking off campus		2	5		1
b. Under-age persons drinking on campus	2	3	3		
c. Off campus drinking-all persons			1	4	3
d. On campus drinking-all persons	1	7			
Others					
e. Organized group parties	1	2			
f. Driving while drinking	2	1			
g. Providing alcohol to minors		3			
h. Drinking in student quarters		1			

2. CARS - Illegal use of					
a. Driving on campus (without permit)		2	3	2	1
b. Driving on campus (with permit)			1	2	2
c. Driving off campus			2	1	3
d. Drunk driving	1	5		1	
Others					
e. Traffic violations				2	
f. Violations of permit			1		
g. Parking lots				1	

3. CHEATING					
a. Academic	1	5	2		
Others					
b. Cheating plus group collusion	1	2	1		
c. Plagiarism	1	1	2		

-2-

4. CITIZENSHIP - Poor	Suspension	Quite Serious	Serious	Not very Serious	No Action
a. In living units			8		
b. In classrooms			7		
c. In other campus areas			8		
Others					

5. CONDUCT - Disorderly

a. On campus non-living unit areas		2	6		
b. On campus living unit area		2	6		
c. Off campus non-living unit area		2	5		
d. Off campus living unit area		2	5		
Others					
e. Disturbing the peace		1	2		
f. Water fights in dorms			1		

6. CONDUCT - Minor Misconduct

a. On campus non-living unit area				7	
b. On campus living unit area			1	6	
c. Off campus non-living unit area				7	
d. Off campus living area			1	6	
Others					

7. CONDUCT - Sex Misconduct

a. Sex offenses off campus	1	6			
b. Sex offenses on campus	1	6			
c. Homosexuality	1	4	2		
d. Window peeping, etc.		2	5		
Others					
e. Contributing to delinquency of minor	3	3			

- 3 -

8. <u>EXPLOSIVES</u>	<u>suspension</u>	<u>Quite Serious</u>	<u>Serious</u>	<u>Not very Serious</u>	<u>No Action</u>
a. On campus	1	4	2	1	
b. In living units	1	4	2	1	
c. Other campus buildings	1	4	2	1	
Others					
d. Off campus			1		

9. <u>FALSE IDENTIFICATION</u>					
a. Under-age persons to buy alcohol	1	6	1		
b. To enter school sponsored contest	1	4	3		
c. Misuse of meal tickets in living units		4	4		
d. Falsification of driving permit	1	5			
Others					
e. Falsification of Schedule Cards		1			
f. Falsifications of Admission Record	1				
g. Falsification of any University record		1			
h. Possession (not use) of false I.D.			1		
i. Lending I.D. to persons to buy alcohol		1			

10. <u>FINANCIAL IRREGULARITIES</u>					
a. Bad checks			7		
b. Delinquent on college accounts			5	1	
c. Delinquent on off-campus accounts			5	1	1
Others					
d. Forgery	1				

11. <u>FIRE EQUIPMENT - Misuse of</u>					
a. Discharging fire extinguishers		5	3		
b. Taking hose from wall		5	2	1	
c. Turning in false fire alarms		6	2		
Others					

- 4 -

12. FIREARMS	Suspension	Quite Serious	Serious	Not very Serious	No Action
a. Illegal possession of firearms	1	5	2		
b. Misuse of firearms on campus	1	6	1		
. Others					
c. Possession in residence halls		2	1		
d. Misuse of firearms off campus		1			

13. FIRES					
a. Accidental fires		2	3	2	
b. Malicious fires	2	6			
c. Fires caused by material not allowed in buildings (chemicals, etc.)		5	2		
Others					
d. Arson	2	1			

14. GAMBLING					
a. On campus in living units		4	3		
b. Off campus		1	4	2	
Others					

15. GROUP VIOLENCE					
a. Panty raids (raids on women's residences)	1	5	2		
b. Other crowd disturbances (pep rallies, etc.)		1	7		
Others					
c. Men entering Women's residence halls at time of raid	3		1		

16. MORALS INFRACTIONS					
a. Registered at hotel or motel with females (unmarried)	3	4			
b. Gross indecency	3	5			
c. Indecent exposure	3	4	1		
Others					

17. PROPERTY - Destruction of	Suspension	Quite Serious	Serious	Not very Serious	No Action
a. Malicious destruction on campus	1	6	1		
b. Malicious destruction off campus		7	1		
c. Public signs in living units		2	4	2	
Others					

18. SCALPING TICKETS					
a. Home college contest			4	1	
b. Contest away from campus		1	3	1	
c. Others					
c. Misrepresentation of status in order to obtain additional or better tickets				1	

19. SOCIAL RULES - Infractions of					
a. Unregistered party		6	1		
b. Unchaperoned party		6			
c. Party where alcohol is served	1	5			
Others					
d. Unchaperoned women in men's quarters		1			
e. Misrepresentation of request or of chaperones			1		

20. THEFT AND BURGLARY					
a. Off campus non-living unit area		7			
b. Off campus living unit area		7			
c. On campus living unit area		7			
d. On campus non-living unit area		7			
e. Breaking and entering	3	5			
f. Petty larceny		4	3		
g. Thefts (not petty)	2	4			
Others					
h. Fraud		1			
i. Embezzling		1			

- 6 -

21.	OTHER OFFENSES	Suspension	Quite Serious	Serious	Not very Serious	No Action
a.	NROTC Violations		1	1		
b.	Suicidal attempts		1	1		
c.	Inter-personal conflicts				1	
d.	Tampering with Ballots			1		
e.	Changing official records			1		

Oct 10 '53

Dec 8 '58

~~FEB 26 1965~~

~~MAR 2 '59~~

~~JUN 1 1966~~

ON

14 Jul 59

~~NOV 7 1965~~

10 Aug 52

Nov 8 '55

~~MAY 31 1960~~

~~JUN 11 1960~~

~~JUN 3 1966~~

~~MAR 16 '56~~

~~JUL 14 1960~~

~~NOV 9 '56~~

Apr 5 '56

~~NOV 28 1960~~

May 12 '56

~~MAY 13 1961~~

~~NOV 23 1966~~

Aug 1 '56

~~JUL 10 1961~~

NOV 2 '56

~~MAR 24 1967~~

Nov 26 '56

~~NOV 12 1961~~

~~APR 17 1967~~

Dec 11 '56

~~MAY 16 1962~~

~~MAY 20 1967~~

Jan 7 '57

Feb 10 '57

Jul 12 '57

Aug 23 '57

Dec 3 '57

May 16 '58

~~FEB 14 1965~~

~~APR 12 1963~~

~~MAY 22 '59~~

~~JUL 1 1964~~

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