



**Michigan  
Technological  
University**

# **Drug-Free Schools and Campus Regulations [Edgar Part 86]**

## **Biennial Review 2018-2020**

**The Center for Student Mental Health and Well-being is the  
primary office overseeing Biennial Review**

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## Executive Summary

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The Drug-Free Schools and Campuses Regulations (DFSCR) require institutions of higher education to review their Alcohol and Other Drug (AOD) programs and policies every two years. This report explores the issues that arose out of Michigan Technological University's biennial review of its AOD programs and policies from September 1, 2018, through August 31, 2020.

During the review period, the President's Council on Health, Wellness, and Mindfulness (President's Council) was charged with conducting the biennial review. The committee reviewed the education and prevention programs offered, EverFI Alcohol EDU data, and the annual distribution of the AOD policy. To further support this report and the charge of the committee, information was requested from the Office of Academic and Community Conduct, The Benefits Office, Residence Education and Housing Services, Athletics, The Center for Student Mental Health and Well-being, and The Waino Wahtera Center for Student Success (Orientation Programming).

# Michigan Technological University's Biennial Review of Alcohol and Other Drug Programs and Policies

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The Drug-Free Schools and Campuses Regulations require Institutions of Higher Education to review their Alcohol and Other Drug (AOD) programs and policies every two years. This report describes Michigan Tech's biennial review of its AOD programs and policies from September 1, 2018 through August 31, 2020.

The review has three objectives: to determine the effectiveness of the AOD program, to implement any needed changes to the AOD program, and to ensure that the disciplinary sanctions for violating standards of conduct are enforced consistently and fairly. The report includes:

## Alcohol and Other Drug Policy, Procedure and Programs

1. Michigan Tech's AOD Policy
2. Description of Prevention Programming
3. Tools for Determining Effectiveness of AOD Prevention Programs
4. Outcomes

## Achievement of AOD Goals

1. Alcohol Free Options
2. Normative Environment
3. Alcohol Availability
4. Alcohol Marketing and Promotion
5. Policy Development and Enforcement
6. Strengths and Weaknesses of AOD Prevention and Well-being Goals
7. Recommendations/Goals

## President's Certification

Copies of this report are available in the President's Office, the Provost's Office, and the Dean of Students Office. Hardcopies of the report are available for up to 10 years. To request a copy of a Biennial Review, please contact The Center for Student Mental Health and Well-being at [well-being@mtu.edu](mailto:well-being@mtu.edu).

# Alcohol and Other Drug Policies, Procedures, and Programs

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## 1. Michigan Tech's AOD policy

In the summer of 2020 The Center for Student Mental Health and Well-being was created through a merger between the formerly known departments of Student Health and Wellness & Counseling Services. The Center for Student Mental Health and Well-being coordinates the writing and evaluation of the biennial review.

The President's Council on Health, Wellness and Mindfulness committee is charged with:

- Reviewing programs and education, assessment, policy and reporting requirements for Student Health and Well-being programming
- Focusing on health and well-being initiatives, the President's Council on Health, Wellness, and Mindfulness will provide feedback on past and future programs to build a student-driven, prevention conscious culture at Michigan Tech.

The President's Council includes representatives from across campus and the local medical community, and is chaired by the Manager of Student Health and Well-being. A list of the committee representatives and goals for the next year can be found in Appendix A.

The Center for Student Mental Health and Well-being and the President's Council maintain comprehensive websites with programming and other information useful to the campus community. See the Center for Student Mental Health and Well-being website ([www.mtu.edu/well-being](http://www.mtu.edu/well-being)) and The President's Council on Health, Wellness and Mindfulness website ([www.mtu.edu/student-affairs/administration/vp/committees/wellness/](http://www.mtu.edu/student-affairs/administration/vp/committees/wellness/)).

One of the duties of the President's Council is to review Michigan Tech's AOD policy to ensure compliance with the DFSCR. The policies that support Alcohol and Other Drug compliance on Michigan Tech's campus include:

- 7.01-Abuse of Alcohol and Other Drugs by Students and Student Organizations
  - Policy adopted on August 29, 2014 and revised on March 13, 2018
- Board of Trustees Policy 12.4 (Alcoholic Beverages)
  - Effective on January 21, 1952 and revised on September 1, 2010
- The Student Code of Community Conduct
  - Effective August 2018-revised September 1, 2020
- Parent Notification Practice

A copy of the policies that support and ensure compliance with the DFSCR can be found in Appendix B.

Michigan Tech's AOD policy includes the information required under the following minimum criteria:

- Standards of conduct clearly prohibit the unlawful possession, use, or distribution

- of illicit drugs and alcohol on school property or as part of any school activities
- A description of the applicable legal sanctions under local, state or federal law for the unlawful possession or distribution of illicit drugs and alcohol
- A description of the health risks associated with the use of illicit drugs and the abuse of alcohol
- A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students
- A clear statement that Michigan Tech will impose sanctions on students and employees for violations of the standards of conduct (consistent with local, state and federal law) and a description of those sanctions, up to and including, expulsion or termination of employment and referral for prosecution

In compliance with federal regulations, the notification to students regarding university alcohol and other drug policy is shared with both students and faculty and staff. The information is widely shared each semester via email from the Vice President and Dean of Students, with other supporting resources included in the email. The policy is also posted on the Academic and Community Conduct website (<http://www.mtu.edu/conduct/>), and on the Student Disclosure page (<http://www.mtu.edu/student-affairs/interests/student-disclosure/>).

Supporting information for the DFSCR pertaining to faculty and staff is sent out yearly via email by the Director of Human Resources, included in hardcopy form in the new hire paperwork packet for every professional staff that's hired, is sent out yearly through the campus electronic newspaper (Tech Today), and available upon request by emailing [humanresources@mtu.edu](mailto:humanresources@mtu.edu).

Examples of the email notifications and resources for both students and professional staff can be found in Appendix C.

## 2. Description of Prevention Programming

During this review period a wide range of prevention programs were prepared and provided to the student community.

*Campus Student Health and Well-being.* The Center for Student Health and Well-being, formerly Student Health and Wellness and Counseling Services, merged in the summer of 2020, which provided an emphasis on well-being programming for the campus community. Michigan Tech's alcohol and other drug prevention program is closely tied to overall well-being initiatives and the office responsible for most of the AOD prevention programming is in the Center for Student Mental Health and Well-being department. A summary of programs and attendance coming out of The Center for Student Mental Health and Well-being can be found in Appendix D.

The following is a snapshot of substance education and prevention related health and well-being programming offered at Michigan Tech during the review period:

- All incoming first year students are required to take the EverFI *Alcohol Edu Course*, where students are educated on substance abuse and other college

specific experiences.

- Surveyed the student population using the American College Health Association-National College Health Assessment III (Fall 2019)
- Strengthened collaborations with Public Safety and Police Services, Housing and Residential Education, Athletics, and the office of academic and community conduct to empower students to utilize the Good Samaritan Provision.
- Increased and targeted education on Alcohol Poisoning, Frostbite Awareness, and how to keep yourself and your peers safe leading up to the annual Winter Carnival (campus tradition) events
- Improved social media presence with consistent posting topics at a minimum of three days a week (oftentimes five days a week with collaborators) using a holistic approach to well-being education
- Held the 23rd annual Bigfoot Glow Snowshoe Event (late night hike)-giving students a healthy alternative to drinking (drinking is common around the Winter Carnival Tradition)
- Encouraged student leaders to hold positions within the President's Council on Health, Wellness and Mindfulness committee; forming the Student Health and Wellness Advisory Committee
- National Prescription Drug Take Back Day, held twice a year during the fall and spring semesters
- Strengthened collaborations with the Michigan Higher Education Network to create and execute a multi-piece assessment on the student created/student voiced presentation on substance abuse and asking for help (Getting Learnt on Being Turnt)
- Continued the process of becoming a JED Campus and following the identified university strategic plan-with a focus on alcohol and other drug policies
- Continued to work on Michigan Tech's JED Campus strategic plan focusing on creating a campus-wide well-being initiative that can be referred to by all of the Michigan Tech Community.
  - This initiative is called the *Be Well* Initiative and focuses on the Playing Well, Connecting Well, Living Well and Recharging Well. More information on the *Be Well* initiative can be found in Appendix E.
- Further integration efforts with the Student Health 101/Campus Well custom content throughout the Student Health and Well-being Social media platforms (Instagram, Facebook and Twitter), in addition to distributing the monthly e-magazine. This integration increased readership and interaction with this valuable resource.

Recognizing that students often are more willing to learn about AOD issues from their peers, the Student Health and Well-being has multiple positions for a team of (student) Peer Health Ambassadors, whose duties are to assist the Manager of Student Health and Well-being with all aspects of health and well-being programming, including the development and delivery substance prevention and education and events. The Peer Health Ambassador position description is found in Appendix F.

Peer Educators are essential to AOD programming. The National Peer Educator Study (NPES) is administered each year to demonstrate effectiveness across differing programs and initiatives. The data from the survey is shared with the Michigan Tech administration to show the various ways student educators are essential in education and prevention

strategies on a college campus. A summary of the National Peer Education Survey from 2018-2019 can be found in Appendix G. The 2019-2020 National Peer Education Survey was sent out in November 2020 with results expected late spring 2021.

*Student Athletes.* The Athletics Department sponsored the following programs during the review period:

- All student-athletes signed the Student-Athlete Code of Conduct annually as part of an education session to discuss drugs, alcohol and other inappropriate and unacceptable behaviors. A copy of this document can be found in Appendix H.
- The Student Athlete 101 Course was required for first year student athletes. The course syllabus can be found in Appendix I.
- From Sept 1, 2018- Aug 31, 2020 Michigan Tech drug tested 14 student athletes, all done by Certified Athletic Trainers.
  - Among those tested, 8 were positive (6-Marijuana and 2- amphetamines due to ADD/ADHD medication) and 6 negative tests.
- The NCAA drug tested 40 student-athletes.
  - There was one positive test due to a student-athlete refusing to get tested/show up. The student quit the team.
- The Athletics department supported an Alcohol and Drug education campaign that focused on the Good Samaritan Provision, specifically when and how students can ask for help. As part of the outreach, the takeaway educational product was a Michigan Tech branded cell phone wallet with business card-size resource cards. The cards included information and resources on the good Samaritan provision, signs of frostbite and alcohol poisoning, sexual assault, and residential community involvement groups. Examples of these cards can be found in Appendix J.

*Undergraduate Orientation.* During the review period, all incoming first year students, transfer students and graduate students were required to complete the EverFI Course, *Alcohol Edu*, before arriving on campus. Alcohol Edu is an innovative, engaging, and informative online course, created by students, for students. In the course, students examine the interconnected issues of hooking up, substance abuse, sexual violence, and healthy relationships through a variety of interactive, realistic scenarios and guided self-reflection. The course promotes a healthier and safer campus environment for everyone. During orientation, students attended a “Sex and Relationship Program” on sexual assault and related issues and a program on CommUNITY, which outlined the expectations surrounding free speech and freedom of expression at Michigan Tech. A structured, peer-led, conversation was prepared and planned during the final team meeting at orientation that focused on discussing alcohol and other drugs in the broader context of campus life. Students also had the opportunity to participate in numerous healthy, alcohol-free options through multiple departments during Orientation and Welcome Week. For a full list of Orientation activities, the Orientation Handbook for 2020 can be found in Appendix K.

*Residence Education and Housing Services.* Residence Education and Housing Services continued to improve their residential curriculum (launched in Fall 2018), incorporating language, programming and activities towards promoting self-care and the Be Well Initiative (mentioned earlier as part of the JED Campus Strategic Plan). Within the self-

care plan there are intentional discussions focused on alcohol and other drug usage and establishing healthy behaviors. Students are also encouraged to use healthy coping habits to manage their stress levels, leading to less drug and alcohol use. The learning goals associated with the residential curriculum are available in Appendix L and focus on encouraging students to get involved at Michigan Tech (which correlates to a decreased high-risk alcohol or drug related activities).

Alcohol-free housing is offered in all three of the Michigan Tech residence halls. This option is open to residents that have chosen to live an alcohol-free lifestyle. The use and/or possession of alcohol and/or alcohol related items are not permitted by the residents or their guests. The residence halls (and the rest of campus) are completely smoke/vapor/tobacco free.

### **3. Tools for Determining Effectiveness of AOD Prevention Programs**

#### **A. American College Health Association-National College Health Assessment**

The National College Health Assessment (NCHA) has been produced by The American College Health Association (ACHA) since 2000, and to date has more 1.4 million students at 740+institutions that have taken the survey. The NCHA III is a nationally administered survey that collects data on a wide range of student health and behaviors, including: alcohol, tobacco, and other drug use, sexual health, weight, nutrition and exercise, mental health, person safety and violence.

#### **B. EverFI-Alcohol EDU**

*EverFI-Alcohol EDU* is an online prevention program administered through the EverFI Company. The company provides feedback and data based on the information reported by the Michigan Tech students who complete the online education programming. The EverFI Library consists of two modules for the *Alcohol Edu* Courses.

In the summer of 2019 the decision was made to switch from the Campus Clarity program to the EverFI platform, as the Campus Clarity group purchased EverFI and moved to that platform. Alcohol Edu is an innovative, engaging, and informative online course, created by students, for students. In the course students examine the interconnected issues of hooking up, substance abuse, sexual violence, and healthy relationships through a variety of interactive, realistic scenarios and guided self-reflection. The course promotes a healthier and safer campus environment for everyone.

#### **C. Student Conduct Database**

The Office of Academic and Community Conduct maintains a database, Maxient, that includes information concerning AOD disciplinary incidents (as well as all other reported disciplinary incidents). The quality of the data is ensured by limiting the number of staff who can enter data to two trained individuals. This data is also used for the Annual Security & Fire Safety Report. Information from the reports is used to evaluate and plan more effective

and relevant programming and identify future initiatives.

#### **D. Third Millennium Classrooms**

In order to educate effectively and efficiently, the office of Academic and Community Conduct utilizes the Third Millennium Classroom database, specifically to educate on Alcohol and Other drugs. The online prevention programming assigned through Third Millennium classrooms is evidence-based, easy to use, and provides the student with straight-forward information and education on alcohol and other drug use and prevention strategies.

### **4. Outcomes**

#### **A. American College Health Association-National College Health Assessment Data**

Michigan Tech administered the American College Health Assessment-National College Health Assessment (ACHA-NCHA III) this review period in September 2019. The ACHA-NCHA III was sent out to all active Michigan Tech Students via email, and 746 students completed the survey.

The NCHA III assessment tool changed in 2019 slightly, reflecting the following changes (borrowed from the NCHA website: [acha.org](http://acha.org)):

- Enhanced display logic and skip patterns to bypass students through sections that are not applicable to them
- Questions on Mental Health diagnoses are not mixed in with physical health diagnoses to reduce stigma surrounding mental health
- New language and gender identity terms have been added to address inclusivity.
- The ability to attach a point value to the answer of specific questions using established scales, including:
  - Alcohol, Smoking and Substance Involvement Screening (ASSIST)
  - The Connor-Davidson Resilience Scale (CD-RISC2)
  - Diener Flourishing Scale-Psychological Well-being (PWB)
  - USDA ERS Food Security 6-Item Short Form
  - Kessler 6 (K6)-screening for serious mental illness
  - UCLA Three-Item Loneliness Scale (Hughes, et. al 2004)
  - The Suicide Behaviors Questionnaire-Revised (SBQ-R)

New questions were added to the NCHA III on a variety of health and well-being topics including:

- Food insecurity and homelessness
- Hours of sleep
- Utilization of various on-and off-campus services, including mental health, physical health and gynecologic services

The next ACHA-NCHA III survey will be administered again in the Fall 2022, where trends can be evaluated and data can be used for future prevention and education

efforts. The Fall 2019 ACHA-NCHA III Executive Summary is found in Appendix M.

## **B. Campus Clarity and EverFI Data**

The Campus Clarity and EverFI data share information pertaining to the Michigan Tech (student) campus community on party smart strategies, applying alcohol intervention strategies, recognizing consent, and applying sexual assault intervention strategies.

- Fall 2018-1256 first year students completed the Campus Clarity: *Think About It Course*
- Spring 2019-29 first year students completed the Campus Clarity: *Think About It Course*
- Fall 2019-1234 first year students completed the EverFI: *Alcohol EDU* course.
- Spring 2020-22 first year students completed the EverFI: *Alcohol EDU* course.
- Fall 2020-1176 first year students completed the EverFI: *Alcohol EDU* course.

This information has been used to help tailor and target Michigan Tech's prevention programming efforts. Michigan Tech used this education program during the review period for pre-orientation alcohol and other drug education, as well as for education following a disciplinary sanction. The Campus Clarity at a Glance document can be found in Appendix N. The EverFI suite training snapshot can be found in Appendix O.

## **C. Consistency of Enforcement of Disciplinary Sanctions**

The Drug Free School Act requires schools to report how consistently they enforce their student AOD policy. Michigan Tech's Code of Student Conduct permits Michigan Tech staff to confront both on- and off- campus incidents.

During the review period, Public Safety and Police Services responded to, and referred for disciplinary action, 107 on-campus alcohol or drug incidents (82-Liquor Law Violations and 25 Drug Law Violations). Information regarding the on-campus violations was taken out of the Michigan Tech Annual Security and Fire Report 2019 (Crime statistics from 2016, 2017, 2018) and can be found in Appendix P.

During the review period all incidents were handled by the Office of Academic and Community Conduct. Sanctioning practices for AOD cases have been established to help promote consistency in how hearing officers/conduct boards sanction students found responsible for policy violations. A sanctioning grid was utilized for part of this reporting period, but after consultation with general counsel, the sanctioning grid has been removed from the Student Code of Community Conduct. Rather, best practices and individualized case facts are considered when administering sanctions.

For a full list of Alcohol and Other Drug Incidents, both by individual and by Student Organization, please see Appendix Q.

**Note Regarding Data:** This reporting period includes the time period of the onset of COVID-19. As a result, the capacity of residence hall students living on campus and within the Houghton community decreased. It is anticipated that this impacted the number of reports made to the Office of Academic and Community Conduct involving AOD. In addition, due to software change in the Office of Academic and Community Conduct, Maxient allows for data to be deciphered much more accurately and specifically.

The Office of Academic and Community Conduct worked diligently to provide students an opportunity to accept responsibility for their behaviors and educated them on the impact their behavior has on others within the Michigan Tech community and local communities. Rather than automatically sanctioning students for their behaviors, students are given the opportunity to request restorative practices in lieu of sanctioning. This allows responsible students an opportunity to restore themselves in their communities, hear from impacted parties, find collaborative and individualized ways to ensure the behavior will not occur again. There were 37 individuals and 3 registered student organizations that completed a restorative practice in lieu of formal sanctioning after accepting responsibility for alcohol and/or drug violations within the Student Code of Community Conduct.

With the Good Samaritan Provision being added to the Student Code of Community Conduct, the Office of Academic and Community Conduct has had students utilize this provision for either themselves or a fellow student. During this reporting period, a total of 12 students opted to utilize the Good Samaritan Provision. This means that while the report of the behavior was still made to the Office of Academic and Community Conduct, the incident was handled in an educational conversation with restorative conversations rather than formally charging a student with a code violation.

The “number of reported incidents” includes situations where students were found “not responsible.” Students found responsible for first offense alcohol violations were assigned Campus Clarity Alcohol for Sanctions Course or a course through 3rd Millennium. Students responsible for first offense marijuana violations were assigned Campus Clarity Drugs for Sanctions Course or Marijuana 101 through 3rd Millennium. Both are online education programs. Second and more serious offenses may be referred to Counseling Services. If students are not previously affiliated with on campus counseling they may be referred to an off-campus agency. In some cases, referrals to outpatient treatment programs may be recommended.

#### **D. Third Millennium Classrooms**

In the summer of 2019 The Office of Academic and Community Conduct utilized Third Millennium classrooms as a way to connect students who were required to be given alcohol and other drug prevention education in a timely fashion. Each online class is roughly 30 minutes long and includes an evaluation that is shared with both the student taking the course and the course administrator through The Office of Academic and Community Conduct. The executive summary for the review period (starting in the

summer 2019) is available in Appendix R.

# **Achievement of AOD Goals in the Five Areas of Environmental Interventions**

There are several success stories related to the University's approach to AOD policies and programs, as well as challenges to be addressed. We highlight the following examples. <sup>1</sup>

## **1. Alcohol Free Options**

Major socializing by college-age students takes place late at night. If the university does not offer social programming on campus to suit students' preferred schedules, students will find their entertainment off campus, which can lead to substance abuse.

The use of the American College Health Association-National College Health Assessment, Campus Clarity data, and EverFI data have helped identify the areas in which our students need the most support. During this review period and going forward, The Office of Student Leadership and involvement sponsored late night activities that were drug and alcohol free. (Found at <https://www.mtu.edu/student-leadership/traditions/late-night/>)

There are also many attractive alcohol-free settings on campus for students to congregate and socialize. The Wadsworth Hall (Wads) Annex is available 24 hours per day for Wads residents and their guests. This includes a game room, sauna, and fitness center. The Campus Café in Wads Annex is open every day until 1:00 a.m. during the semester. The upper and lower lodge levels in the Hillside Place apartment building provide residents with comfortable spaces to meet with friends, each with a gas burning fireplace. The upper level provides a community kitchen and a large seating area. The lower level is equipped with a pool table and foosball table. Residents may access the outdoor patio area, complete with a wood burning fireplace, from the lower lodge level.

The University Van Pelt and Opie Library is open 24 hours. Non-alcoholic beverages and snacks are permitted, so students have another attractive venue to study and congregate.

Michigan Tech's Outdoor Adventure Program (OAP) is another alcohol-free option. The purpose of the OAP is to encourage Michigan Tech students to engage in outdoor, active and healthy activities. Michigan Tech students have the opportunity to experience a plethora of outdoor recreation activities on campus, including the Tech Trails (Cross Country trail system) and Mont Ripley Ski Hill. The OAP connects students to the outdoors through guided trips, leadership training, information sessions, and equipment rental and by working closely with student organizations to help advertise and run events. <http://www.oap.mtu.edu>

<sup>1</sup> The Higher Education Center's Supplemental Checklist was used as an outline for this section.

Finally, many of the “Tech Traditions” on campus are alcohol free or promote alcohol-free events. Welcome Week, K-Day (Student Organization Fair), Cardboard Boat Races are examples of large-scale events with social activities, food and alcohol-free entertainment.

As these activities continue, students will always have alternatives to excessive drinking and they can find healthy and fun ways in which to meet and interact with others academically and socially.

## **2. Normative Environment**

Michigan Tech continues to maintain a social, academic and residential environment that supports health conscious campus.

A normative initiative implemented across campus is the Michigan Tech Values Statement, found at <http://www.mtu.edu/student-affairs/administration/values/>. The Values Statement was a student-driven project designed to inspire the student community in all aspects of a student's life at Michigan Tech through the values of community, scholarship, possibilities, accountability, and tenacity. The Values Statement is reinforced through inspiring posters found in prominent positions throughout the Michigan Tech campus. Academic and Community Conduct staff utilize the Values Statement for educational discussions during student conduct hearings and restorative justice conferences involving alcohol and other drug violations. During orientation, first year students meet in teams with peer Orientation Team Leaders to discuss how to live by the Michigan Tech Values Statement.

Since substance usage is a personal decision, the Values Statement is intended to provide a reference point for students in their decision making about consuming alcohol and other drugs. Here is an example of how students can use the Values Statement in decision making: During the 2018-2019 Ice Hockey season, a video was created showcasing Michigan Tech Varsity athletes encouraging their campus community to make choices that reflect good decision-making and lowered-risk drinking behaviors. This video was shown on the video board at various hockey games throughout the season and posted online and throughout the athletics social media.

During the review period, Michigan Tech completed the NCAA CHOICES Grant (April 16-August 2019). The NCAA CHOICES initiative aimed to educate the campus and community on CHOICES that are legal, healthy, safe, and appropriate regarding alcohol. The initiative will continue as the NCAA CHOICES language continues to be woven throughout prevention messaging.

As noted in the above sections, the Campus Clarity and EverFI data indicates that Michigan Tech students get consistent education on recognizing party smart strategies, applying alcohol intervention strategies, recognizing consent, and applying sexual assault intervention strategies, and adopting health behaviors that decrease risk. For example, The Office of Student Leadership and Involvements undertakes a comprehensive education program through Greek Life to help foster an accountable community. During the review period this education program included the following:

- Student Health and Well-being conducted presentations on recognizing party smart strategies and the risk associated with Alcohol and Other Drugs to multiple Greek houses that were mandatory for members
- Each semester the Interfraternity Council hosts a presentation/roundtable for risk management chairs, social chairs, new member educators and presidents on hazing, alcohol and other drug use, bystander intervention, safe and healthy event planning and event promotion
- In the Fall 2019, Sex Signals, a program on sexual assault prevention was brought to Michigan Tech where representatives from Greek Life were strongly encouraged to attend
- Each semester a new member orientation is held, and includes education on Alcohol and Other Drugs. In the fall 2019 the Alcohol and Other Drug Education program was updated and delivered by a peer health ambassador (employed through The Center for Student Mental Health and Well-being) and a Public Safety and Police Services Residential Officer.

Using the framework and collaborations that have been established with the Student Leadership and involvement office and the NCAA CHOICES Grant, further work continues as more strategies are discussed among Greek Life and Athletics to further prevention work and decrease high-risk behaviors in our student's community. The Office of Student Mental Health and Well-being strives for a delivery of an effective, relevant and timely wellness education to students with the goal of creating a prevention conscious culture on campus.

Student Health and Well-being at Michigan Tech focus on the areas of Alcohol & Other Drugs, Mental Health, Sexual Health and General Well-being. By focusing on these four main topics areas, The Center for Student Mental Health and Well-being is able to provide a broad range of relevant and accurate information to the Michigan Tech community. An overview of attendance to programs that fall under these four categories can be found in Appendix D.

### **3. Alcohol Availability**

Michigan Tech's AOD policy prohibits consumption of alcohol in public places and limits the size of beverage containers. Kegs are not permitted on campus (without a valid liquor license) and are not permitted at off-campus parties hosted by registered student organizations. Alcohol is not permitted at student organization recruitment functions.

Michigan Tech continues its efforts to promote a safe and healthy environment during university traditions. The most high-profile tradition is the annual Winter Carnival. Historically, consumption of alcohol was a big part of Carnival for some students and visitors. In 2013 (to present) the Winter Carnival Safety Task Force was created and brought together representatives from the following areas. A primary goal of this group was to discuss ways to prevent alcohol abuse during Winter Carnival and make sure all students and others had a safe and enjoyable experience. Representation from the following areas make up the Winter Carnival Safety Task Force:

- Student Leadership and Involvement
- Blue Key National Honor Society

- Public Safety and Police Services
- Residence Education and Housing Services
- Office of Academic and Community Conduct
- Dial Help
- Memorial Union Building Staff
- Undergraduate Student Government
- The Center for Student Mental Health and Well-being
- MUB Board
- Michigan Tech Emergency Medical Services
- Dean of Students office
- Sound and Lightning (Student Organization)
- The office of Risk Management
- Facilities Management

Public Safety and Police Services increased their staffing for the Winter Carnival, All-Nighter evening, also partnering with local law enforcement agencies such as the City of Houghton Police, Houghton County Sheriff's Department, and Michigan Department of Corrections-Baraga Correctional Facility (AMF). Officers were spread throughout campus, and also were patrolling the busier areas near campus, such as College Avenue and central campus. Any students found with open alcoholic containers were made to pour it out and the situation was documented. In addition, extra staff from other areas was present, such as Residence Education and Housing Services, the Memorial Union Building, and The Student Leadership and Involvement office.

Student Health and Well-being, in collaboration with Residence Education and Housing Services and Public Safety and Police Services, handed out cell phone wallets with good Samaritan resource information, signs and symptoms of frostbite, and recognizing alcohol poisoning. Leading up to the Winter Carnival all-nighter (Wednesday night), presentations were scheduled in delivered in the residence halls to educate on risk associated with drinking, how to stay safe, and utilizing The Good Samaritan Provision.

Dial Help staff and Michigan Tech EMS were also on campus checking on students and performing building sweeps making sure everyone was safe. A training for all staff and students involved in the safety and security of campus during the week of the Winter Carnival celebration were held and key points and exercises were enforced during the training.

#### **4. Alcohol Marketing and Promotion**

Michigan Tech's AOD policy prohibits alcohol to be advertised at official University events or in official University publications. Editorial boards must follow alcohol advertisement policies that insure compliance with state and federal law. Vendors of alcohol are not permitted to conduct events, contests, etc., which promote the sale or consumption of alcoholic beverages. Bulletin boards in the residence halls may not advertise or imply the use of alcohol or illegal substances.

#### **5. Policy Development and Enforcement**

For many years, staff in Student Affairs, The Center for Student Mental Health and Well-

being, Residence Education and Housing Services, The Office of Academic and Community Conduct, and Public Safety and Police Services have worked cooperatively in situations where a student has an alcohol or drug incident. A student with an alcohol/drug incident generally has their first contact with a Resident Assistant or a Public Safety officer (or sometimes off-campus law enforcement authorities). A conduct hearing promptly follows this with either an administrator or the university Student Conduct Board. The student is then sanctioned under the AOD sanctioning protocols. During the review period, this generally required alcohol (or drug) education on a first offense and a more in-depth assessment on a second offense. Depending on the severity and danger of the inappropriate conduct, the student could be required to obtain off-campus comprehensive substance abuse evaluations and maintain follow-up contact with The Office of Academic and Community Conduct and/or The Center for Student Mental Health and Well-being to confirm that the student is following through on requirements.

Michigan Tech's policy also requires parental notification on second offenses for students under the age of 21, in order to advise the parents of potentially dangerous behavior and to enlist the parent's support in reinforcing our AOD policy. In particularly severe cases, parents may be notified on the first offense.

Students are also required to inform the Financial Aid Office if they are convicted of a drug offense while receiving financial aid.

As a result of following consistent sanctioning protocols, as well as emphasizing safety issues and making appropriate choices, community standards are maintained and students understand that administrative staff is here to help students get assistance and make better and healthier choices in the future.

## **6. Strengths and Challenges of AOD Prevention and Well-being Goals**

One challenge is to continue to work with the university community to improve and enhance safe drinking strategies and prevention education across campus. Although alcohol use is never emphasized or encouraged in university traditions, alcohol use does take place during some of these traditions. Continuing to provide alcohol free options during these traditions, as well as educational information prior to and during the traditions will be an ongoing effort.

As the challenge to educate and equip the campus community with timely and relevant alcohol and other drug education continues, Michigan Tech will continue to define and strengthen the following efforts: As always, the challenge is to be efficient and intentional when targeting institutional resources. As a result:

- The Center for Student Mental Health and Well-being collaborates with other university departments and student organizations. These collaborations have not only made more events possible, but have also fueled other programming and

annual programming efforts (See Appendix D).

- Michigan Tech continues to use the Alcohol and Other Drug and Bystander Intervention program, EverFI (and for this review period, Campus Clarity). The university will continue to equip students with research-based tools for staying safe during their time at Michigan Tech and after graduation. (See Appendix N and O)
- During the 2019-2020 academic year the newly formed Center for Student Mental Health and Well-being will conduct a strategic plan. The review will identify strengths and areas for improvement within the Center for Student Mental Health and Well-being as well as which areas to focus in the upcoming biennium.
- Continue to strengthen the consistency and discussion around the disciplinary process for alcohol and other drug violations, as well as ongoing evaluation of alternative approaches.

## **7. Recommendations/Goals**

The following recommendations for ongoing goals are made for the upcoming review period:

- Continue to pursue ways to educate the student campus community on alcohol and other drug prevention strategies, encouraging help-seeking behaviors
- Move towards a university-wide calendar that focuses on health promotion and prevention education specific to Alcohol and Other Drugs
- Continue the work through the President's Council on Health, Wellness and Mindfulness, building collaborations and programming opportunities with Public Safety and Police Services, Residence Education and Housing Services, and The Office of Academic and Community Conduct.
- Review health-specific data that has been collected in the last few years and look to identify trends and language that supports AOD prevention education.
- Continue to gather input from student leaders on prevention efforts that they want to see in their campus community

Respectfully Submitted by:

By Whitney Boroski Date: 12/15/20  
Whitney M. Boroski  
Manager of Student Health and Well-being  
Chair, President's Council on Health, Wellness, and Mindfulness

**PRESIDENT'S CERTIFICATION**

I have reviewed the foregoing 2018-2020 Biennial Review.

By Richard J. Koubek Date: 1/5/21  
Richard J. Koubek, President  
Michigan Technological University

# Appendix A

## **The President's Council on Health, Wellness and Mindfulness Goals**

2019-2020

1. Update Alcohol And Other Drug Programs and educational elements
2. Work with the JED Campus Committee to improve and strengthen Mental Health Programming and Needs.
3. Educate on the importance of Nutritional and Physical Activity, identifying needs and barriers on campus.
4. Educate on Sexual Health and Healthy relationships
5. Have a Member of the Student Health and Wellness Advisory Council attend meetings and give suggestions to the PCHWM on future initiatives.
6. Meet two times each semester

2018-2019

1. Continue to explore ways to use the Peer Health Ambassadors and other student leaders in developing and delivering AOD and related programming
2. Identify gaps in wellness programming and identify areas of improvement within the University with regards to AOD programming
3. Enhance the current comprehensive AOD program(s) by taking a more preventative approach to education and awareness, while keeping current on new trends, information and research
4. Include students' leaders that representative undergraduate and graduate students in the President's Council meetings to gather buy-in on AOD goals, programs, and process.
5. Provide the campus community the tools to create balance in work and life by incorporating a more mindful language into existing programs and throughout the campus culture.
6. Start the process to becoming a JED Campus (made possible through Blue Cross Blue Shield of MI Foundation-MI College and University Cohort).
7. Work with the JED Campus Committee to improve and strengthen mental health programming and needs.
8. Meet two times each semester.

The President's Council on Health, Wellness and Mindfulness  
Committee Members

Whitney Boroski, Chair  
The Center for Student Mental Health and Well-being  
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Brigitte Morin  
Biological Sciences

Student Representative  
Pre-Health Assoc. at Michigan Tech  
Registered Student Org

Student Representative  
HOSA at Michigan Tech  
Registered Student Org

# Appendix B

**Michigan Tech**

## University Policy Office

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### 7.01—Abuse of Alcohol and Other Drugs by Students and Student Organizations

**Effective:** 08/29/2014**Senate Proposal:** No**Responsible University Officer:** Vice President for Student Affairs and Advancement**Responsible Office:** Office of the Dean of Students

### Policy Statement

The abuse of alcohol and other drugs by students and student organizations is contrary to the University's values and mission, and can diminish the intellectual, social, physical, and moral development of its students. The risks of substance abuse and misuse include poor academic performance, unsafe social interactions, unwanted and inappropriate sexual activity, and negative impact on the students' future. The University recognizes that adult students will make personal choices about their use of alcohol and other substances, but those choices must not disrupt the University community, have a negative impact on other members of the surrounding community or violate any local, state, federal law or ordinance, or University policy or code of conduct.

All students and student organizations are responsible for their behavior and for respecting the rights of others.

The University complies fully with local, state and federal regulations regarding the sale, possession, and consumption of alcoholic beverages. The unlawful manufacture, possession, use, or distribution of illicit drugs or controlled substances on University property or as part of University activities is strictly prohibited.

### Policy Requirements

Procedures in support of this policy must comply with all applicable laws and other regulations including without limitation the United States and Michigan Constitutions (due process) and Title IV of the Higher Education Act of 1965 (impact of drug convictions on federal financial aid eligibility).

## Purpose

This policy supports the requirements of the Drug Free Schools and Communities Act (DFSCA) as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86, known as the Drug-Free Schools and Campuses Regulations. It also supports Board of Trustees Policy 12.4 (Alcoholic Beverages).

## Scope

This policy supports the requirements of the Drug Free Schools and Communities Act (DFSCA) as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86, known as the Drug-Free Schools and Campuses Regulations. It also supports [Board of Trustees Policy 12.4 \(Alcoholic Beverages\)](#):

</bot/governance/policies/chapter12/sections/12.01-12.05.html#12.4>.

## Related Policy Information

The President's Council on Health, Wellness and Mindfulness, in cooperation with University departments, is charged with developing training and education programs in support of this policy.

## Contacts

Office/Unit Name	Telephone Number
Dean of Students	Ph: 906-487-2212
Director of Academic and Community Conduct	Ph: 906-487-2951
Manager of Student Health and Wellness	Ph: 906-487-2560

## Definitions

*Controlled Substances* — Drugs and other substances that are considered controlled substances under the Controlled Substances Act (CSA). An updated and complete list of the

schedules is published annually in **Title 21 Code of Federal Regulations (C.F.R.) §§ 1308.11 through 1308.15**: (<http://www.deadiversion.usdoj.gov/21cfr/cfr/2108cfrt.htm>). Substances are placed in their respective schedules based on whether they have a currently accepted medical use in treatment in the United States, their relative abuse potential, and likelihood of causing dependence when abused.

*Illicit drugs* — Drugs which may or may not have licit medical purposes but which are produced, trafficked and/or consumed illicitly.

## Responsibilities

*Dean of Students Office* – Oversight of compliance with local, state and federal law, including without limitation the Drug Free Schools and Community Act. Periodic policy review and revision.

*Academic and Community Conduct Office* – Implementation of conduct procedures in support of this policy.

*Student Health and Wellness Office* – training and programming in support of this policy. Assessment, including the ACHA-NCHA Survey.

## Procedures

In support of this policy, the following procedures are provided :

- [Student Code of Community Conduct](#)
- [Parent Notification Policy: \(/conduct/policies-procedures/student-conduct/parent/\)](/conduct/policies-procedures/student-conduct/parent/)

## Appendices

- [Student Code of Community Conduct](#)
- [Parent Notification Policy: \(/conduct/policies-procedures/student-conduct/parent/\)](/conduct/policies-procedures/student-conduct/parent/)
- [Board of Trustees Policy 12.4: \(/bot/governance/policies/chapter12/sections/12.01-12.05.html#12.4\)](/bot/governance/policies/chapter12/sections/12.01-12.05.html#12.4)
- [Students With Criminal Convictions: Eligibility for Federal Student Aid \(US Department of Education, Federal Student Aid Office\): \(https://studentaid.ed.gov/eligibility/criminal-convictions\)](https://studentaid.ed.gov/eligibility/criminal-convictions)

- [Notification to Students on Alcohol and Other Drugs](#) in compliance with the Drug Free Schools Act.

## Adoption Date

08/29/2014 Approved by the Vice President for Student Affairs and Advancement

## Revisions

- 3/13/2018 Policy Review: Changed "poor social interactions, unwanted and inappropriate sexual activity, and negative impact on future career prospects." to "unsafe social interactions, unwanted and inappropriate sexual activity, and negative impact on the students' future." Updated the name of "President's Council on Health, Wellness and Mindfulness" Updated the title of the "Manager of Student Health and Wellness" Updated the name of the "Student Health and Wellness Office" Updated the name of the "ACHA-NCHA Survey"
- 04/10/2017 Transfer of policy page from HTML to CMS. Business and Finance numbers renamed from "2.7000" to "7. Students". Specifically from "2.7001—Abuse of Alcohol and Other Drugs by Students and Student Organizations " to "7.01—Abuse of Alcohol and Other Drugs by Students and Student Organizations ".
- 06/04/2015 To reflect current titles and practice, "Board of Control" is now "Board of Trustees" and the email address for questions is now policy.
- 08/29/2014 Approved by the Vice President for Student Affairs and Advancement

## **12.4 Alcoholic Beverages**

Michigan Technological University recognizes that clear evidence exists that the misuse and abuse of alcoholic beverages can erode the foundation of the University's goals and objectives and can diminish the attainment of intellectual, social, physical and moral growth and development. All University members are adults who will make personal choices about their use of alcohol, but those choices must not disrupt the living or learning environment of others.

It is the University's mission to influence alcohol related behavior when such behavior has a negative effect on any segment of the University community or violates any city, state, or federal law or ordinance. The University will attempt to provide, for all its community, educational activities and information concerning the responsible use of alcohol. The University will facilitate coordination of treatment services and the University will provide guidelines for responsible use of alcohol. Furthermore, neither this policy nor the University's consent to the use of alcoholic beverages at certain locations and under certain circumstances constitutes University sponsorship or approval of such use but reflects its desire to permit freedom of choice where such choice does not endanger life or violate existing law.

All federal, state, and local laws governing alcohol usage are applicable to all activities at Michigan Technological University.

Alcohol is not allowed to be advertised at official University events, nor advertised in official University publications.

Social events are to conform to recognized standards of good taste and conduct.

Possession and use of alcoholic or intoxicating beverages is prohibited except in the following circumstances:

1. At University-sponsored functions alcoholic beverages may be served to non-paying guests with the prior approval of the President.
2. The possession and use of alcoholic beverages is permitted for occasions and in facilities for which a valid liquor license has been obtained only in compliance with the license.
3. Occupants of residence halls and University apartments may possess and use alcohol in approved rooms if such persons are of legal drinking age.
4. The use of alcohol is permitted in Michigan Technological University courses, workshops or seminars when under the supervision of a professional staff member and the purpose is solely educational.

Those who violate federal, state or local laws while on University property, or at University sponsored events, and/or University rules regarding use, possession, sale or furnishing of alcohol to others are subject to disciplinary actions, up to and including dismissal or discharge.

This policy shall be administered in accordance with rules and procedures established by the President or designee.

This Policy constitutes a Rule and/or Regulation pursuant to MCL 4.201 et seq and MCL 752.581 et seq.

## History

- 01/21/1952
- 06/07/1952
- 12/10/1971
- 01/28/1982
- 09/22/1989
- 09/18/1992: Change responsibility
- 08/03/2000: Prohibit the alcohol advertising at official University events or in official University publications; change provost title
- 07/15/2010: Was previously Policy 15.9. Renumbered, corrected Provost title, added "This Policy constitutes a Rule... ."



# Office of Academic and Community Conduct

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## Parent Notification Policy

### First Alcohol Violation

The University generally will not notify parents or legal guardians of students under the age of 21 of first-time alcohol violations, unless there are extenuating circumstances.

Extenuating circumstances that would warrant notification to the parent or guardian of a first-time alcohol violation include conduct by the student that indicates that the student is or could be a danger to him/her self, others, or property.

### Second and Subsequent Alcohol Violations

The University will notify parents or legal guardians of students under the age of 21 of all second and subsequent violations of the alcohol policy.

### Drug Violations

On first offenses, the University may notify the parents or guardians of all conduct by students under the age of 21 that violates the University's drug policy or that violates local, state or federal law as it relates to illegal drug use. It will notify on all second offenses.

### Advance Notice to Student

When the University determines that it must notify the parent or legal guardians of students under the age of 21 according to the above policy, it will give the student advance notice of the notification so that the student may, if he/she chooses, initiate contact with his/her parent or guardian first.

### Exceptions to Policy

The University reserves the right to not notify parents or guardians of drug or alcohol violations of students under the age of 21 if the University determines that, because of the student's family situation, doing so would endanger the student's life or well-being.



**Michigan  
Technological  
University**

*Academic and Community Conduct*

# **Student Code of Community Conduct**



Effective: September 01, 2020

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# 1. Introduction

## 1.1 Student Affairs

Michigan Technological University is a globally recognized technological university that educates students, advances knowledge, innovates to improve quality of life, and promotes mutual respect and equity for all people of Michigan, the nation, and the global community. The Student Code of Community Conduct supports the University's role in preparing students to create the future. Informed by its mission, vision, and values, Student Affairs provides opportunities for students to put our culture of integrity into action. Innovative student-centered activities, programs, and services promote civic engagement and responsibility and help our students develop strong leadership and team-building capabilities, critical thinking skills, and ethical awareness.

## 1.2 Our Mission

We prepare students to create the future and we make their success our highest priority.

## 1.3 Our Vision

Create Possibilities. Inspire Learning. Exceed Expectations.

## 1.4 Our Goals

- Create Pride and Affinity
- Foster Student Success
- Cultivate a Culture of Philanthropy
- Provide the Michigan Tech Experience

## 1.5 Our Values

The success of Michigan Tech students is the most important measure of our progress. Given this, we are committed to inspiring:

- An engaged community that actively seeks improvement through acceptance and understanding.
- Students achieve world-class scholarship through academics, research, and continued learning.
- The creation of all conceivable possibilities through innovative use of their skills and knowledge.
- Individuals to hold themselves accountable, and to act with integrity, honesty, and diligence.
- The tenacity required to make ethical choices and to persevere through all obstacles.

## 1.6 Our Learning Outcomes

Students engaged in programs, initiatives, and experiences offered by Student Affairs will:

- Exemplify qualities of ethically and civically engaged leaders.
- Develop communication skills necessary to adapt and engage effectively in groups.
- Acquire and demonstrate personal responsibility and accountability.
- Obtain and apply intercultural knowledge to thrive in our global society.
- Exhibit a sense of pride and affinity for Michigan Tech.

## 1.7 Purpose of the Student Code of Community Conduct

Michigan Technological University “prepares students to create the future.” In doing so, the University inspires the values of community, scholarship, possibilities, accountability, and tenacity. These values should serve to guide decisions and foster learning. Standards of conduct are set forth in the *Student Code of Community Conduct* to assist the University community in furthering its mission and values. The Office of Academic and Community Conduct has been given the responsibility for enforcing these standards.

Attendance at the University is both voluntary and a privilege. Upon enrollment, students have the responsibility to uphold the rules and values of the University, and the right to a fair and equitable conduct process. Students, student groups, and/or student organizations are responsible for knowing and complying with the information, policies, and procedures outlined in the Code.

The student conduct process is not intended to punish students; rather, it exists to protect the interests of the community and to guide and educate students whose behavior is not consistent with University policies. The Office of Academic and Community Conduct approaches student conduct as an educational and restorative process.

The purpose of the student conduct process is to determine responsibility, not guilt or innocence. The conduct process is not a criminal or civil trial; it is educational in nature, although non-criminal sanctions can be imposed if a student is responsible for a conduct violation. Sanctions are intended to challenge student’s moral and ethical decision-making and to help them bring their behavior into accord with the University’s values.

While the University has a primary duty to supervise behavior on its premises, there are many circumstances where the off-campus behavior of students affects the University and warrants action. The University expects students, groups/organizations to conduct themselves in accordance with the law. Engaging in conduct prohibited under local, state, or federal laws as well as conduct prohibited under University regulations is a clear violation of the Code.

The Code may be applied to conduct online, via email, or other electronic media. Students should also be aware that online postings such as blogs, web postings, chats, and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. The University does not regularly search for this information but may act if and when such information is brought to the attention of University officials. Most online speeches by students not involving University networks or technology is protected as free expression and not subject to this Code, with two notable exceptions:

- A. A true threat, defined as “a threat a reasonable person in the circumstances would interpret as a serious expression of intent to inflict bodily harm upon specific individuals.”
- B. A speech posted online about the University or its community members that causes or is intended to cause a significant on-campus disruption of the University’s educational activities.

The University will take all actions that it deems necessary and appropriate to protect the integrity and best interests of the University and the University community. The Code (which also encompasses behavior that might constitute a violation of the law) provides ample interpretive latitude. If desired, an expedited review and modification process can be created with advance notice and opportunity to comment provided. While some deviation from practices described in the Code may at times be necessary, every effort will be made to ensure that the intent of fairness of the Code is maintained. The Code is a dynamic document, and as such is periodically reviewed, and can be modified. It is the responsibility of every member of the University community to periodically review the Code. Final authority in conduct matters is vested in University administration and the Board of Trustees.

### 1.8 Modifications and Review of Policy

Michigan Tech reserves the right to modify this policy to consider applicable legal requirements. Michigan Tech will regularly review this policy to determine whether modifications should be made. The effective date of this policy is September 01, 2020.

### 1.9 Health and Safety

When incidents arise that jeopardize the health and safety of members of our Michigan Tech community, the Office of Academic and Community will continue to view misconduct through an educational lens as opposed to a punitive lens. We anticipate students are going to make mistakes, hopefully very minor in scope. By approaching these mistakes as learning opportunities, our goal is to educate students about the impact their actions have on our community. We further hope students will take the knowledge gained and help educate their peers to not make the same mistakes. By reinforcing the Michigan Tech values, our expectation is that our students will hold themselves accountable for complying with the protocols put in place to protect the health and safety of the University Community. Individuals not adhering to these protocols can be held accountable by reporting concerns online, or to appropriate university officials. Any university community member experiencing interpersonal conflicts related to holding others accountable for compliance can request assistance. In cases of emergency, individuals should dial 911.

### 1.10 Inclusivity

Ethnic harassment or bullying exacerbates hatred, harms individuals, and is never justified, no matter the circumstances. These behaviors cultivate misunderstanding and fear, and hurt all of us. Michigan Tech does not tolerate discrimination or harassment. As a University, we strive to ensure that all students, faculty, and staff are able to study, work, teach, and learn in an environment that is healthy, safe, and free from bias or discrimination.

Through our own language and conduct, we must demonstrate that health and tolerance are compatible values. Both are central elements of educational excellence. For more information or assistance, contact the Center for Diversity and Inclusion at [diversitycenter@mtu.edu](mailto:diversitycenter@mtu.edu) or 906-487-2920, or Institutional Equity at [equity@mtu.edu](mailto:equity@mtu.edu) or 906-487-3310. You can also report a concern.

### 1.11 Students with Disabilities

Michigan Tech is committed to providing qualified students with disabilities reasonable accommodations and support needed to ensure equal access to academic programs and activities. A student requesting any accommodations related to filing a report and/or participating in the student conduct process should contact Disability Services as soon as possible so appropriate arrangements can be made. Disability Services will review documentation provided by the student, and in consultation with the student, determine which accommodations are appropriate to the student's particular needs.

### 1.12 Good Samaritan Provision: Intent Regarding Medical Emergency

Student welfare is the University's primary concern. The Good Samaritan Provision is intended to encourage students to seek swift medical assistance for themselves and others without fear of penalty. Students are urged to not only to take care of their own well-being but to behave in an equally responsible way with their peers.

There may be times when safety concerns arise from a student's excessive drinking or drug use, and in these situations, students should not hesitate to seek help from the Residence Education and Housing Services staff, Public Safety and Police Services, medical or counseling professionals, and/or off-campus police out of fear of student conduct action. Under this Good Samaritan Policy, neither the student in distress nor the student or organization seeking assistance will ordinarily be subject to student conduct action for the possession, provision, or consumption of drugs or alcohol.

This policy refers to isolated incidents only, and does not excuse or protect those who flagrantly or repeatedly violate the Abuse of Alcohol and Other Drugs by Students and Student Organizations Policy, nor does it preclude disciplinary action arising from violations of other University policies. However, in cases involving additional policy violations, the University will consider the positive impact of reporting an incident as well as the health and safety needs of the involved student(s) when determining the appropriate course of action. This statement of intent applies only to administrative enforcement of the Code and does not provide immunity/amnesty from arrest or criminal prosecution.

### 1.13 Amnesty

Reporting of violations of the Student Code of Community Conduct is encouraged at Michigan Tech. Thus, it is imperative that individuals share information when participating in a conduct investigation without fear of potential consequences for certain policy violations including, but not limited to, underage consumption of alcohol or the use of illicit drugs. Michigan Tech offers parties and witnesses amnesty from such violations but may include educational opportunities for individuals in lieu of a finding of responsibility or punitive sanctions.

## 2. Definitions

### 2.1 Advisor

An advisor is an individual chosen by a party to support a complainant or respondent through the conduct process for charges of alleged sexual misconduct and/or if criminal charges are pending for a Student Code of Community Conduct violation. Advisors serve in a limited role during the conduct process. Advisors may be, but are not required to be, an attorney.

### 2.2 Charge

Charge means reasonable cause has been established that a violation of the Code has occurred.

### 2.3 Code

Code means any and all University codes, regulations, rules, and policies, including this *Student Code of Community Conduct*.

### 2.4 Complainant

Complainant refers to any member of the University community, of the public, or any law enforcement agency representative who makes a report to the Office of Academic and Community Conduct. In situations where the individual(s) reports information but wishes not to be involved in the conduct process, the University may choose to become the complainant.

### 2.5 Consent

Consent is the affirmative, conscious, and voluntary expression to engage in sexual activity through clear words or actions. Consent is ongoing and can be revoked by words or actions at any point during the interaction. When consent is withdrawn or can no longer be given, sexual activity must stop. Consent cannot be given when it is the result of coercion, intimidation, force, or threat of harm.

It is the responsibility of each person to ensure they have consent from the other to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not, alone, constitute consent.

The existence of a dating relationship or past sexual relations between the complainant and respondent will never by itself be assumed to be an indicator of consent (nor will subsequent sexual relations or dating relationship alone suffice as evidence of consent to prior conduct).

The respondent's belief that the complainant consented will not provide a valid defense unless the belief was actual and reasonable. In making this determination, the decision-maker(s) will consider all of the facts and circumstances the respondent knew, or by a reasonable person standard, should have known at the time. In particular, the respondent's belief is not a valid defense where:

- A. The respondent's belief arose from the respondent's own intoxication or recklessness;
- B. The respondent did not take reasonable steps, in the circumstances known to the respondent at the time, to ascertain whether the complainant affirmatively consented; or

- C. The respondent knew, or by a reasonable person standard should have known at the time, that the complainant was unable to knowingly and willingly consent because the complainant was incapacitated, in that the complainant was:
- asleep or unconscious,
  - involuntarily restrained,
  - unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication,
  - unable to communicate due to a mental or physical condition.

## 2.6 Crime of Violence

Crime of violence refers to prohibited conduct where the responding student(s) uses, or threatens to use, violent force against another person. Crimes of violence include crimes committed with and without weapons. Crimes of violence include, but are not limited to: murder, rape, robbery, and assault and battery.

## 2.7 Cross-examination

Cross-examination is the direct or indirect, live questioning of the complainant and/or respondent or the complainant and/or respondent's witness during a hearing to determine the credibility (knowledge, accuracy, potential ulterior motives, etc.) of that person's statements. The parties may cross-examine each other directly, or may choose to do so indirectly through the procedural officer. The parties may cross-examine witnesses directly, or indirectly through the procedural officer. In hearings of responsibility, cross-examination will take place. All questioning must be relevant to the charge(s) and/or case.

## 2.8 Federally Illegal Drugs

Federally illegal drugs are defined by the *Controlled Substances Act (CSA)*, and any amendments to that act. Under CSA, marijuana is classified as a Schedule I controlled substance: all forms of cannabis are federally illegal, including medical marijuana regardless of state drug policies. In compliance with the *Drug-Free Schools Act*, the possession, use, manufacture, and/or distribution of any federally illegal drug on University property is strictly prohibited.

## 2.9 Group Violation

Group Violation means a code violation where a student group/organization and its officers and/or membership may be held collectively and individually responsible when such violations of the code: take place at organization-sponsored or co-sponsored events, whether sponsorship is formal or implied; and/or have received the consent or encouragement of the organization or of the organization's leaders or officers; and/or were known or should have been known to the membership or its officers.

## 2.10 Interim Action

Interim action means any lawful action, order, restriction, or demand made pursuant to the code, as a means to protect individuals, property, and/or the best interests of the University.

### 2.11 Maxient

Maxient is the conduct management system used by the University. All email correspondence generated from the address **Maxient System** <[notifications@maxient.com](mailto:notifications@maxient.com)> should be treated as official communication.

### 2.12 Mediation

Mediation means utilizing a neutral third party to assist in reaching an agreement on actions to be taken to resolve conflict where the allegations of misconduct do not fall within the definitions of sexual and/or relationship misconduct.

### 2.13 Medical Emergency

Medical emergency is defined as any situation where a student's physical and/or psychological health is at serious risk and immediate action must be taken to protect the individual or others.

### 2.14 PERC

PERC stands for Probation Early Release Certification. This is a program for students/student organizations sanctioned to conduct probation to complete a series of educational conditions that will in turn release them early from their term of conduct probation, and restore them to good conduct standing.

### 2.15 Preponderance of Evidence

Preponderance of evidence means the totality of all available evidence indicates it is more likely than not that a policy violation did/did not occur. The burden is not on a party, but on the institution. The concept of "preponderance of the evidence" can be visualized as a scale representing the standard of proof, with the totality of evidence collected during the University's investigation resting on the respective trays on either side of the scale. If the scale tips ever so slightly to one side or the other, the weightier side will prevail.

### 2.16 Procedural Officer

Procedural officer means all administrative staff with delegated authority to resolve academic and community conduct issues.

### 2.17 Property

Property means all tangible and intangible property.

### 2.18 Reasonable

Reasonable means fair and appropriate given all facts and circumstances.

### 2.19 Reasonable Cause

Reasonable cause means there is sufficient information alleged by a complainant to warrant belief by a reasonable person that a respondent has violated the code. Evidence is sufficient if a reasonable person would believe that further inquiry into whether a violation occurred is warranted.

### 2.20 Reasonable Person

Reasonable person means a reasonable person under similar circumstances and with similar identities to the complainant.

### 2.21 Respondent

Respondent means the student(s)/group(s)/organization(s) alleged to have violated the code.

### 2.22 Sexual Misconduct Investigator

Sexual misconduct investigators are neutral and impartial fact-finders who gather evidence regarding an allegation against students. It is the responsibility of the investigators to adhere to prescribed timelines throughout the investigation for the entire investigation. The investigators are responsible for completing an investigative report at the conclusion of the investigation that fairly summarizes all relevant evidence and information gathered during the investigation. Sexual misconduct investigators are annually trained Title IX investigators.

### 2.23 Student

Student means any individual who is an admitted applicant, is currently enrolled, or was enrolled at the time of the conduct at issue regardless of their age or status in regard to parental dependency. Student status is maintained during semester breaks.

### 2.24 Support Person

Support person means any member of the University community (faculty/staff/student) chosen by the complainant or respondent to provide support during the conduct process. The support person may not be an immediate family member. Support persons may not participate directly in the conduct process, but may offer advice, guidance, and/or support to the student (complainant or respondent). Students with alleged violations of sexual misconduct and/or that have criminal charges pending may have a support person in addition to their advisor.

### 2.25 University

University includes all schools, programs, and divisions of Michigan Technological University, be they on-campus, online learning programs, or on a foreign campus, and at all levels, undergraduate, graduate, or professional.

### 2.26 University Community

University community means students, faculty, and staff.

### 2.27 University Conduct Board

University conduct board means a group of trained University faculty, staff, and/or students convened for the purpose of reviewing the conduct violation and determining appropriate consequences as needed, known as hearing decision-makers.

### 2.28 University Premises

University premises means buildings, facilities, or grounds owned, leased, operated, controlled, or supervised by the University. University premises also include websites operated by the

University, including the official University website and online courses offered by the University.

### 2.29 University Sponsored Activity

University sponsored activity means any activity on or off University premises that is directly initiated or supervised by the University.

### 2.20 Written Notice

Written notice means all written communication in any form whatsoever, including and without limitation, communication through campus and/or U.S. mail, and all forms of electronic communication to the student's or organization's last known University address. Students will be held accountable for retrieving their University mail/email in a timely manner. Email sent to a student's University email address constitutes official communication, and is deemed delivered at the moment the email is sent and/or date of the mailing of the notice.

## 3. Standards of Conduct

### Purpose of Standards of Conduct

The purpose of publishing the standards of conduct is to give students, student groups, and/or student organizations general notice of prohibited conduct. The University considers the behaviors described in the following subsections as inappropriate for the University community. These behaviors are in opposition to the core values set forth in this document. These expectations and rules apply to all students, student groups, and/or student organizations. The University's rules are not written with the specificity of a criminal statute. Students, student groups, and/or student organizations are responsible for choices they make about their actions and accepting the consequences of those choices. Attempts to commit acts prohibited by these rules may be sanctioned to the same extent as completed violations. Repeated or aggravated acts of prohibited conduct may result in progressively more severe sanctions. The following activities are prohibited:

### 3.1 Academic Misconduct

See also Senate Policy 109.1— Academic Integrity Policy

#### 3.1.01 Plagiarism

Knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation. This includes, but is not limited to, reading or hearing another's work or ideas and using them as one's own; quoting, paraphrasing, or condensing another's work without giving proper credit; and purchasing or receiving another's work and using, handling, or submitting it as one's own work.

#### 3.1.02 Cheating

Intentional, unauthorized use of any study aids, equipment, or another's work during an academic exercise. This includes, but is not limited to, unauthorized use of notes, study aids, electronic or other equipment during an examination; copying or looking at another

individual's examination; taking or passing information to another individual during an examination; taking an examination for another individual; allowing another individual to take one's examination; and stealing examinations. Cheating also includes unauthorized collaboration. All graded academic exercises are expected to be performed on an individual basis unless otherwise stated by the instructor. An academic exercise may not be submitted by a student for course credit in more than one course without the permission of all instructors.

### 3.1.03 Fabrication

Intentional and/or unauthorized falsification or invention of any information or citation during an academic exercise. This includes, but is not limited to, changing or adding an answer on an examination and re-submitting it to change the grade; and inventing data for a laboratory exercise or report.

### 3.1.04 Facilitating Academic Misconduct

Knowingly or recklessly allowing or helping another individual to plagiarize, cheat, or fabricate information.

## 3.2 Alcohol Misuse

University Policy 7.01 addresses the abuse of alcohol and other drugs by students and student organizations. Also see Section 1.12— Good Samaritan Provision: Intent Regarding Medical Emergency. Alcohol misuse includes, but is not limited to:

### 3.2.01 Possession and/or Use of Alcohol

Alcohol misuse includes possession and/or use of alcohol except as expressly permitted by law or University policy 7.01. Alcoholic beverages may not be used by or possessed by any person under the legal drinking age (i.e., 21 years of age in Michigan).

### 3.2.02 Manufacture, Sale, and/or Distribution of Alcohol

Alcohol misuse includes manufacture, sale, and/or distribution except as expressly permitted by law or University Policy 7.01. Alcoholic beverages may not be distributed to any person under the legal drinking age (i.e., 21 years of age in Michigan).

### 3.2.03 Intoxication

Alcohol misuse includes intoxication to the point of endangering one's own health or safety; causing a disruption to the University community; and/or having a negative impact on other members of the surrounding community, regardless of age.

### 3.2.04 Causing Involuntary Intoxication

Alcohol misuse includes causing involuntary intoxication by any act which causes a person to consume alcohol without their effective consent.

### 3.2.05 Violation of the Code while Intoxicated

Alcohol misuse includes violating the code while intoxicated, regardless of age.

### 3.3 Animals

Bringing an unauthorized animal into a University building or to a University sponsored event, with the exception of working service animals. “Service animal” is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. “Disability” means a medically diagnosable physical or mental condition or impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, speaking, breathing, working, and/or learning.

### 3.4 Bullying

Intentional, repeated, and/or severe aggressive electronic, written, verbal, or physical acts of physical, social, or emotional domination that are intended to and do objectively and subjectively intimidate, harm, or control another physically or emotionally so as to substantially interfere with or limit their ability to participate in or benefit from an educational program or employment.

### 3.5 Bystanding

Complicity with or failure of any student to appropriately address known or obvious violations of the Code. Complicity with or failure of any organized group/groups to appropriately address known or obvious violations of the Code or laws by its members.

### 3.6 Chalking

Any member or members of the Michigan Technological University community found chalking in a way that is inconsistent with the requirements set forth by the University Policy 5.07—Chalking.

### 3.7 Community Order

Engaging in conduct prohibited under local, state, or federal laws and/or under University regulations. If a person has been asked by an authorized University official to leave the University premises, a University event, or a restricted area and refuses to do so, the person is trespassing and may be lawfully removed to maintain community order.

### 3.8 Dangerous Materials

Unauthorized use, possession, distribution, sale, storage, explosion, or detonation of chemicals, explosives, fireworks, or other hazardous materials on University premises or at University sponsored activities.

### 3.9 Discrimination

Unequal or unfair treatment of a person in University program and/or activity on the basis of that person’s race, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, marital status, disabled veteran status, veteran status, or disability. Discrimination can occur when persons are excluded from participation in, or denied the benefits of, any University program or activity because of their protected status.

### 3.10 Disruptive Behavior

Causing a substantial disturbance, disruption, or interference, including without limitation substantially disturbing, disrupting, or interfering with the use or enjoyment of University

premises or the surrounding community, research and teaching, University administration, conduct hearings, grievance procedures, or fire, police, and emergency services.

### 3.11 Drugs

University Policy 7.01 addresses the abuse of alcohol and other drugs by students and student organizations. Also, see Section 1.12— the Good Samaritan Provision: Intent Regarding Medical Emergency. Drug misuse includes, but is not limited to:

#### 3.11.01 Possession and/or Use

Drug misuse includes possession and/or use of any *Federally Illegal Drug*, or any possession or use of any prescription drug or other controlled substance except under the direction of a licensed physician. Marijuana, including medical marijuana, is prohibited on campus in all circumstances.

#### 3.11.02 Manufacture, Sale, and/or Distribution

Drug misuse includes the manufacture, sale, and/or distribution of any *Federally Illegal Drug*, including cannabis in any form, and is prohibited.

#### 3.11.03 Being Under the Influence

Drug misuse includes being under the influence of any *Federally Illegal Drug*, prescription or non-prescription drug, or other controlled substance to the point of endangering one's own health or safety, regardless of age.

#### 3.11.04 Causing Involuntary Drug Use

Drug misuse includes causing involuntary drug use where any act which causes a person to ingest any *Federally Illegal Drug*, prescription drug, or other controlled substance without their consent.

#### 3.11.05 Violation of the Code while Under the Influence

Drug misuse includes violation of the code while under the influence of any *Federally Illegal Drug*, prescription drug, or other controlled substance in violation of this policy, regardless of age.

### 3.12 Emergency Alarms, Drills, and Equipment

Misusing, tampering with, or unauthorized disabling or impairing of any emergency alarm system or other safety equipment in any campus building or on University property; and/or failing to leave any University building during any emergency alarm or emergency evacuation procedure.

### 3.13 Endangerment

Any act that directly or indirectly creates a substantial risk to anyone's medical or mental health or safety (including one's own health or safety) regardless of intent.

### 3.14 Failure to Comply with Conduct Decisions

Intentionally or recklessly violating the terms of any conduct sanction and/or educational condition(s) imposed in accordance with this Code.

### 3.15 Failure to Comply with Official Request

Failing to comply with legitimate official requests, including without limitation requests made by, University administrative staff, faculty, student employees, and/or law enforcement agencies.

### 3.16 False Reporting

Knowingly initiating or causing to be initiated any false report of a Code violation or violation of law; or any false warning or false threat of fire, explosion, or other emergency.

### 3.17 Financial Obligations

Failure to promptly meet financial responsibilities to the University, including, but not limited to knowingly passing a worthless check or money order in payment to the University, or to an employee acting in an official University capacity.

### 3.18 Furnishings and Fixtures

Any unauthorized moving of University equipment or furnishings from room to room; or from rooms, lounges, lobbies or buildings; placing furniture in the hallway; and/or removing window screens.

### 3.19 Harassment (General)

Unwelcome conduct of a verbal, written, online, or physical nature that could reasonably be understood as being sufficiently severe, persistent, or pervasive, and disrupting or undermining a person's ability to participate in or benefit from a University program, activity, and/or employment.

### 3.20 Harassment (Protected Class)

Unwelcome conduct that is based on race, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, marital status, disabled veteran status, veteran status, or disability, and where enduring the offensive conduct becomes a condition of continued employment, or the conduct is sufficiently severe, persistent, or pervasive, and subjectively and objectively offensive as to substantially or effectively disrupt or undermine a person's ability to participate in or benefit from a University program, activity, and/or employment.

### 3.21 Hazing

Violating University policy against hazing.

### 3.22 Host Liability

Hosts are responsible for their guests' behavior on University property.

### 3.23 Information Technology Resources

Violating University Policy 1.06— Acceptable Use of Information Technology Resources.

### 3.24 Littering

Disposing refuse of any kind on University premises, except in receptacles provided for that purpose; and/or placing any flier in or on any vehicle parked on University property without University authorization.

### 3.25 Misrepresentation

Furnishing false information to any University official, faculty member, or office. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

### 3.26 Misuse of Services

Unauthorized use, or providing such use to another, of official identification, or of the University's properties, services, programs, facilities, supplies, name, logo, insignia, documents, keys, or permits.

### 3.27 Motorized Vehicles

Unauthorized use of a motor vehicle, including but not limited to cars, ATVs, snow vehicles, or similar motorized devices, while on University property, except in designated locations.

### 3.28 No Contact Directive Violation

Failing to comply with an official no contact directive put in place by the Office of Academic and Community Conduct or the Title IX Coordinator.

### 3.29 Physical Misconduct

Intentionally or recklessly causing physical harm to any person, or any intentional action resulting in non-accidental physical contact with a person without their consent.

### 3.30 Posting

Placing of advertisements, posters, signs, etc. on designated bulletin boards or in other locations, without authorization.

### 3.31 Property Damage or Destruction

Destroying or damaging University property or the property of a member of the University community.

### 3.32 Public Exposure

Deliberately and publicly exposing one's intimate body parts, public urination, defecation, and/or public sex acts.

### 3.33 Retaliation

Engaging in any adverse action, directly or indirectly, including through someone else, that is intended to coerce, harass, intimidate, threaten, harm, or improperly influence any person because they:

- A. make, or intend to make, a report, complaint, grievance, or allegation of prohibited conduct under any University policy or rule, or under any law; or
- B. participate in or cooperate with any University proceedings such as, but not limited to, a conduct or grievance proceeding; or
- C. appear as a witness.

### 3.34 Sexual Misconduct

#### 3.34.01 Sexual Harassment

Conduct on the basis of sex that is unwelcomed and determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.

#### 3.34.02 Sexual Assault

An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including Rape, Fondling, Incest, and Statutory Rape as defined in this Policy.

##### *3.34.02.i Rape*

The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

##### *3.34.02.ii Fondling*

The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental Incapacity.

##### *3.34.02.iii Incest*

Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

##### *3.34.02.iv Statutory Rape*

Sexual intercourse with a person who is under the statutory age of Consent.

#### 3.34.03 Dating Violence

Violence committed by a person—

- A. who is or has been in a social relationship of a romantic or intimate nature with the victim; **and**
- B. where the existence of such a relationship shall be determined based on a consideration of the following factors:
  - The length of the relationship,
  - The type of relationship,
  - The frequency of interaction between the persons involved in the relationship.

Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

#### 3.34.04 Domestic Violence

A felony or misdemeanor crimes of violence committed by:

- a current or former spouse or intimate partner of the victim,
- a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under the domestic or family violence laws of Michigan, or
- any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Michigan.

#### 3.34.05 Stalking

Engaging in a Course of Conduct directed at a specific person that would cause a reasonable person to—

- fear for his or her safety or the safety of others; or
- suffer substantial emotional distress.

#### 3.34.06 Non-Consensual Sexual Contact

Any intentional or reckless sexual touching, however slight, with any object or body part, by a person upon another person, without consent and/or by force. Sexual contact is any intentional or reckless contact with the breasts, buttock, groin, mouth, or genitals or another person, or intentional or reckless touching of another person with any of these body parts, making another person touch you or themselves with or on any of these body parts, or any other intentional or reckless bodily contact in a sexual manner.

#### 3.34.07 Sexual Exploitation

Taking non-consensual, unjust, or abusive advantage of another in a sexual or intimate context for the respondent's own advantage or benefit OR to benefit/advantage anyone other than the individual being exploited.

### 3.35 Smoking/Tobacco Use

Smoking, smoke-free tobacco, and/or vapor use are prohibited on all Michigan Tech-owned or leased properties. There is an on-going blanket exception allowing for the use of tobacco (*Nicotiana rustica*) in spiritual and religious ceremonies. To ensure that ceremonies held indoors do not inadvertently activate fire alarms or sprinkler systems, event organizers must coordinate with the Office of Environmental Health and Safety.

### 3.36 Solicitation of Commercial Enterprises

Unauthorized selling of any goods or services on University premises. Solicitations or commercial enterprises (including cyber-marketing and telemarketing) in University housing are strictly prohibited.

### 3.37 Stolen Property

Theft of property or services; or knowingly possessing, selling, or distributing stolen property.

### 3.38 Threats

Intentionally or recklessly threatening physical harm to any person; or intentionally or recklessly causing reasonable apprehension of such harm; or communicating to any person (including communicating by any communication device, anonymously or otherwise), with intent to threaten another person for no legitimate purpose.

### 3.39 Violating Residence Education and Housing Services Policies

The Campus Housing Policies, including the Living Guide, Terms and Conditions for Residence Halls, as well as the Apartment Contract Terms and Conditions can be found at [mtu.edu/conduct/policies-procedures/student-conduct/#campus-housing-policies](http://mtu.edu/conduct/policies-procedures/student-conduct/#campus-housing-policies).

### 3.40 Violating Student Leadership and Involvement Policies

Policies related to student activities and/or student organizations can be found at [mtu.edu/student-leadership/resources/policies](http://mtu.edu/student-leadership/resources/policies).

### 3.41 Weapons

Violating University policy 12.7 on weapons registration.

### 3.42 Wheeled Devices

Skateboards, roller blades, bicycles, and similar wheeled devices may not be used inside University buildings, residence halls, or on tennis courts. Additionally, skateboards and other wheeled items may not be ridden on railings, curbs, benches, or any such fixtures that may be damaged by these activities. Individuals may be liable for damage to University property caused by these activities.

## 4. Conduct Process & Pathways

The University will respond to violations of the Code through a variety of pathways, informally and/or formally, with the goal of educating all parties involved. Resolutions, as well as appeal processes, are administrative functions internal to the University. Students may also face criminal action by the University for violations of Board of Trustees regulations or ordinances, and external, criminal/civil proceedings for violations of federal/state laws and/or city ordinances. Proceedings under the Code may be carried out prior to, simultaneously with, or following criminal/civil proceedings. A flowchart for the conduct process can be reviewed under the appendix. The conduct process listed in this section does not apply to sexual misconduct cases - see Section 5— Sexual Misconduct.

#### 4.1 Reporting of Alleged Code Violation

University community members, law enforcement agencies, or members of the public can report possible Code violations by making a written/electronic complaint to the Office of Academic and Community Conduct. See Section 5.3 for Reporting Sexual Misconduct.

#### 4.2 Student Groups/Organizations

Student groups/organizations are expected to comply with the community standards set forth in the Code and may be charged with violations of those standards. Hearings for student groups or organizations follow the same general student conduct procedures. Determinations as to responsibility will be made. Sanctions will be assigned collectively and/or individually, and will be proportionate to the involvement of each individual and the organization.

#### 4.3 Cause and Notice

It is within the discretion of the University to determine the extent to which the complaint will be investigated and/or resolved. If a determination is made by a university official that reasonable cause exists to believe a violation has occurred, then the student alleged to have committed the violation will be provided notice of the violation and an opportunity to respond to the violation. A university official may dismiss the complaint at any stage if they have reasonable cause to believe the complaint is baseless or otherwise unsupported by available evidence.

#### 4.4 Resolutions that May Result in Suspension or Expulsion

When there is the potential for a sanction of conduct suspension or conduct expulsion to be imposed, the case will normally proceed with a formal pathway. The University Official may use their professional judgment to determine if an informal pathway is appropriate. See Section 7—Sanctions, Educational Conditions & Remedies for more information.

#### 4.5 Informal Pathways

##### 4.5.01 Conduct Intervention

After receiving a report, a University official may decide to schedule a meeting with the respondent to discuss the alleged violation(s). At the meeting, the official will:

- explain the purpose of the conduct intervention meeting;
- review the incident report and any impacts/harms to individuals and/or community as a whole;
- listen to the respondent's explanation of what occurred and why;
- discuss community behavioral expectations and conflict resolution techniques;
- discuss the consequences of the student conduct process;
- assist the student in developing an action plan to: repair the impacts/harms to individuals and/or community; avoid recurring behavioral issues; make use of appropriate service referrals, as needed; reintegrate themselves back into the community; and/or
- refer the case for formal action at the request of the respondent.

No sanctions will be imposed other than a verbal warning during the conduct intervention, and there is no right to an appeal. The official has the authority to change

handling the incident at the conduct intervention level to the administrative option, voluntary adaptable resolution, or formal action, based on the information revealed in the conduct intervention meeting. Such actions may also be taken if the student fails to appear for the conduct intervention meeting. If a change is made, the respondent will receive the appropriate notice and opportunity to respond.

#### 4.5.02 Restorative Practices

After receiving a report, the official may offer the option for the parties to informally resolve the conflict/incident. If the respondent accepts responsibility for violating the Code, and the reporting parties agree to be involved, restorative practices such as mediation, facilitated dialogue, restorative group conferencing, and/or circle processes may be utilized.

##### *4.5.02.i Conflict Coaching*

Conflict coaching is a one-on-one consultation to assess and develop an individual's communication skills and conflict management strategies.

##### *4.5.02.ii Shuttle Diplomacy*

Shuttle diplomacy is the crafting of an agreement using a restorative justice framework that does not require parties to participate in an in-person conference with each other. The University official will meet and work with parties individually to create an agreement to which both parties can agree.

##### *4.5.02.iii Mediation*

Mediation uses a neutral third party to coordinate a structured intervention to assist with resolving conflict between two or more parties.

##### *4.5.02.iv Facilitated Dialogue*

Facilitated dialogue is a structured conversation between two or more parties in which a facilitator guides the parties to a better understanding of their differences.

##### *4.5.02.v Restorative Group Conference*

A restorative group conference provides a structured opportunity for impacted and responsible parties to address conflict or unacceptable behavior through a facilitated discussion. Restorative Group Conference facilitators create a safe space for all parties to share openly about the incident(s). Facilitators ask a set of restorative questions to both parties and allow each party to discuss what they were thinking at the time of the incident(s) and how the parties feel about the incident now. Impacted parties then create a formal resolution with the responsible party to restore confidence and trust in the responsible party. All parties must agree upon the plan.

#### *4.5.02.vi Restorative Justice Circles*

Restorative justice circles involve all parties coming together to share stories and learn more about what harms have been created, who has been affected and how, and ways to repair the harms. In a circle process, participants are encouraged to be open and honest about their perspectives about the conflict, how they have been harmed, how they think others might have been harmed, and to come up with their own solutions on how to fix the harm created. All students sit in a circle and take turns participating and sharing their perspectives while using a talking piece. Often, support persons and community members can also be present to provide their input as well.

These voluntary processes allow all parties to be involved in and have an influence on the resolution process and outcome. The primary focus is to address the impacts, repair the harm, restore integrity, and reintegrate individuals back into the community. The outcome is a formal agreement between the parties as to specifically what will be done by the respondent. If all parties are not in agreement as to the outcome of the restorative practices, or at any time during the process the official decides it's not in the best interest of those involved, including the University, then the matter will be handled through formal action.

## 4.6 Formal Pathways

### 4.6.01 Interim Action

Reasonable cause needs to be present for the University to take interim action prior to proceeding with the conduct process. The purpose of an interim action is to:

- ensure the safety and well-being of all members of the University community;
- ensure the respondent's own physical or emotional safety and well-being; or
- take action if the respondent poses a threat of disruption of or interference with, the normal operations of the University.

If a respondent fails to comply with the requirements of the interim action, the University may immediately take any lawful action to obtain compliance.

#### *4.6.01.i Interim Action Review*

The parties can request an interim action review be conducted at any time after interim action is imposed. The parties must submit the request for review in writing. During the review process, the parties will be given an opportunity to demonstrate, in writing, why they feel cause no longer exists for the interim action to be in effect. This may include providing additional information not available at the time the interim action was imposed. A separate University official will conduct the review.

#### *4.6.01.ii "Interim Action" includes but is not limited to:*

- No verbal/non-verbal/third-party contact with another person(s).
- Disciplinary hold on the student account that prevents registering for academic courses and/or making any type of academic requests, e.g.,

transcripts (in order to have the hold removed the student will need to comply with official requests).

- A mandatory behavioral agreement that reinforces conduct expectations, with any further violations of the Code resulting in formal action.
- Restriction on student's presence in the residence halls, on University property, and/or at University events.
- A requirement of an individualized psychological assessment through Counseling Services or at another facility and/or a medical assessment—the assessment(s) may be used to determine the appropriateness of withdrawing, sustaining, or altering the interim action.
- Immediate suspension from the University pending the outcome of the conduct process.

#### 4.6.02 Administrative Option

The official may send a written notice to the respondent's university email address of the alleged policy violation(s), findings based on a preponderance of the evidence, applicable sanctions, and educational conditions, with the option for the student to:

- A. accept the findings and the designated sanctions and educational conditions;
- B. request formal action; or
- C. reject the findings in part or entirely and request formal action.

The response must be returned via email to the official within five (5) business days of the official's emailing of the notice.

If the respondent requests formal action, an initial conference will be scheduled, and the case may proceed with further formal action. If the response is not returned within the designated time period, it shall be presumed the respondent waives their right to formal action, and the sanctions and educational conditions outlined in the email notice will be imposed. If the respondent waives their right to formal action, the complainant may appeal the outcome and request formal action.

#### 4.6.03 Formal Action

Official notice will be sent to the respondent's university email address with the following information: alleged violation(s); the range of sanctions related to the violation(s); and the date, time, and location for an initial conference. If the respondent fails to appear at the initial conference, the official may consider all information true and accurate, if it so appears, and take appropriate administrative action.

The initial conference notice is sent when there is reasonable cause to believe that a student may be responsible for a violation of the Code. At the initial conference, the student will meet with an official. The purpose of the initial conference is to provide the respondent with additional information about the reported incident and explain the procedures that will be followed to determine if they are responsible or not responsible for a violation of the Code. At that time, the respondent will respond to the violation by electing one of the following courses of action:

- A. Accept responsibility for violating one or more University rules. The case may then be immediately reviewed by the official, who will take appropriate action. A short postponement will be granted if the respondent wishes to demonstrate mitigating circumstances by producing relevant witnesses or information. A decision notice will be sent to the respondent within five (5) business days, and will include any applicable sanction and condition(s). The official may choose to refer the respondent to a meeting with the University Conduct Board for determination of appropriate sanction and/or educational condition(s).
- B. Accept responsibility for a violation(s), and request a restorative practice in lieu of formal sanction/educational condition(s). See Section 4.5.02— Restorative Practices.
- C. Deny responsibility for the violation(s), in which case, the official shall determine the next appropriate course of action from the following:
  - a. Schedule a formal hearing within a reasonable time in order to allow the respondent to prepare a response and/or to arrange for the complainant who filed the complaint to appear.
  - b. Refer for a formal hearing before the University Conduct Board. If the board cannot convene, the Office of Academic and Community Conduct will arrange a formal hearing by a designated official.
  - c. Adjourn the conference in order to obtain additional information, and then complete the conference at a later time after all additional information has been gathered and reviewed.
  - d. Dismiss the charges if it is decided after the initial conference that cause no longer exists for the charge(s).
- D. Choose not to respond to the charge. The case will then be referred for a formal hearing before the University Conduct Board.

## 5. Sexual Misconduct

### 5.1 Process for Sexual Misconduct Violations

Alleged sexual misconduct violations will be evaluated by the Sexual Misconduct Allegation Review Team (SMART) to determine whether the alleged violation will be investigated under the Student Code of Community Conduct or if the alleged violation meets the grounds for Title IX. The alleged violation will be handled under the Student Code of Community Conduct if the respondent is a student of Michigan Tech, and the alleged conduct meets one or more of the following:

- A. The alleged conduct does not fall within the definition of sexual harassment as defined in the Title IX Policy but falls within the definition of sexual misconduct in this policy,
- B. The alleged conduct, if proved, would constitute a violation of sexual harassment as defined in the Title IX Policy and did not occur in the education program or activity of Michigan Tech but would have a substantial impact on Michigan Tech,
- C. The alleged conduct if proved, would violate the definition of sexual harassment as defined in the Title IX Policy and did not occur in the U.S.,

- D. The alleged conduct, if proved, would violate the definition of sexual harassment as defined in the Title IX Policy and the complainant is not participating in or attempting to participate in Michigan Tech's education program or activity.

## 5.2 Sexual Misconduct Allegation Review Team (SMART)

The sexual misconduct allegation review team will review all cases of alleged sexual misconduct. If the complainant is willing to participate in the review and investigation process, the Office of Academic and Community Conduct will proceed as described in this section. In all cases, the University's response is designed to consider the complainant's preference regarding whether the University proceeds with an investigation and to provide deference to the complainant's wishes whenever it is determined reasonable to do so. SMART will evaluate the following to determine if the Office of Academic and Community Conduct should proceed with an investigation when the complainant is unwilling or unable to participate:

- A. to what extent Michigan Tech should further investigate an allegation of sexual misconduct for the protection of the campus community, and
- B. what other measures might be considered to address any effects of the alleged sexual misconduct within the campus community.

## 5.3 Reporting Sexual Misconduct

### 5.3.01 Reporting Sexual Misconduct to Employees

Reports of sexual misconduct made to the offices below means that your report will be handled in a private manner to the extent possible and consistent with the principles of due process, FERPA, the Violence Against Women Act, and the Campus Security Act.

**The Office of Academic and Community Conduct**

310 Administration Building

906-487-2951

[www.mtu.edu/conduct](http://www.mtu.edu/conduct)

**Title IX Coordinator**

307 Administration Building

906-487-3310

[mtu.edu/title-ix/index.html](http://mtu.edu/title-ix/index.html)

### 5.3.02 Reporting Sexual Misconduct to Confidential Employees

Reports made to confidential employees are considered confidential reports and will not be reported to the Title IX Coordinator without the complainant's permission and will not constitute actual notice to Michigan Tech.

**Counselors of the Center for Student Mental Health and Well-being**

3rd Floor Administration Building

906-487-2538

<https://www.mtu.edu/well-being/>

**Director of Student-Athlete Wellness and Clinical Counselor**

Student Development Center (SDC) Room 220

906-487-3595

<https://www.mtu.edu/well-being/>

**Michigan Tech Ombuds**

487-2391

<https://www.mtu.edu/ombuds/>

**5.3.03 Reporting Sexual Misconduct to Law Enforcement**

Reports to law enforcement may be shared with the Office of Academic and Community Conduct; however, the legal process and the University process are separate. Complainants may file with local law enforcement for criminal/civil proceedings for violations of federal/state and/or city ordinances. University proceedings may be carried out prior to, simultaneously with, or following criminal/civil proceedings.

**Michigan Tech Department of Public Safety and Police Services**

206 MacInnes Drive, Houghton, MI 49931

906-487-2216 or 911

<https://www.mtu.edu/publicsafety/>

**Houghton City Police Department**

616 Shelden Ave, Unit 101, Houghton, MI 49931

906-482-2121 or 911

**Houghton County Sheriff**

403 East Houghton Avenue, Houghton, MI 49931

906-482-0055 or 911

<http://www.houghtonsheriff.com/index.shtml>

**5.4 Supportive Measures**

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent for sexual misconduct cases. Such measures are designed to restore or preserve equal access to Michigan Tech's Education Programs or Activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Michigan Tech's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Supportive measures may be put in place and monitored by the Title IX Coordinator in cases of sexual misconduct allegations handled under the Student Code of

Community Conduct. Supportive measures may be available regardless of formal charges of the Student Code of Community Conduct.

### 5.5 Sexual Misconduct Investigators

Alleged sexual misconduct violations will be investigated by a trained investigator. Investigators are neutral and impartial fact-finders who gather evidence regarding an allegation against students, faculty, or staff. It is the investigators responsibility to adhere to prescribed timelines. The investigators are responsible for completing an investigative report at the conclusion of the investigation that fairly summarizes all relevant evidence and information gathered during the investigation.

### 5.6 Notice of Allegations

When there is cause to charge for alleged sexual misconduct through the Student Code of Community Conduct, the investigator will provide notice of allegations to the parties who are known. The notice of allegations will include:

- A. Notice of the party's rights and options
- B. Notice of Michigan Tech's student code process
- C. Notice of Michigan Tech's informal resolution process and options
- D. Notice of the allegations of sexual misconduct including:
  - a. The identities of the parties involved in the incident, if known,
  - b. The conduct allegedly constituting sexual misconduct, and
  - c. The date and location of the incident, if known.
- E. Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- F. Notice that the parties may have an advisor of their choice, who may be, but is not required to be an attorney, and that the advisor may inspect and review evidence as explained in Section 5.7.02— Opportunity to Inspect and Review Evidence of this policy.
- G. Notice of the Michigan Tech Student Code of Community Conduct provision that prohibits knowingly making false statements or knowingly submitting false information during the conduct process.

The notice of allegations will be updated and written notice provided to the parties if, at any time during the investigation, Michigan Tech decides to investigate allegations about the complainant or respondent that are not included in the initial notice of allegations.

### 5.7 Sexual Misconduct Investigations

Michigan Tech will investigate following a complaint of sexual misconduct and Notice of Allegations. During all meetings and interviews, the parties may be accompanied by an advisor of their choice, which can be, but is not required to be, an attorney. During the investigation stage, the advisor's role is limited to assisting, advising, and/ or supporting a complainant or

respondent. An advisor is not permitted to speak for or on behalf of a complainant or respondent or appear in lieu of a complainant or respondent during the investigation phase.

#### 5.7.01 Opportunity to Provide Information and Present Witnesses

Each party will be provided an equal opportunity to provide information to the investigator and present witnesses for the investigator to interview. The information provided by the parties can include inculpatory and exculpatory evidence. The witnesses can include both fact witnesses and expert witnesses.

#### 5.7.02 Opportunity to Inspect and Review Evidence

Each party will be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations, including evidence upon which Michigan Tech does not intend to rely upon in reaching a determination regarding responsibility. This review includes inculpatory and exculpatory evidence that is obtained by a party, witness, or other source. Each party and their advisor (if any) will be provided an electronic copy of the evidence for inspection and review. The parties will have ten (10) business days to review and submit a written response to the investigator. The investigator will consider the written responses prior to completing an investigative report. All evidence provided during the inspection and review phase will be available at any hearing for the parties to use during the hearing, including for purposes of cross-examination.

#### 5.7.03 Investigative Report

Following the opportunity to inspect and review evidence directly related to the allegations, the investigator will create an investigative report that fairly summarizes relevant evidence obtained during the investigation.

#### 5.7.04 Review of Investigative Report

At least ten (10) business days prior to a hearing, the investigator will provide each party and the party's advisor (if any) an electronic copy of the investigative report for their review and written response.

#### 5.7.05 Investigation Timeframe

The investigation of an allegation of sexual misconduct will be concluded within 90 business days. The parties will be provided updates on the progress of the investigation, as needed

### 5.8 Live Hearing

Upon completion of the investigation and review of the investigative report, the hearing in Section 6—Hearing Guidelines will follow.

### 5.9 Decision of Responsibility

See Section 6.9—Standard of Proof and 6.10—Decision of Responsibility regarding the rendering of a decision of responsibility and Section 7—Sanctions, Educational Conditions, and Remedies.

## 5.10 Appeal

See Section 8— Appeal Procedures for appeals.

## 5.11 Option for Informal Resolution

At any time before a determination regarding responsibility has been reached, the parties may voluntarily agree to participate in an informal resolution facilitated by Michigan Tech, which does not involve a full investigation and adjudication. Types of informal resolution include, but are not limited to, mediation, facilitated dialogue, conflict coaching, and restorative justice and resolution by agreement of the parties.

### 5.11.01 Informal Resolution Notice

Prior to entering the informal resolution process, Michigan Tech will provide the parties with a written notice disclosing:

- A. The allegations;
- B. The requirements of the informal resolution process, including the right of any party to withdraw from the informal resolution process and resume the grievance process and the circumstances which preclude parties from resuming a Formal Complaint arising from the same allegations;
- C. Outcomes resulting from the informal resolution process, including notice that the records will be maintained for a period of seven (7) years, but will not be used by investigators or decision-makers if the formal grievance process resumes.

### 5.11.02 Informal Resolution Agreement

Prior to entering the informal resolution process, the parties must voluntarily agree in writing to the use of the informal resolution process.

### 5.11.03 Informal Resolution Timeframe

Informal resolutions will be concluded within forty-five (45) days of notice to Michigan Tech that both parties wish to proceed with the informal resolution process. Such notice that the parties wish to proceed with an informal resolution process will “pause” the counting of the timeframe referenced in Section 5.7.05— Investigation Timeframe. Should the informal resolution process fail, the timeline referenced in Section 5.7.05 will resume where it was paused.

### 5.11.04 Informal Resolution Documentation

Any final resolution pursuant to the Informal Resolution process will be documented and kept for seven (7) years. However, no recording of the informal resolution process will be made and all statements made during the informal resolution process will not be used for or against either party (and the decision-maker(s) and/or appellate decision-maker(s) may not consider any such statement made during informal resolution) should the parties resume the grievance process. Failure to comply with an informal resolution agreement may result in disciplinary action.

## 6. Hearing Guidelines

A hearing governed by the Office of Academic and Community Conduct is *not* a criminal trial. Formal rules of evidence shall not be applicable in conduct hearings. Information that is relevant, credible, and which a reasonable person would accept as having probative value can be considered in any hearing on responsibility, sanctions, and/or interventions. The standard used to determine if a student is responsible is called preponderance of evidence; this differs from normal court procedures because the procedural officer or committee may simply rule that it is more probable than not that a University regulation has been violated. The purpose of a hearing is to obtain the information necessary to make a decision of responsibility in a student's case. Relevant witnesses or documents will be considered and reviewed; however, character witnesses are not allowed.

### 6.1 Privacy

Hearings are closed to the public. Privacy will be preserved to the fullest extent possible, as allowed by law. At the discretion of the procedural officer, an additional official may be present for the purpose of assisting in managing the hearing, but the additional official shall not otherwise participate in the decision-making process.

### 6.2 Recording

Hearings will be recorded. Deliberations will not be recorded. The recording will be the property of the University and maintained according to university records policy. No unauthorized audio or video recording of any kind is permitted during the hearing.

### 6.3 Rules of Decorum

It is the parties' responsibility to share the rules of decorum with their witnesses, advisor, and support person. The procedural officer will review the rules of decorum prior to beginning a hearing.

### 6.4 Hearing Process Facilitator

Michigan Tech may designate a hearing process facilitator to coordinate the hearing, including, but not limited to, coordination and scheduling of the hearing; the logistics of physical or virtual rooms for parties and/or witnesses, including separation of the parties; ensuring all technology is working appropriately; ensuring the parties have access to electronic documents during the hearing; distributing materials; etc. The facilitator may invite the parties and their advisors to a meeting prior to the hearing to review the hearing process and rules of decorum for the purpose of ensuring a smooth hearing. This meeting is separate from the pre-hearing conference discussed below.

### 6.5 Pre-Hearing Matters

In order to streamline the hearing process, the procedural officer may request the submission of questions prior to the hearing through electronic submission and/or a pre-hearing conference.

#### 6.5.01 Pre-Hearing Submission of Questions

The procedural officer may request the parties to submit questions, in writing prior to the hearing. This submission does not preclude the parties from asking additional questions during the live hearing. The procedural officer may allow for the pre-hearing submission of questions regardless of whether a pre-hearing conference occurs.

#### 6.5.02 Pre-Hearing Conference

The procedural officer may hold a pre-hearing conference. During the pre-hearing conference, parties will be asked to submit, in writing, any questions they wish to ask during the live hearing so that the procedural officer can be prepared to respond to relevancy at the hearing. This conference does not preclude the parties from asking additional questions live during the hearing.

At the pre-hearing conference, the procedural officer may also hear arguments from the parties regarding the evidence as relevant or not relevant, and/or directly related to the allegations. The respondent may also choose to accept responsibly, deny responsibly, or choose not to answer to the allegations of violations of the Student Code of Community Conduct. If a respondent accepts responsibility in the pre-hearing conference, they waive the right to a hearing and the procedural officer will appropriately sanction or send the case to the University Conduct Board for a sanctioning hearing.

### 6.6 Information at the Hearing

During the hearing, the parties may give an opening statement, present an explanation of the facts and circumstances relating to the incident, present relevant witnesses who can speak to the same, reserve the right not to respond to questions, and give a closing statement. The parties may cross-examine each other directly, or may choose to do so indirectly through the procedural officer. The parties may cross-examine witnesses directly, or indirectly through the procedural officer. The procedural officer may determine that witnesses, information, and/or questions are relevant to the charge(s) and/or case. The procedural officer may also call on the complainant to explain events.

### 6.7 Individuals Present at Hearing

#### 6.7.01 Parties

The complainant and respondent are invited to the hearing as well as their relevant witnesses. It is the parties' responsibility to notify the procedural officer of relevant witnesses and provide their witnesses hearing information such as time, date, location, etc.

#### 6.7.02 Witnesses

The procedural officer will determine if witnesses are relevant. Witnesses must have relevant evidence and statements in order to be called upon. Witnesses are subject to cross-examination. Character witnesses are not allowed.

### 6.7.03 Support Person

The parties may each invite one “support person” to accompany them during the conduct hearing process. A support person is any member of the University community (faculty/staff/student) chosen by the party to provide support to that party during a conduct hearing process. The support person may not be an immediate family member. Support persons, including attorneys, if allowed to be present throughout the proceedings, may not participate directly in the conduct process, but may offer advice, guidance, and/or support to the student (complainant/respondent).

### 6.7.04 Advisor

When allegations involve sexual misconduct and/or if criminal charges have been filed against the responding student, parties are permitted to have an advisor that is not required to be a member of the University community. An advisor may be, but is not required to be, an attorney. The complainant party may also invite an attorney present as their support person.

### 6.7.05 Procedural Officer

The procedural officer shall exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the hearing. Any person, including the student charged with the conduct violation, who disrupts a hearing, may be excluded by the procedural officer. The procedural officers are authorized to take reasonable measures to maintain control over the proceedings in order to elicit relevant facts; to prevent the harassment of participants; to ensure that proceedings are not disrupted; and to see that the interests of fairness are served. These measures may include regulating the timing, length, and manner of presentations, objections, declaring recesses in the proceedings, and other appropriate actions. The procedural officer should have training and experiences appropriate to the demands of the office. The procedural officer may also be a University Conduct Board member and decision-maker.

### 6.7.06 University Conduct Board

Conduct boards consist of a three-member panel. Panels may include professional staff, faculty, and full-time students. All conduct board members receive annual training. Members of the University Conduct Board may be currently or formerly licensed attorneys. These individuals serve on the University Conduct Board in their capacity as a student/faculty staff member of the University, not as an attorney. These individuals do not represent or advise the University on the matters before them as attorneys. The University Conduct Board members are decision-makers in hearings.

## 6.8 Challenge of University Conduct Board Member

Either party may challenge the appointment of a University Conduct Board Member, based on conflict of interest or bias.

## 6.9 Standard of Proof

No conduct action shall be taken unless it is established by the University Conduct Board or the procedural officer that a preponderance of the evidence indicates the student is more likely than not to be responsible for a code violation. Formal rules of evidence shall not be applicable in conduct hearings. Information which reasonable persons would accept as having probative value will be considered.

## 6.10 Decision of Responsibility

Written notification of the conduct decision made by the University Conduct Board will be sent to the parties within five (5) business days of the hearing. In cases of sexual misconduct, notification will occur simultaneously. The procedural officer may use reasonable judgment to extend this time if necessary. Any conduct decision may be appealed and must follow the established procedures as outlined in Section 8— Appeal Procedures.

## 6.11 Sanctioning Hearing

In cases where students have accepted responsibility which may result in a sanction of suspension or expulsion or when a student has numerous prior conduct cases, the University official may choose to have the University Conduct Board render an appropriate sanction in a sanctioning hearing. During the sanctioning hearing, the University Conduct Board may contact the student for relevant questioning to aid in their decision.

# 7. Sanctions, Educational Conditions, & Remedies

## 7.1 Statement Regarding Sanctions

The purposes of sanctions include, without limitation:

- A. to educate the respondent about appropriate conduct;
- B. to promote the personal and professional development of the respondent;
- C. to discourage the respondent and other students from violating the Student Code of Community Conduct; and
- D. to protect other members of the University community.

The sanctions imposed on a respondent should be proportional to the respondent's misconduct and appropriate for the particular case based on the gravity of the offense (including, without limitation, how the violation affected or reasonably could have affected other members of the University community). Consideration may also be given to the respondent's conduct record; whether the respondent acted in self-defense, and, if so, whether the amount of force used was reasonable under the circumstances; and other aggravating or mitigating factors

## 7.2 Range of Sanctions

### 7.2.01 Written Warning

A written statement that further violations of University rules will result in more serious sanctions.

### 7.2.02 Conduct Probation

A status which generally will not exceed eighteen (18) months, unless at the discretion of the decision-maker(s), the status should exceed eighteen (18) months. Students who

violate any regulation while on conduct probation are likely to receive enhanced sanctions for any subsequent violations. Conduct probation means a student is not in good social/conduct standing, and therefore may be ineligible to participate in co- and/or extra-curricular activities, student employment, scholarships, etc. Once a student has completed at least one third (1/3) of their total probationary period, they may apply to the PERC program to be reinstated to good conduct standing. Applicants will be required to successfully complete additional educational conditions prior to being released from conduct probation. Please contact the Office of Academic and Community Conduct at [studentconduct@mtu.edu](mailto:studentconduct@mtu.edu) for more information on the PERC program.

#### 7.2.03 Conduct Suspension

The termination of a person's status as a student for a definite or indefinite period of time with the possibility of reinstatement. The termination may be immediate. The student must submit a petition for reinstatement and have it approved by the Office of Academic and Community Conduct before being allowed to return. To be eligible to petition for reinstatement, students must have successfully completed all educational conditions and remedies. Students must petition for reinstatement at least six (6) weeks prior to the term they hope to re-enroll for. If allowed to return, a determination will be made whether or not the student will be placed on conduct probation for a specified period of time.

#### 7.2.04 Conduct Expulsion

The immediate termination of a person's status as a student without the possibility of reinstatement.

### 7.3 Educational Conditions

Conduct decisions, in addition to a sanction, may include, but are not limited to, educational condition(s) such as writing assignments, educational/experiential workshops, counseling, fees, community service, restorative practices, and educational projects. The University has complete discretion to require or to not require educational conditions on a case by case basis. Students with critical financial situations may submit a written petition to the Office of Academic and Community Conduct to demonstrate why they cannot pay University education condition fees. Supporting documentation as to why the student has a critical financial situation and is unable to pay is recommended. The petition and any supporting documentation will be reviewed to determine if their fiscal conditions warrant a reduction or waiver.

### 7.4 Remedies

In addition to a sanction and educational conditions when a respondent is found responsible for violations of the Student Code of Community Conduct, remedies may also be included in a decision. The goal of a remedy is to ensure the behavior(s) stops and does not reoccur. Remedies may include, but are not limited to, limited access to campus, temporary or permanent removal from the residence hall or campus property, change in on-campus living location, loss of privileges, well-being assessments, and no-contact orders.

## 8. Appeal Procedures

### 8.1 Grounds for Appeal

Parties may appeal the determination regarding responsibility in writing/electronically to the Office of Academic and Community Conduct within three (3) business days of the receipt of the determination. Students who have been sanctioned with suspension or expulsion shall, upon request, have access to all written documentation and/or recordings of the original hearing under the supervision of the Office of Academic and Community Conduct prior to submitting an appeal. If the appeal is not timely or substantively eligible, the original finding and sanction will stand and the decision is final. Parties can appeal on the following grounds:

#### 8.1.01 Question of Fact

Appeals will be considered on “questions of fact” by the introduction of new information that would significantly affect the outcome of the case. Information introduced that was not known or could not be reasonably known at the time of the hearing by the appealing student shall be considered new information. Evidence that was known but withheld by the appealing student shall not constitute a question of fact and will not be considered upon appeal.

#### 8.1.02 Question of Procedure

Appeals will be considered on the basis of “questions of procedure” by demonstrating the procedural guidelines established in this document were breached, and such departure from established procedure significantly affected the outcome of the case.

#### 8.1.03 Severity of Sanction and/or Remedies

Appeals will be considered on the “severity of sanction and/or remedies” and must include an explanation of why the sanction and/or remedies should be reconsidered. Appealing parties may state their case for a lesser or greater sanction and/or remedies.

### 8.2 Appeal Procedure

If an appeal is submitted timely, within three (3) business days, and meets the grounds to move forward, Michigan Tech will:

- A. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
- B. Ensure that the decision-maker(s) for the appeal is not the same University Conduct Board member that reached the determination regarding responsibility or dismissal. The procedural officer for the appeal may be either the Dean of Students, Dean of the Graduate School, or designee.
- C. Provide the non-appealing party, with five (5) business days from receipt of the notification of appeal, to submit a written response to the appeal.
- D. Within ten (10) business days from the receipt of the appeal, the University Conduct Board will issue a written decision describing the result of the appeal and the rationale for the result which can be one of the following:
  - Affirm the original decision-maker’s determination regarding the respondent’s responsibility and affirm the disciplinary sanctions and remedies, if applicable;

- Affirm the original decision-maker's determination regarding the respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable;
- Remand the process back to the hearing stage for the original decision-maker to remedy any procedural irregularity or consider any new evidence;
- Reverse the original decision-maker's determination of the respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable; or
- Affirm or amend the sanctions and/or remedies outlined in the determination issued under this Policy.

E. Provide the written decision to both parties. Notification will be simultaneous in cases of sexual misconduct.

The appellate decision is final and not subject to further appeal.

## 9. Record Retention, Transcript Notations, & Degree

### 9.1 Electronic Records

All cases have an electronic record in a secure and access restricted database, Maxient. Records are saved in the database under 'student conduct'.

### 9.2 Family Educational Rights and Privacy Act (FERPA)

Records of all student conduct actions by officials and boards are considered educational records under FERPA.

### 9.3 Campus Security Act

Records of incidents reportable under the Campus Security Act will be retained for seven (7) years from the date of the incident.

### 9.4 Suspension and Expulsion Cases

Student conduct records resulting in a sanction of conduct suspension or conduct expulsion will be retained indefinitely.

### 9.5 Records with Conduct Hold

Student conduct records that have had a conduct hold applied because of unaddressed conduct charges or incomplete educational conditions will be retained until conduct hold is removed.

### 9.6 Additional Conduct Records

All records that do not fit the criteria for Sections 9.3 - 9.5 will be retained for two years following the student's graduation or official withdrawal from the University.

### 9.7 University Transcript Notation

Transcript notations occur for expulsion, or for academic integrity violations that result in a special failing grade of F\*, U\*, and E\* (see Academic Integrity Policy). If a student receives a special failing grade, the student will not be able to repeat that specific course.

## 9.8 Pending Academic Integrity Cases

In the case of pending actions where an academic grade cannot be assigned, a temporary grade of “M” will be entered into the student’s academic record, which represents a missing grade. Missing grades are not calculated into a student's GPA.

## 9.9 Sealed Records

Upon a student's request and University review and approval, the University may allow for the sealing of a student’s conduct record prior to the established record retention timeframe as listed in Sections 9.1-9.6 for the record to be purged. Sealed records will not be disclosed to external third parties except as required by law or when permitted by written waiver by the student. The sealing of student conduct records is not an expungement or pardon of any conduct decision(s). It does not eliminate or modify any sanction(s) or educational condition(s).

### 9.9.01 Sealed Records Request Process

Students must request their conduct record to be sealed by completing the Sealed Records Request Form. The Office of Academic and Community Conduct will review all requests to seal student conduct records to determine if the request meets the limited grounds listed in Section 9.9.02. All requests determined to meet the limited grounds will be forwarded to the University Conduct Board for final determination. Requests not meeting the limited grounds will be rejected.

### 9.9.02 Limited Grounds for Sealed Records Request

- A. Requests are submitted either during the student’s last semester prior to graduation, or after successful completion of all degree requirements.
- B. Requests are submitted for meritorious reasons which justify an early granting of a sealed record.
- C. Violation did not result in sanction of conduct suspension or conduct expulsion.

### 9.9.03 Final Determination

The University Conduct Board will base the determination on the following:

- A. Nature and number of violations
- B. Severity and impact of violations
- C. Successful completion of sanctions, remedies, and educational conditions
- D. Additional action taken to learn from misconduct and not let the misconduct define them
- E. Reason for the request

### 9.9.04 Request Granted

If a student’s request for their conduct record to be sealed is granted, the student’s conduct record will be sealed only upon the student’s completion of all degree requirements.

#### 9.9.05 Request Denied

If a request is denied for a conduct record to be sealed, the case will follow the record retention as stated above in this section.

#### 9.9.06 Special Request

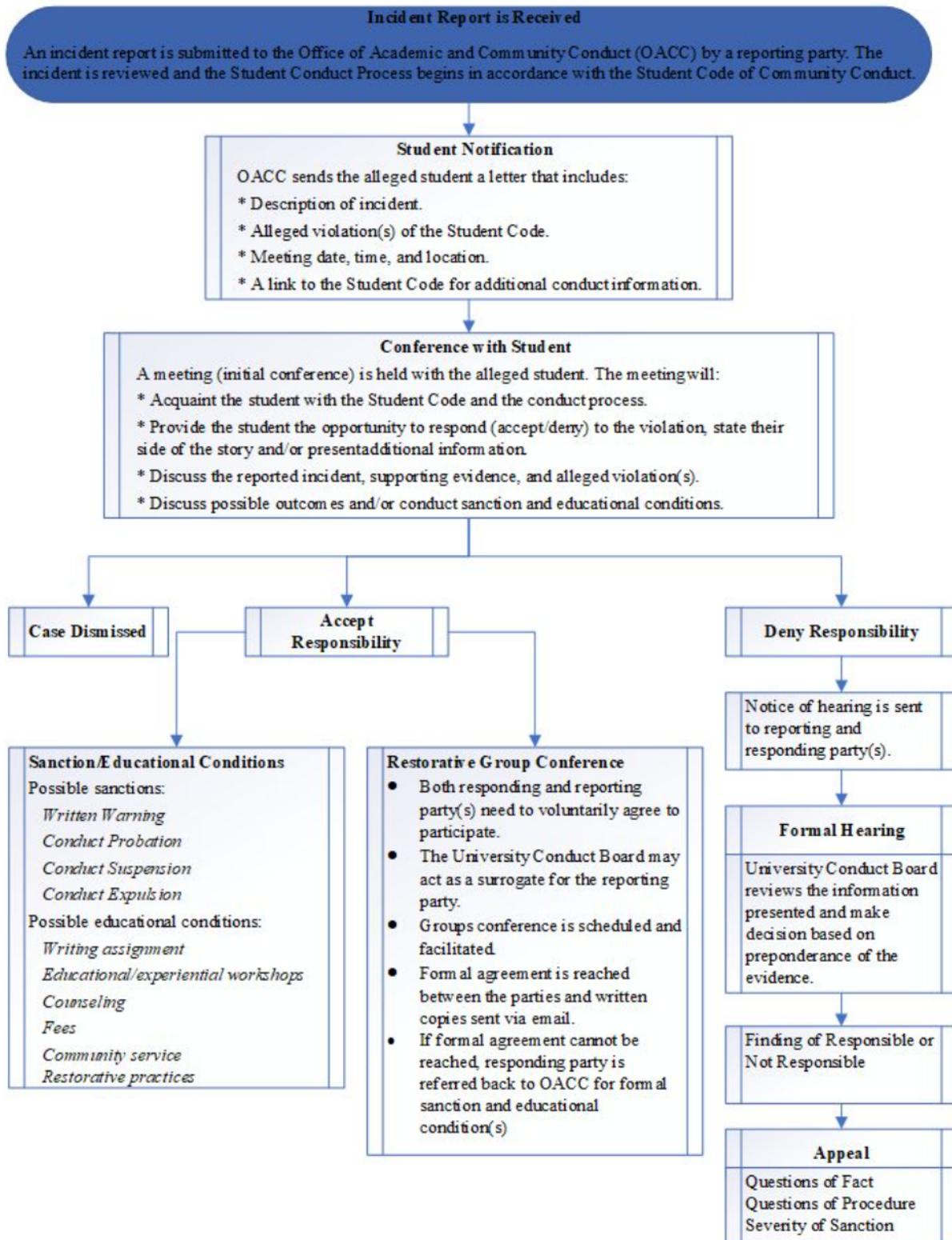
If a special request is made for the conduct record to be sealed prior to completion of all degree requirements, and the request is granted, the sealing of the student's record will be deferred. During the deferment period, the student's conduct record will not be disclosed to external third parties except as required by law or as permitted by a written waiver signed by the student. However, if the student is found responsible for any further violations during the deferment period then the student's request for their conduct record to be sealed will be voided, and no further requests will be considered.

#### 9.10 Revocation of Degree

The University reserves the right to revoke an awarded degree for fraud in receipt of the degree, or for serious disciplinary violations committed by a student prior to the student's graduation.

# 10. Appendix

## 10.1 Conduct Pathway Flowchart



## 10.2 Title IX Policy Statement

Michigan Technological University adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. Michigan Tech does not discriminate in its admissions practices (except as permitted by law), in its employment practices, or in its educational programs or activities on the basis of sex and gender. As a recipient of federal financial assistance for education activities, Michigan Tech is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

Michigan Tech also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by Michigan Tech policy.

Any member of the campus community, including students, faculty, staff, and visitors, who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the Michigan Tech community on the basis of sex is in violation of the Michigan Technological University Title IX Sexual Harassment Policy and/or Board of Trustees Policy 5.3.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, online, or by email, using the contact information listed for the Title IX Coordinator (below). In case of emergency, always dial 911. A report to the Title IX Coordinator may be made at any time (including during non-business hours) by email or through the online reporting options available on the Title IX and Report a Concern webpages.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please visit [mtu.edu/title-ix/policy/](http://mtu.edu/title-ix/policy/) or contact the Title IX Coordinator.

## 10.3 Individuals with Oversight for all Non-Discrimination

Beth Lunde-Stockero, Title IX Deputy Coordinator & Executive Director, Institutional Equity  
Administration Building, Room 308  
906-487-3310  
[equity@mtu.edu](mailto:equity@mtu.edu)

Kirsti Arko, Ph.D., Title IX Coordinator & Assistant Director, Institutional Equity  
Administration Building, Room 307  
906-487-3310  
[titleix@mtu.edu](mailto:titleix@mtu.edu)

A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be one of the following:

Michigan Department of Health and Human Services  
47420 State Hwy M26, Suite 62  
Houghton, MI 49931  
906-482-0500

U.S. Equal Employment Opportunity Commission  
Patrick V. McNamara Building  
477 Michigan Avenue, Room 865  
Detroit, Michigan 48226  
800-669-4000

Michigan Department of Civil Rights  
Capitol Tower Building  
110 West Michigan Avenue, Suite 800  
Lansing, MI 48933  
Phone: 517-335-3165  
To file a complaint call: 899-482-3604

Assistant Secretary for Civil Rights  
Office of Civil Rights, National Headquarters  
U.S. Department of Education  
Lyndon Baines Johnson Dept. of Education Building  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: 800-421-3481  
Fax: 202-453-6012; TDD: 800-877-8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

Within any resolution process related to this policy, Michigan Tech provides reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

**10.4 Revisions of the Student Code of Community Conduct**  
Revised: September 01, 2020

# Appendix C



Whitney Boroski &lt;wmborosk@mtu.edu&gt;

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## Fwd: Reminders as the Semester Begins

1 message

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**Cyndi Martin** <cynthiam@mtu.edu>  
To: dos-l <dos-l@mtu.edu>

Tue, Jan 14, 2020 at 10:06 AM

Good Morning,

This was just sent to all students. Have a great day.

----- Forwarded message -----

From: **Bonnie B. Gorman, PhD, Associate Provost and Dean of Students** <deanofstudents@mtu.edu>  
Date: Tue, Jan 14, 2020 at 9:56 AM  
Subject: Reminders as the Semester Begins  
To: <cynthiam@mtu.edu>

Dear Huskies,

Listening to the podcast [On Being](#) over break, Greg Boyle of Homeboy Industries (a gang intervention organization) discussed the importance of being present in daily interactions. Before going into challenging conversations, meetings, and activities, he has adopted the mantra of "Now. Here. This." to focus on the people he is with in the moment. The idea has stuck with me and seems like a worthy intention at the start of a new year. Welcome Back.

Here are a few reminders as the semester begins:

- Make sure that you know and understand the [University's Alcohol and Drug Policy](#) which includes information about alcohol use in University housing and by registered student organizations.
- Plan to attend the On-Campus Jobs Expo if you are looking for a campus job now or even planning ahead for next semester. The Expo will take place this Wednesday, January 15 in the East Reading Room of the Library from Noon to 2:00 PM.
- Check out the [Husky Hour](#) schedule. There are numerous topics to help get the semester started right. Counseling Services is offering a variety of [workshops](#) as well.
- Do something at [Winter Carnival](#) that you've never done before. This year, I hope to be a spectator at the Human Dog Sled Races. It will be a first for me!
- Get ready for the Career Fair which is on Wednesday, February 19. Between now and then, the staff in Career Services is happy to help with [preparations](#).

In closing, we are facing challenging times around the world. It is more important than ever that at Michigan Tech we talk to each other, listen with an open mind, and regardless of our differences, respect one another. Now. Here. This.

If you have any questions, please contact me at [deanofstudents@mtu.edu](mailto:deanofstudents@mtu.edu).

Take Care,

Bonnie

Bonnie B. Gorman, PhD  
Dean of Students and Associate Provost for Student Affairs  
Michigan Technological University

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Thanks,  
Cyndi

Cyndi Martin  
Student Affairs Information Systems  
Michigan Technological University  
204 Administration Building  
[1400 Townsend Dr](#)  
[Houghton, MI 49931](#)  
906.487.3693



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Whitney Boroski &lt;wmborosk@mtu.edu&gt;

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## Marijuana is Prohibited on Campus

1 message

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**Bonnie B. Gorman Ph.D., Associate Vice President and Dean of Students**

Fri, Nov 9, 2018 at 10:41

&lt;deanofstudents@mtu.edu&gt;

AM

Reply-To: deanofstudents@mtu.edu

To: wmborosk@mtu.edu

Dear Whitney,

You may have heard that on Tuesday Michigan voters passed Proposal 1, legalizing distribution, possession and use of marijuana by persons age 21 or older. But, don't light up or indulge in a brownie just yet. This legislation won't go into effect until after the law has been certified and the state has built the regulatory framework. It is unclear at the moment how long this will take—at least thirty days. To better understand how marijuana use will work once the framework is in place, check out this short [video](#).

Most importantly, even after marijuana is officially legalized in the state, it will still be prohibited on campus. As a recipient of federal funds, Michigan Tech is required by federal law to maintain a drug-free campus. Those federal laws take precedence over state law. Therefore, the use, possession or cultivation of marijuana in any form and for any purpose continues to violate Michigan Tech's Alcohol and Other Drug Policy and is prohibited at the university.

Finally, health research makes clear that use of marijuana may contribute to numerous negative outcomes including brain development interference, inhibited problem-solving capability, mood fluctuations, increased symptoms related to depression and anxiety, and loss of coordination. In other words, it could negatively impact your academic performance. I encourage you to make smart choices.

If you need information about marijuana, [Student Health and Wellness](#) offers presentations on its use.

Take care,  
Bonnie

Bonnie B. Gorman, PhD  
Associate Vice President and Dean of Students



Whitney Boroski &lt;wmborosk@mtu.edu&gt;

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**Fwd: Staying Safe at Tech**

1 message

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**Cyndi Martin** <cynthiam@mtu.edu>  
To: dos-l <dos-l@mtu.edu>

Thu, Sep 26, 2019 at 10:18 AM

This was sent to All students this morning. Have a great day.

thanks,  
Cyndi

----- Forwarded message -----

From: **Bonnie B. Gorman, PhD, Associate Provost and Dean of Students** <deanofstudents@mtu.edu>  
Date: Thu, Sep 26, 2019 at 10:11 AM  
Subject: Staying Safe at Tech  
To: <cynthiam@mtu.edu>

Hi Huskies—

Can you believe that we're already in week four? There's a lot going on and this is one time of the year that I like to remind you of some resources for staying healthy and safe.

- Student **mental health and over all well-being** are always a high priority. Counseling Services offers [groups](#), [Husky Hour](#), [workshops](#), and counseling.
  - If you want to learn how to talk about suicide in order to help a friend, you can take a 25-minute free training called QPR (Question, Persuade, Refer). To access the training go to the [Counseling Services](#) website and follow the instructions on the page (just below the photo).
  - If you know a student who needs assistance, don't hesitate to contact Counseling Services by calling 906-487-2538.
- When it comes to **alcohol (and other drugs)**, I have one message: [be responsible](#).
  - As you know, the risks of substance abuse and misuse may include poor academic performance, poor social interactions, unwanted and harmful sexual activity, and negative impact on future career prospects.
  - The University recognizes that students will make personal choices about their use of alcohol and other substances, but those choices must not disrupt the university community or have a negative impact on other members of the surrounding community. Your choices also must not violate university policy, the code of conduct, or any local, state or federal law.
  - All students and student organizations are responsible for their behavior and for respecting the rights of others. The complete [Notification to Students Regarding University Alcohol and Other Drug Policy](#) is available for your review.
- If you are a victim of **sexual assault** and would like to talk with someone confidentially, you can do so by calling Counseling Services at 906-487-2538.
  - If it's after regular business hours, call Public Safety and Police Services at 906-487-2216 and ask for the Counselor on call.
  - If you want to talk with a trained confidential crisis specialist contact Dial Help via text at 906-356-3337 or by phone at 906-482-4357. Dial Help is available 24/7.
  - You can file a University report by contacting the [Title IX Coordinator](#) and/or a police report by contacting [Public Safety and Police Services](#) or the local police department.
  - If you would like more information about the [University's Sexual and Relationship Misconduct Policy](#), check out the link.

If you have any questions, please contact me at [deanofstudents@mtu.edu](mailto:deanofstudents@mtu.edu).

Take Care,  
Bonnie

P.S. Mornings are getting darker, remember to **wear reflective clothing** (and a hat :)).

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Thanks,  
Cyndi

Cyndi Martin  
Student Affairs Information Systems  
Michigan Technological University  
204 Administration Building  
[1400 Townsend Dr](#)  
[Houghton, MI 49931](#)  
906.487.3693



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Whitney Boroski &lt;wmborosk@mtu.edu&gt;

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## Drug-Free Schools and Communities Act Amendments

1 message

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**Renee Hiller, Director of Human Resources** <rlhiller@mtu.edu>  
Reply-To: "Renee Hiller, Director of Human Resources" <rlhiller@mtu.edu>  
To: wmborosk@mtu.edu

Wed, Oct 2, 2019 at 9:10 AM

Effective October 1, 1989, Congress created a requirement, which President Bush signed into law on December 12, 1989, that all colleges and universities that receive federal funds must develop a program designed to prevent the illicit use of drugs and alcohol abuse by students and employees. The University must comply with this Act which requires that Michigan Tech annually distribute to each student and employee information concerning the unlawful possession, use, and distribution of illicit drugs and alcohol:

- a) Standards of conduct on the school's property or as part of any school activity.
- b) Description of the applicable legal sanctions under local, state or federal law.
- c) A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
- d) A description of any drug or alcohol counseling, treatment, or rehabilitation, or re-entry programs that are available.
- e) A published policy statement consistent with local, state, or federal law on the sanctions against a student or employee who violates the standards of conduct.

Sanctions that may be imposed on the University for violation of the Drug-Free Schools and Communities Act Amendments of 1989 include termination of receiving federal funds or any other form of financial assistance, including participation in federally funded or guaranteed student loan programs.

For more information, please see [www.mtu.edu/hr/current/docs/aod-notification.pdf](http://www.mtu.edu/hr/current/docs/aod-notification.pdf)

### Michigan Technological University Policy Statement

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace. Michigan Tech's policy on discharge states in part "Major infractions which warrant immediate discharge of an employee by the University include, but are not limited to, ... drinking alcoholic beverages on the job, use of drugs in violation of the Controlled Substance Act, ..." Discharge is not predicated on conviction. The University reserves the right, based on its own internal investigation, to discharge employees for the abuse of alcohol on the job and use of drugs in violation of the Controlled Substance Act.



Whitney Boroski &lt;wmborosk@mtu.edu&gt;

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## Drug-Free Schools and Communities Act Amendments

1 message

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**Renee Hiller** <rlhiller@mtu.edu>  
Reply-To: Renee Hiller <rlhiller@mtu.edu>  
To: wmborosk@mtu.edu

Thu, Oct 1, 2020 at 8:21 AM

Effective October 1, 1989, Congress created a requirement, which President Bush signed into law on December 12, 1989, that all colleges and universities that receive federal funds must develop a program designed to prevent the illicit use of drugs and alcohol abuse by students and employees. The University must comply with this Act which requires that Michigan Tech annually distribute to each student and employee information concerning the unlawful possession, use, and distribution of illicit drugs and alcohol:

- a) Standards of conduct on the school's property or as part of any school activity.
- b) Description of the applicable legal sanctions under local, state or federal law.
- c) A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
- d) A description of any drug or alcohol counseling, treatment, or rehabilitation, or re-entry programs that are available.
- e) A published policy statement consistent with local, state, or federal law on the sanctions against a student or employee who violates the standards of conduct.

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# Appendix D

## 2018-2019 Health and Well-being Programming

Month	Program Title	Attendance	Month	Program Title	Attendance
September	Army ROTC Presentation: What is Wellness and How can it help me?	35	January	Pet Partners Meeting	7
	Wellness for Life Programming: Mindfulness and Meditation with Joan	15		Bookstore Pet Therapy	100
	The S Word Documentary	80		Wellness For Life at the Summit Meditation Session	2
	Student Day at the Downtown Houghton Farmers Market	50		Health Hut: Nutrition and Fitness Pavlis Honors College Dept. huddle-The Green Bandanna Project	20
	Why are Essential Oils so essential workshop (expanded)	25			8
	Health Hut	135		Winter Carnival Safety Res Life	4
	Superior Land Pet Partners	200	February	Green Bandanna: Greek Edition	36
	Health Fair 2018	171		Wellness For Life at the Summit Meditation Session	0
	Outdoor yoga	35		Health Hut: Alcohol Poisoning and Frostbite	200
	Grocery Shopping 101: College Edition	200		Bigfoot Glowshoe	265
	Superior Land Pet Partners Team Evaluation	3		Bookstore Pet Therapy	120
	John Underwood-Speaker on Life of an Athlete (physioloical effects of alcohol and other drugs)-KIP and Athletics	65		Wellness For Life at the Summit Meditation Session	3
	John Underwood-Speaker on Life of an Athlete (physioloical effects of alcohol and other drugs)-Student Athletetes	325		Wellness For Life at the Summit Meditation Session	6
Open House Showcase	200	Health Hut: Essential Oils and Inhalers	30		
		Healthy Husky Workshop: Life Balance	4		

Wellness for Life Programming: Getting Learnt on Being Turnt (Substance Abuse)	21
StepUP Training to Athletics Leadership	55
Health Hut	35
Council Meeting/Food Insecurities presentation	5
Cardboard Boat Races (Homecoming)	700
Homecoming Tailgate	550

October	Wellness for Life Programming: Mindfulness and Meditation with Joan	24
	Health Hut: Handwashing (Germ-X) and HMS Promotion	40
	Tabling at "Live Through This" event to share the green bandanna and wellness resources	65
	ARMY health and wellness	22
	Superior Land Pet Partners	30
	Tabling: The Green Bandanna Project	7
	Sleep, Food. Love. Balance.	8
	The Forgotton 8 hours of the day (sleep)	25
	StepUP	60
	Health Hut: Party Smart Strategies	175
	Sexversations (Healthy Husky Workshop Series)	8
	National Prescription Take Back Day	6 lbs
	sexversations (UN1010-WIE)	23

March	Maximize your Buzz Explanation to IRHC	20
	Bookstore Pet Therapy	20
	Green bandanna presentation	20
	Maximize your Buzz	146
	MUB Board (Diet Navigation and Healthy Eating Collaboration)	121
	Health Hut: Green bandana	95
	The Green Bandanna Project	13
	Sexversations	20
	HIV Screening	5
	UN1011 Presentation	19
	Health Hut: Sleep	25
	Preview Day Showcase	300
	Health Hut: Sleep and Public Health Awareness Week	75
Healthy Husky Workshop: Life Balance	0	
Mental Health Resources Promotion	50	
Bookstore Pet Therapy	40	
Alcohol and Other Drugs Presentation	25	
Healthy Husky Workshop Series: Substance Abuse	0	
Sticky Notes Campaign	75	

November	Wellness for Life Programming: Mindfulness and Meditation with Joan	22
	Alcohol Use and Awareness	23
	UN1010 Healthy Habits and Self Care Presentation	15
	Health Hut: Safe Sex and Self exams	175
	Student Health and Wellness Resources	19
	Healthy Husky Workshop Series	3
	Superior Land Pet Partners	35
	Alcohol Awareness	22
	Wellness for Life Programming: Surviving the Dining Halls (Nutrition)	12
	General Wellness In college	25
	Superior Land Pet Partners Keweenaw - Quarterly Meeting	50
	HuskyFAN Promotion	50
	The Green Bandanna Project	10
	IT Update-Department Wide	60
December	Superior Land Pet Partners	95
	Stress Management Presentation	45
	Health Hut: Stress Free Finals Week	125
	Living a Healthy Lifestyle	2
	Stress Free Finals Massages	11
	Stress Free Finals Massages	30
	The Green Bandanna Project Promotion	16
	Stress Management Presentation	19
	Mental Health Workshop: How essential are essential oils?	7
	Superior Land Pet Partners	150

April	Health Hut: Stress Free Finals	75
	Sexversations	28
	Amazing Day and Mental Health Resources and Education	15
	Snack Attack	75
	Mental Health Resources	20
	Snack Attack	75
	Snack Attack	75
	Stress Free Finals Event Collaboration with MUB Board: Succulents!	280
	Wellness for Life at the Summit Yoga Event	11
	National Prescription Drug Take Back Day	5 lbs
	Stress Free Finals Animal Assisted Therapy	80
	PTSO Massages (Stress Free Finals)	30
	PTSO Massages (Stress Free Finals)	36

Snack Attacks	70 76 72
Mindfulness Pilot Initiatives in Student Health and Wellness	12

# 2019-2020 Health and Well-being Programming

Month	Program Title	Attendance
July	Open House	130
August	Taste of Tech Traditions	1200
September	Outdoor Yoga	11
	Husky Pantry Grand Opening	50
	Student Day at the Downtown Houghton Farmers Market	62
	Health Fair	129
	Health Hut	22
	Husky Hour - Health Hut (Homesickness)	7
	Pour Painting	56
	Pour Painting	35
	Alpha Gamma Delta - Mental Health Presentation	12
	Do It for Daniel Film	78
	Library East Reading Room	2
	Open House	112
	Introduction to Student Health and Wellness	38
	Health Hut	22
	Cardboard Boat Races	500
October	Husky Hour - Fueling Your Body	12
	Husky Hour - Send Silence Packing	2
	Health Hut-Mental Health	22
	Husky Hour - Health Hut - Mental Health Screenings	5
	D80 Conference: Food Insecurities	13
	How to Help/Talk to a Friend In need (Mental Health Presentation with Suicide awareness and education)	20
	Self Defense Instruction	15

Month	Program Title	Attendance	
January	Well-being : Mid-Year Orientation	28	
	Health Hut	30	
	Husky Hour: Staying Healthy Through the Winter	8	
February	Husky Hour: Good Samaritan Provision Giveaway	35	
	Bigfoot Glowshoe Event	255	
	Health Hut	36	
	Husky Hour (Mindfulness Fair)	18	
	Massages with PTSO	9	
	Sleep and Diet Navigation	18	
	Greek Life New Member Orientation (AOD/Good Sam)	64	
	Health Hut	28	
	GSG Meeting	41	
	Phi Kappa Tau Alcohol and Other Drug Presentation	25	
	1 Reason Why not	93	
	Green Bandana Project (Presentation)	3	
	Podcast Redcording: Setting yourself up for virtual success	1	
	March	GSG Meeting	41
		Phi Kappa Tau Alcohol and Other Drug Presentation	25
1 Reason Why not		93	
Green Bandana Project (Presentation)		3	

	Husky Hour - Destressing (Humane Society)	9
	Health Hut	25
	Husky Hour- Health Hut (Cold and Flu)	5
	(Fall) National RX Take Back Day	3 lbs
	Nourish Bowl Demo with ROTC and Video	4
	Bystander Intervention Presentation	120
	Sexversations Presentation	13
	Husky Hour - Spooky Yoga	8
November	Husky Hour - Sexversations	4
	Health Hut	15
	StepUP: Bystander Intervention Presentation	40
	Preventative Health and Self-Care for the RA's	70
	AST - Mental Health Presentation	
	Husky Hour - Alcohol	2
	Wellness for Life at the Summit (Zumba)	7
	Husky Hour - Self Care	4
December	Health Hut	30
	Husky Hour - Self Care	6
	Bystander Intervention	30
	Husky Hour - Healthy Relationships	4
	Stress Free Finals - Pet Therapy Event	200
	Wellness for Life at the Summit-Pound with Rochelle	4

## 2020 Health and Well-being Programming

Month	Program Title	Attendance
August	Podcast Recording: The Center for Student Mental Health and well-being	4
	OTL Well-being	80
	Student Health and well-being Staff Training	5
	Care-Kit Distrabution	5000

# Appendix E



## Center for Student Mental Health and Well-being

The Center for Student Mental Health and Well-being provides a wide array of resources for students to ensure mental and physical well-being. We aim to provide support to help our Huskies achieve their full academic and personal potential.

Mental Health Services provides short-term, solutions focused mental health counseling utilizing a stepped-care approach. This way, students are provided with the most effective, least-intensive type of treatment needed to address the concerns they are experiencing. Combined with additional supports such as workshops, online resources, and group therapy, our services allow students to fully engage academically and socially during their time at Michigan Tech.

Well-being provides programming and education on physical health and overall life balance. Well-being equips Michigan Tech students with the tools they need to maintain a balanced lifestyle by offering a number of events, workshops, and presentations. The Health and Well-being team offers workshops, groups, peer mentoring, and presentations on a range of topics including alcohol, nutrition and sexual health, and overall well-being, with the goal of creating balance for the Michigan Tech campus community.

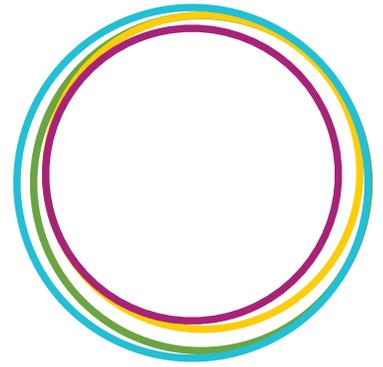
Center for Student Mental Health and Well-being  
Administration Building  
1400 Townsend Drive  
Houghton, MI 49931  
Phone: 906-487-2538 | Fax: 906-487-3421 | [well-being@mtu.edu](mailto:well-being@mtu.edu)



**Michigan  
Technological  
University**

# Be Well

---



**Live  
Well**

*Learn and shape the life you want*

**Recharge  
Well**

*Make time to rest and reflect*

**Connect  
Well**

*Find your people*

**Play  
Well**

*Care for your physical self*

---

## Center for Student Mental Health and Well-being

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**Michigan  
Technological  
University**

# Appendix F

## Job Expectations:

\*Please note that these job descriptions are subject to change.\*

### *\*Health and Well-Being Ambassadors*

<b>Title:</b>	Health and Well-Being Ambassadors
<b>Department:</b>	Dean of Students
<b>Reports to:</b>	Manager of Student Mental Health and Well-Being, Associate Director of Outreach and Education
<b>Appointment:</b>	1 year
<b>Compensation:</b>	\$9.45 per hour

#### **Summary:**

Assume a vital role in Student Mental Health and Well-Being Programming for the growth of health and wellness around the university through education and student mental health and well-being related activities. As a representative of the University, applicants will consider it a responsibility to exemplify and interpret the goals and expectations of the Dean of Students and the Student Mental Health and Well-Being Program at Michigan Technological University.

Health and Well-Being Ambassadors are responsible for providing support and leadership to other Health and Well-Being Ambassadors and participants of Student Mental Health and Well-Being programming. **Health and Well-Being Ambassadors will plan events, give presentations, design event publications, clinics, distribute event information, and attend seminars.** Applicants will use the Guiding Principles of the Dean of Students office to focus their work. The success of Michigan Tech students is the most important measure of our progress. Given this, we are committed to inspiring:

- An engaged community that actively seeks improvement through acceptance and understanding.
- Student to achieve world-class scholarship through academics, research, and continued learning.
- The explorations and creation of all possibilities through innovative use of their skills and knowledge.
- Individuals to hold themselves accountable, and to act with integrity, honesty, and diligence.
- The tenacity required to make ethical choices and to persevere through all obstacles.

- Providing a diverse and inclusive community that encourages involvement and a free exchange of ideas.
- Valuing creativity, leadership, and excellence.
- Being innovative and supportive in our programs, policies, and procedures.
- Supporting students' intellectual, professional, and personal growth.

**Responsibilities:**

- Assist the Manager of Student Mental Health and Well-Being with all aspects of the Student Mental Health and Well-Being Program, and assume all oversight in the absence of the Manager.
- Organize and coordinate events sponsored by Student Mental Health and Well-Being Program, including but not limited to the following:
  - Vaccine Clinics
  - Health Specific Offerings on a Monthly Basis
  - Presentations
  - Lunch and Learns
  - Collaboration Efforts
  - Event Promotion
  - Bigfoot Glowshoe Event
  - Stress-Free Finals Week
  - Mindfulness Programming
  - Pet Therapy
  - Alcohol and other drug education
  - Sexual Health education
  - First-Year Student Orientation Activities
  - Web-content updates
  - Husky FAN (Pantry, emergency meals, meal swipes)
  - Other events as assigned
  - Monthly (mandatory) staff meetings
- Work cooperatively with the Dean of Students and other University Departments and Organizations.
- Assist in the development, delivery, and evaluation of Student Mental Health and Well-Being Program presentations and Programs.
- Participate in the development and design of passive health education programming (stall journals, brochures, posters, table tents, social media, web pages, etc.).
- Assist the Manager of Student Mental Health and Well-Being and other Dean of Students staff with general responsibilities related to the position.
- Attend scheduled Student Mental Health and Well-Being meetings and events.
- Make a minimum commitment of one academic year; more if possible.
- Perform other duties as assigned and discussed with supervisor.

**Expectations:**

- Keep the house/work area clean and organized
- Be proactive!
- Track your hours online (see pg. 12).
- Take initiative!
- Know your schedule and be on time to all scheduled Student Mental Health and Well-Being meetings and events.
- Communicate with other staff and Manager of Student Mental Health and Well-Being about questions, concerns, and ideas.
- When working events, you are responsible for the safety of those involved as participants and staff.
- Check Student Mental Health and Well-Being email during office hours.
- Check in with the Manager of Student Mental Health and Well-Being regarding daily duties and projects.

**Minimum Qualifications:**

- Sophomore status (preferred) to be paid \$9.45 hourly.
- Strong interest in preventative health and wellness.
- Excellent written and oral communication skills.
- Attention to detail.
- Strong organizational and time management skills.
- Ability to work well on a team.
- Working knowledge of computer software including Microsoft office, Google and Adobe Suite.
- Demonstrated understanding of the purpose of Student Mental Health and Well-Being, and ability to represent Wellness in a positive and professional manner.
- Non-judgmental and open-minded attitude with the ability to meet the needs of different cultures, religions, abilities, sexual identities, and political affiliations.
- Creativity, initiative, motivation, integrity, and a positive attitude.
- Maintain a 2.5 minimum grade point average.
- Free of University disciplinary sanctions imposed by the University Judicial System before and during employment.

**Additional Desired Qualifications:**

- Ability to serve in this position for at least one academic year.
- Strong personal commitment to academic success and a desire to share and encourage that commitment among peers.

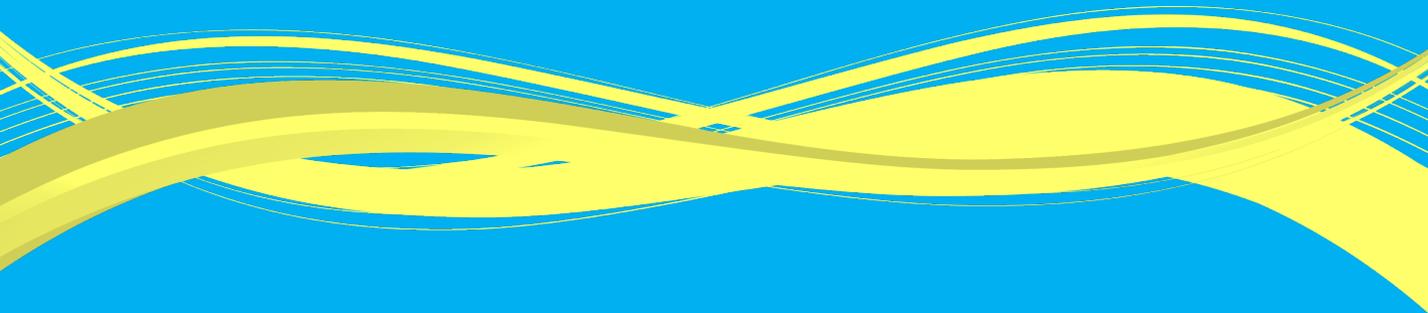
- Ability to work independently without supervision.
- Demonstrated leadership qualities.
- Comfortable and confident with public speaking and interacting on an individual basis.
- Ability to work 5-10 (average 5) hours per week during the academic year.
- Ability to work some irregular hours, weekends and evenings.

# Appendix G

# NATIONAL PEER EDUCATOR STUDY



Institutional Report 2018-2019  
Michigan Tech University



**NPES 2018-2019 INSTITUTIONAL REPORT  
MICHIGAN TECH UNIVERSITY**

# Peer Educator Advisor:

Thank you for taking part in the National Peer Educator Study. The following report highlights peer educators self-identified learning as a result of their peer education experience across six learning domains. The report includes a definition of each learning domain and representative questions from the study, a comparison of peer educators' responses at similar institution types and nationally (n=616), and tips for improving your peer educators' growth within each learning outcome. We also provide data on demographic trends, training trends, and motivations of peer educators. We hope this is a valuable tool for you.

Sincerely,

*Jacob Lemon, Project Manager*

*Matthew Wawrzynski, Ph.D., Project Director*

The National Peer Educator Study (NPES) uses the Council for the Advancement of Standards (CAS) Learning and Development Outcomes in analyzing Peer Educator development. These learning outcome domains include: cognitive complexity; interpersonal development; personal competence; interpersonal competence; knowledge acquisition, integration, construction and application; and humanitarianism and civic engagement. The NPES measures students' self-reported learning in each domain. Institutional results are compared to other institutions within the same Carnegie Classification. The National Peer Educator Study report includes tips for improving learning and development outcomes specific to peer educators.

The following is a guide on how to read the results pertaining to your specific institution and definitions of the statistics being used. As you review each of the domains within the report, please note participant results are self-reported on a 5-point scale.

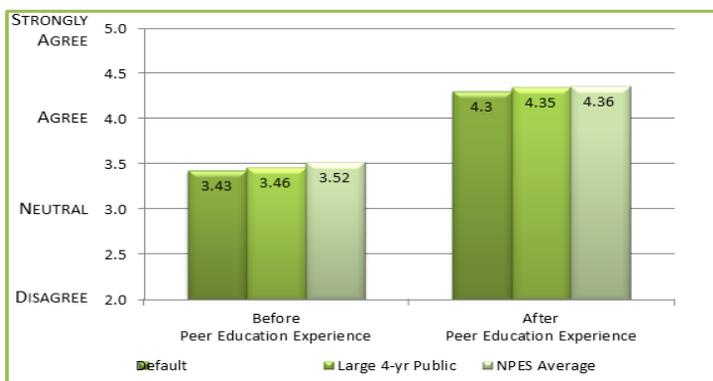
Below is an example of how the learning domain results are displayed:

## Practical Competence

*The practical competence learning outcome includes identifying short and long-term goals, establishing a career path, and developing a sense of self and purpose.*

The NPES measures practical competence with the following questions:

- Having a sense of purpose.
- Having a career direction.
- Developing long range goals.
- Engaging in effective listening.
- Effectively organizing my time.
- Knowledge about general student health issues.
- Effectively presenting a program.
- Holding yourself accountable for obligations and commitments.



### Tips for improving practical competence:

- Invite career services representatives for a workshop.
- Provide goal setting activities and create goal timelines.
- Work to relate peer educator work to career goals.
- Provide opportunities for feedback and constructive criticism regarding presentations
- Create mock counseling sessions and provide feedback.
- Ensure grounding in mission & values of work.

Each learning domain has an overview results page composed of four important elements. The domain name appears in bold at the top of the page, followed by a description of the associated outcomes. An explanation of how the domain is measured can be found below the title. Each chart highlights the institution specific results before and after becoming a peer educator, outcomes between similar Carnegie Classified institutions, and the national average of all NPES participating institutions. Finally, each domain page provides tips for future outcomes enhancement.

Following the results overview, a highlighted table displays each question evaluated in the learning domain. Frequencies related to behavioral actions are listed on a 5-point scale from 1 being “Did Not Have” to 5 being, “Very Strong.” See the example below.

An additional page highlighting the motivation of students to become peer educators is also included in the NPEs report, followed by institutional and national participant demographics. Finally, a compilation of additional tips to improve development across all of the domains is attached.

Below are some helpful definitions to understand the study:

- Frequency: the rate in which something occurs
- Sample mean: average of values, or the sum of all the sampled values divided by the total number of sampled values
- Standard deviation: the dispersion of a distribution

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Developing an effective solution to a problem.</b>	Did Not Have	0	0.00	0	0.00
	Weak	14	4.4	0	0.00
	OK	126	39.3	28	8.8
	Strong	151	47.0	174	54.4
	Very Strong	30	9.3	118	36.9
	Total	321	100.0	320	100.0
<b>Critically analyzing situations.</b>	Did Not Have	2	.6	0	0.00
	Weak	16	5.0	1	.3
	OK	100	31.2	28	8.8
	Strong	159	49.5	168	52.7
	Very Strong	44	13.7	122	38.2
	Total	321	100.0	319	100.0
<b>Analyzing the elements of an idea, experience, or theory.</b>	Did Not Have	3	.9	1	.3
	Weak	21	6.5	4	1.3
	OK	130	40.5	58	18.2
	Strong	120	37.4	141	44.2
	Very Strong	47	14.6	115	36.1
	Total	321	100.0	319	100.0
<b>Synthesizing and organizing ideas, information, or experiences.</b>	Did Not Have	2	.6	1	.3
	Weak	15	4.8	1	.3
	OK	119	37.8	27	8.6
	Strong	148	47.0	177	56.5
	Very Strong	31	9.8	107	34.2
	Total	315	100.0	313	100.0

**References:**

Council for the Advancement of Standards in Higher Education (2012). *CAS self-assessment guide for veterans and military programs and services*. Washington, DC: CAS.

Lind, D. A., Marchal, W. G., & Wathen, S. A. (2008). *Statistical techniques in business & economics*. (13 ed.). New York, NY: McGraw-Hill/Irwin.

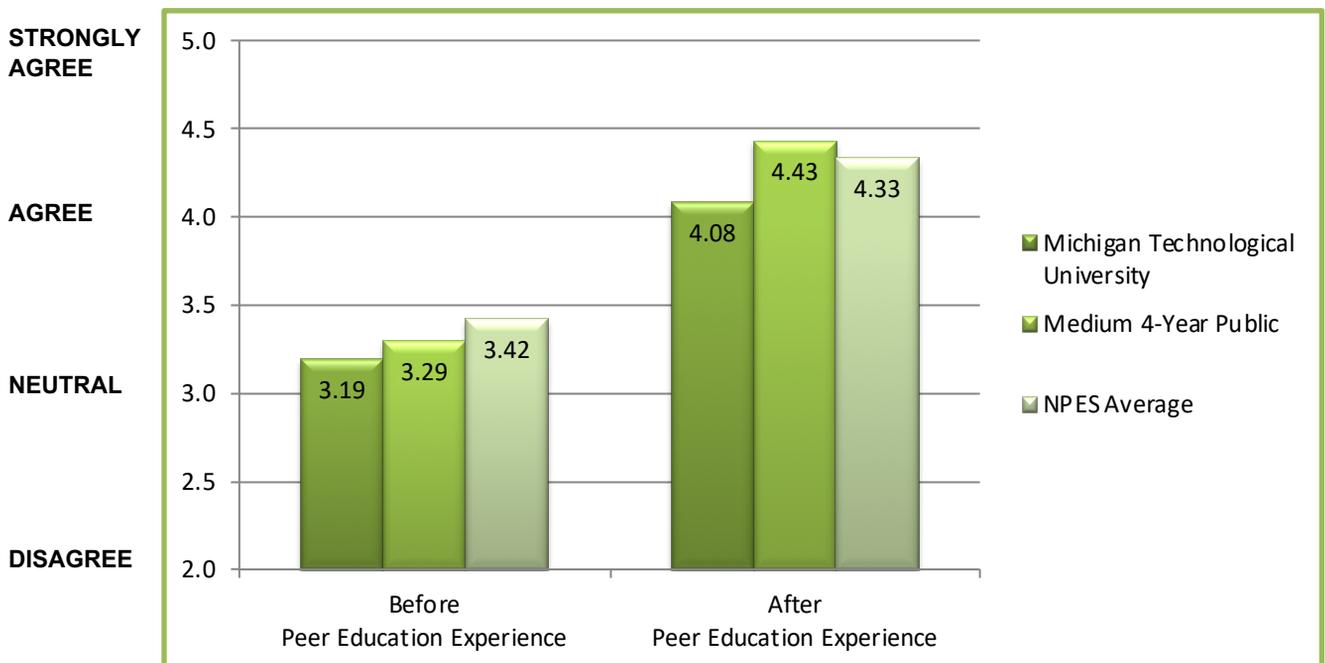


## Practical Competence

The practical competence learning domain includes identifying short and long-term goals, establishing a career path, and developing a sense of self and purpose.

### The NPES measures practical competence with the following outcomes:

- Having a sense of purpose.
- Having a career direction.
- Developing long range goals.
- Engaging in effective listening.
- Effectively organizing my time.
- Knowledge about general student health issues.
- Effectively presenting a program.
- Holding myself accountable for obligations and commitments.



### Tips for improving practical competence:

- Invite career services representatives for a workshop.
- Provide goal setting activities and create goal timelines.
- Work to relate peer educator work to career goals.
- Provide opportunities for feedback and constructive criticism regarding presentations.
- Create mock counseling sessions and provide feedback.
- Ensure grounding in mission & values of work.

# Practical Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Engaging in effective listening.</b>	Did Not Have	5	0.8	0	0.0	0	0.0	0	0.0
	Weak	27	4.4	0	0.0	0	0.0	0	0.0
	OK	259	42.3	2	50.0	22	3.6	0	0.0
	Strong	251	40.9	1	25.0	257	42.3	3	75.0
	Very Strong	71	11.6	1	25.0	328	54.0	1	25.0
	Total	613	100.0	4	100.0	607	100.0	4	100.0
<b>Knowledge about general student health issues.</b>	Did Not Have	15	2.4	0	0.0	0	0.0	0	0.0
	Weak	120	19.5	1	25.0	0	0.0	0	0.0
	OK	325	52.9	2	50.0	14	2.3	0	0.0
	Strong	133	21.7	1	25.0	271	44.7	0	0.0
	Very Strong	21	3.4	0	0.0	321	53.0	4	100.0
	Total	614	100.0	4	100.0	606	100.0	4	100.0
<b>Knowledge about campus resources.</b>	Did Not Have	39	6.4	0	0.0	0	0.0	0	0.0
	Weak	231	37.7	0	0.0	0	0.0	0	0.0
	OK	241	39.3	3	75.0	19	3.1	0	0.0
	Strong	85	13.9	1	25.0	220	36.2	2	50.0
	Very Strong	17	2.8	0	0.0	368	60.6	2	50.0
	Total	613	100.0	4	100.0	607	100.0	4	100.0
<b>Effectively speaking in front of a group.</b>	Did Not Have	24	3.9	0	0.0	1	0.2	0	0.0
	Weak	117	19.1	1	25.0	6	1.0	0	0.0
	OK	246	40.3	2	50.0	86	14.2	0	0.0
	Strong	166	27.2	1	25.0	258	42.6	4	100.0
	Very Strong	58	9.5	0	0.0	254	42.0	0	0.0
	Total	611	100.0	4	100.0	605	100.0	4	100.0

# Practical Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Effectively organizing my time.</b>	Did Not Have	10	1.6	0	0.0	0	0.0	0	0.0
	Weak	79	12.9	2	50.0	8	1.3	0	0.0
	OK	214	34.9	0	0.0	105	17.3	1	25.0
	Strong	211	34.4	2	50.0	278	45.9	2	50.0
	Very Strong	99	16.2	0	0.0	215	35.5	1	25.0
	Total	613	100.0	4	100.0	606	100.0	4	100.0
<b>Effectively managing my academic commitments.</b>	Did Not Have	5	0.8	0	0.0	0	0.0	0	0.0
	Weak	41	6.7	0	0.0	9	1.5	0	0.0
	OK	183	30.0	1	25.0	79	13.1	1	25.0
	Strong	262	42.9	3	75.0	272	45.1	1	25.0
	Very Strong	120	19.6	0	0.0	243	40.3	2	50.0
	Total	611	100.0	4	100.0	603	100.0	4	100.0
<b>Effectively managing my non-academic commitments.</b>	Did Not Have	6	1.0	0	0.0	0	0.0	0	0.0
	Weak	49	8.0	0	0.0	7	1.2	0	0.0
	OK	212	34.6	1	25.0	86	14.2	0	0.0
	Strong	264	43.1	3	75.0	304	50.2	4	100.0
	Very Strong	82	13.4	0	0.0	209	34.5	0	0.0
	Total	613	100.0	4	100.0	606	100.0	4	100.0
<b>Developing long range goals.</b>	Did Not Have	5	0.8	0	0.0	0	0.0	0	0.0
	Weak	73	11.9	1	25.0	8	1.3	0	0.0
	OK	225	36.8	0	0.0	80	13.2	0	0.0
	Strong	226	36.9	3	75.0	296	49.0	3	75.0
	Very Strong	83	13.6	0	0.0	220	36.4	1	25.0
	Total	612	100.0	4	100.0	604	100.0	4	100.0

# Practical Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Having a career direction.</b>	Did Not Have	18	3.0	0	0.0	2	0.3	0	0.0
	Weak	77	12.7	2	66.7	18	3.0	2	66.7
	OK	224	36.9	0	0.0	81	13.4	0	0.0
	Strong	175	28.8	0	0.0	213	35.3	0	0.0
	Very Strong	113	18.6	1	33.3	289	47.9	1	33.3
	Total	607	100.0	3	100.0	603	100.0	3	100.0
<b>Having a sense of purpose.</b>	Did Not Have	13	2.1	0	0.0	0	0.0	0	0.0
	Weak	65	10.7	1	33.3	4	0.7	1	33.3
	OK	244	40.3	1	33.3	53	8.8	1	33.3
	Strong	202	33.3	1	33.3	258	42.7	0	0.0
	Very Strong	82	13.5	0	0.0	289	47.8	1	33.3
	Total	606	100.0	3	100.0	604	100.0	3	100.0
<b>Holding yourself accountable for obligations and commitments.</b>	Did Not Have	4	0.7	0	0.0	1	0.2	0	0.0
	Weak	31	5.1	0	0.0	2	0.3	0	0.0
	OK	174	28.6	0	0.0	37	6.1	0	0.0
	Strong	243	40.0	3	100.0	231	38.2	0	0.0
	Very Strong	156	25.7	0	0.0	333	55.1	3	100.0
	Total	608	100.0	3	100.0	604	100.0	3	100.0
<b>Giving feedback to improve the quality of someone else's work.</b>	Did Not Have	7	1.1	0	0.0	1	0.2	0	0.0
	Weak	61	10.0	0	0.0	1	0.2	0	0.0
	OK	293	48.1	3	100.0	97	16.0	2	66.7
	Strong	184	30.2	0	0.0	284	46.9	1	33.3
	Very Strong	64	10.5	0	0.0	222	36.7	0	0.0
	Total	609	100.0	3	100.0	605	100.0	3	100.0

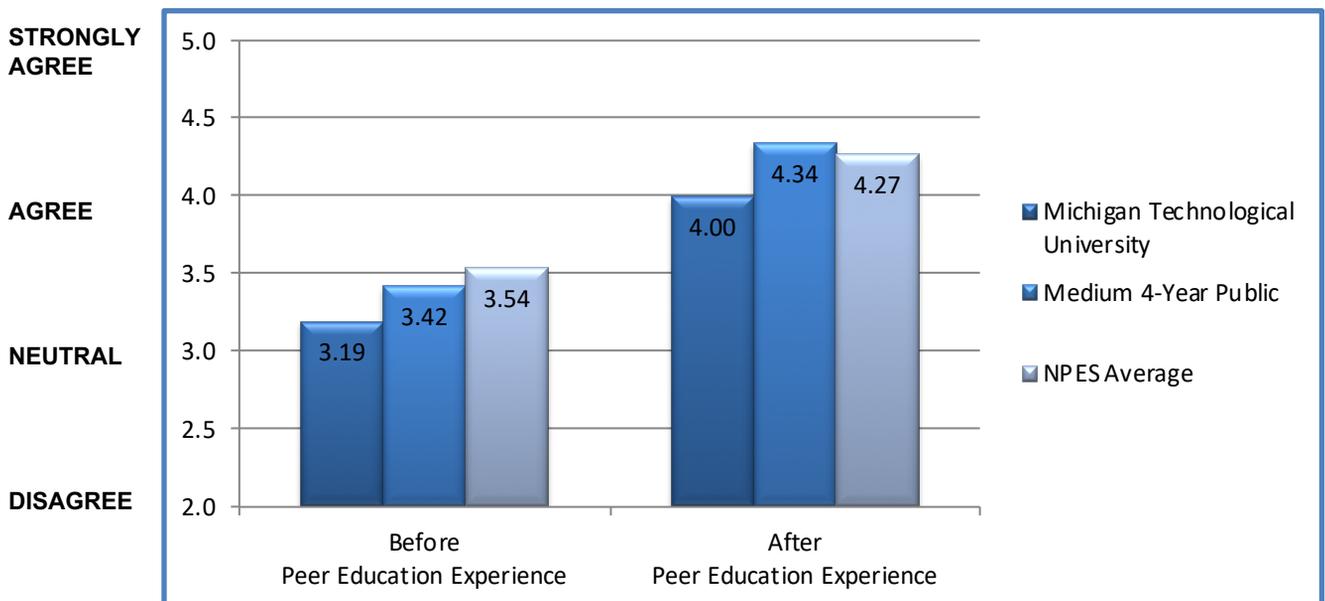


## Cognitive Complexity

The cognitive complexity learning domain includes reflecting on previous experiences, considering assumptions, thinking critically, and applying learned concepts to practical problems.

### The NPES measures cognitive complexity with the following outcomes:

- Applying previous experiences to inform new situations.
- Reevaluating previous assumptions.
- Formulating an innovative approach to a solution or problem.
- Critically analyzing situations.
- Analyzing the basic elements of an idea, experience, or theory.
- Applying theories or concepts to practical problems in new situations.



### Tips for improving intrapersonal development:

- Incorporate reflection activities into individual or group meetings.
- Deconstruct peer educators' previous assumptions through dialogue circles, role playing, or case studies.
- Provide students with theories that are easily understood and transferable in their daily work as peer educators.
- Utilize puzzles or problems to help facilitate or enhance critical thinking skills.

# Cognitive Complexity

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Developing an effective solution to a problem.</b>	Did Not Have	4	0.7	0	0.0	1	0.2	0	0.0
	Weak	25	4.1	1	25.0	0	0.0	0	0.0
	OK	267	43.7	2	50.0	61	10.1	0	0.0
	Strong	261	42.7	1	25.0	336	55.5	4	100.0
	Very Strong	54	8.8	0	0.0	207	34.2	0	0.0
	Total	611	100.0	4	100.0	605	100.0	4	100.0
<b>Critically analyzing situations.</b>	Did Not Have	3	0.5	0	0.0	1	0.2	0	0.0
	Weak	43	7.0	0	0.0	0	0.0	0	0.0
	OK	212	34.7	2	50.0	62	10.3	0	0.0
	Strong	263	43.0	2	50.0	287	47.5	4	100.0
	Very Strong	90	14.7	0	0.0	254	42.1	0	0.0
	Total	611	100.0	4	100.0	604	100.0	4	100.0
<b>Analyzing the elements of an idea, experience, or theory.</b>	Did Not Have	10	1.6	0	0.0	2	0.3	0	0.0
	Weak	36	5.9	0	0.0	2	0.3	0	0.0
	OK	257	42.1	2	50.0	91	15.0	0	0.0
	Strong	229	37.5	2	50.0	301	49.7	3	75.0
	Very Strong	79	12.9	0	0.0	210	34.7	1	25.0
	Total	611	100.0	4	100.0	606	100.0	4	100.0
<b>Synthesizing and organizing ideas, information, or experiences.</b>	Did Not Have	7	1.1	0	0.0	0	0.0	0	0.0
	Weak	41	6.7	0	0.0	2	0.3	0	0.0
	OK	265	43.4	2	66.7	50	8.2	1	33.3
	Strong	233	38.1	1	33.3	344	56.5	2	66.7
	Very Strong	65	10.6	0	0.0	213	35.0	0	0.0
	Total	611	100.0	3	100.0	609	100.0	3	100.0

# Cognitive Complexity

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Evaluating information, arguments, or methods and assessing the conclusions.</b>	Did Not Have	9	1.5	0	0.0	3	0.5	0	0.0
	Weak	34	5.6	0	0.0	1	0.2	0	0.0
	OK	251	41.1	2	66.7	69	11.4	1	33.3
	Strong	256	42.0	1	33.3	315	51.9	2	66.7
	Very Strong	60	9.8	0	0.0	219	36.1	0	0.0
	Total	610	100.0	3	100.0	607	100.0	3	100.0
<b>Applying theories or concepts to practical problems or new situations.</b>	Did Not Have	12	2.0	0	0.0	2	0.3	0	0.0
	Weak	48	7.9	1	33.3	1	0.2	0	0.0
	OK	274	45.2	2	66.7	85	14.1	1	33.3
	Strong	224	37.0	0	0.0	309	51.3	2	66.7
	Very Strong	48	7.9	0	0.0	205	34.1	0	0.0
	Total	606	100.0	3	100.0	602	100.0	3	100.0
<b>Applying previous experiences to inform new situations.</b>	Did Not Have	8	1.3	0	0.0	0	0.0	0	0.0
	Weak	42	7.0	0	0.0	1	0.2	0	0.0
	OK	246	40.7	2	66.7	38	6.3	1	33.3
	Strong	223	36.9	1	33.3	245	40.9	1	33.3
	Very Strong	85	14.1	0	0.0	315	52.6	1	33.3
	Total	604	100.0	3	100.0	599	100.0	3	100.0

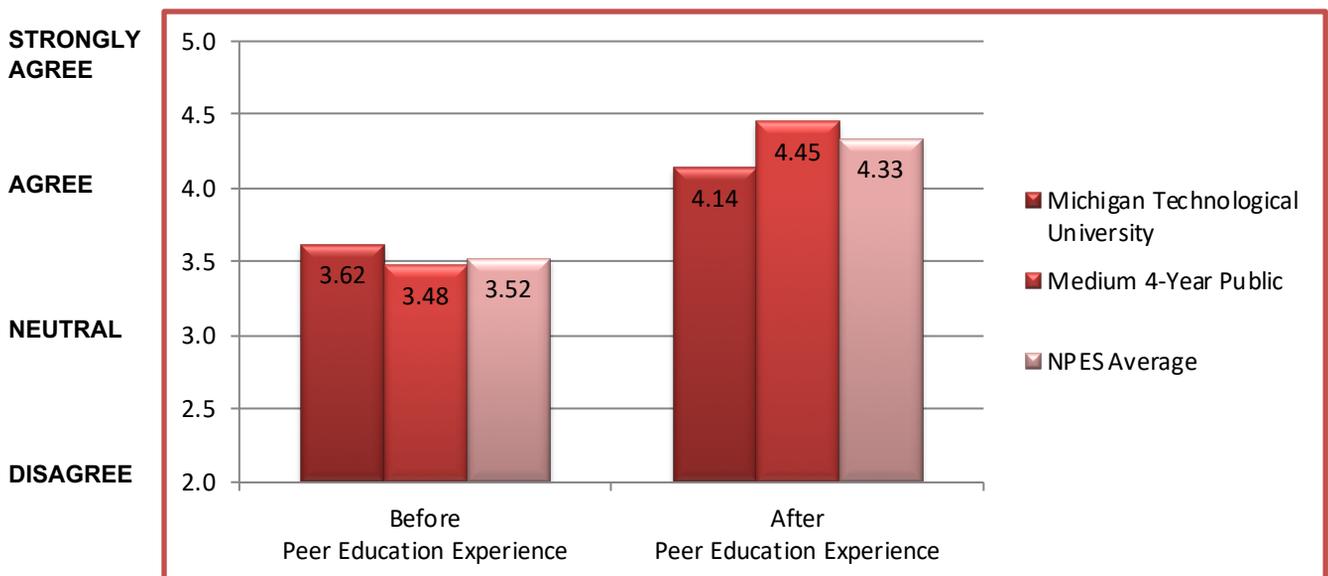


## Intrapersonal Development

The intrapersonal development learning domain includes realistic self-appraisal, self-awareness, personal goal setting, navigating personal values and beliefs, working with people different from one's self, recognizing personal attributes such as self-confidence, self-esteem, ethics, and integrity.

### The NPES measures intrapersonal development with the following outcomes:

- Clarifying beliefs or values.
- Understanding people's values that different from my own.
- Developing a personal belief system.
- Having a better understanding of my own values.
- Having a positive self-concept (self-confidence, self-esteem, independence, and determination).
- Articulating values and beliefs as they relate to personal decisions.
- Recognizing and accepting my strengths and deficiencies.



### Tips for improving cognitive complexity:

- Use written reflection tools (e.g. Journals)
- Lead reflective activities that include group conversations, 1-on-1 meetings and silent reflection.
- Provide space for students to discuss and reflect along religious or spiritual dimensions.
- Facilitate values exercises to help articulate values throughout one's life, rank values, personally and professionally, and compare values with others.
- Incorporate readings about values into work.

# Intrapersonal Development

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Recognizing and accepting my strengths and deficiencies.</b>	Did Not Have	6	1.0	0	0.0	0	0.0	0	0.0
	Weak	76	12.4	1	25.0	3	0.5	0	0.0
	OK	301	49.1	3	75.0	70	11.6	1	25.0
	Strong	189	30.8	0	0.0	326	54.2	2	50.0
	Very Strong	41	6.7	0	0.0	203	33.7	1	25.0
	Total	613	100.0	4	100.0	602	100.0	4	100.0
<b>Understanding people's values that are different from my own.</b>	Did Not	3	0.5	0	0.0	0	0.0	0	0.0
	Weak	19	3.1	0	0.0	1	0.2	0	0.0
	OK	189	30.9	0	0.0	26	4.3	0	0.0
	Strong	261	42.6	3	75.0	244	40.4	1	25.0
	Very Strong	140	22.9	1	25.0	333	55.1	3	75.0
	Total	612	100.0	4	100.0	604	100.0	4	100.0
<b>Having a better understanding of my own values.</b>	Did Not Have	5	0.8	0	0.0	1	0.2	0	0.0
	Weak	37	6.0	0	0.0	3	0.5	0	0.0
	OK	208	34.0	0	0.0	26	4.3	0	0.0
	Strong	253	41.3	3	75.0	234	38.7	2	50.0
	Very Strong	109	17.8	1	25.0	341	56.4	2	50.0
	Total	612	100.0	4	100.0	605	100.0	4	100.0
<b>Having a positive self concept (self-confidence, self-esteem, independence, and determination).</b>	Did Not Have	15	2.5	0	0.0	2	0.3	0	0.0
	Weak	109	17.9	1	33.3	10	1.7	1	33.3
	OK	244	40.0	2	66.7	104	17.2	1	33.3
	Strong	179	29.3	0	0.0	269	44.4	1	33.3
	Very Strong	63	10.3	0	0.0	221	36.5	0	0.0
	Total	610	100.0	3	100.0	606	100.0	3	100.0

# Intrapersonal Development

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Developing a personal belief system.</b>	Did Not Have	10	1.6	0	0.0	2	0.3	0	0.0
	Weak	45	7.4	1	33.3	2	0.3	0	0.0
	OK	215	35.4	1	33.3	59	9.8	1	33.3
	Strong	232	38.2	1	33.3	291	48.4	1	33.3
	Very Strong	106	17.4	0	0.0	247	41.1	1	33.3
	Total	608	100.0	3	100.0	601	100.0	3	100.0
<b>Clarifying my own beliefs or values.</b>	Did Not Have	9	1.5	0	0.0	1	0.2	0	0.0
	Weak	53	8.7	0	0.0	2	0.3	0	0.0
	OK	238	39.2	1	33.3	72	11.9	0	0.0
	Strong	231	38.1	2	66.7	263	43.6	2	66.7
	Very Strong	76	12.5	0	0.0	265	43.9	1	33.3
	Total	607	100.0	3	100.0	603	100.0	3	100.0
<b>Knowing your own limitations and when to refer people to other resources.</b>	Did Not Have	18	3.0	0	0.0	2	0.3	0	0.0
	Weak	81	13.3	0	0.0	1	0.2	0	0.0
	OK	251	41.2	1	33.3	56	9.3	1	33.3
	Strong	185	30.4	2	66.7	262	43.4	1	33.3
	Very Strong	74	12.2	0	0.0	283	46.9	1	33.3
	Total	609	100.0	3	100.0	604	100.0	3	100.0

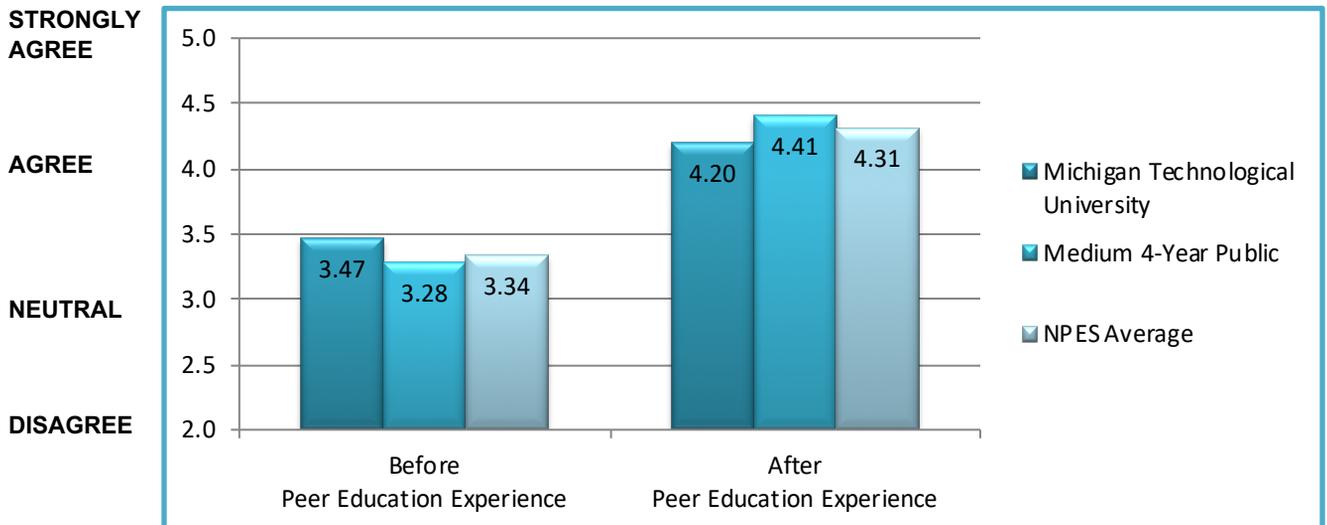


## Knowledge Acquisition, Construction, Integration, and Application

Knowledge acquisition, construction, integration, and application learning outcome includes awareness/knowledge of campus and community resources, interpreting thoughts and ideas, evaluating arguments effectively, and developing problem solving skills.

**The NPES measures knowledge acquisition, construction, integration, and application with the following outcomes:**

- Having knowledge about general health issues.
- Evaluating information, arguments, or methods and assessing the conclusions.
- Having knowledge about campus resources.
- Referring someone to counseling.
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations.
- Researching skills that allow me to seek out information about topics.
- Developing an effective solution to a problem.



### Tips for improving knowledge acquisition, construction, integration, and application:

- Coordinate information or training sessions/workshops with campus partners.
- Invite academic affairs partners to meetings, facilitate trainings, or partner on programs.
- Introduce peer educators to scholarship in the student affairs, counseling, and psychology fields.
- Examine work as it relates to existing literature and critique for its alignment with best practice

# Knowledge Acquisition, Construction, Integration, and Application

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Referring someone to campus or off-campus counseling.</b>	Did Not Have	82	13.4	0	0.0	6	1.0	0	0.0
	Weak	146	23.9	0	0.0	3	0.5	0	0.0
	OK	251	41.1	1	25.0	57	9.5	0	0.0
	Strong	102	16.7	3	75.0	263	43.9	2	50.0
	Very Strong	30	4.9	0	0.0	270	45.1	2	50.0
	Total	611	100.0	4	100.0	599	100.0	4	100.0
<b>Researching skills that allow me to seek out information about topics.</b>	Did Not	9	1.5	0	0.0	0	0.0	0	0.0
	Weak	54	8.9	0	0.0	3	0.5	0	0.0
	OK	242	39.7	2	50.0	58	9.7	1	25.0
	Strong	223	36.6	2	50.0	303	50.4	3	75.0
	Very Strong	81	13.3	0	0.0	237	39.4	0	0.0
	Total	609	100.0	4	100.0	601	100.0	4	100.0
<b>Reevaluating previous assumptions.</b>	Did Not Have	7	1.2	0	0.0	1	0.2	0	0.0
	Weak	62	10.2	0	0.0	1	0.2	0	0.0
	OK	332	54.6	3	75.0	57	9.5	1	33.3
	Strong	169	27.8	1	25.0	328	54.4	1	33.3
	Very Strong	38	6.3	0	0.0	216	35.8	1	33.3
	Total	608	100.0	4	100.0	603	100.0	3	100.0
<b>Formulating an innovative approach or solution to an issue or problem.</b>	Did Not Have	6	1.0	0	0.0	0	0.0	0	0.0
	Weak	56	9.2	1	33.3	2	0.3	0	0.0
	OK	307	50.6	1	33.3	92	15.3	0	0.0
	Strong	193	31.8	1	33.3	312	51.7	3	100.0
	Very Strong	45	7.4	0	0.0	197	32.7	0	0.0
	Total	607	100.0	3	100.0	603	100.0	3	100.0

# Knowledge Acquisition, Construction, Integration, and Application

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Listening to and considering others' viewpoints.</b>	Did Not Have	3	0.5	0	0.0	0	0.0	0	0.0
	Weak	26	4.3	0	0.0	1	0.2	0	0.0
	OK	186	30.5	0	0.0	21	3.5	0	0.0
	Strong	288	47.3	2	66.7	245	40.6	1	33.3
	Very Strong	106	17.4	1	33.3	337	55.8	2	66.7
	Total	609	100.0	3	100.0	604	100.0	3	100.0

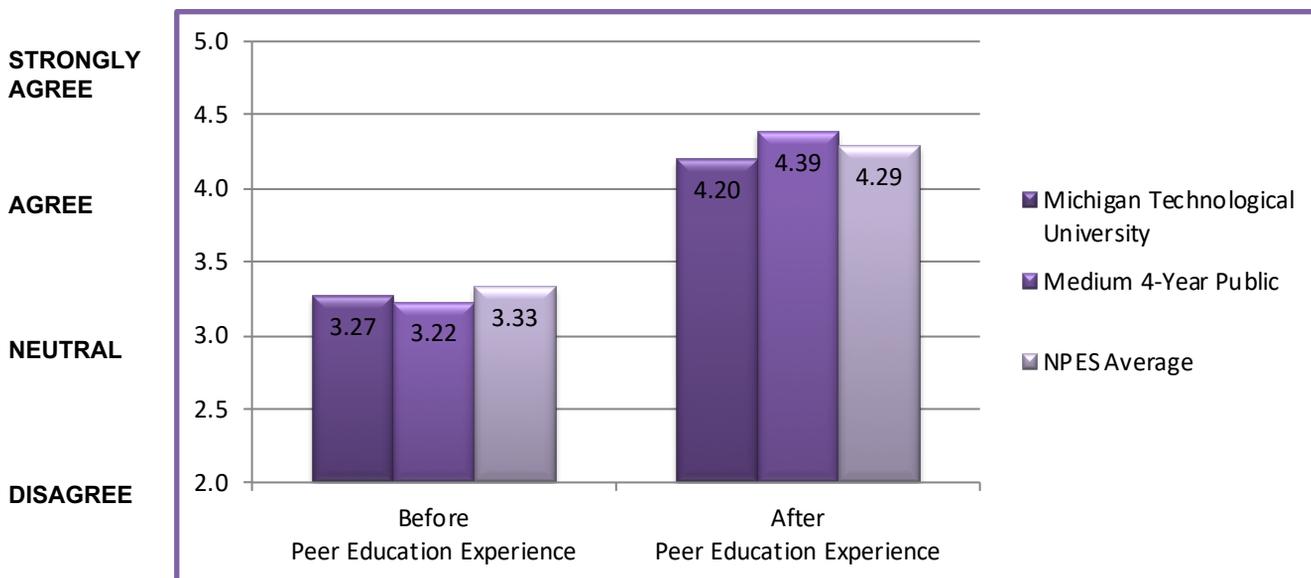


## Interpersonal Competence

The interpersonal competence learning outcome includes managing relationships between self and others, understanding personal leadership styles, active listening, establishing comfort discussing risky behaviors, presenting, role modeling health choices for others, and creating meaningful relationships.

### The NPES measures interpersonal competence with the following outcomes:

- Effectively managing conflict between others.
- Effectively working with others who share views that are different from my own.
- Effectively demonstrate a skills leading a group.
- Ability to motivate others to accomplish goals.
- Listen to and consider other’s points of view.
- Presenting ideas and information effectively to others.
- Effectively communicating with people.
- Talking with a friend about a risky behavior or choice.



### Tips for improving interpersonal competence:

- Practice scenarios that peer educators encounter during typical conversations with fellow students (i.e. Behind Closed Doors scenarios).
- Analyze case studies with peer educator groups and then presenting the solutions.
- Incorporate time for wellness in group activities (i.e. role modeling healthy choices).
- Facilitate teamwork activities/team builders.
- Hold an active listening workshop-ensuring feedback is part of the peer educator process.
- Provide the time and/or space to share best practices.
- Relinquish responsibility to group members as the year progresses.

# Interpersonal Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Effectively facilitating group discussions.</b>	Did Not Have	36	5.9	0	0.0	0	0.0	0	0.0
	Weak	137	22.4	3	75.0	9	1.5	1	25.0
	OK	257	42.0	2	50.0	95	15.7	1	25.0
	Strong	144	23.5	1	25.0	275	45.5	2	50.0
	Very Strong	38	6.2	0	0.0	226	37.4	0	0.0
	Total	612	100.0	4	150.0	605	100.0	4	100.0
<b>Presenting an educational program with a teammate.</b>	Did Not Have	91	14.9	0	0.0	12	2.0	0	0.0
	Weak	83	13.6	1	25.0	5	0.8	0	0.0
	OK	278	45.4	1	25.0	59	9.8	0	0.0
	Strong	135	22.1	2	50.0	308	51.3	4	100.0
	Very Strong	25	4.1	0	0.0	216	36.0	0	0.0
	Total	612	100.0	4	100.0	600	100.0	4	100.0
<b>Comfort with distributing pamphlets at an awareness table.</b>	Did Not Have	100	16.3	0	0.0	13	2.2	0	0.0
	Weak	121	19.8	1	25.0	4	0.7	0	0.0
	OK	241	39.4	2	50.0	72	12.0	0	0.0
	Strong	115	18.8	1	25.0	267	44.4	4	100.0
	Very Strong	35	5.7	0	0.0	246	40.9	0	0.0
	Total	612	100.0	4	100.0	602	100.0	4	100.0
<b>Effectively communicating with people through speaking, writing, and other communication.</b>	Did Not Have	7	1.1	0	0.0	0	0.0	0	0.0
	Weak	41	6.7	0	0.0	0	0.0	0	0.0
	OK	224	36.6	1	25.0	28	4.7	0	0.0
	Strong	261	42.6	4	100.0	290	48.3	3	75.0
	Very Strong	79	12.9	0	0.0	283	47.1	1	25.0
	Total	612	100.0	4	125.0	601	100.0	4	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Talking with a close, personal friend about a risky behavior or choice.</b>	Did Not Have	19	3.1	0	0.0	5	0.8	0	0.0
	Weak	90	14.7	0	0.0	1	0.2	0	0.0
	OK	254	41.5	2	50.0	55	9.2	0	0.0
	Strong	184	30.1	2	50.0	269	44.8	3	75.0
	Very Strong	65	10.6	0	0.0	271	45.1	1	25.0
	Total	612	100.0	4	100.0	601	100.0	4	100.0
<b>Talking with another student about a risky behavior or choice.</b>	Did Not Have	48	7.9	0	0.0	5	0.8	0	0.0
	Weak	152	24.9	0	0.0	4	0.7	0	0.0
	OK	258	42.2	2	50.0	72	12.0	0	0.0
	Strong	124	20.3	2	50.0	302	50.2	3	75.0
	Very Strong	29	4.7	0	0.0	219	36.4	1	25.0
	Total	611	100.0	4	100.0	602	100.0	4	100.0
<b>Sharing ideas and information effectively with others.</b>	Did Not Have	6	1.0	0	0.0	0	0.0	0	0.0
	Weak	34	5.6	0	0.0	1	0.2	0	0.0
	OK	271	44.4	2	50.0	35	5.8	0	0.0
	Strong	231	37.8	2	50.0	293	48.8	2	50.0
	Very Strong	69	11.3	0	0.0	271	45.2	2	50.0
	Total	611	100.0	4	100.0	600	100.0	4	100.0
<b>Comfortable with presenting programs to students who are different than me.</b>	Did Not Have	26	4.2	0	0.0	2	0.3	0	0.0
	Weak	90	14.7	1	25.0	3	0.5	0	0.0
	OK	232	37.8	1	25.0	61	10.1	0	0.0
	Strong	187	30.5	2	50.0	253	41.7	2	50.0
	Very Strong	78	12.7	0	0.0	287	47.4	2	50.0
	Total	613	100.0	4	100.0	606	100.0	4	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Being a role model for healthy choices.</b>	Did Not Have	10	1.6	0	0.0	0	0.0	0	0.0
	Weak	79	12.9	0	0.0	4	0.7	0	0.0
	OK	233	38.1	1	25.0	88	14.6	0	0.0
	Strong	217	35.5	3	75.0	291	48.2	2	50.0
	Very Strong	73	11.9	0	0.0	221	36.6	2	50.0
	Total	612	100.0	4	100.0	604	100.0	4	100.0
	<hr/>								
<b>Effectively managing my conflicts with others.</b>	Did Not Have	9	1.5	0	0.0	0	0.0	0	0.0
	Weak	89	14.6	0	0.0	1	0.2	0	0.0
	OK	280	46.0	2	66.7	95	15.7	1	33.3
	Strong	179	29.4	1	33.3	309	51.0	1	33.3
	Very Strong	52	8.5	0	0.0	201	33.2	1	33.3
	Total	609	100.0	3	100.0	606	100.0	3	100.0
	<hr/>								
<b>Effectively managing conflicts between others.</b>	Did Not Have	14	2.3	0	0.0	3	0.5	0	0.0
	Weak	82	13.5	1	33.3	5	0.8	0	0.0
	OK	266	43.8	1	33.3	94	15.6	1	33.3
	Strong	203	33.4	1	33.3	307	50.8	1	33.3
	Very Strong	43	7.1	0	0.0	195	32.3	1	33.3
	Total	608	100.0	3	100.0	604	100.0	3	100.0
	<hr/>								
<b>Effectively working with others who share views different from my own.</b>	Did Not Have	7	1.2	0	0.0	0	0.0	0	0.0
	Weak	46	7.6	0	0.0	4	0.7	0	0.0
	OK	217	35.7	1	33.3	46	7.6	0	0.0
	Strong	253	41.6	1	33.3	266	44.0	2	66.7
	Very Strong	85	14.0	1	33.3	288	47.7	1	33.3
	Total	608	100.0	3	100.0	604	100.0	3	100.0

# Interpersonal Competence

		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Effectively demonstrate skills in leading a group.</b>	Did Not Have	15	2.5	0	0.0	0	0.0	0	0.0
	Weak	63	10.4	0	0.0	3	0.5	0	0.0
	OK	240	39.8	2	66.7	58	9.7	1	33.3
	Strong	197	32.7	1	33.3	243	40.6	2	66.7
	Very Strong	88	14.6	0	0.0	295	49.2	0	0.0
	Total	603	100.0	3	100.0	599	100.0	3	100.0
<b>Ability to motivate others to accomplish goals.</b>	Did Not Have	10	1.6	0	0.0	1	0.2	0	0.0
	Weak	47	7.7	0	0.0	4	0.7	0	0.0
	OK	278	45.6	3	75.0	75	12.4	0	0.0
	Strong	211	34.6	0	0.0	281	46.4	3	100.0
	Very Strong	63	10.3	0	0.0	244	40.3	0	0.0
	Total	609	100.0	4	75.0	605	100.0	3	100.0
<b>Accepting supervision and direction from your supervisor/advisor.</b>	Did Not Have	7	1.1	0	0.0	1	0.2	0	0.0
	Weak	23	3.8	0	0.0	1	0.2	0	0.0
	OK	161	26.4	0	0.0	30	5.0	0	0.0
	Strong	256	42.0	1	33.3	230	38.0	0	0.0
	Very Strong	162	26.6	2	66.7	344	56.8	3	100.0
	Total	609	100.0	3	100.0	606	100.0	3	100.0

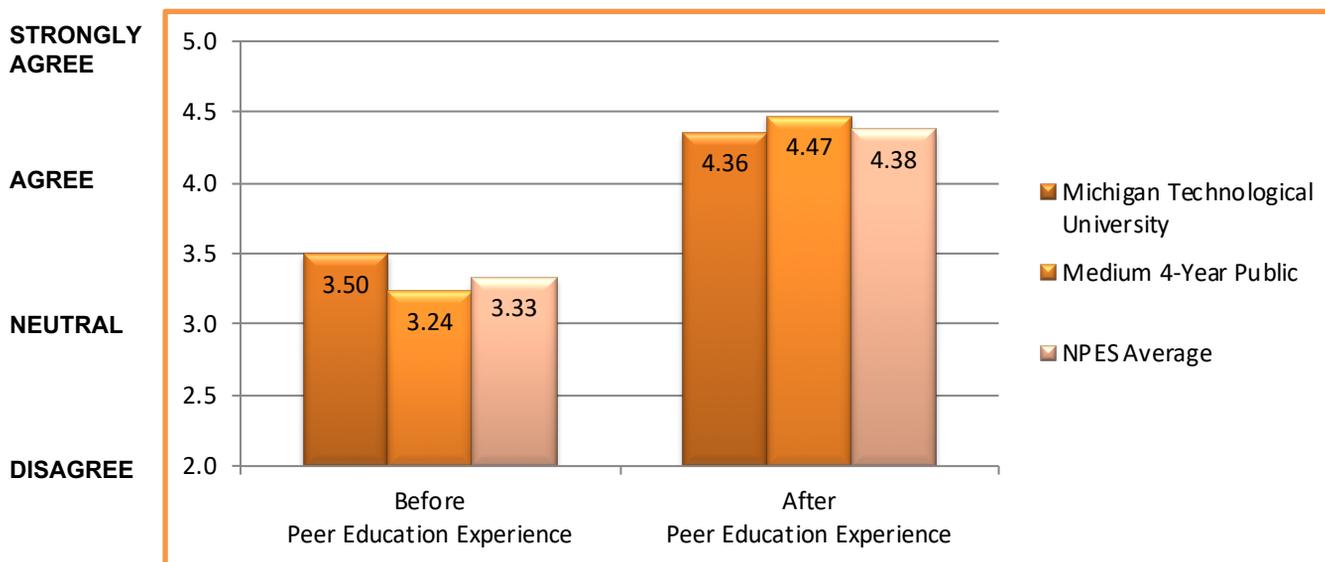


## Humanitarianism and Civic Engagement

Humanitarianism and civic engagement learning outcome includes consideration of others, thoughtful critical reflection, having conversations with others who may be different from you, and integrating into the campus community.

### The NPES measures humanitarianism and civic engagement with the following outcomes:

- Considering the welfare of others when making decisions.
- Engaging in critical reflections.
- Putting others before yourself.
- Having conversations with students who are a different race/ethnicity, religion, or sexual orientation than me.
- Feeling a part of the campus community.



### Tips for improving humanitarianism and civic engagement:

- Encourage peer educators to attend campus events to help them feel a part of the campus community.
- Allow students to identify community partners from whom they can learn about the profession.
- Organize volunteer opportunities with community partners.
- Create space for conversations and reflection during group meetings-reflect, seek, and receive feedback at the end of meetings.
- Incorporate social-justice and multi-cultural training into work.

# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Intervening in a crisis situation.</b>	Did Not Have	82	13.4	0	0.0	22	3.6	0	0.0
	Weak	144	23.5	1	25.0	6	1.0	0	0.0
	OK	237	38.7	1	25.0	90	14.9	0	0.0
	Strong	117	19.1	1	25.0	262	43.4	2	50.0
	Very Strong	32	5.2	0	0.0	223	37.0	2	50.0
	Total	612	100.0	4	75.0	603	100.0	4	100.0
<b>Having conversations with students who are different than me.</b>	Did Not Have	6	1.0	0	0.0	0	0.0	0	0.0
	Weak	40	6.6	0	0.0	3	0.5	0	0.0
	OK	196	32.3	0	0.0	33	5.5	0	0.0
	Strong	233	38.4	2	66.7	218	36.5	1	25.0
	Very Strong	132	21.7	1	33.3	344	57.5	2	50.0
	Total	607	100.0	3	100.0	598	100.0	4	75.0
<b>Feeling a part of the campus community.</b>	Did Not Have	42	6.9	0	0.0	1	0.2	0	0.0
	Weak	127	21.0	2	66.7	3	0.5	0	0.0
	OK	248	40.9	1	33.3	53	8.8	1	33.3
	Strong	151	24.9	0	0.0	240	39.7	2	66.7
	Very Strong	38	6.3	0	0.0	307	50.8	0	0.0
	Total	606	100.0	3	100.0	604	100.0	3	100.0
<b>Feeling responsible for helping to improve the campus community.</b>	Did Not Have	55	9.1	0	0.0	0	0.0	0	0.0
	Weak	137	22.6	2	66.7	0	0.0	0	0.0
	OK	254	41.8	1	33.3	24	4.0	0	0.0
	Strong	123	20.3	0	0.0	236	39.2	2	66.7
	Very Strong	38	6.3	0	0.0	242	40.2	1	33.3
	Total	607	100.0	3	100.0	602	83.4	3	100.0

# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		Michigan Tech		National Averages		Michigan Tech	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Articulating values and beliefs as they relate to personal decisions.</b>	Did Not Have	9	1.5	0	0.0	1	0.2	0	0.0
	Weak	43	7.1	0	0.0	0	0.0	0	0.0
	OK	266	43.8	3	100.0	59	9.8	0	0.0
	Strong	209	34.4	0	0.0	308	51.1	3	100.0
	Very Strong	81	13.3	0	0.0	235	39.0	0	0.0
	Total	608	100.0	3	100.0	603	100.0	3	100.0
<b>Considering the welfare of others when making decisions.</b>	Did Not Have	4	0.7	0	0.0	1	0.2	0	0.0
	Weak	30	4.9	0	0.0	1	0.2	0	0.0
	OK	185	30.4	0	0.0	28	4.6	0	0.0
	Strong	273	44.8	2	66.7	246	40.7	1	33.3
	Very Strong	117	19.2	1	33.3	328	54.3	2	66.7
	Total	609	100.0	3	100.0	604	100.0	3	100.0
<b>Understanding the role of your personal belief system in personal or group values</b>	Did Not Have	7	1.2	0	0.0	3	0.5	0	0.0
	Weak	49	8.1	0	0.0	2	0.3	0	0.0
	OK	231	38.1	1	33.3	47	7.8	0	0.0
	Strong	238	39.2	1	33.3	288	47.8	2	66.7
	Very Strong	82	13.5	1	33.3	262	43.5	1	33.3
	Total	607	100.0	3	100.0	602	100.0	3	100.0

# Peer Educator Training

This section includes information regarding the training peer educators receive and how they engage in educational activities related to their training. For this year's survey, we've added several training topics including vaping, time management, self-care, social media use, social justice, and diversity/inclusion. An area of change we noticed from the 2017-18 NPES to the 2018-19 NPES is the average percent of peer educators trained has increased across most training topics. At times, however, this does not coincide with increases in the percentages of peer educators actually utilizing the training through educational activities such as programming, conversations, and information-sharing. Advisors can look at the types of topics their peer educators are engaging in and tailor training to meet these needs. Additionally, there may be times where advisors notice their peer educators are receiving training in a topic area but not utilizing it through engagement or educational activities. Finally, advisors can compare the types of training their peer educators receive with the national averages among other institutions participating in the National Peer Educator Study. Ultimately, we hope this information will be a useful tool when organizing peer educator training, development, and engagement.

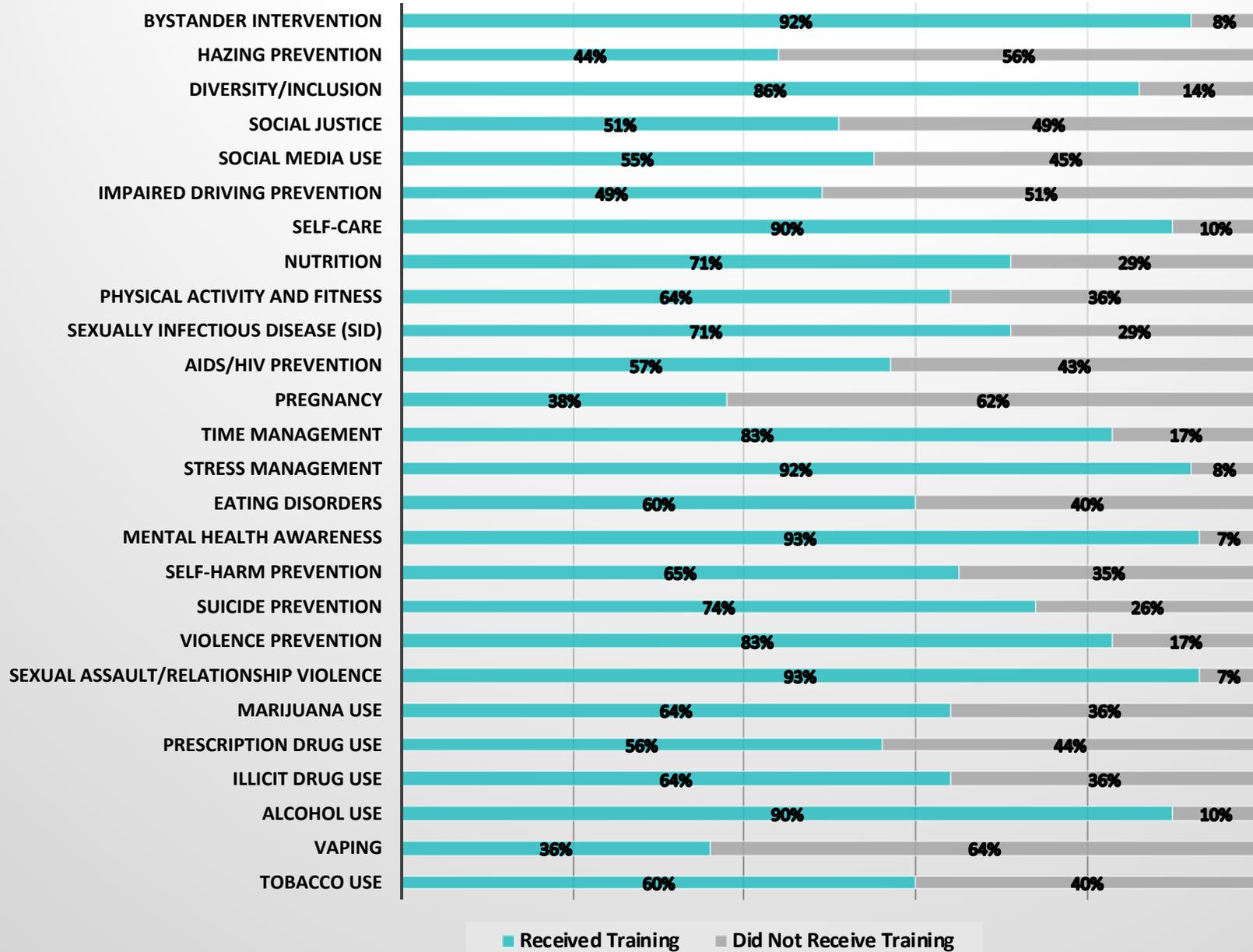
Two graphs are provided below:

- The first graph shows the 'national percentages' for peer educators who either received or did not receive training on a range of topic areas indicated in the left column;
- The second graph shows the 'national percentages' of how peer educators engaged in these same topic areas. Each percentage represents the number of peer educators who indicated participation in the educational activity related to each topic.

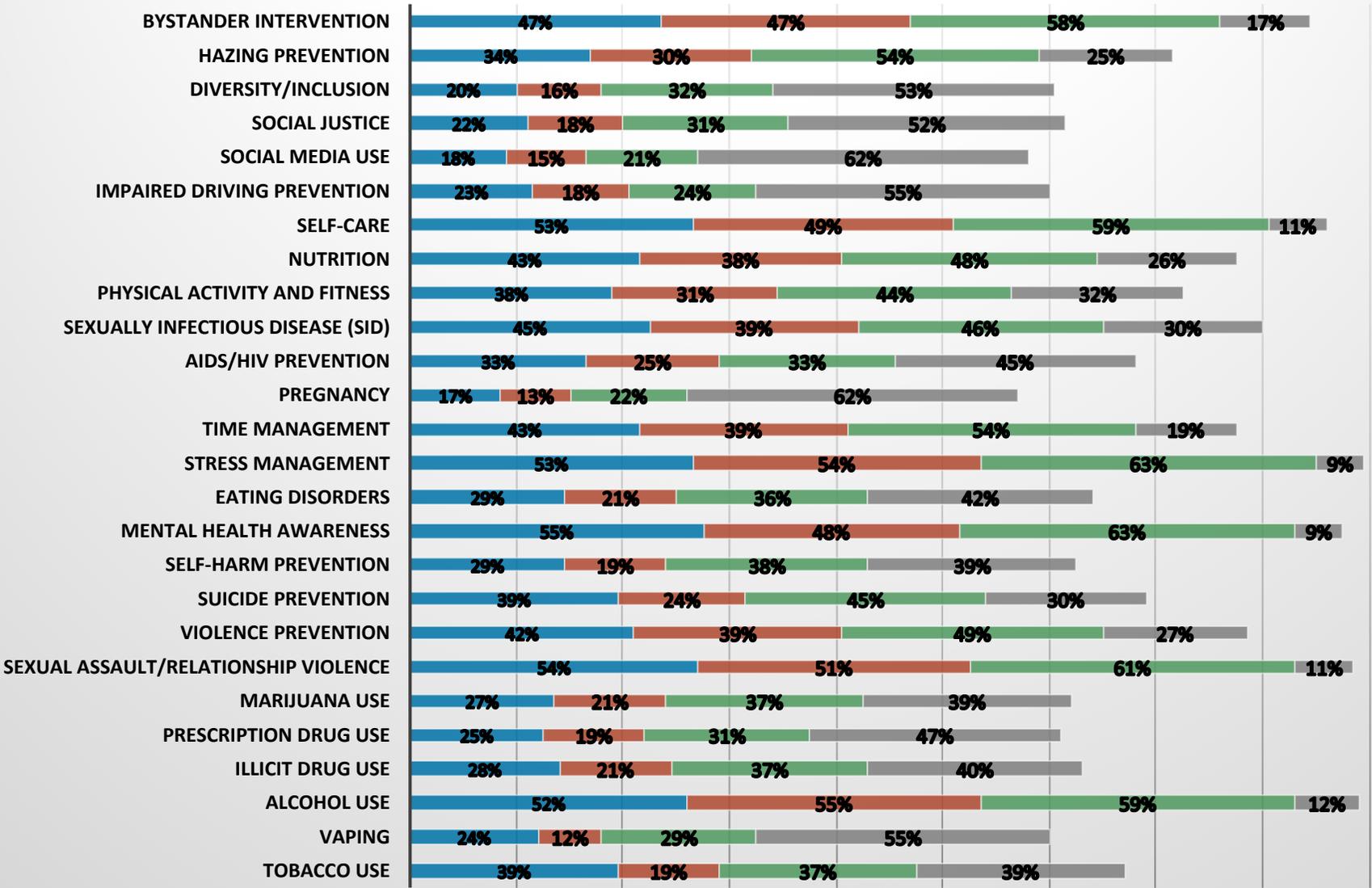
How to read the chart below:

- Training Received: Each section indicates both the frequency and percentage of peer educators who received and did not receive training in 26 different topic areas ranging from alcohol use to violence prevention. The section compares the NPES national averages with individualized institutional results.
- Peer Educators Who Engaged in Activities: Each section is labeled with four different activities for how peer educators engaged with each topic area: (a) handed out information; (b) facilitated an educational program; (c) had an educational conversation; and (d) did not engage with the topic at all. The section provides both frequency and percentage of peer educators who selected each activity. Please note that a total column is not provided because there may be instances where peer educators selected more than one activity, as the survey question asked them to "select all that apply."

# National Averages of Training Received by Peer Educators



# National Averages of Peer Educators Who Engaged in Educational Activities



■ Handed Out Information    
 ■ Facilitated an Ed. Program    
 ■ Had an Ed. Conversation    
 ■ Did Not Engage with Topic

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities					
		National Averages		Michigan Tech		National Averages		Michigan Tech			
		Frequency	%	Frequency	%	Frequency	%	Frequency	%		
Tobacco Use	Yes	366	60.0	2	66.7	Handed Out Info.	241	39.1%	1	25.0%	
	No	244	40.0	1	33.3	Facilitated an Ed. Program	116	18.8%	2	50.0%	
	Total	610	100.0	3	100.0	Had an Ed. Conversation	229	37.2%	2	50.0%	
						Did Not Engage w/ Topic	241	39.1%	0	0.0%	
Vaping	Yes	219	36.0	1	33.3	Handed Out Info.	147	23.9%	0	0.0%	
	No	390	64.0	2	66.7	Facilitated an Ed. Program	76	12.3%	1	25.0%	
	Total	609	100.0	3	100.0	Had an Ed. Conversation	180	29.2%	1	25.0%	
						Did Not Engage w/ Topic	340	55.2%	1	25.0%	
Alcohol Use	Yes	546	89.8	2	66.7	Handed Out Info.	321	52.1%	0	0.0%	
	No	62	10.2	1	33.3	Facilitated an Ed. Program	337	54.7%	1	25.0%	
	Total	608	100.0	3	100.0	Had an Ed. Conversation	361	58.6%	2	50.0%	
						Did Not Engage w/ Topic	75	12.2%	0	0.0%	
Illicit Drug Use	Yes	391	64.3	2	66.7	Handed Out Info.	173	28.1%	0	0.0%	
	No	217	35.7	1	33.3	Facilitated an Ed. Program	131	21.3%	1	25.0%	
	Total	608	100.0	3	100.0	Had an Ed. Conversation	228	37.0%	1	25.0%	
						Did Not Engage w/ Topic	244	39.6%	1	25.0%	
Perscription Drug Use	Yes	337	55.7	1	33.3	Handed Out Info.	154	25.0%	0	0.0%	
	No	268	44.3	2	66.7	Facilitated an Ed. Program	119	19.3%	0	0.0%	
	Total	605	100.0	3	100.0	Had an Ed. Conversation	189	30.7%	1	25.0%	
						Did Not Engage w/ Topic	288	46.8%	2	50.0%	

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities					
		National Averages		Michigan Tech		National Averages		Michigan Tech			
		Frequency	%	Frequency	%	Frequency	%	Frequency	%		
<b>Marijuana Use</b>	Yes	385	63.5	2	66.7	Handed Out Info.	168	27.3%	0	0.0%	
	No	221	36.5	1	33.3	Facilitated an Ed. Program	131	21.3%	0	0.0%	
	Total	606	100.0	3	100.0	Had an Ed. Conversation	229	37.2%	1	25.0%	
						Did Not Engage w/ Topic	239	38.8%	2	50.0%	
<b>Sexual Assault/ Relationship Violence Prevention</b>	Yes	565	92.6	3	100.0	Handed Out Info.	335	54.4%	0	0.0%	
	No	45	7.4	0	0.0	Facilitated an Ed. Program	314	51.0%	1	25.0%	
	Total	610	100.0	3	100.0	Had an Ed. Conversation	374	60.7%	2	50.0%	
						Did Not Engage w/ Topic	70	11.4%	0	0.0%	
<b>Violence Prevention</b>	Yes	507	83.3	2	66.7	Handed Out Info.	257	41.7%	0	0.0%	
	No	102	16.7	1	33.3	Facilitated an Ed. Program	243	39.4%	0	0.0%	
	Total	609	100.0	3	100.0	Had an Ed. Conversation	299	48.5%	1	25.0%	
						Did Not Engage w/ Topic	168	27.3%	2	50.0%	
<b>Suicide Prevention</b>	Yes	450	73.8	3	100.0	Handed Out Info.	239	38.8%	2	50.0%	
	No	160	26.2	0	0.0	Facilitated an Ed. Program	148	24.0%	0	0.0%	
	Total	610	100.0	3	100.0	Had an Ed. Conversation	274	44.5%	1	25.0%	
						Did Not Engage w/ Topic	186	30.2%	0	0.0%	
<b>Self-harm Prevention</b>	Yes	396	65.0	3	100.0	Handed Out Info.	179	29.1%	2	50.0%	
	No	213	35.0	0	0.0	Facilitated an Ed. Program	116	18.8%	0	13.3%	
	Total	609	100.0	3	100.0	Had an Ed. Conversation	231	37.5%	1	25.0%	
						Did Not Engage w/ Topic	243	39.4%	0	0.0%	

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities						
		National Averages		Michigan Tech		Total	National Averages		Michigan Tech			
		Frequency	%	Frequency	%			Frequency	%	Frequency	%	
<b>Mental Health Awareness</b>	Yes	567	92.8	3	100.0		Handed Out Info.	340	55.2%	2	50.0%	
	No	44	7.2	0	0.0		Facilitated an Ed. Program	293	47.6%	1	25.0%	
	Total		611	100.0	3	100.0		Had an Ed. Conversation	390	63.3%	2	25.0%
								Did Not Engage w/ Topic	58	9.4%	0	0.0%
<b>Eating Disorders</b>	Yes	366	60.4	2	66.7		Handed Out Info.	176	28.6%	1	25.0%	
	No	240	39.6	1	33.3		Facilitated an Ed. Program	130	21.1%	0	0.0%	
	Total		606	100.0	3	100.0		Had an Ed. Conversation	221	35.9%	1	25.0%
								Did Not Engage w/ Topic	257	41.7%	1	25.0%
<b>Stress Management</b>	Yes	562	92.1	3	100.0		Handed Out Info.	328	53.2%	1	25.0%	
	No	48	7.9	0	0.0		Facilitated an Ed. Program	330	53.6%	3	75.0%	
	Total		610	100.0	3	100.0		Had an Ed. Conversation	387	62.8%	0	0.0%
								Did Not Engage w/ Topic	57	9.3%	0	0.0%
<b>Time Management</b>	Yes	507	83.3	3	100.0		Handed Out Info.	262	42.5%	0	0.0%	
	No	102	16.7	0	0.0		Facilitated an Ed. Program	240	39.0%	2	50.0%	
	Total		609	100.0	3	100.0		Had an Ed. Conversation	331	53.7%	0	0.0%
								Did Not Engage w/ Topic	119	19.3%	0	0.0%
<b>Pregnancy</b>	Yes	232	38.3	1	33.3		Handed Out Info.	107	17.4%	0	0.0%	
	No	373	61.7	2	66.7		Facilitated an Ed. Program	77	12.5%	0	0.0%	
	Total		605	100.0	3	100.0		Had an Ed. Conversation	133	21.6%	1	25.0%
								Did Not Engage w/ Topic	383	62.2%	2	50.0%

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities				
		National Averages		Michigan Tech		National Averages		Michigan Tech		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
<b>AIDS/ HIV Infection</b>	Yes	346	57.1	1	33.3	Handed Out Info.	200	32.5%	0	0.0%
	No	260	42.9	2	66.7	Facilitated an Ed. Program	151	24.5%	0	0.0%
	Total	606	100.0	3	100.0	Had an Ed. Conversation	205	33.3%	1	25.0%
						Did Not Engage w/ Topic	274	44.5%	2	50.0%
<b>Sexually Infectious Disease (SID)</b>	Yes	433	71.1	2	66.7	Handed Out Info.	275	44.6%	0	0.0%
	No	176	28.9	1	33.3	Facilitated an Ed. Program	240	39.0%	1	25.0%
	Total	609	100.0	3	100.0	Had an Ed. Conversation	282	45.8%	2	50.0%
						Did Not Engage w/ Topic	185	30.0%	0	0.0%
<b>Physical Activity and Fitness Educational Programming</b>	Yes	388	63.6	2	66.7	Handed Out Info.	232	37.7%	0	0.0%
	No	222	36.4	1	33.3	Facilitated an Ed. Program	188	30.5%	1	25.0%
	Total	610	100.0	3	100.0	Had an Ed. Conversation	271	44.0%	2	50.0%
						Did Not Engage w/ Topic	195	31.7%	0	0.0%
<b>Nutrition</b>	Yes	431	70.8	2	66.7	Handed Out Info.	267	43.3%	1	25.0%
	No	178	29.2	1	33.3	Facilitated an Ed. Program	232	37.7%	1	25.0%
	Total	609	100.0	3	100.0	Had an Ed. Conversation	296	48.1%	1	25.0%
						Did Not Engage w/ Topic	157	25.5%	0	0.0%
<b>Self-care</b>	Yes	548	90.1	3	100.0	Handed Out Info.	327	53.1%	1	25.0%
	No	60	9.9	0	0.0	Facilitated an Ed. Program	302	49.0%	2	50.0%
	Total	608	100.0	3	100.0	Had an Ed. Conversation	365	59.3%	1	25.0%
						Did Not Engage w/ Topic	70	11.4%	0	0.0%

# Training

Training Topic		Training Received				Peer Educartors Who Engaged in Activities					
		National Averages		Michigan Tech		Total	Engaged	National Averages		Michigan Tech	
		Frequency	%	Frequency	%			Frequency	%	Frequency	%
<b>Impaired Driving Prevention</b>	Yes	297	49.0	1	33.3		Handed Out Info.	140	22.7%	0	0.0%
	No	309	51.0	2	66.7		Facilitated an Ed. Program	111	18.0%	0	0.0%
	Total	606	100.0	3	100.0		Had an Ed. Conversation	148	24.0%	1	25.0%
							Did Not Engage w/ Topic	338	54.9%	2	50.0%
<b>Hazing Prevention</b>	Yes	269	44.3	1	33.3		Handed Out Info.	113	18.3%	0	0.0%
	No	338	55.7	2	66.7		Facilitated an Ed. Program	93	15.1%	0	0.0%
	Total	607	100.0	3	100.0		Had an Ed. Conversation	132	21.4%	0	0.0%
							Did Not Engage w/ Topic	380	61.7%	3	75.0%
<b>Social Media Use</b>	Yes	334	54.9	1	33.3		Handed Out Info.	138	22.4%	0	0.0%
	No	274	45.1	2	66.7		Facilitated an Ed. Program	110	17.9%	0	0.0%
	Total	608	100.0	3	100.0		Had an Ed. Conversation	190	30.8%	1	25.0%
							Did Not Engage w/ Topic	317	51.5%	2	50.0%
<b>Social Justice</b>	Yes	310	50.9	2	66.7		Handed Out Info.	123	20.0%	0	0.0%
	No	299	49.1	1	33.3		Facilitated an Ed. Program	98	15.9%	0	0.0%
	Total	609	100.0	3	100.0		Had an Ed. Conversation	194	31.5%	1	25.0%
							Did Not Engage w/ Topic	327	53.1%	2	50.0%
<b>Diversity/ Inclusion</b>	Yes	519	85.5	2	66.7		Handed Out Info.	207	33.6%	0	0.0%
	No	88	14.5	1	33.3		Facilitated an Ed. Program	182	29.5%	0	0.0%
	Total	607	100.0	3	100.0		Had an Ed. Conversation	332	53.9%	2	50.0%
							Did Not Engage w/ Topic	152	24.7%	1	25.0%

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities				
		National Averages		Michigan Tech		National Averages		Michigan Tech		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
<b>Bystander Intervention</b>	Yes	559	92.1	3	100.0	Handed Out Info.	288	46.8%	1	25.0%
	No	48	7.9	0	0.0	Facilitated an Ed. Program	289	46.9%	2	50.0%
	Total	607	100.0	3	100.0	Had an Ed. Conversation	356	57.8%	0	0.0%
						Did Not Engage w/ Topic	104	16.9%	0	0.0%

# Motivation to Become a Peer Educator

Number of participants from Michigan Tech University is 3.

## Michigan Tech University

	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	66.70%	33.30%	0.00%	0.00%
Interest in gaining job related skills.	33.30%	66.70%	0.00%	0.00%
Desire to acquire additional knowledge.	66.70%	33.30%	0.00%	0.00%
Observation of other peer educators.	0.00%	66.70%	33.30%	0.00%
Encouragement from others.	0.00%	100.00%	0.00%	0.00%
Desire to be involved in college.	0.00%	50.00%	0.00%	25.00%
Needed to add something to my resume.	0.00%	50.00%	0.00%	25.00%
Money (a job).	25.00%	50.00%	0.00%	0.00%
Peer educator class counted for course credit.	0.00%	0.00%	0.00%	100.00%
Career development/exploration	100.00%	0.00%	0.00%	0.00%
Desire for recognition.	0.00%	25.00%	50.00%	0.00%
Interest in making friends.	0.00%	33.30%	33.30%	33.30%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	100.00%	0.00%	0.00%	0.00%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	66.70%	33.30%	0.00%	0.00%

# Motivation to Become a Peer Educator

## National Averages

	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	64.90%	33.00%	1.80%	0.30%
Interest in gaining job related skills.	48.20%	36.10%	13.10%	2.60%
Desire to acquire additional knowledge.	53.40%	38.60%	6.20%	1.80%
Observation of other peer educators.	28.50%	31.00%	23.20%	17.30%
Encouragement from others.	26.00%	25.30%	23.20%	15.50%
Desire to be involved in college.	49.40%	36.70%	10.30%	3.60%
Needed to add something to my resume.	25.40%	34.40%	25.00%	15.20%
Money (a job).	14.60%	21.80%	13.10%	50.60%
Peer educator class counted for course credit.	8.50%	8.80%	11.90%	70.80%
Career development/exploration	33.00%	33.50%	17.00%	16.50%
Desire for recognition.	10.50%	19.30%	30.90%	39.40%
Interest in making friends.	23.40%	42.90%	20.10%	13.60%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	38.40%	24.80%	18.50%	18.30%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	34.10%	28.70%	17.80%	19.40%

# Participant Demographics

	National Averages		Michigan Tech	
	N	%	N	%
<b>Are you a certified peer educator through The BACCHUS Network CPE Training program?</b>				
Yes	262	43.7	3	100.0
No	337	56.3	0	0.0
Total	599	100.0	3	100.0
<b>Did you take a for credit peer educator class in college?</b>				
Yes	179	30.0	0	0.0
No	418	70.0	3	100.0
Total	597	100.0	3	100.0
<b>Are you an elected or appointed officer for your peer education group?</b>				
Yes	158	26.6	0	0.0
No	435	73.4	3	100.0
Total	593	100.0	3	100.0
<b>Current Residence</b>				
Residence hall/on-campus apartment	253	41.7	0	0.0
Fraternity/sorority	13	2.1	0	0.0
Own house	20	3.3	0	0.0
Parent's home	55	9.1	1	33.3
Rent room or apartment off campus	256	42.2	2	66.7
Relative's home	5	.8	0	0.0
Other	4	.7	0	0.0
Total	606	100.0	3	100.0

# Participant Demographics

Racial/Ethnic Group	National Averages		Michigan Tech	
	N	%	N	%
Native American/American Indian/Alaskan Native	2	0.3	0	0.0
Hispanic/Latino(a)	46	7.6	0	0.0
White	352	58.3	3	100.0
African-American/Black (non-Hispanic)	70	11.6	0	0.0
Asian/Asian-American/Pacific Islander	80	13.2	0	0.0
Biracial/Multiracial	37	6.1	0	0.0
Other	17	2.8	0	0.0
Total	604	100.0	3	100.0
<b>Sexual Orientation</b>				
Bisexual	58	9.6	0	0.0
Gay	16	2.7	0	0.0
Lesbian	15	2.5	0	0.0
Heterosexual	467	77.4	3	100.0
Pansexual	16	2.7	0	0.0
Questioning	18	3.0	0	0.0
Other	13	2.2	0	0.0
Total	603	100.0	3	100.0

# Participant Demographics

Gender	National Averages		Michigan Tech	
	N	%	N	%
Man	100	16.5	0	0.0
Woman	491	81.2	3	100.0
Transgender	2	.3	0	0.0
Gender neutral/ Gender queer	7	1.2	0	0.0
Other	5	.8	0	0.0
Total	605	100.0	3	100.0

Academic Class Standing	N	%	N	%
First-year student	29	4.8	0	0.0
Sophomore	139	22.9	1	33.3
Junior	190	31.4	2	66.7
Senior	243	40.1	0	0.0
Grad/postbac/Professional	5	.8	0	0.0
Total	606	100.0	3	100.0

National Averages	N	Mean	Std. Deviation
Age	598	20.61	2.09
Enrolled credit hours	585	15.99	22.26
Current GPA on a 4. 0 scale	583	3.50	.42

Michigan Tech	N	Mean	Std. Deviation
Age	3	20.33	0.58
Enrolled credit hours	3	12.67	5.86
Current GPA on a 4. 0 scale	3	3.58	0.14

## National Peer Educator Survey Training & Advising Tips to Improve CAS Learning Domains

DOMAIN	DIMENSIONS	TIPS
<b>Knowledge acquisition, construction, integration, and application</b>	Understanding knowledge from a range of disciplines	<ol style="list-style-type: none"> <li>1. Coordinate information or training sessions/workshops with campus and academic affairs partners</li> <li>2. Introduce peer educators to relevant literature in student affairs, counseling, and psychology fields</li> <li>3. Examine work as it relates to existing literature and critique for its alignment with best practices</li> </ol>
	Connecting knowledge to other knowledge, ideas, and experiences	<ol style="list-style-type: none"> <li>1. Encourage students to relate class content to their work.</li> <li>2. Create collaborations with other campus partners to illustrate interconnectedness of experiences</li> <li>3. Train students on research techniques including accessing databases, latest statistics, and utilizing library resources</li> </ol>
	Constructing knowledge	<ol style="list-style-type: none"> <li>1. Require students to create educational pamphlets, posters, blog posts, or newsletters integrating numerous sources</li> <li>2. Have students engage in question and answer sessions after hosting speakers or workshop session</li> <li>3. Have students coordinate and facilitate segments of training for their peers in a topic of their interest or expertise</li> </ol>
	Relating knowledge to daily life	<ol style="list-style-type: none"> <li>1. At meetings or trainings, ask students to connect content to their own experiences</li> <li>2. Create learning contracts for students to connect the relevant knowledge/skills gained to future goals/aspirations</li> <li>3. Encourage students to keep a journal, blog, or tweet about daily experiences that remind them of their work (in the media, conversations with friends, etc...)</li> </ol>
<b>Cognitive Complexity</b>	Critical thinking	<ol style="list-style-type: none"> <li>1. Spend time with peer educators analyzing critical issues in peer education</li> <li>2. Encourage students to consider issues from a range of perspectives</li> <li>3. Require students to justify their beliefs with evidence</li> </ol>
	Reflective thinking	<ol style="list-style-type: none"> <li>1. Incorporate reflection activities into individual or group meetings</li> <li>2. Deconstruct peer educators' previous assumptions through dialogue circles, role-playing, or case studies</li> <li>3. Provide opportunities for students to reflect on how their previous experiences inform their practice as peer educators</li> </ol>
	Effective Reasoning	<ol style="list-style-type: none"> <li>1. Encourage intellectual curiosity and evidence-based decision-making by introducing students to multiple means of information gathering and assessment</li> <li>2. Have students look for problems or issues in existing problem-solving structures</li> <li>3. Teach students to integrate information from multiple sources by providing opportunities for students to incorporate multiple theories, experiences, ideas, resources, etc. into their decision-making</li> </ol>
	Creativity	<ol style="list-style-type: none"> <li>1. Encourage innovative thinking by facilitating problem-solving or case study situations</li> <li>2. Integrate mental, emotional, and creative approaches to problem-solving</li> <li>3. Encourage thinking beyond the scope of health education to inform decision-making</li> </ol>
	Realistic self-appraisal, self-understanding, and self-respect	<ol style="list-style-type: none"> <li>1. Facilitate activities that ask students to realistically assess their strength and weaknesses</li> <li>2. Expose students to campus resources and provide training on making referrals when students recognize their own limitations in solving problems</li> <li>3. Ask students to reflect on why they made particular decisions in their peer education work</li> </ol>
	Identity development	<ol style="list-style-type: none"> <li>1. Facilitate values exercises to help articulate values throughout one's life, rank values personally and professionally, and</li> </ol>

		<p>compare values with others</p> <ol style="list-style-type: none"> <li>2. Encourage independent work that allows students to rely on and reflect upon their personal strengths</li> <li>3. Facilitate activities that illustrate the intersectionality of identities</li> </ol>
	Commitment to ethics and integrity	<ol style="list-style-type: none"> <li>1. Encourage ethical thinking by facilitating case studies that place students in morally challenging situations</li> <li>2. Put systems in place that hold students accountable for their personal actions</li> <li>3. Provide opportunities for students to evaluate how their values impact their decisions</li> </ol>
	Spiritual awareness	<ol style="list-style-type: none"> <li>1. Explore the meaning or place of belief systems in peer educators' lives</li> <li>2. Provide educational opportunities for students to investigate the impact of faith or spirituality on individual or group behaviors</li> </ol>
<b>Interpersonal competence</b>		
	Meaningful relationships	<ol style="list-style-type: none"> <li>1. Facilitate frequent teambuilding and icebreaker activities, and invite peer educators to facilitate activities</li> <li>2. Frequently divide peer educators into small groups or pairs for discussions and activities</li> <li>3. Incorporate informal bonding activities and events into the schedule</li> </ol>
	Interdependence	<ol style="list-style-type: none"> <li>1. Provide opportunities for peer educators to share best practices and/or ask for advice regarding tough issues</li> <li>2. Provide both formal and informal opportunities to give feedback (including opportunities for anonymous feedback)</li> <li>3. Create a system for giving "shout-outs" at each meeting</li> </ol>
	Collaboration	<ol style="list-style-type: none"> <li>1. Engage peer educators in small group, high-risk activities</li> <li>2. Invite a Career Services representative or other authorized individual to facilitate the Myers-Briggs Type Indicator with peer educator team</li> <li>3. Frequently engage peer educators in activities related to diversity and inclusion</li> </ol>
	Effective leadership	<ol style="list-style-type: none"> <li>1. Frequently empower peer educators to lead activities and conversations</li> <li>2. Engage peer educators in role-playing scenarios related to effective group decision-making and delegation of tasks</li> <li>3. Engage peer educators in frequent reflection related to the mission of the peer educator program</li> <li>4. Facilitate group goal setting at the beginning of the year, and encourage peer educators to create mid- and end of the semester checkpoints for meeting those goals</li> </ol>
<b>Humanitarianism and Civic Engagement</b>		
	Understanding and appreciation of cultural and human differences	<ol style="list-style-type: none"> <li>1. Incorporate multi-cultural and social justice training into work</li> <li>2. Create space for conversations and reflection during group meetings- reflect, seek, and receive feedback at the end of meetings</li> <li>3. Teach peer educators how to track social dynamics in interactions, to name their observations, and to communicate when they feel emotionally triggered</li> </ol>
	Global perspective	<ol style="list-style-type: none"> <li>1. Have peer educators research current events nationally and globally related to peer education and create passive campaigns</li> <li>2. Incorporate global perspectives into student training</li> <li>3. Encourage students to partake in programming with a global perspective (information on healthy water, World AID's Day, etc...)</li> </ol>
	Social responsibility	<ol style="list-style-type: none"> <li>1. Encourage peer educators to attend campus events to help them feel a part of the campus community</li> <li>2. Share with peer educators facts about campus community's behavior and have them create social norming campaigns</li> <li>3. Train peer educators on the bystander effect</li> </ol>
	Sense of civic responsibility	<ol style="list-style-type: none"> <li>1. Organize volunteer efforts with community partners as a part of training or professional development</li> <li>2. Allow students to identify community partners from whom they can learn about community health issues or related professions</li> </ol>

		3. Coordinate collaborations with middle school or high school peer educator groups i.e. workshops, volunteering, presentations, program planning
<b>Practical competence</b>	Pursuing goals	<ol style="list-style-type: none"> <li>1. Begin peer educator training by asking peer educators to reflect on and articulate their goals for the peer educator experience</li> <li>2. During 1:1 meetings, consistently discuss how peer educators are meeting these goals</li> <li>3. Encourage peer educators to lead a goal-setting activity with their students</li> </ol>
	Communicating effectively	<ol style="list-style-type: none"> <li>1. Frequently break into small groups or pairs to discuss material or complete activities</li> <li>2. Engage peer educators in team-building exercises related to communication</li> <li>3. Provide opportunities for peer educators to give presentations, lead training, and give written and oral feedback</li> </ol>
	Technological competence	<ol style="list-style-type: none"> <li>1. Utilize technology, including social media, during peer educator training</li> <li>2. Encourage peer educators to engage with students appropriately using social media</li> <li>3. Have peer educators recommend their favorite apps, social media sites, and related media that would be useful for training or student interaction</li> </ol>
	Managing personal affairs	<ol style="list-style-type: none"> <li>1. During 1:1 meetings, check in with peer educators regarding their commitments outside of the peer educator role and ask about balance</li> <li>2. Utilize campus resources and engage peer educators in a finance and budgeting workshop</li> <li>3. Provide program planning materials that encourage peer educators to determine and act upon timelines</li> </ol>
	Managing career development	<ol style="list-style-type: none"> <li>1. Invite career services representatives to lead a workshop for peer educators, and follow up with a conversation about resumes, cover letters, and LinkedIn</li> <li>2. Invite campus partners in the community to help facilitate a mock interview situation for peer educators</li> <li>3. Engage peer educators in a reflection activity centered on how the peer educator experience relates to career goals</li> </ol>
	Demonstrating professionalism	<ol style="list-style-type: none"> <li>1. Bring in professionals from different departments on campus to speak to peer educators regarding their experiences</li> <li>2. Individually coach peer educators on appropriate ways to give feedback and "manage up"</li> <li>3. Empower peer educators to plan and facilitate dialogues and activities on their own</li> </ol>
	Maintaining health and wellness	<ol style="list-style-type: none"> <li>1. Host a bonding event related to physical fitness, i.e. zumba class, yoga class, kickboxing</li> <li>2. Invite a campus nutritionist to speak to peer educators and provide resources for them and for their students</li> <li>3. Set up a healthy snack rotation for meetings</li> </ol>
	Living a purposeful and satisfying life	<ol style="list-style-type: none"> <li>1. Facilitate activities related to identity and values and engage peer educators in intentional conversations</li> <li>2. Provide structured time for reflection throughout the peer educator experience</li> <li>3. Facilitate activities related to ethical decision-making</li> </ol>

# Appendix H

## Michigan Technological University Student-Athlete Code of Conduct

### PHILOSOPHY

Membership on an athletic team at Michigan Technological University is considered a privilege beyond student status itself. It is not an entitlement. You may lose that membership separate from your student status or financial aid at any time by your own conduct. In order to maintain that membership, student-athletes are expected to demonstrate good sportsmanship, honesty, integrity, and respect for others, as well as abide by all University policies, team rules and expectations, and the rules and policies of the National Collegiate Athletic Association (NCAA), Central Collegiate Ski Association (CCSA), Great Lakes Intercollegiate Athletic Conference (GLIAC), or the Western Collegiate Hockey Association (WCHA), as applicable, in addition to state and federal laws.

The Department of Athletics is fully committed to the University's values where the success of our students is the most important measure of our progress. Given this, we are committed to inspiring in your scholastic, athletic and personal life:

- An engaged **COMMUNITY** that actively seeks improvement through acceptance and understanding.
- Students to achieve world-class **SCHOLARSHIP** through academics, research, and continued learning.
- The exploration and creation of all **POSSIBILITIES** through innovative use of their skills and knowledge.
- Individuals to hold themselves **ACCOUNTABLE**, and to act with integrity, honesty, and diligence.
- The **TENACITY** required to make ethical choices and to persevere through all obstacles.

Student-athletes, as representatives of the University, are among the most visible students on campus and in the community. A unique platform exists to be a role model, mentor or spokesperson. The University, the athletic program, and the student-athlete all benefit from this exposure. However, this platform brings with it a set of privileges and responsibilities. Personal department of student-athletes, both on and off campus, becomes public knowledge.

To this end, the Athletic Department has adopted a standard of ethical conduct and behavioral expectations for all student-athletes granted the privilege of team membership at Michigan Technological University. A balanced student-athlete will be a responsible citizen, who achieves academically and performs athletically. Violation of this code of conduct is a significant event and calls for Conduct action which may include the revocation of team membership and all team privileges or such lesser discipline as determined appropriate by the University. Any suspension

or termination from the team shall be appealable by the student-athlete to the Athletic Council - Committee on Appeals.

## **RESPONSIBLE CITIZENSHIP**

One of the primary purposes of a University is to educate young men and women to be responsible and productive citizens of good character. Character is knowing what is right (awareness), committing to what is right (attitude) and doing what is right (behavior). Good character is knowing of, caring about and acting upon the core ethical values of respect and responsibility for oneself and others, plus important derivative values such as fairness, honesty, trust, responsibility, decency, and compassion. It means having personal integrity and possessing the will, the courage, the determination, and the persistence to do the right thing despite pressures and temptations to the contrary.

The Athletic Department firmly believes that good character is necessary for athletic excellence and a requirement for team membership. Accordingly, student-athletes are expected to:

- Abide by all government laws and University regulations, and Athletic Department rules and expectations as communicated either in writing or verbally
- Accept personal responsibility to exercise good judgment and self-discipline on and off the playing field/court and on and off campus
- Take seriously the duty of being a good role model, including prudent personal associations, and of exerting a positive influence on others -- especially young people
- Honorably represent oneself, one's team, and the University by exhibiting pride in dress and behavior while playing in and traveling to and from sports events
- Present a positive demeanor at all times on and off the campus
- Show respect for all members of the University and the community
- Treat people with civility and cooperate with people in authority
- Refrain from and be intolerant of physical and sexual abuse, harassment intimidation and retaliation
- Demonstrate responsible citizenship and good sportsmanship
- Behave with dignity, respect and good sportsmanship both in athletic competition and in their daily lives.

Michigan Tech Athletics does not tolerate any acts of racism or violence and promotes an atmosphere of acceptance and inclusivity.

The use of social media and any on-line communication (Facebook, Twitter, Google+, instagram, etc.) must be consistent with the Student-Athlete Code of Conduct. Violation of the Code of Conduct may result in reduction/cancellation of athletic grant-in-aid, suspension, or dismissal from the team. Inappropriate content will not be tolerated. This includes, but is not limited to, depictions of underage or excessive alcohol use, illegal drug use, hazing, unethical

conduct as well as any other behavior/depictions deemed inappropriate by the Head Coach and Athletic Director or designee.

### **Title IX and Sexual Assault**

Intercollegiate athletic programs have an important role to play in recognizing, preventing, and remedying campus sexual violence. If there is a report of sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the university is required by Title IX Federal Law to promptly respond by offering supportive measures, follow a fair process to resolve formal allegations or when the Title IX Coordinator requests an investigation, and provide remedies to victims. Athletics has a responsibility to ensure that all areas and facilities under its oversight are free from unlawful discrimination on the basis of sex.

At the beginning of the 20-21 academic year, NCAA has mandated that all incoming, current and transfer college athletes must disclose annually whether their conduct in the previous year has resulted in an investigation, discipline through a Title IX proceeding or a criminal conviction for sexual, interpersonal or other acts of violence. A failure by you the athlete to accurately and fully disclose investigatory activity, a disciplinary action or criminal conviction may result in penalties, including a loss of athletics eligibility as determined by the school.

### **Hazing**

All forms of hazing by any student and/or organization, group, team, etc., are strictly forbidden at all times on and off the campus of Michigan Tech. Hazing is defined as any action taken or situation created intentionally, knowingly, and/or recklessly to produce mental or physical discomfort, embarrassment, harassment, ridicule, or possibly cause mental or physical harm or injury, regardless of the harmed party's willingness to participate.

Hazing activities can be categorized as subtle, harassing, or violent. Subtle hazing typically includes a power differential between new and senior members of the organization or team. Behaviors are viewed to be "harmless," however they clearly violate mutual respect and serve to embarrass or humiliate those targeted. Harassing hazing causes emotional and physical discomfort on the victim. Violent hazing actually causes physical, emotional, and/or psychological harm.

If hazing occurs within a student organization/group/team, it will be presumed the officers have knowledge of, and condone, such activity. Conduct action may be taken against the leadership of the student organization/group/team, as well as against the student organization/group/team itself.

Students and/or student organizations/groups/teams charged and found responsible for a violation of the Hazing Policy can receive a sanction ranging from Conduct probation to expulsion. Criminal prosecution may also be pursued. Please refer to the Code of Community

Conduct (<http://www.mtu.edu/dean/conduct/policvO> for more information regarding the University's administrative conduct process.

The University is proud of its well-earned reputation as a high quality global institution of higher education and is resolute about protecting its integrity and requiring integrity in all team members. Student-athletes will be held accountable for conduct that is detrimental to the University and the Athletic Department. This means that one shall not embarrass, disgrace or discredit Michigan Technological University, and there are serious consequences for anyone engaging in antisocial behavior.

## **ACADEMIC RESPONSIBILITIES**

In keeping with the mission of the University, a priority for the Athletic Department is to augment and support every effort that will foster intellectual development and graduation for student-athletes. While several levels of support exist at the University, the ultimate responsibility for success rests upon the shoulders of the student-athlete. As a result, each student-athlete is expected to:

- Set and maintain as their primary goal the obtaining of a degree
- Seek assistance from instructors and the Director of NCAA Compliance and Student-Athlete Services before and/or when academic difficulties occur
- Be a responsible member of each class, which includes attending, being prepared, completing requirements, and participating at the level expected of all students
- Meet with the academic major advisor and academic services staff as required
- Adhere to the University's policies regarding academic integrity and honesty
- Participate in diagnostic testing as requested by Academic Services or the Department of Athletics

## **ATHLETIC RESPONSIBILITIES**

As athletic ambassadors of the University, student-athletes are expected to:

- Behave with dignity, respect and good sportsmanship
- Conduct themselves with honesty and good sportsmanship during games and competition
- Reflect the high standards of honor and dignity that should characterize participation in competitive intercollegiate athletics
- Conduct themselves in a manner reflecting positively on themselves and on the reputation of the University, both on and off the "field of play," in pre-game and post-game comments to media, and when traveling and participating at other institutions
- Maintain an attitude of respect toward opponents

- Look for ways to encourage and appreciate quality play and effort, regardless of whether it's exhibited by a teammate or an opponent

As members of an athletic team representing Michigan Technological University, student-athletes are expected to:

- Adhere to applicable NCAA rules and policies as addressed in the NCAA Student-Athlete Statement that is administered annually prior to competition
- Adhere to all CCSA, GLIAC and WCHA rules and policies governing student athlete conduct and behavior
- Comply with all University and athletic department policies, procedures, rules and expectations and individual sport team rules, as established by the Head Coach and/or Athletic Administration
- Adhere to the rules set forth by the University and Head Coach related to the use of social media. The posting of team related information is prohibited to ensure the safety and welfare of our student-athletes. Appropriate representation of yourself, your team, the athletic department, the University, the conference and your family is expected.
- Adhere to their particular team's dress code, nutritional needs, curfew and sleep requirements

While intense and emotional game action and conduct is certainly a part of intercollegiate sports contests, a student-athlete should never demean the dignity and individuality of the opponent. To this end, student-athletes are expressly prohibited from engaging in the following behavior at any intercollegiate sporting events:

- Inappropriate behavior with the intent to demean opponents, game officials and fans
- Disrespectful attitude toward opponents, game officials or fans
- Inciting crowd hostility
- Vulgar language and/or gestures

## **HEALTH AND MEDICAL RESPONSIBILITIES**

Participation in athletics is contingent upon medical approval by the team physicians and the Sports Medicine staff. Student-athletes are required to show evidence of proper medical insurance and provide a current medical history for the Sports Medicine staff and/or team physicians. Participation in all department-sponsored student enhancement seminars or functions, which may include but are not limited to; counseling, drug testing, drug education, nutrition and alcohol education is required. Student-athletes are expected to keep themselves in top physical condition and are responsible for continuing training programs prescribed by medical and coaching staff.

Alcohol consumption is highly discouraged at all times. Michigan state law sets the minimum age for the purchase and drinking of alcoholic beverages at 21 years of age. Underage drinking

is a violation of this Code of Conduct. Student-athletes are prohibited from drinking alcoholic beverages whenever appearing as official representatives of the University for athletic competition (including travel time), at community and public service events and appearances, and Department of Athletics-sponsored events (all sports contests, recognition banquets, speaking to youth groups, participating or presiding at camps/clinics, visiting hospitals, and any other event affiliated with the Athletic Department or the University).

The use of illegal and/or "performance enhancing" drugs is inconsistent with the purpose of intercollegiate athletics and creates a danger to the health and safety of student-athletes and their teammates. The Athletic Department will not tolerate the use of these products. Violations of this policy are subject also to those guidelines set forth in the department's drug education and testing program.

## **COVID-19**

An outbreak of a respiratory disease caused by a novel (new) coronavirus named "2019 Novel Coronavirus" or "COVID-19" is currently affecting a large number of countries around the world, including the United States. The Athletic Department and the University are working closely with the Western Upper Peninsula Health Department and following the guidance of the CDC in monitoring COVID-19 developments. Student athletes are among the most visible students on campus as, well as in the community. A unique platform exists to be a role model, mentor, or spokesperson As student-athletes, you have a responsibility to follow the below guidelines. .

- Pay attention to personal hygiene.
- Wash your hands frequently with soap and water, scrubbing for at least 20 seconds, or use an alcohol-based hand sanitizer.
- Stay home if you are feeling sick, and seek appropriate medical guidance.
- It is your responsibility to be honest about your health and to symptom check prior to workouts. As an athlete you have to think about not only yourself, but the team too.
- Daily symptom monitoring is required
- Make a conscious effort to avoid crowds
- Mask wearing
- Being an active bystander
- Participate in testing
- Following all university guidelines

We are working collectively to maximize the available services on campus for students, while remaining consistent with CDC guidance and the State Executive Orders. Your strict adherence to these guidelines will help us accomplish that goal.

## **COMPLIANCE RESPONSIBILITIES**

Student-athletes must participate in all mandatory educational programs, and assist the Department of Athletics administration by providing information regarding certification of eligibility and NCAA compliance issues whenever sought.

Student-athletes should be aware that they are prohibited under NCAA rules from receiving extra benefits

- It is an express violation of NCAA rules for a student-athlete to solicit or place a bet on any intercollegiate athletic team, to accept a bet on any team representing the University, to alter performance or to provide information benefiting individuals involved in organized gambling activities or intercollegiate athletic competition
- Student athletes are responsible for notifying the Director of Compliance if they know of, or suspect, the violation of NCAA rules by self, a teammate, coach, a member of the athletic staff, or any other person
- The abuse (inappropriate awarding or sale) of a student-athlete's complimentary tickets is a violation of this Code of Conduct, in addition to possible violation of NCAA rules

Violations of these, and any other applicable NCAA, CCSA, GLIAC and WCHA rules will be considered violations of the Code of Conduct.

## **PROCEDURES FOR HANDLING VIOLATIONS OF THE CODE OF CONDUCT**

Allegations of violation of the Code of Conduct may come from several sources. In those cases involving CCSA, GLIAC, WCHA, and NCAA rules, legal authorities, or serious violations of any University policy or procedure. The Head Coach, Athletic Director and Director of Compliance must be notified by the student-athlete immediately but in no event later than within 24 hours of the student-athlete's first knowledge of the alleged violation. The Head Coach is responsible for reviewing Code of Conduct violation allegations and determining if a violation occurred. If a serious violation did occur, a report must be filed with the Athletic Director, sports supervisor and the Director of Compliance. This report will list the pertinent facts, the action taken or penalties recommended by the Head Coach.

The Head Coach, subject to review and approval of the Director of Athletics or designee, may bar a student-athlete from participating in team activities for a prescribed period of time for violations of the Student-Athlete Code of Conduct. This sanction shall be imposed as soon as the Head Coach notifies the student-athlete of the violation, gives the student-athlete a chance to explain what happened, and determines that a sanction is justified after consideration of the student-athlete's statement. The level of progressive discipline and whether or not progressive discipline shot of dismissal is appropriate under the circumstances is at the discretion of the

head coach. Conduct actions may include, but are not limited to: probation, ineligibility to practice, ineligibility to start in contests, sitting out games, suspension and/or continued suspension from the team, permanent dismissal from the team, and, as provided under NCAA rule, the discontinuation or non-renewal of athletic scholarship. In addition, student-athletes may be required to participate in assistance programs to address behavioral problems.

The sanction for any violation shall be subject to the review and approval of the Director of Athletics or designee. Discipline imposed by the Director of Athletics does not preclude any Conduct action which may be imposed by the Office Of Academic and Community Conduct and the policies and procedures followed by them may be different than those followed by the Director of Athletics.

In those cases involving CCSA, GLIAC, WCHA, and NCAA violations, the Director of Compliance is responsible for the investigation and submission of findings. Once it has been determined that a violation has occurred, the student-athlete may be suspended from competition and/or other team activities pending review and resolution of recommended penalties by the Athletic Director or designee.

Any violation of the Code of Conduct which results in suspension or permanent dismissal from an athletic team shall not only be promptly reviewed by the Director of Athletics, but, upon request by the student-athlete, the Director of Athletics will arrange a hearing of the appeal with the Athletic Council to examine the nature of the violation and the propriety of suspension or dismissal from the team. Student-athletes must request in writing to the Athletic Director a hearing within seven calendar days of notice of suspension or dismissal. The appeal hearing will be conducted within seven calendar days of the written request.

All violations are subject to additional review by the University's Office of Academic and Community Conduct.

## **ATHLETICALLY RELATED FINANCIAL AID**

Failure to abide by the Student-Athlete Code of Conduct or team rules and regulations may be grounds for non-renewal, reduction, or cancellation of athletic aid. This is separate from your team membership sanctions. Sanctions involving reduction or termination of athletically-related financial aid during the period of the award will be imposed pursuant to the relevant NCAA procedures. Student-athletes will be given written notice of the proposed decision, and will have the right to a hearing before the Financial Aid Appeals Committee. The Financial Aid Department will communicate all pertinent information to the student-athlete.

## **PROCEDURES FOR DEALING WITH CRIMINAL VIOLATIONS OF LOCAL, STATE AND FEDERAL LAWS**

All sanctions will be commensurate with the severity and nature of the violation as determined by the Head Coach and the Athletic Director or designee. In addition, student-athletes may be required to participate in assistance programs to address behavioral problems.

- **Charge of Misdemeanor** - If charged with a misdemeanor, a student-athlete may be suspended from athletic participation by the Head Coach, pending the Director of Athletics or designee's investigation. Appropriate Conduct action will be taken which may include such progressive discipline as ineligibility to practice, ineligibility to start in contests, sitting out games, and suspension and/or continued suspension from the team, and dismissal from competition or the team if progressive discipline is determined to not be appropriate.

- **Conviction of Misdemeanor** - Once a student-athlete has been convicted of a misdemeanor, the student-athlete will be suspended from his or her team until the Director of Athletics or his designee determines Conduct action to be taken. The Director of Athletics or designee may or may not elect to confer with a three member Code of Conduct Panel, appointed by the Athletic Council.

- **Charge of Felony** - If charged with a felony, a student-athlete will be suspended from athletics participation by the Head Coach, pending the Director of Athletics' investigation. Appropriate Conduct action will be taken, which may include such progressive discipline as sitting out games, and continued suspension from the team or dismissal from the team and athletic competition if progressive discipline.

- **Conviction of Felony** - If convicted of a felony, a student-athlete will be immediately expelled from his or her athletic team. Any appeals of this action will be addressed by the Athletic Council. In cases where a student-athlete is expelled from an athletic team, any remaining athletic aid will be terminated immediately, and the student-athlete shall be notified of his or her right to an Athletic Grant in Aid appeal hearing before the Financial Aid Grant in Aid Appeal Committee which is appointed by the Director of Financial Aid.

Student-athletes are required to report all violations of law to the Athletic Director, Head Coach, and Director of Compliance immediately but in no event later than within 24 hours of the student-athletes first knowledge of the alleged violation.

## **ATHLETIC COUNCIL**

The Athletic Council is designed to be a group of individuals with whom the Director of Athletics may consult regarding what are felt to be sensitive Code of Conduct issues. Any student-athlete suspended or dismissed from team membership may appeal to and this body shall also serve to hear any student-athlete appeals regarding suspension or termination from the team. The Athletic Council is appointed by the President, who will seek candidates for nomination from the student body (USG), administration, staff, faculty (Senate) and alumni. This fifteen-member council will consist of at least three faculty members. From this group, the Faculty Athletic Representative will select a group of three members, one of whom must be a faculty member, to serve as the Committee on Appeals and hear a given case. In cases dealing with violations of the Code of Conduct within its jurisdiction, the role of the Committee on Appeals is to hear the evidence, and on the basis of this evidence, may uphold or change the sanction imposed by the Athletic Director and Head Coach. While hearing student-athlete appeals, the Committee on Appeals will establish and have full control over the hearing procedures and rules to be followed for the hearing and will make the final determination of the appropriate discipline. The Committee on Appeals may utilize the procedures that are used in Financial Aid Grant In Aid Appeal hearings. If the Athletic Director is not available, one of the Associate Athletic Directors may call the Committee on Appeals together to hear a case.

## **Michigan Technological University Student-Athlete Code of Conduct Agreement**

Student athletes are among the most visible students on campus as, well as in the community. A unique platform exists to be a role model, mentor, or spokesperson. The University, the athletic program, and the student-athlete all benefit from this exposure. However, this platform brings with it a whole set of privileges and responsibilities. Social interaction and personal department of student-athletes, on and off the campus, becomes public knowledge.

As a student-athlete who represents the University in intercollegiate athletic competition, I

- Understand that participation in intercollegiate athletics is a privilege and not a right.
- Consents to limit of his/her right to free speech as a result of signing this agreement.
- Pledge to demonstrate responsible citizenship, sportsmanship, honesty, and integrity on the field or court, on the campus, in the local community, and to otherwise represent the University in a manner that brings pride to me and the University.
- Will make the attainment of an academic degree a high priority.
- Will be a responsible member of each class, which includes attending, being prepared, completing requirements, and participating at the level expected of all students in the class.
- Will abide by state and federal laws
- Will abide by the rules and policies of the NCAA, CCSA, GLIAC, and WCHA.
- Will abide by all sport-specific team rules set by the coaching staff presented verbally or in writing, and the rules and policies of the Athletics Department governing student-athlete conduct, which are fully contained in the Student Athlete Handbook and the Policies and Procedures of the Athletics Department.

Participation in athletic activities during the COVID-19 pandemic carries a risk of infection with the virus. By choosing to participate in athletic activities, I acknowledge and assume the risk of becoming infected by COVID-19. I agree that I am responsible for my personal safety and agree to follow all protocols and guidance from Michigan Tech relating to the mitigation and control of COVID-19, such as wearing face-coverings, symptom tracking, and testing.

Acknowledge that any violation of the Code will result in appropriate discipline as determined by my head coach, the Athletic Director or designee, and/or recommended by the Athletic Council - Committee on Appeals and/or the University's Office of Academic and Community Conduct. The process by which this discipline will be administered is fully contained in the Student-Athlete Handbook and the Policies and Procedures Manual of the Athletic Department and of the University.

Signature \_\_\_\_\_ Date \_\_\_\_\_ Sport \_\_\_\_\_

# Appendix I



Michigan Technological University

**EH3000 – Student Athlete 101**  
**Department of Kinesiology and Integrative Physiology**  
**Fall 2018**

***Instructor Information***

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Instructor: Rhys Edwards, Director of Compliance & Student-Athlete Services  
Phone: 906-487-0914  
E-mail: [ryse@mtu.edu](mailto:ryse@mtu.edu)  
Office Location: SDC 228  
Office Hours: By appointment

***Course Identification***

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Course Number: KIP 1900 0A  
Course Name: Student Athlete 101  
Course Location: Fisher 139  
Class Times: M 8:05pm – 8:55pm  
Prerequisites: None  
Text Book: None

***Course Description/Overview***

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This course is designed to help the student-athlete navigate through all their new decisions, challenges and situations that arise during their college years and beyond. These new experiences may feel overwhelming and perhaps frightening. Many demands will be placed on you, from your professors, coaches, teammates, friends, and family. This course will prepare you to take on these new responsibilities.

***Course Learning Objectives***

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- Promote student-athletes' ownership of their academic, athletic, career, personal and community responsibilities.
- Meet the changing needs of student-athletes.
- Promote respect for diversity and inclusion among student-athletes.
- Assist student-athletes in identifying and applying transferable skills.
- Foster an environment that encourages student-athletes to effectively access campus resources.
- Encourage the development of character, integrity and leadership skills.

## Grading Scheme

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### Grading Policy

Grades will be based on the following:

<b>Attendance &amp; Participation:</b> The design of this course is highly interactive and your participation is essential. Class sessions will consist of guest speakers and interactive exercises. You are expected to be attentive and ask questions occasionally from the speakers when provided an opportunity.	10 each	130 total	60%
<b>Progress Report:</b> You will be required to meet with each professor and ask them to complete a progress report. A progress report will be discussed and provided two weeks before the due date.		50 total	20%
<b>Career Goals Paper:</b> In at least 500 words, describe your career goals and where you see yourself in 5 years. (Include: What are your interests?, What is your major? Why?, State short- and long- term goals during college and beyond)		50 total	20%
<b>Total Points</b>		230	100%

### Late Assignments

---

If your assignment is not turned in on time, you will lose 5 points per day that it's late.

### Grading System

<b>Letter Grade</b>	<b>Percentage</b>	<b>Grade points/credit</b>
<b>A</b>	93% & above	4.00
<b>AB</b>	88% - 92%	3.50
<b>B</b>	82% - 87%	3.00
<b>BC</b>	76% - 81%	2.50
<b>C</b>	70% - 75%	2.00
<b>CD</b>	65% - 69%	1.50
<b>D</b>	60% - 64%	1.00
<b>F</b>	59% and below	0.00

### Course Policies

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Cell phones or any other electronic devices are not to be used in the classroom.

If you are late to a class, you will lose 5 points from your attendance/participation points.

If you are disruptive in class, you will lose 10 points from your attendance/participation points and will be asked to leave for the remainder of the class period.

## ***University Policies***

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Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance to the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

*Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310*

**Academic Integrity:** [http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic\\_integrity.html](http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html)

**Affirmative Action:** <http://www.admin.mtu.edu/aao/>

**Disability Services:** [http://www.admin.mtu.edu/urel/studenthandbook/student\\_services.html#disability](http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability)

**Equal Opportunity Statement:** <http://www.admin.mtu.edu/admin/boc/policy/ch3/ch3p7.htm>

## ***Course Schedule***

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<b>Week 2, (M) 9/10</b>	<b>Welcome to Michigan Tech Athletics --Rhys Edwards, Director of NCAA Compliance and Student-Athlete Services</b>  <b>Concussions -- Brian Brewster, Assistant Athletic Director, Head Athletic Trainer</b>
<b>Week 3, (M) 9/17</b>	<b>In Lieu of attending class tonight all student athletes needs to attend John Underwood presentations. Place and Time TBD.</b>
<b>Week 4, (M) 9/24</b>	<b>Nutrition</b>  <b>Kelsae Fitzpatrick, Registered Dietician, UP Health System – Portage</b>
<b>Week 5, (M) 10/1</b>	<b>Sleep</b>  <b>Dr. Jason Carter, Department Chair &amp; Professor, KIP</b>
<b>Week 6, (M) 10/8</b>	<b>QPR and Counseling Services. Three Groups Split over Three Labs</b>
<b>Week 7, (M) 10/15</b>	<b>Escalation Workshop</b>
<b>Week 8, (M) 10/22</b>	<b>Bystander Intervention</b>  <b>Peer 2 Peer Presentation by Jeremy, Jake, Abbie</b>
<b>Week 8, (M) 10/29</b>	<b>NCAA Choices Grant – “Apple Slice” Hosting Potential Student Athletes and Q&amp;A with Student Athletes.</b> <b><i>Progress Report Due</i></b>
<b>Week 9, (M) 11/5</b>	<b>Wellness and Mindfulness Whitney Boroski and Brigitte Morin. One hour of Yoga in Wood Gym</b>
<b>Week 10, (M) 11/12</b>	<b>Compliance Review w/ focus on Eligibility Requirements</b>  <b>Rhys Edwards, Director of NCAA Compliance and Student-Athlete Services</b>
<b>Week 11, (M) 11/19</b>	<b>No Class- Thanksgiving Break</b>
<b>Week 12, (M) 11/26</b>	<b>Career Services</b>
<b>Week 13, (M) 12/3</b>	<b>TBD</b>
<b>Week 14, (M) 12/10</b>	<b>No Class- Prepare for Finals the following week.</b>

# Appendix J

Let's focus on getting help to you ASAP. Don't worry about getting in trouble.

Hi... So, I don't want anyone to get in trouble, but my friend drank too much and needs help.

If you think someone needs help, call:



**906-487-0TIP (0847)**

If you're in a serious alcohol or drug situation:

- ① **Realize** when help is needed
- ② **Report** - call **906-487-0847**
- ③ **Remain** with the person



Michigan  
Technological  
University

Find out more about the  
Good Samaritan Provision here:



# The Good Samaritan Provision has you covered!

Michigan Tech's primary concern is the health and safety of our students. Students are encouraged to do the right thing and '**Step Up**' whenever you see someone who needs medical help. Our Good Sam policy is intended to remove potential barriers to seeking assistance, such as worries about disciplinary action by the University.

**Call 906.487.0847 for assistance**



Michigan  
Technological  
University

Scan to  
learn more:



# Appendix K

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# WELCOME TO OUR MICHIGAN TECH FAMILY!



Hello Incoming Huskies!!

As this year's Orientation Executive Staff, the four of us want to welcome YOU to this amazing campus we call home! We are so excited to have you here with us for Orientation and to introduce you to everything Michigan Tech has to offer. We have spent the entire summer planning every detail of Orientation, trying to make it as fun and as engaging as possible, while still making sure everyone is staying safe and healthy. We'll be wearing masks (#MaskUPHuskies) and adhering to social distancing guidelines (pay attention to the social distancing circles on Walker Lawn) all week. We want your Orientation Week to be a time for you to make new friends, learn about campus resources and have a great time adjusting to your new home away from home. We hope you end up loving Michigan Tech as much as we do!

Sincerely,

Molly Baerman, Adam Kallioinen, Haley Galindo and Ben Chizmar

# Orientation Week Overview

## Friday, August 21st

### **2 - 6 PM - Move-In**

1 - 7:30 PM - Food available in Wadsworth & McNair Halls

## Saturday, August 22nd

### **9 AM - 6 PM - Move-In**

9 - 10:30 AM - Breakfast

10:30 AM - 1:30 PM - Lunch

4 - 6:30 PM - Dinner

9 PM - Family Friendly Comedian

## Sunday, August 23rd

9 - 10:30 AM - Breakfast

9 AM - Noon - Open House in the Library

10:30 AM - 12:30 PM - Lunch

**12:30 - 2:15 PM - Team Meeting: Welcome**

**2:30 - 3:30 PM - Spatial Visualization Testing**

4:30 - 7:30 PM - Dinner

6 - 8 PM - A Taste of Tech Traditions

**8 - 9 PM - Community Hangout in Residence Halls**

9 - 11 PM - Optional Events

## Monday, August 24th

**8:30 AM - Noon - Team Meeting:**

**Department Introductions and Advising Meetings**

12 - 1:30 PM - Lunch

**1:30 - 5:30 PM - Team Meeting: Campus Resources  
(1:30 - 3:30 PM or 3:30 - 5:50 PM)**

1:30 - 5:30 PM - Optional Events

5:30 - 7 PM - Dinner

**7 - 8:15 PM - Team Meeting: Neighborhood & Commuters**

**8:30 - 9:30 PM - Roommate Agreements**

9 - 11 PM - Optional Events

## Tuesday, August 25th

**9 AM - 12:15 PM - Team Meeting: Summer Reading**

12:15 - 1:45 PM - Lunch

2 - 5 PM - Open Advising/Optional Events

2 - 3 PM - Optional: Author Q&A

5 - 7 PM - Dinner

**7 - 8:15 PM - Team Meeting: CommUNITY**

8:15 - 10 PM - Optional Events

## Wednesday, August 26th

**9 - 10 AM - Technology & the Law Webcast**

**10:30 AM - 12:15 PM - Sex Signals**

12:15 - 1:45 PM - Lunch

1:45 - 4 PM - Optional Events

**4 - 5:15 PM - Team Meeting: Thriving at Michigan Tech**

5:15 - 7 PM - Dinner

7 - 10 PM - Optional Events

\***Bolded** = Required



# Friday, August 21 - Sunday, August 23

## Check-In & Move-In

### Friday, August 21

2 PM - 6 PM

### Saturday, August 22

9 AM - 6 PM

Check-In will take place inside the Van Pelt and Opie Library (#17). Financial Aid, Student Billing, the Registrar's Office, IT User Services, Transportation Services and the Waino Wahtera Center for Student Success will have representatives available to assist you. Once you are checked-in, you will continue onto your residence hall, where volunteers in gold shirts will help you move-in. Students are permitted a maximum of two guests in the residence halls during move-in.



## Events for Families

### Family Friendly Comedian - Eric O'Shea

Saturday, August 22, 9 PM in the Rosza Theatre (limited seating) or watch it virtually.

With over 10 million hits on YouTube, and being nominated 6-TIME Campus Activities Magazine's "National Comedy Performer of the Year," Eric O'Shea is one of the best! As a veteran performer of over 1800 colleges and universities and corporate events, let Eric's clean wit and priceless observations take you through your embarrassing childhood and hidden everyday moments that drive you insane!



### Parent and Family Open House

Sunday, August 23, 9 AM - Noon in the Van Pelt and Opie Library

If parents and families have questions, representatives from Financial Aid, Student Billing, the Registrar, Student Leadership and Involvement, Career Services, the Wahtera Center, the ExSEL program, Wellness and local health care providers will be available in a drop-in environment. The Center for Student Mental Health and Well-being will also have representatives available in the Administration Building on the 3rd floor.

### Sibling Activities

Sunday, August 23, 9 AM - Noon outside of the Memorial Union Building (MUB)

Drop by anytime to watch some Mind Trekkers demonstrations and participate in fun activities.

## COVID-19 Testing

If you were unable to complete your COVID test during check-in, the testing tent on campus will be open every day during Move-In weekend and orientation. Please complete your online profile as instructed and sign up for a time before attempting to get tested. New students who did not preregister for their COVID test are asked to complete this registration as soon as possible and return to the testing tent on Sunday, August 23 between 9:30 - Noon. For more information, visit [orientation.mtu.edu](https://orientation.mtu.edu).







# Monday, August 24

## Optional Events

(Masks and physical distancing required)

### Find Success at the Library

1:30 - 2:30 PM | 3:30 - 4:30 PM on Zoom  
(see p. 16 for QR code)

Challenge yourself to a digital escape room that will help you find your favorite study space, take a peek at the 3D printer, and learn where to get research help once the semester is in full swing. Explore ways in which Van Pelt and Opie library can help you succeed!

### Getting Involved in the Arts

1:30 - 2:15 PM | 2:30 - 3:15 PM in Fisher 139

Meet with the Visual and Performing Arts faculty to learn about opportunities to be involved in the arts at Tech. Faculty in Art, Music, Sound, and Theatre will be able to answer questions about ensembles/studios/productions.

### Huskies Pep Band "Band Camp"

1:30 - 5:30 PM at Sherman Field

Huskies Pep Band Camp: it's not like other band camps, and we're not like other bands! In our Band Camp we meet each other, play music, eat, and play music. That's it. There's no audition.

### Paddle Demonstration

1:30 - 4 PM at Prince's Point

Join the Outdoor Adventure Program (OAP) for some socially distanced kayaking and paddleboarding. About 20 boats will be available to test out at no cost!

### Log Rolling

1:30 - 4 PM at E. Houghton Waterfront Park

You know you want to try it! Come on down and get your feet wet! Plan for a 15 minute walk from the residence halls.

### Army ROTC Open House

2:30 - 4:30 PM at the ROTC Building

Come learn about the scholarship opportunities, training experiences, and leadership development with Army ROTC.

### Swing Club Dance

1:30 - 3 PM outside DHH

Learn how to tear up the dance floor with 20's flair while maintaining proper social distancing! No experience required.

### Modern Language Placement Tests Open House

2:30 - 4:30 PM on Zoom (see p. 16 for QR code)

All students interested in French, German, and Spanish are invited to meet our faculty/advisor to learn more about language placement & minors. You may take a placement test at any time during the Open House. See description on p. 15.

### Career Services

2:30 - 3:00 PM | 4:30 - 5:00 PM in DOW 641

Listen to stories of current Huskies and how they have used their time at Michigan Tech to prepare for life after college. Our career services staff will also share what we offer specifically for first-year students.

### Cookies and Chat with the Women's Rugby Club

3 - 4:30 PM on Walker Lawn

Come out with the women's rugby team and eat some cookies! Learn what we're all about. No experience necessary.

### Pokemon Tournament

3:30 - 5:30 PM outside of Dillman

Players will be given rental teams and be ready to battle in this tournament. Players will be required to bring their own Switch and copy of the game.

### Movie on the Lawn - Shrek

10 PM - Midnight on Walker Lawn

Join Film Board to watch Shrek.

### Bonfire with the Fishing Club

10 PM - Midnight at Prince's Point

Enjoy a bonfire and meet new people with the Fishing Club at Prince's Point.



# Tuesday, August 25

## Required Activities

### Team Meeting # 5: Summer Reading

9 AM - Noon

Students will hear from Michael Finkel, the author of *The Stranger in the Woods*, and have a chance for Q&A with the author and a facilitated discussion with their teams. More Q&A with the author is at 2 PM. See the opposite page for details.

### Lunch

12:15 - 1:45 PM

### Optional Events

1:30 - 5 PM

Please refer to the opposite page for details.

### Prepare for Classes

Find your classrooms, check your class schedule and locate where your face-to-face classes will meet.

### Dinner

5 - 7 PM

### Team Meeting #6: CommUNITY

7 - 8:15 PM in team meeting rooms

Explore what it means to be a Husky through conversations about diversity, inclusion, and belonging.

### Optional Events

8:15 - 10:30 PM

Please refer to the opposite page for details.

## Notes



# Tuesday, August 25

## Optional Events

(Masks and physical distancing required)

### Get Involved!

1:30 - 2:15 PM | 3:30 - 4:15 PM in Fisher 139

Discover how to get involved! This session offers an overview of the Student Leadership and Involvement office, introduction to student organizations, and some information on the importance of getting involved and how to find information online and on Involvement Link.

### Tie Dye with SWE

1:30 - 3:30 PM on Walker Lawn

Join the Society of Women Engineers to tie-dye, and meet some of our members! Everyone is welcome!

### Roaring Trivia

1:30 - 3 PM outside of Dillman

Come join members of the Panhellenic community for jeopardy-style trivia and prizes along with the opportunity to learn more about the sorority community at Michigan Tech.

### Author Q & A

2- 3 PM

Join us on Zoom if you want to ask the author, Michael Finkel, more questions about his book, *The Stranger in the Woods*. The Zoom link is on your Canvas site for Tuesday.

### OAP Open House

2 - 5 PM at the Tech Trails Trailhead

Outdoor Adventure Program (OAP) will have basic bike tours (bring your own, limited rentals available) and provide maps of the trails with marked loops for exploration and directions to the disc golf course.

### Giant Croquet

3:30 - 5 PM on Walker Lawn

Come play croquet on Walker lawn, but at 10 times the size. Challenge your friends to kick a beach ball through the wicket course fastest.

### I Never Learned How to Study, Now What?

2:30 - 3:15 PM | 3:30 - 4:15 PM in DOW 641

Not sure what you need to do to be successful at Michigan Tech? Learn strategies from the staff of the Waino Wahtera Center for Student Success on how to study, manage your time, use resources, and be successful.

### Using Design Thinking to Develop Solutions That Fit the Problem & User

3:30 - 5 PM outside of Dillman

This workshop outlines the design thinking process using exercises and demos with a focus on redefining problems and understanding the needs of the people we are creating for.

### Open Cheer

3:30 - 5 PM on Walker Lawn

Come see the cheer team doing what they do best, cheering on all members of MTU. Come learn a cheer and see what cheer is all about.

### "Zoom"ba with the Dance Team

8:30 - 10:30 PM (see p. 16 for QR code to Zoom)

Join in to learn about the team, tryouts, and how to get involved. Also, participate in a zumba routine or two. Meet others interested and get to know the girls currently on the team!

### Night Hike and Prayer

9 - 11 PM Meet at St. Al's

Come join St. Al's for a fun hike on the Tech Trails! Meet us in the church basement by the fireplace before we head up to the trails.





# Wednesday, August 26

## Optional Events

(Masks and physical distancing required)

### **I Wonder If I Chose the Right Major**

1:30 - 2:15 PM | 2:30 - 3:15 PM in M&M U115

Explore majors at Michigan Tech and how to apply your interests, strengths, goals, and values to find the major that's right for you. Learn what you can do to find a major that's best for you.

### **Paddle Demonstration**

1:30 - 4 PM at Prince's Point

Join the Outdoor Adventure Program (OAP) for some socially distanced kayaking and paddleboarding. About 20 boats will be available to test out at no cost!

### **Log Rolling**

1:30 - 4 PM at E. Houghton Waterfront Park

You know you want to try it! Come on down and get your feet wet! Plan for a 15 minute walk from the Residence Halls.

### **Welcome Fest**

1:30 - 3:30 PM on Walker Lawn

Come meet the Greek community and play some yard games!

### **Geode Smash**

1:30 - 2:30 PM at Prince's Point

Come join the Geology Club at Prince's Point for a chance to break open a geode to see what minerals can be found inside!

### **ASME Design Challenge**

1:30 - 3:30 PM outside of Dillman

The American Society of Mechanical Engineers (ASME) at Tech is hosting a competition to build a simple machine to lift a marshmallow from a tabletop out of limited supplies.

### **Intro to the Learning Centers**

2:30 - 3:30 PM on Zoom (see p. 16 for QR code)

Michigan Tech Learning Centers will give you an edge in making the transition to college. The coaches working in the Learning Centers are familiar with your courses and can guide you in what's expected.

### **Being a Christian on Campus**

2:30 - 3:30 PM on Walker Lawn or on Zoom (see p. 16 for QR code)

Come and meet students from different Christian organizations on campus. If you are looking to get plugged in to a Christian group and a local church, this is a great place to start!

### **Yoga with the Sustainability Demonstration House (SDH)**

6:30 - 8:00 PM between Lot 25 and the SDH

The SDH welcomes you to an outdoor yoga class, led by a certified yoga instructor. We welcome all levels of experience!

### **Concrete Canoe Cookout**

7 - 9 PM at Prince's Point

Join the concrete canoe team for an evening of free food, paddling wooden canoes, and learning about the club. Hope to see you there!

### **An Evening of Fun with the MUB Board**

7 - 10 PM on Walker Lawn

Enjoy a campus-wide evening with snacks, live music and more! It'll be a night to destress before starting your first day of college.

### **Get A Good Night's Sleep**

11 PM in Your Room

Classes start tomorrow. Sleep Well.



# Student Services Hours

## Check-In

**Friday, August 21 from 2-6 PM**

**Saturday, August 22 from 9-6 PM**

A host of student services will be present in the Opie and Van Pelt library during new student Check-In. Those include:

- Financial Aid and Student Billing
- Registrar's Office
- IT User Services
- Transportation Services
- Wahtera Center for Student Success
  - Includes Student Disability Services

## Open House

**Sunday, August 23 from 9 AM - Noon**

All of the student services that were available at Check-In will be available again to answer parent and student questions. Additionally, there will be representatives from the following services:

- Student Leadership and Involvement
- Career Services
- The ExSEL program
- Wellness
- Local health care providers

Additionally, the Center for Student Mental Health and Well-being will be open on the 3rd floor of the Administration Building.

**Monday August 24 to Friday August 28**

Campus offices will be open regular business hours 8 AM - 5 PM. The locations of these offices can be found on the web at [mtu.edu](http://mtu.edu).

## Bookstore Hours

Friday, August 21, 8 AM - 5 PM

Saturday, August 22, 9 AM - 6 PM

Sunday, August 23, 10 AM - 2 PM

Monday, August 24 - Friday, August 28  
8 AM - 5 PM

Saturday, August 29, 10 AM - 4 PM

Sunday, August 30, 10 AM - 2 PM

## Dining Hall Hours

**Friday, August 21**

Wadsworth and McNair Halls  
1 - 7:30 PM

Douglass Houghton Hall - closed

**Saturday, August 22**

Wadsworth and McNair Halls

9 - 10:30 AM | Continental Breakfast

10:30 AM - 1:30 PM | Lunch

4 - 6:30 PM | Dinner

Douglass Houghton Hall

9 - 10:30 AM | Continental Breakfast

10:30 AM - 1:30 PM | Lunch

**Sunday, August 23**

Wadsworth

9 - 10:30 AM | Breakfast

10:30 AM - 1:30 PM | Lunch

4 - 7:30 PM | Dinner

McNair Closed

Douglass Houghton Hall - closed

**August 24 - August 28**

7 - 8:30 AM | Breakfast (All Dining Halls)

Noon - 1:30 PM | Lunch (All Dining Halls)

5:00 - 7:30 PM | Dinner (Wadsworth)

4 - 7 PM | Dinner (McNair)



# Welcome Week Events

Links to the virtual events can be found here:

<https://www.mtu.edu/student-leadership/traditions/welcome-week/>

## Friday, August 28

Illusionist Craig Karges

8:30 PM, Virtual

## Saturday, August 29

An Afternoon on the Town

10 AM - 3 PM, Virtual

Q&A with Bowen Yang

10 PM, Virtual

## Sunday, August 30

Ultimate Frisbee with Disco Tech and Superior Ma's

Noon - 3 PM, Soccer Fields

## Monday, August 31

Back to School Binders

11 AM, MUB Circle

How To Find On-Campus Jobs

5 - 6 PM, Admin 220 and Virtual

## Tuesday, September 1

Virtual On-Campus Job Expo

9 AM - 5 PM, Virtual

American Red Cross Blood Drive

11 AM - 5 PM, Rosza Lobby

## Wednesday, September 2

American Red Cross Blood Drive

10 AM - 4 PM, Rosza Lobby

Virtual Career Fair Plus Resume/Interview Blitz

3 - 5 PM, Virtual

Snack Break with MUB Board

1 PM, MUB Circle

Fraternity Fling

3 - 6 PM, Campus Mall

Casino Night with Sorority Life

6 - 7 PM, Virtual

## Thursday, September 3

Virtual Career Fair Plus Presentation

Noon - 1 PM, Virtual

HuskyLead: How to Market Your College Experiences to Employers

6 - 7 PM, MUB Alumni Lounge

Discord Game Series with Fraternity Life

6 - 8 PM, Discord

## Friday, September 4

Virtual Career Fair Plus Resume/Interview Blitz

11 AM - 1 PM, Virtual

Plant-A-Palooza with Student Leadership & Involvement and Center for Diversity & Inclusion

2 - 4 PM, Hamar House Lawn

WMTU Take 5 - A Live Broadcast

6 - 8 PM, Walker Lawn

Blackout Dance with Black Student Association

8 - 10 PM, Walker Lawn

## Saturday, September 5

Mini Golf with MUB Board

1 - 4 PM, Walker Lawn

Welcome Week Broomball

4 - 6 PM, Ice Arena



# Career Services Events

<b>August 17</b>	<b>5 PM</b>	Instagram Live - How to Look for On-Campus Jobs
<b>August 31</b>	<b>12 - 1 PM</b>	Resume Prep Session - (Available over Zoom and in-person in Admin 220 - limited capacity)
	<b>5 - 6 PM</b>	How to Find On-Campus Jobs - (Available over Zoom and in Admin 220 - limited capacity)
<b>September 1</b>	<b>9 AM - 5 PM</b>	Virtual On-Campus Jobs Expo
	<b>12 - 1 PM</b>	Career Fair Prep Info Session (Available over Zoom and in Admin 220 - limited capacity)
<b>September 2</b>	<b>3 - 5 PM</b>	Virtual Career Fair Plus Resume and Interview Blitz
<b>September 3</b>	<b>12 - 1 PM</b>	Virtual Career Fair Plus Presentation
	<b>4 - 5 PM</b>	Virtual Career Fair Prep for International Students
<b>September 4</b>	<b>11AM - 1PM</b>	Virtual Career Fair Plus Resume and Interview Blitz
<b>September 8</b>	<b>12 - 1 PM</b>	Interview Prep Session (Available over Zoom and in Admin 220 - limited capacity)
<b>September 9</b>	<b>10 AM - 7 PM</b>	Partner Preview Virtual Career Fair
<b>September 14</b>	<b>12 - 1 PM</b>	Resume Prep Session (Available over Zoom and in Admin 220 - limited capacity)
<b>September 15</b>	<b>12 - 1 PM</b>	Career Fair Prep Session (Available over Zoom and in Admin 220 - limited capacity)
	<b>3 - 5 PM</b>	Virtual Career Fair Plus Resume and Interview Blitz
<b>September 18</b>	<b>11AM - 12PM</b>	Career Fair Plus Presentation (Available over Zoom and in Admin 220 - limited capacity)
	<b>2 - 3 PM</b>	Career Fair Prep Info Session (Available over Zoom and in Admin 220 - limited capacity)
<b>September 21</b>	<b>12 - 1 PM</b>	Interview Prep (Available over Zoom and in Admin 220 - limited capacity)
<b>September 23</b>	<b>10AM - 7PM</b>	Virtual Career Fair
<b>September 24</b>	<b>10AM - 7PM</b>	Virtual Career Fair

**NOTE:** Weekly emails are sent to all students. All Career Events and Fairs can be accessed through Handshake. Information on how to prepare a resume, what to expect in interviews, and other Career Fair prep is listed on Handshake (<https://mtu.joinhandshake.com/>) and will be communicated through weekly emails and other social media from Career Services.



# More Important Information

## Placement Tests

### Spatial Visualization

All first-year engineering majors and engineering management students are required to take the Spatial Visualization Test during Orientation to determine placement in engineering courses. All students will need a laptop computer for the test.

### Modern Language Placement Tests - French, German, & Spanish

These tests are required for students who have prior experience in French, German, or Spanish and wish to take modern language classes at Michigan Tech. The test ensures placement into the appropriate language level/course. You are encouraged to pre-register for the exam at the following link: [mtu.edu/humanities/undergraduate/modern-languages/register](https://mtu.edu/humanities/undergraduate/modern-languages/register)



## Ensembles

### Superior Wind Symphony

The Superior Wind Symphony will hold auditions for Fall 2020 on Wednesday, August 26. Any interested musicians are encouraged to participate. If you would like to schedule an audition please email Dr. Michael Christianson (Director of Bands) at [mchristi@mtu.edu](mailto:mchristi@mtu.edu).

### Keweenaw Symphony Orchestra

The Keweenaw Symphony Orchestra is accepting auditions for string, brass, woodwind, and percussion positions for Fall 2020. Auditions may take place in one of two ways: online video submission or in-person at Tech. If you would like to audition for a spot in the orchestra, please email Dr. Joel Neves (Director of Orchestral Activities) at [jbneves@mtu.edu](mailto:jbneves@mtu.edu).

### Michigan Tech Chamber Choir (conScience and Concert Choir)

Auditions to sing in conScience: Michigan Tech Chamber Singers will occur on August 25-26. You can sign up for an audition time by contacting Dr. Jared Anderson ([jaredand@mtu.edu](mailto:jaredand@mtu.edu))

### MTU Jazz Bands and Combos

Auditions to play in the Jazz bands will take place on Tuesday, August 25th, and Wednesday, August 26th between 4 PM and 10 PM. Interested students should email Adam Meckler at [abmeckle@mtu.edu](mailto:abmeckle@mtu.edu) for audition materials and to sign up for an audition time.

### Huskies Pep Band

Attend the band camp on Monday, August 24. See page 7 for more information.





# Appendix L

## **Educational Priority**

Students will build an inclusive and supportive community. All members will become resilient and conscientious through active engagement in their own progression.

### Narratives

- Community
  - We live in a world of constant connection, and support from others gives us the security we need to succeed. Interactions across differences lead to innovation and personal growth. Inclusive and supportive communities are built upon mutual respect and consideration of each others' needs. Members value different lived experiences, communicate openly, and actively include everyone. Community requires that all members commit to individual and communal growth.
- Resilient
  - People encounter many transitions and challenges throughout life. Resilience requires maintaining well-being in order to persevere through obstacles and adapt to change. Resilient individuals take charge of their own lives and advocate for their needs.
- Conscientious
  - The human experience is a constant exchange of influence between individuals, groups, and society. Conscientiousness requires navigating interactions based on an understanding of values and identities. It involves personal ownership of the power to influence the world around you.

## Learning Goals & Outcomes

### Resilient

1. Students will be well.

*Well-being directly impacts your academic, personal, and professional success. By engaging in self-care strategies, you will maintain healthy habits for life.*

- a. Students will develop a self-care plan.
- b. Students will practice optimal sleeping habits.
- c. Students will appropriately address feelings of anxiety and depression.

2. Students will take control of their lives.

*Control of one's life requires that you acknowledge context and reflect critically to progress toward your goals. Taking ownership of your experience includes making purposeful decisions and holding yourself accountable.*

- a. Students will communicate needs appropriately.
- b. Students will generate an internal locus of control.
- c. Students will embrace a growth mindset.

### Conscientious

1. Students will explain how they are influenced by and impact their communities.

*Values and identities drive how you perceive the world, interact with other people, and make decisions. Understanding your own perspective and that of others is integral in developing empathy and promoting collaboration.*

- a. Students will refine a set of personal values.
- b. Students will make decisions that balance the values of all community members, including their own.
- c. Students will explore a set of personal identities.
- d. Students will analyze the exchange between their identities and the world around them.

2. Students will develop a support network at Michigan Tech.

*Actively engaging in a community that encourages, respects, and cares for each member will help you achieve your goals. A support network challenges you to be the best version of yourself.*

- a. Students will have regular meaningful conversations with at least three people.
- b. Students will cultivate healthy relationships.
- c. Students will utilize conflict resolution strategies.

# Appendix M

**MICHIGAN TECH UNIVERSITY**  
**Executive Summary**

**Fall 2019**

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**American College Health Association**  
**National College Health Assessment III**

**ACHA-NCHA III**

The ACHA-NCHA III supports the health of the campus community by fulfilling the academic mission, supporting short- and long-term healthy behaviors, and gaining a current profile of health trends within the campus community.



**AMERICAN COLLEGE HEALTH ASSOCIATION**

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ACHA, the nation's principal advocate and leadership organization for college and university health, represents a diverse membership that provides and supports the delivery of health care and prevention and wellness services for the nation's 20 million college students. For more information about the association's programs and services, visit [www.acha.org](http://www.acha.org), and [www.acha.org/NCHA](http://www.acha.org/NCHA).

*Suggested citation for this document:*

American College Health Association. American College Health Association-National College Health Assessment III: Michigan Tech University Executive Summary Fall 2019. Silver Spring, MD: American College Health Association; 2020.

# Introduction and Notes

The ACHA-National College Health Assessment (ACHA-NCHA) is a national research survey organized by the American College Health Association (ACHA) to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits and behaviors on the most prevalent health topics. The ACHA-NCHA now provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with a vast spectrum of information on student health.

ACHA initiated the original ACHA-NCHA in 2000 and the instrument was used nationwide through the Spring 2008 data collection period. A revised survey, the ACHA-NCHA-II, was in use from Fall 2008 - Spring 2019 data collection periods. The survey was redesigned again, and data collection with the ACHA-NCHA III began in Fall 2019.

Please note that it is not appropriate to compare trends between versions of the survey. Directly comparing data points between the Original ACHA-NCHA, the ACHA-NCHA II, and the ACHA-NCHA III can lead to an erroneous conclusions and is not recommended.

## Notes about this report:

1. Missing values have been excluded from analysis and only valid percents are included in this document, unless otherwise noted.
2. **The ACHA-NCHA III is programmed differently than earlier versions of the survey.** Rather than asking the respondents to answer every question (and offering a "not applicable" option), display logic was used throughout the survey to determine whether, based on their response to an earlier question, the student saw a follow-up question. This makes the valid percents of certain questions impossible to apply to the entire sample, as the denominator used was limited to only the number of students that saw the question. When appropriate, results are also presented using the entire sample as the denominator to show the proportion of the overall sample that experienced a particular issue. These differences in presentation are carefully noted throughout the document and will often explain differences observed between this document and the full data report. Please look carefully at descriptions of the data presented in each table, as well as any footnotes included.
3. **About the use of sex and gender in this report:** Survey responses are reported by sex based on the responses to questions 67A, 67B, and 67C. For the purpose of the ACHA-NCHA report documents, respondents are reported as male or female only when their responses to these three questions are consistent with one another. If gender identity is consistent with sex at birth AND "no" is selected for transgender, then respondents are designated as either *male* or *female*. If respondents select "yes" for transgender OR their sex at birth is not consistent with their gender identity, then they are designated as *non-binary*. A respondent that selects "intersex" for sex at birth, "no" for transgender, and man or woman for gender identity are designated as *male* or *female*. A respondent that selects "intersex" for sex at birth, "yes" for transgender, or selects a gender identity other than man or woman are designated as *non-binary*. A respondent that skips any of the three questions is designated as *unknown*. Totals displayed in this report include non-binary and unknown responses.

For additional information about the survey's development, design, and methodology, email Mary T Hoban, PhD, MCHES, (mhoban@acha.org), Christine Kukich, MS (ckukich@acha.org), or visit [www.acha-ncha.org](http://www.acha-ncha.org).

This Executive Summary highlights results of the ACHA-NCHA III Fall 2019 survey for Michigan Tech University consisting of 746 respondents.

The response rate was 10.8%.

# Findings

## A. General Health and Campus Climate

- 47.0 % of college students surveyed ( 52.3 % male and 41.4 % female) described their health as *very good or excellent*.
- 84.6 % of college students surveyed ( 87.0 % male and 82.4 % female) described their health as *good, very good or excellent*.

Proportion of college students who reported they *agree* or *strongly agree* that:

	Percent (%)	Male	Female	Total
I feel that I belong at my college/university		74.9	72.2	73.4
I feel that students' health and well-being is a priority at my college/university		48.5	53.3	50.7
At my college/university, I feel that the campus climate encourages free and open discussion of students' health and well-being.		56.5	62.8	59.4
At my college/university, we are a campus where we look out for each other		64.1	71.6	67.1

## B. Nutrition, BMI, Physical Activity, and Food Security

College students reported:

	Percent (%)	Male	Female	Total
Drinking 0 sugar-sweetened beverages (per day), on average, in the last 7 days		30.7	27.3	29.4
Drinking 1 or more sugar-sweetened beverages (per day), on average, in the last 7 days		69.3	72.7	70.6
Drinking energy drinks or shots on 0 of the past 30 days		75.8	79.7	77.4
Drinking energy drinks or shots on 1-4 of the past 30 days		15.1	14.6	14.7
Drinking energy drinks or shots on 5 or more of the past 30 days		9.2	5.7	7.9
Eating 3 or more servings of fruits (per day), on average, in the last 7 days		16.6	18.8	17.7
Eating 3 or more servings of vegetables (per day), on average, in the last 7 days		22.4	30.6	26.6

■ **Estimated Body Mass Index (BMI):** This figure incorporates reported height and weight to form a general indicator of physical health. Categories defined by The World Health Organization (WHO) 2000, reprinted 2004. Obesity: Preventing and Managing the Global Epidemic. WHO Tech Report Series: 894.

BMI	Percent (%)	Male	Female	Total
<18.5 Underweight		3.9	7.3	5.4
18.5-24.9 Healthy Weight		56.1	50.5	53.7
25-29.9 Overweight		24.5	23.2	23.7
30-34.9 Class I Obesity		11.6	11.4	11.3
35-39.9 Class II Obesity		3.4	6.0	4.5
≥40 Class III Obesity		0.5	1.6	1.4
Mean		24.91	25.21	25.09
Median		23.75	23.62	23.73
Std Dev		4.83	6.09	5.53

### Students meeting the recommended guidelines for physical activity

Based on: US Dept of Health and Human Services. *Physical Activities Guidelines for Americans*, 2nd edition. Washington, DC: US Dept of Health and Human Services; 2018

#### Definitions:

- Recommendation for **aerobic activity**: 150 minutes or more of moderate-intensity physical activity per week or 75 minutes of vigorous-intensity physical activity or the equivalent combination
- Recommendation for **strength training**: 2 or more days a week of moderate or greater intensity activities that involve all major muscle groups
- **Active Adults** meet the recommendation for strength training **AND** aerobic activity
- **Highly Active Adults** meet the recommendation for strength training and **TWICE** the recommendation for aerobic activity (300 minutes or more of moderate-intensity physical activity per week or 150 minutes of vigorous-intensity physical activity or the equivalent combination)

	Percent (%)	Male	Female	Total
Guidelines met for <b>aerobic exercise only</b>		76.2	73.0	75.0
Guidelines met for <b>Active Adults</b>		39.1	32.4	36.1
Guidelines met for <b>Highly Active Adults</b>		32.0	25.8	29.3

### Food Security

Based on responses to the *US Household Food Security Survey Module: Six-Item Short Form (2012)* from the USDA Economic Research Service.

	Percent (%)	Male	Female	Total
High or marginal food security (score 0-1)		75.2	68.2	71.8
Low food security (score 2-4)		15.9	19.7	17.9
Very low food security (score 5-6)		9.0	12.1	10.4
<b>Any food insecurity</b> (low or very low food security)		24.8	31.8	28.2

## C. Health Care Utilization

### College students reported:

	Percent (%)	Male	Female	Total
Receiving psychological or mental health services within the last 12 months		13.9	30.9	22.6

\*The services were provided by:

My current campus health and/or counseling center		51.9	54.6	55.2
A mental health provider in the local community near my campus		19.2	10.4	14.2
A mental health provider in my home town		50.0	50.0	48.5
A mental health provider not described above		2.2	12.2	9.2

\*Only students who reported receiving care in the last 12 months were asked these questions

	Percent (%)	Male	Female	Total
Visiting a medical provider within the last 12 months		65.9	78.1	71.8

\*The services were provided by:

My current campus health center		9.4	16.6	13.6
A medical service provider in the local community near my campus		18.0	32.6	25.4
A medical service provider in my home town		80.9	83.3	81.4
A medical service provider not described above		5.6	7.4	6.6

\*Only students who reported receiving care in the last 12 months were asked these questions

**College students reported:**

	Percent (%)	Male	Female	Total
Flu vaccine within the last 12 month		30.1	30.6	30.1
Not starting the HPV vaccine series		18.3	19.5	18.8
Starting, but not completing HPV vaccine series		6.1	8.2	6.8
Completing HPV vaccine series		39.2	50.6	44.7
Not knowing their HPV vaccine status		36.4	21.7	29.8
Ever having a GYN visit or exam (females only)			45.9	
Having a dental exam in the last 12 months		75.8	76.9	76.5
Being tested for HIV within the last 12 months		6.3	10.9	8.4
Being tested for HIV more than 12 months ago		5.3	8.4	7.0
Wearing sunscreen usually or always when outdoors		12.7	28.7	20.1
Spending time outdoors with the intention of tanning at least once in the last 12 months		37.8	54.4	45.1

**D. Impediments to Academic Performance**

Respondents are asked in numerous places throughout the survey about issues that might have negatively impacted their academic performance within the last 12 months. This is defined as negatively impacting their performance in a class or delaying progress towards their degree. Both types of negative impacts are represented in the figures below. Please refer to the corresponding Data Report for specific figures on each type of impact. **Figures in the left columns** use all students in the sample as the denominator. **Figures in the right columns** use only the students that experienced that issue (e.g. students who used cannabis, reported a problem or challenge with finances, or experienced a particular health issue) in the denominator. (items are listed in the order in which they appear in the survey)

	Percent (%)	Negatively impacted academic performance among <u>all students in the sample</u>			Negatively impacted academic performance among <u>only students that experienced the issue</u>		
		Male	Female	Total	Male	Female	Total
Alcohol use		1.5	1.9	1.7	2.2	2.6	2.5
Cannabis/marijuana use		0.5	1.6	1.2	2.0	5.6	4.5

**Problems or challenges in the last 12 months**

Career	6.5	6.3	6.7	24.8	21.1	23.9
Finances	9.3	12.5	10.9	26.2	28.6	28.1
Procrastination	43.8	47.5	45.6	61.1	62.0	61.8
Faculty	6.3	5.6	6.0	64.1	66.7	64.3
Family	4.3	10.9	7.6	19.3	29.9	26.8
Intimate Relationships	9.6	13.1	11.5	26.6	35.0	31.7
Roommate/housemate	2.0	3.1	2.8	11.1	11.0	12.4
Peers	3.3	4.7	4.4	16.7	20.3	20.4
Personal appearance	1.3	5.3	3.4	3.9	9.7	7.8
Health of someone close to me	5.0	9.1	7.1	16.3	24.0	20.9
Death of a family member, friend, or someone close to me	6.8	9.4	7.9	32.9	41.7	36.9
Bullying	0.5	1.6	1.1	12.5	19.2	18.2
Cyberbullying	0.5	0.9	0.8	40.0	27.3	31.6
Hazing	0.0	0.3	0.3	0.0	33.3	28.6
Microaggression	1.3	2.8	2.4	12.5	16.7	17.5
Sexual Harassment	0.3	3.1	1.7	8.3	21.7	21.7
Discrimination	1.0	1.6	1.6	15.4	14.7	18.5

**Negatively impacted  
academic performance  
among all students in the  
sample**

*Percent (%)*   **Male**   **Female**   **Total**

**Acute Diagnoses in the last 12 months**

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Bronchitis		0.8	3.1	1.7
Chlamydia		0.0	0.0	0.0
Chicken Pox (Varicella)		0.0	0.0	0.0
Cold/Virus or other respiratory illness		7.3	17.2	11.8
Concussion		1.0	2.8	1.9
Gonorrhea		0.0	0.0	0.1
Flu (influenza or flu-like illness)		3.3	5.3	4.4
Mumps		0.0	0.0	0.1
Mononucleosis (mono)		0.5	1.3	0.9
Orthopedic injury		1.5	3.8	2.8
Pelvic Inflammatory Disease		0.0	0.0	0.1
Pneumonia		0.5	0.3	0.5
Shingles		0.0	0.0	0.1
Stomach or GI virus or bug, food poisoning or gastritis		1.3	4.1	2.7
Urinary tract infection		0.0	1.9	0.9

**Negatively impacted  
academic performance  
among only students that  
experienced the issue**

**Male**   **Female**   **Total**

<b>Male</b>	<b>Female</b>	<b>Total</b>
42.9	47.6	46.4
0.0	0.0	0.0
0.0	0.0	0.0
32.2	43.3	39.5
66.7	60.0	63.6
0.0	0.0	50.0
33.3	51.5	43.4
0.0	0.0	50.0
33.3	50.0	46.7
22.2	26.1	27.6
0.0	0.0	50.0
66.7	20.0	44.4
0.0	0.0	33.3
25.0	44.8	39.2
0.0	18.8	20.6

*Percent (%)*   **Male**   **Female**   **Total**

**Any ongoing or chronic medical conditions  
diagnosed or treated in the last 12 months**

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
		18.4	30.3	24.4

**Male**   **Female**   **Total**

<b>Male</b>	<b>Female</b>	<b>Total</b>
29.6	37.7	34.8

**Other impediments to academic performance**

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Assault (physical)		0.0	0.9	0.4
Assault (sexual)		0.0	2.5	1.2
Allergies		2.0	4.7	3.2
Anxiety		23.7	36.3	30.2
ADHD or ADD		7.1	8.4	7.9
Concussion or TBI		1.5	2.2	1.7
Depression		20.7	34.1	27.3
Eating disorder/problem		1.3	5.0	3.1
Headaches/migraines		6.8	15.3	11.0
Influenza or influenza-like illness (the flu)		4.0	5.9	5.0
Injury		1.8	2.5	2.1
PMS		0.0	15.3	7.0
PTSD		0.5	3.8	2.4
Short-term illness		2.5	7.2	4.7
Upper respiratory illness		7.8	10.9	8.8
Sleep difficulties		18.4	26.3	22.0
Stress		32.0	48.8	39.8

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
0.0		21.4	11.1	
0.0		34.8	29.0	
5.4		10.3	7.9	
45.4		48.3	48.4	
53.8		62.8	59.6	
40.0		36.8	38.2	
51.6		63.0	58.5	
21.7		24.6	24.7	
22.5		30.8	28.0	
29.6		25.7	27.8	
13.2		12.9	13.4	
0.0		23.7	23.9	
13.3		52.2	41.9	
14.3		28.0	22.0	
25.6		22.2	23.1	
38.4		42.9	40.8	
43.8		53.1	49.3	

## E. Violence, Abusive Relationships, and Personal Safety

Within the last 12 months, college students reported experiencing:

	Percent (%)	Male	Female	Total
A physical fight		3.5	3.1	3.2
A physical assault (not sexual assault)		2.3	1.6	2.0
A verbal threat		12.5	11.4	11.9
Sexual touching without their consent		1.8	8.5	4.9
Sexual penetration attempt without their consent		0.0	2.2	1.2
Sexual penetration without their consent		0.3	1.9	1.2
Being a victim of stalking		1.3	7.5	4.2
A partner called me names, insulted me, or put me down to make me feel bad		6.4	10.7	8.3
A partner often insisted on knowing who I was with and where I was or tried to limit my contact with family or friends		3.6	7.6	5.5
A partner pushed, grabbed, shoved, slapped, kicked, bit, choked or hit me without my consent		1.0	2.8	2.0
A partner forced me into unwanted sexual contact by holding me down or hurting me in some way		0.0	2.2	1.2
A partner pressured me into unwanted sexual contact by threatening me, coercing me, or using alcohol or other drugs		1.3	3.8	2.5

College students reported feeling *very safe* :

	Percent (%)	Male	Female	Total
On their campus (daytime)		94.4	94.1	93.5
On their campus (nighttime)		72.4	38.4	56.7
In the community surrounding their campus (daytime)		81.1	77.5	78.9
In the community surrounding their campus (nighttime)		56.3	25.6	42.1

## F. Tobacco, Alcohol, and Other Drug Use

Percent (%)	Ever Used			*Used in the last 3 months		
	Male	Female	Total	Male	Female	Total
Tobacco or nicotine delivery products (cigarettes, e-cigarettes, Juul or other vape products, water pipe or hookah, chewing tobacco, cigars, etc.)	38.5	30.3	35.1	27.7	19.1	23.6
Alcoholic beverages (beer, wine, liquor, etc.)	68.5	70.9	69.7	63.5	66.6	64.6
Cannabis (marijuana, weed, hash, edibles, vaped cannabis, etc.) <b>[Please report nonmedical use only.]</b>	34.3	32.8	33.8	21.9	24.1	22.7
Cocaine (coke, crack, etc.)	2.5	2.9	2.9	0.8	0.6	0.8
Prescription stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.) <b>[Please report nonmedical use only.]</b>	5.8	8.1	7.0	1.0	3.8	2.4
Methamphetamine (speed, crystal meth, ice, etc.)	0.5	0.9	0.8	0.0	0.3	0.3
Inhalants (poppers, nitrous, glue, gas, paint thinner, etc.)	2.5	1.6	2.2	0.8	0.6	0.8
Sedatives or Sleeping Pills (Valium, Ativan, Xanax, Klonopin, Librium, Rohypnol, GHB, etc.) <b>[Please report nonmedical use only.]</b>	3.3	4.7	4.0	1.3	3.1	2.3
Hallucinogens (Ecstasy, MDMA, Molly, LSD, acid, mushrooms, PCP, Special K, etc.)	8.3	8.8	9.0	4.3	3.4	4.2
Heroin	0.0	0.0	0.1	0.0	0.0	0.1
Prescription opioids (morphine, codeine, fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine [Suboxone], etc.) <b>[Please report nonmedical use only.]</b>	3.0	3.4	3.5	0.3	0.9	0.8

\*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

### Substance Specific Involvement Scores (SSIS) from the ASSIST

Percent (%)	*Moderate risk use of the substance			*High risk use of the substance		
	Male	Female	Total	Male	Female	Total
Tobacco or nicotine delivery products	16.9	11.3	14.3	0.8	1.3	0.9
Alcoholic beverages	10.8	10.0	10.5	0.8	0.9	1.1
Cannabis (nonmedical use)	13.9	15.0	14.3	0.3	0.9	0.7
Cocaine	0.5	0.0	0.3	0.0	0.3	0.3
Prescription stimulants (nonmedical use)	0.8	0.9	0.9	0.0	0.3	0.1
Methamphetamine	0.0	0.0	0.0	0.0	0.3	0.3
Inhalants	0.3	0.0	0.1	0.0	0.3	0.3
Sedatives or Sleeping Pills (nonmedical use)	0.8	1.9	1.3	0.0	0.3	0.3
Hallucinogens	1.0	1.6	1.3	0.0	0.3	0.3
Heroin	0.0	0.0	0.0	0.0	0.0	0.1
Prescription opioids (nonmedical use)	0.0	0.3	0.1	0.0	0.0	0.1

\*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

**Proportion of students (overall sample) who report misusing prescription medications (taking without a prescription, or taking more medication or more often than prescribed) in the past 3 months:**

	Percent (%)	Male	Female	Total
Prescription stimulants		1.0	3.1	2.0
Prescription sedatives or sleeping pills		0.8	2.5	1.6
Prescription opioids		0.3	0.6	0.5

**\*Tobacco or nicotine delivery products used in the last 3 months**

	Percent (%)	Male	Female	Total
Cigarettes		9.8	5.0	7.9
E-cigarettes or other vape products (for example: Juul, etc.)		16.4	15.9	16.0
Water pipe or hookah		2.3	0.6	1.6
Chewing or smokeless tobacco		5.8	0.9	3.6
Cigars or little cigars		10.8	1.9	6.7
Other		0.3	0.0	0.3

*\*These figures use all students in the sample as the denominator, rather than just those students who reported tobacco or nicotine delivery product use in the last 3 months.*

**Students in Recovery**

- 1.5 % of college students surveyed ( 1.4 % male and 1.3 % female) indicated they were in recovery from alcohol or other drug use.

**When, if ever, was the last time you:**

	Percent (%)	Drank Alcohol			*Used Cannabis/Marijuana		
		Male	Female	Total	Male	Female	Total
Never		26.7	25.3	26.1	63.7	65.6	64.3
Within the last 2 weeks		49.1	50.0	49.2	13.1	12.8	13.2
More than 2 weeks ago but within the last 30 days		8.3	8.8	8.5	4.5	3.4	3.9
More than 30 days ago but within the last 3 months		6.8	7.8	7.3	3.5	6.6	4.9
More than 3 months ago but within the last 12 months		3.8	5.6	5.0	6.3	6.3	6.5
More than 12 months ago		5.3	2.5	4.0	8.8	5.3	7.3

*\*Students were instructed to include medical and non-medical use of cannabis.*

**Driving under the influence**

- 17.2 % of college students reported driving after having **any alcohol** in the last 30 days.\*  
*\*Only students who reported driving in the last 30 days and drinking alcohol in the last 30 days were asked this question.*
- 34.6 % of college students reported driving within 6 hours of using cannabis/marijuana in the last 30 days.\*  
*\*Only students who reported driving in the last 30 days and using cannabis in the last 30 days were asked this question.*

**Estimated Blood Alcohol Concentration** (or eBAC) of college students. Due to the improbability of a student surviving a drinking episode resulting in an extremely high eBAC, all students with an eBAC of 0.50 or higher are also omitted from these eBAC figures. eBAC is an estimated figure based on the reported number of drinks consumed during the last time they drank alcohol in a social setting, their approximate time of consumption, sex, weight, and the average rate of ethanol metabolism. Only students who reported drinking alcohol within the last 3 months answered these questions.

Estimated BAC	Percent (%)	Male	Female	Total
< .08		77.8	69.6	74.2
< .10		83.3	77.8	80.9
Mean		0.04	0.05	0.05
Median		0.02	0.02	0.02
Std Dev		0.06	0.06	0.06

**\*Reported number of drinks consumed the last time students drank alcohol in a social setting.**

Number of drinks	Percent (%)	Male	Female	Total
4 or fewer		65.0	71.2	67.6
5		5.9	10.8	8.3
6		8.3	8.0	8.5
7 or more		20.9	9.9	15.6
Mean		4.3	3.3	3.8
Median		3.0	2.8	3.0
Std Dev		3.6	2.6	3.2

*\*Only students who reported drinking alcohol in the last three months were asked this question.*

**Reported number of times college students consumed five or more drinks in a sitting within the last two weeks:**

	Among <u>all</u> students surveyed			
	Percent (%)	Male	Female	Total
Did not drink alcohol in the last two weeks (includes non-drinkers)		51.0	50.0	50.9
None		19.2	21.9	20.3
1-2 times		18.9	20.9	19.5
3-5 times		8.6	6.6	7.8
6 or more times		2.3	0.6	1.5

**\*Among those who reported drinking alcohol within the last two weeks**

Male	Female	Total
39.2	43.8	41.4
38.7	41.9	39.7
17.5	13.1	15.9
4.6	1.3	3.0

*\*Only students who reported drinking alcohol in the last two weeks were asked this question.*

**\*College students who drank alcohol reported experiencing the following in the last 12 months when drinking alcohol:**

	Percent (%)	Male	Female	Total
Did something I later regretted		18.7	14.8	16.9
Blackout (forgot where I was or what I did for a <b>large period of time and cannot remember</b> , even when someone reminds me)		12.7	7.8	10.6
Brownout (forgot where I was or what I did for <b>short periods of time, but can remember</b> once someone reminds me)		24.2	20.8	22.2
Got in trouble with the police		1.1	0.4	0.8
Got in trouble with college/university authorities		1.1	0.4	0.8
Someone had sex with me <b>without my</b> consent		0.4	2.2	1.3
Had sex with someone <b>without their</b> consent		0.4	0.0	0.2
Had unprotected sex		10.8	13.0	11.4
Physically injured myself		8.6	7.4	7.7
Physically injured another person		0.7	0.4	0.6
Seriously considered suicide		4.9	3.0	4.1
Needed medical help		0.7	0.4	0.6
<b>Reported one or more of the above</b>		26.6	22.4	24.3

*\*Only students who reported drinking alcohol in the last 12 months were asked these questions.*

## G. Sexual Behavior

When, if ever, was the last time you had:

	Percent (%)	Oral sex		
		Male	Female	Total
Never		43.2	38.5	41.1
Within the last 2 weeks		18.9	26.5	22.0
More than 2 weeks ago but within the last 30 days		9.3	9.5	9.3
More than 30 days ago but within the last 3 months		11.1	9.1	10.1
More than 3 months ago but within the last 12 months		8.1	10.1	8.9
More than 12 months ago		9.3	6.3	8.5

Vaginal intercourse		
Male	Female	Total
48.5	43.8	46.7
20.1	32.2	24.9
7.4	6.3	6.6
8.1	6.9	7.9
7.4	6.3	6.9
8.6	4.4	6.9

	Percent (%)	Anal intercourse		
		Male	Female	Total
Never		80.6	80.7	80.7
Within the last 2 weeks		1.3	2.8	1.9
More than 2 weeks ago but within the last 30 days		2.3	0.9	1.8
More than 30 days ago but within the last 3 months		2.8	1.9	2.5
More than 3 months ago but within the last 12 months		3.1	3.8	3.3
More than 12 months ago		10.0	9.8	9.9

\*College students who reported having oral sex, or vaginal or anal intercourse within the last 12 months reported having the following number of sexual partners:

	Percent (%)	Male	Female	Total
None		0.5	0.5	0.5
1		71.9	69.1	70.9
2		14.8	14.7	14.3
3		3.0	7.9	5.4
4 or more		9.9	7.9	8.9
Mean		1.6	1.7	1.7
Median		1.0	1.0	1.0
Std Dev		1.4	1.7	1.5

\*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

College students who reported having oral sex, or vaginal or anal intercourse within the last 30 days who reported using a condom or another protective barrier *most of the time* or *always*:

	Percent (%)	Male	Female	Total
Oral sex		2.7	1.8	2.2
Vaginal intercourse		41.7	52.1	47.0
Anal intercourse		28.6	50.0	37.0

\*Only students who reported having oral sex, or vaginal or anal intercourse in the last 30 days were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used any method to prevent pregnancy the last time they had vaginal intercourse:

	Percent (%)	Male	Female	Total
Yes, used a method of contraception		88.8	89.6	88.9
No, did not want to prevent pregnancy		3.0	1.2	2.1
No, did not use any method		7.7	6.7	7.3
Don't know		0.6	2.5	1.8

\*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

\*Those students who reported using a contraceptive use the last time they had vaginal intercourse, reported they (or their partner) used the following methods:

	Percent (%)	Male	Female	Total
Birth control pills (monthly or extended cycle)		51.3	52.1	50.8
Birth control shots		4.7	2.1	3.3
Birth control implants		8.7	9.6	9.2
Birth control patch		1.3	0.0	0.7
The ring		2.0	0.7	2.0
Emergency contraception ("morning after pill" or "Plan B")		0.7	4.1	2.3
Intrauterine device		10.0	17.1	13.9
Male (external) condom		48.0	52.7	50.5
Female (internal) condom		0.0	0.0	0.0
Diaphragm or cervical cap		0.0	0.0	0.0
Contraceptive sponge		0.0	0.7	0.3
Withdrawal		20.7	24.7	22.1
Fertility awareness (calendar, mucous, basal body temperature)		1.3	2.7	2.0
Sterilization (hysterectomy, tubes tied, vasectomy)		2.0	0.0	1.3
Other method		0.7	0.0	0.3
<b>Male condom use plus another method</b>				
		31.3	37.7	35.0
<b>Any two or more methods (excluding male condoms)</b>				
		20.7	26.7	23.1

\*Only students who reported they or their partner used a method the last time they had vaginal intercourse were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used emergency contraception ("morning after pill" or "Plan B") in the last 12 months:

Yes (male: 14.2 %; female: 14 %).

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they experienced an unintentional pregnancy or got someone pregnant within the last 12 months:

Yes (male: 1.8 %; female: 0 %).

## H. Mental Health and Wellbeing

### Kessler 6 (K6) Non-Specific Psychological Distress Score (Range is 0-24)

	Percent (%)	Male	Female	Total
No or low psychological distress (0-8)		66.7	51.9	59.7
Moderate psychological distress (9-12)		20.2	23.7	22.1
Serious psychological distress (13-24)		13.1	24.4	18.2
Mean		6.98	8.62	7.77
Median		6.00	8.00	7.00
Std Dev		4.84	5.21	5.09

### UCLA Loneliness Scale (ULS3) Score (Range is 3-9)

	Percent (%)	Male	Female	Total
Negative for loneliness (3-5)		50.1	45.5	47.5
Positive for loneliness (6-9)		49.9	54.5	52.5
Mean		5.58	5.71	5.66
Median		5.00	6.00	6.00
Std Dev		1.88	1.92	1.90

**Diener Flourishing Scale – Psychological Well-Being (PWB) Score (Range is 8-56)**

(higher scores reflect a higher level of psychological well-being)

	Male	Female	Total
Mean	44.91	44.56	44.63
Median	47.00	47.00	47.00
Std Dev	8.59	8.83	8.79

**The Connor-Davison Resilience Scale (CD-RISC2) Score (Range is 0-8)**

(higher scores reflect greater resilience)

	Male	Female	Total
Mean	6.20	5.93	6.07
Median	6.00	6.00	6.00
Std Dev	1.42	1.49	1.45

**Self injury**

■ 12.6 % of college students surveyed ( 8.2 % male and 18.4 % female) indicated they had intentionally cut, burned, bruised, or otherwise injured themselves within the last 12 months.

**Within the last 12 months, have you had problems or challenges with any of the following:**

	Percent (%)	Male	Female	Total
Academics		43.3	49.1	46.1
Career		26.6	29.9	28.3
Finances		35.9	44.0	39.1
Procrastination		72.0	77.0	74.4
Faculty		10.2	8.8	9.8
Family		22.2	37.0	28.9
Intimate relationships		36.1	37.5	36.6
Roommate/housemate		18.2	28.6	23.0
Peers		20.3	23.3	22.3
Personal appearance		32.1	55.0	43.3
Health of someone close to me		31.1	38.1	34.2
Death of a family member, friend, or someone close to me		20.8	22.6	21.7
Bullying		4.0	8.2	5.9
Cyberbullying		1.3	3.4	2.6
Hazing		0.8	0.9	0.9
Microaggression		10.1	16.9	13.9
Sexual Harassment		3.0	14.4	8.1
Discrimination		6.6	10.7	8.8

**\*Of those reporting this issue, it caused moderate or high distress**

	Male	Female	Total
Academics	78.4	89.7	84.1
Career	64.8	68.1	66.8
Finances	65.5	73.6	69.9
Procrastination	52.6	63.1	58.1
Faculty	45.0	46.4	47.2
Family	45.5	76.9	64.2
Intimate relationships	54.9	64.2	59.6
Roommate/housemate	31.9	50.5	43.5
Peers	27.5	45.9	37.2
Personal appearance	42.5	57.7	52.5
Health of someone close to me	50.4	65.3	57.3
Death of a family member, friend, or someone close to me	65.9	76.4	70.6
Bullying	31.3	42.3	38.6
Cyberbullying	80.0	45.5	52.6
Hazing	0.0	33.3	14.3
Microaggression	40.0	25.9	34.0
Sexual Harassment	33.3	45.7	45.0
Discrimination	46.2	35.3	44.6

\*Only students who reported a problem or challenge in the last 12 months were asked about level of distress.

<b><i>Students reporting none of the above</i></b>	6.8	5.0	6.1
<b><i>Students reporting only one of the above</i></b>	12.4	8.4	10.5
<b><i>Students reporting 2 of the above</i></b>	14.1	13.4	13.8
<b><i>Students reporting 3 or more of the above</i></b>	66.7	73.1	69.6

**Suicide Behavior Questionnaire-Revised (SBQR) Screening Score (Range is 3-18)**

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Negative suicidal screening (3-6)		69.6	63.6	66.3
Positive suicidal screening (7-18)		30.4	36.4	33.7
Mean		5.60	5.88	5.78
Median		4.00	5.00	5.00
Std Dev		3.09	3.22	3.16

**Suicide attempt**

■ 2.4 % of college students surveyed ( 2 % male and 2.8 % female) indicated they had attempted suicide within the last 12 months.

**Within the last 12 months, how would you rate the overall level of stress experienced:**

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
No stress		3.3	0.3	1.9
Low		38.0	24.7	31.9
Moderate		43.1	47.8	45.1
High		15.6	27.2	21.1

**I. Acute Conditions**

**College students reported being diagnosed by a healthcare professional within the last 12 months with:**

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Bronchitis		1.8	6.9	3.9
Chlamydia		0.0	0.6	0.3
Chicken Pox (Varicella)		0.0	0.6	0.3
Cold/virus or other respiratory illness (for example: sinus infection, ear infection, strep throat, tonsillitis, pharyngitis, or laryngitis)		23.3	40.6	30.9
Concussion		1.8	4.7	3.1
Gonorrhea		0.0	0.3	0.3
Flu (influenza) or flu-like illness		10.1	10.4	10.4
Mumps		0.0	0.3	0.3
Mononucleosis (mono)		1.5	2.5	2.0
Orthopedic injury (for example: broken bone, fracture, sprain, bursitis, tendinitis, or ligament injury)		6.9	14.6	10.5
Pelvic Inflammatory Disease		0.0	0.3	0.3
Pneumonia		0.8	1.6	1.2
Shingles		0.3	0.3	0.4
Stomach or GI virus or bug, food poisoning or gastritis		5.1	9.2	6.9
Urinary tract infection		0.3	10.7	4.9

## J. Ongoing or Chronic Conditions

The questions for the *ongoing or chronic conditions* are presented differently in this report than the order they appear in the survey. In the survey, all items appear in a single list, ordered alphabetically. In this report, the conditions are presented in groups to ease burden on the reader. The findings are divided into mental health conditions, STIs and other chronic infections, and other ongoing or chronic conditions in this report.

Mental Health	Percent (%)	College students reported <u>ever</u> being diagnosed with the following:			*Of those ever diagnosed, those reporting contact with healthcare or MH professional within last 12 months		
		Male	Female	Total	Male	Female	Total
ADD/ADHD - Attention Deficit/Hyperactivity Disorder		10.7	6.3	8.9	62.2	60.0	60.7
Alcohol or Other Drug-Related Abuse or Addiction		0.3	0.6	0.5	100.0	100.0	75.0
Anxiety (for example: Generalized Anxiety, Social Anxiety, Panic Disorder, Specific Phobia)		13.5	29.1	21.0	58.5	75.0	69.5
Autism Spectrum		2.3	0.3	1.9	0.0	100.0	15.4
Bipolar and Related Conditions (for example: Bipolar I, II, Hypomanic Episode)		2.0	1.9	2.2	37.5	50.0	46.7
Borderline Personality Disorder (BPD), Avoidant Personality, Dependent Personality, or another personality disorder		0.3	0.9	0.8	100.0	33.3	60.0
Depression (for example: Major depression, persistent depressive disorder, disruptive mood disorder)		13.8	27.8	20.4	57.4	79.8	71.8
Eating Disorders (for example: Anorexia Nervosa, Bulimia Nervosa, Binge-Eating)		0.5	5.0	2.7	50.0	56.3	57.9
Gambling Disorder		0.0	0.0	0.1	0.0	0.0	0.0
Insomnia		3.1	6.1	4.7	58.3	61.1	62.5
Obsessive-Compulsive and Related Conditions (for example: OCD, Body Dysmorphia, Hoarding, Trichotillomania and other body-focused repetitive behavior disorders)		1.3	5.3	3.4	20.0	41.2	37.5
PTSD (Posttraumatic Stress Disorder), Acute Stress Disorder, Adjustment Disorder, or another trauma- or stressor- related condition		1.8	4.7	3.5	42.9	66.7	64.0
Schizophrenia and Other Psychotic Conditions (for example: Schizophrenia, Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder)		0.3	0.3	0.5	100.0	100.0	100.0
Tourette's or other neurodevelopmental condition not already listed		0.5	0.0	0.4	50.0	0.0	50.0
Traumatic brain injury (TBI)		1.0	0.0	0.7	25.0	0.0	25.0

\*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.

	Percent (%)	Male	Female	Total
<b><i>Students reporting none of the above</i></b>		74.4	59.1	67.1
<b><i>Students reporting only one of the above</i></b>		11.7	14.1	12.4
<b><i>Students reporting both Depression and Anxiety</i></b>		9.6	21.3	15.2
<b><i>Students reporting any two or more of the above (excluding the combination of Depression and Anxiety)</i></b>		4.3	5.6	5.3

**College students reported ever being diagnosed with the following:**

STI's/Other chronic infections	Percent (%)	Male	Female	Total
Genital herpes		0.0	0.3	0.3
Hepatitis B or C		0.0	0.0	0.0
HIV or AIDS		0.0	0.0	0.1
Human papillomavirus (HPV) or genital warts		0.0	1.3	0.7

**\*Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Male	Female	Total
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	25.0	25.0

*\*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.*

**College students reported ever being diagnosed with the following:**

Other Chronic /Ongoing Medical Conditions	Percent (%)	Male	Female	Total
Acne		20.7	27.7	23.5
Allergies - food allergy		6.9	15.4	10.9
Allergies - animals/pets		12.5	17.4	14.5
Allergies - environmental (for example: pollen, grass, dust, mold)		27.5	34.2	30.4
Asthma		17.6	20.4	18.9
Cancer		0.0	0.6	0.5
Celiac disease		0.5	0.6	0.7
Chronic pain (for example: back or joint pain, arthritis, nerve pain)		4.1	9.1	6.9
Diabetes or pre-diabetes/insulin resistance		2.3	1.6	2.0
Endometriosis		0.0	3.1	1.5
Gastroesophageal Reflux Disease (GERD) or acid reflux		1.5	3.8	2.7
Heart & vascular disorders (for example: atrial fibrillation or other cardiac arrhythmia, mitral valve prolapse or other valvular heart disease, congenital heart condition)		2.0	2.2	2.0
High blood pressure (hypertension)		2.8	1.3	2.2
High cholesterol (hyperlipidemia)		1.5	0.9	1.4
Irritable bowel syndrome (spastic colon or spastic bowel)		1.3	2.8	2.2
Migraine headaches		4.4	14.6	9.3
Polycystic Ovarian Syndrome (PCOS)		0.0	4.4	2.0
Sleep Apnea		1.5	0.9	1.4
Thyroid condition or disorder		0.5	4.7	2.7
Urinary system disorder (for example: bladder or kidney disease, urinary reflux, interstitial cystitis)		0.3	1.9	1.1

**\*Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Male	Female	Total
28.4	39.1	33.3
22.2	34.7	30.0
22.4	29.1	25.5
14.0	35.8	24.2
23.2	37.5	29.2
0.0	50.0	66.7
100.0	50.0	75.0
68.8	65.5	66.0
66.7	60.0	64.3
0.0	40.0	40.0
33.3	50.0	47.4
62.5	28.6	46.7
45.5	25.0	40.0
83.3	33.3	66.7
40.0	55.6	53.3
35.3	50.0	47.8
0.0	64.3	64.3
16.7	33.3	22.2
100.0	80.0	84.2
0.0	66.7	57.1

*\*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.*

Students who reported being diagnosed with diabetes or pre-diabetes/insulin resistance, indicated they had:

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Type I Diabetes		50.0	40.0	46.2
Type II Diabetes		12.5	0.0	7.7
Pre-diabetes or insulin resistance		33.3	60.0	42.9
Gestational Diabetes		0.0	0.0	0.0

## K. Sleep

Reported amount of time to usually fall asleep at night (sleep onset latency):

	<i>Percent (%)</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Less than 15 minutes		51.1	38.8	45.6
16 to 30 minutes		26.2	31.3	27.8
31 minutes or more		22.7	30.0	26.6

Over the last 2 weeks, students reported the following average amount of sleep (excluding naps):

	<i>Percent (%)</i>	<b>On weeknights</b>		
		<b>Male</b>	<b>Female</b>	<b>Total</b>
Less than 7 hours		36.0	39.4	38.0
7 to 9 hours		63.2	60.3	61.5
10 or more hours		0.8	0.3	0.5

<b>On weekend nights</b>		
<b>Male</b>	<b>Female</b>	<b>Total</b>
16.9	17.5	17.2
74.3	76.6	75.4
8.8	5.9	7.4

Students reported the following on 3 or more of the last 7 days:

	<i>Percent (%)</i>	<b>Felt tired or sleepy during the day</b>		
		<b>Male</b>	<b>Female</b>	<b>Total</b>
0 days		8.8	2.8	5.9
1-2 days		32.3	21.6	27.6
3-5 days		39.1	39.4	39.0
6-7 days		19.7	36.3	27.5

<b>Got enough sleep so that they felt rested</b>		
<b>Male</b>	<b>Female</b>	<b>Total</b>
12.9	17.5	14.9
34.1	40.6	37.0
37.1	35.0	36.3
15.9	6.9	11.7

# Demographics and Sample Characteristics



## ■ Age

18 - 20 years:	57.7 %
21 - 24 years:	29.7 %
25 - 29 years:	8.2 %
30+ years:	4.5 %
Mean age:	21.2 years
Median age:	20.0 years

## ■ Gender\*

Female:	42.9 %
Male:	53.2 %
Non-binary:	2.7 %

\* See note on page 2 regarding gender categories

## ■ Student status

1st year undergraduate:	25.9 %
2nd year undergraduate:	17.0 %
3rd year undergraduate:	17.1 %
4th year undergraduate:	15.1 %
5th year or more undergraduate:	9.4 %
Master's (MA, MS, MFA, MBA, etc.):	8.8 %
Doctorate (PhD, EdD, MD, JD, etc.):	5.5 %
Not seeking a degree:	0.4 %
Other:	0.8 %

Full-time student:	95.5 %
Part-time student:	4.1 %
Other student:	0.4 %

## ■ Visa to work or study in the US:

8.0 %

## ■ Relationship status

Not in a relationship:	54.0 %
In a relationship but not married/partnered:	41.0 %
Married/partnered:	5.0 %

## ■ Primary Source of Health Insurance

College/university sponsored SHIP plan:	7.2 %
Parent or guardian's plan:	78.2 %
Employer (mine or my spouse/partners):	2.8 %
Medicaid, Medicare, SCHIP, or VA:	4.9 %
Bought a plan on my own:	3.5 %
Don't have health insurance:	1.6 %
Don't know if I have health insurance:	0.3 %
Have insurance, but don't know source:	1.5 %

## ■ Student Veteran:

2.3 %

## ■ Parent or primary responsibility for someone else's child/children:

2.4 %

## ■ Students describe themselves as

Straight/Heterosexual:	78.6 %
Asexual:	1.1 %
Bisexual:	10.8 %
Gay:	1.6 %
Lesbian:	1.9 %
Pansexual:	2.2 %
Queer:	0.9 %
Questioning:	2.4 %
Identity not listed above:	0.4 %

## ■ Housing

Campus or university housing:	51.2 %
Fraternity or sorority residence:	1.6 %
Parent/guardian/other family:	4.2 %
Off-campus:	41.8 %
Temporary or "couch surfing":	0.0 %
Don't have a place to live:	0.0 %
Other:	1.2 %

## ■ Students describe themselves as

American Indian or Native Alaskan	2.4 %
Asian or Asian American	5.9 %
Black or African American	1.6 %
Hispanic or Latino/a/x	1.7 %
Middle Eastern/North African (MENA)	
or Arab Origin:	1.2 %
Native Hawaiian or Other	
Pacific Islander Native:	0.1 %
White:	88.2 %
Biracial or Multiracial:	2.1 %
Identity not listed above:	1.7 %

### *If Hispanic or Latino/a/x, are you*

Mexican, Mexican American, Chicano:	69.2 %
Puerto Rican:	7.7 %
Cuban:	0.0 %
Another Hispanic, Latino/a/x, or Spanish Origin:	23.1 %

### *If Asian or Asian American, are you*

East Asian:	29.5 %
Southeast Asian:	13.6 %
South Asian:	52.3 %
Other Asian:	2.3 %

■ **First generation students** 28.8 %  
(Proportion of students for whom no parent/guardian have completed a bachelor's degree)

■ **Do you have any of the following?**

Attention Deficit/Hyperactivity Disorder (ADD or ADHD):	10.2 %
Autism Spectrum Disorder:	1.9 %
Deaf/Hearing loss:	3.6 %
Learning disability:	2.2 %
Mobility/Dexterity disability:	1.0 %
Blind/low vision:	2.9 %
Speech or language disorder:	1.5 %

■ **Participated in organized college athletics:**

Varsity:	4.9 %
Club sports:	19.7 %
Intramurals:	21.6 %

■ **Member of a social fraternity or sorority:**

Greek member:	5.8 %
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# Appendix N



# **Think About It**

*Preparing students for the unique challenges and responsibilities of college life*

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# THINK ABOUT IT

## *At a Glance*

*Designed to minimize risks associated with alcohol, drugs, and sexual violence, Think About It is a research-based, comprehensive training program that empowers students to make healthy choices.*



Online Training  
Courses



In-depth  
Reports



Offline Support  
Materials

Provide administrators with tools to respond to the needs of their student body.

---

## THINK ABOUT IT OFFERS

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- 📍 **A comprehensive harm-reduction approach** that addresses the relation between sexual violence and substance abuse.
- 📍 **Engaging content developed with students** through focus groups and usability testing.
- 📍 **A research-based program** that promotes bystander intervention.
- 📍 **Live social norming** to encourage a community of responsibility.
- 📍 **Customizable campus policies,** procedures, and resources.
- 📍 **Compliance with the Campus SaVE Act —** state-specific compliance.
- 📍 **Extensive reports and follow up courses** to inform campus harm-reduction programs.

---

# A Comprehensive Harm-reduction Approach

*National statistics on rape and sexual violence in the United States are deeply troubling:*

VICTIMS OF RAPE OR ATTEMPTED RAPE:



College women are at even greater risk: between 1 in 4 or 5 women experience rape or attempted rape while in college.

Substance abuse is also endemic at many colleges and universities, with tragic consequences. The National Institute on Alcohol Abuse and Alcoholism reports that 1,825 college students between 18 and 24 die each year from alcohol-related injuries, a further 690,000 are assaulted by another student who has been drinking, and 150,000 develop alcohol-related health problems.

Other harm-reduction programs treat these problems in isolation from one another. Yet substance abuse and sexual violence are deeply connected:

- Half of all sexual assaults are committed by men who have been drinking.
- Half of all sexual assault victims report that they had been drinking when they were assaulted.
- Each year over 97,000 students between 18 and 24 suffer alcohol-related sexual assault or rape.

---

Based on this well documented connection, researchers and educators have called for harm-reduction programs to incorporate training on both substance abuse and sexual assault. Indeed, one of the primary conclusions of the Campus Sexual Assault Study completed in 2007 for the National Institute of Justice was “the need to incorporate alcohol and drug messages into sexual assault prevention and risk reduction programs” (vii).

In its April 4th, 2011 Dear Colleague Letter on Title IX and sexual misconduct, the Department of Education reinforced this message by recommending schools provide “information on the link between alcohol and drug abuse and sexual harassment or violence and best

practices to address that link” when training Title IX coordinators and other employees involved in redressing campus sexual violence (17).

Unfortunately, most training programs do not focus on this relationship. As one study noted, “[A]lcohol use is a central factor in most college rapes. Paradoxically, few rape preventive interventions focus on alcohol use” (Mohler-Kuo et al. 43).

*Think About It* is different. It directly addresses this connection, broadening the narrative of harm-reduction programs by examining college hook-up culture and sexual violence within the context of partying, drugs, and alcohol.

## Background

*Think About It is a collaboration between CampusClarity, a service of LawRoom, and the University of San Francisco’s (USF) Division of Student Life.*

**USF** is a Jesuit institution of higher education, serving a diverse undergraduate population of over 6,000 students and a graduate population of over 3,500 students.

**LawRoom** provides online training to employers’ supervisors and non-supervisors, helping them understand their legal rights and obligations. Its staff includes experienced lawyers, educators, artists, and instructional designers. LawRoom has trained over 3,000 companies, large and small, private, non-profit, and government entities.

---

**THE COLLABORATION COMBINES LAWROOM'S EXPERTISE IN LEGAL COMPLIANCE AND ONLINE TRAINING** with USF's experience handling the unique social challenges students face in their transition to college life.

Numerous department representatives and programs at USF, including the Gender and Sexualities Center and Health Promotions, helped develop learning objectives and course content. During the development process, USF and CampusClarity hosted a conference with faculty and staff from 30 universities. This extended collaboration helped prepare the course for a diverse group of campuses.

Though administrator and faculty input and feedback were invaluable for defining learning objectives and crafting course content, ultimately *Think About It* speaks to students. If

the scenarios and tone failed to resonate the with students, the message and material — no matter how carefully presented or researched — would be lost.

To ensure that *Think About It* would resonate with students, focus groups and user panels, tested the course at every milestone. Students helped refine the voice and tone of the course and make certain scenarios reflected real-world situations students actually find themselves in. Usability testing confirmed that students could successfully navigate the interactions, understand the interface, and follow the stories and learning points.

*The result of this collaboration is a course that not only meets the highest standards of faculty and administrators, but one with tone and content that reaches students where they are.*

*USF and CampusClarity continue to collaborate closely on improving Think About It and in developing a suite of courses that include follow-up and sanction courses.*

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# Research Based

*Think About It's learning objectives are firmly grounded in the most current theory and research about harm-reduction on college campuses and instructional design.*

**THINK ABOUT IT'S GOAL IS TO PROVIDE STUDENTS WITH THE NECESSARY CONFIDENCE AND SKILLS TO INTERVENE BEFORE SEXUAL ASSAULT OCCURS**, to speak out against stereotypes and attitudes that perpetuate sexual violence, and to support survivors.

This approach helps create a community of responsibility, where men and women are equal partners in prevention.

## **BYSTANDER INTERVENTION:**

*Helping students speak out and step up*

*Think About It* aims to empower students to intervene in high-risk situations involving sexual violence or substance abuse.

There are five stages to bystander intervention. Problems at any one of these stages can stop an intervention. A bystander must notice the problem, understand it demands action, feel responsibility to act, choose what form of assistance to provide, and respond.

---

## **Think About It Addresses Each Stage Of Bystander Intervention By:**

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**Alerting** students to the prevalence of sexual violence and substance abuse on college campuses.

**Informing** students about substance abuse and sexual violence to help them identify and avoid high-risk situations.

**Stressing** a community of responsibility.

**Modeling** effective intervention strategies to motivate students to intervene and show them how to successfully intervene.

**Providing** students with an opportunity to practice these skills in realistic scenarios, helping them develop the confidence to intervene.

## SOCIAL NORMS APPROACH:

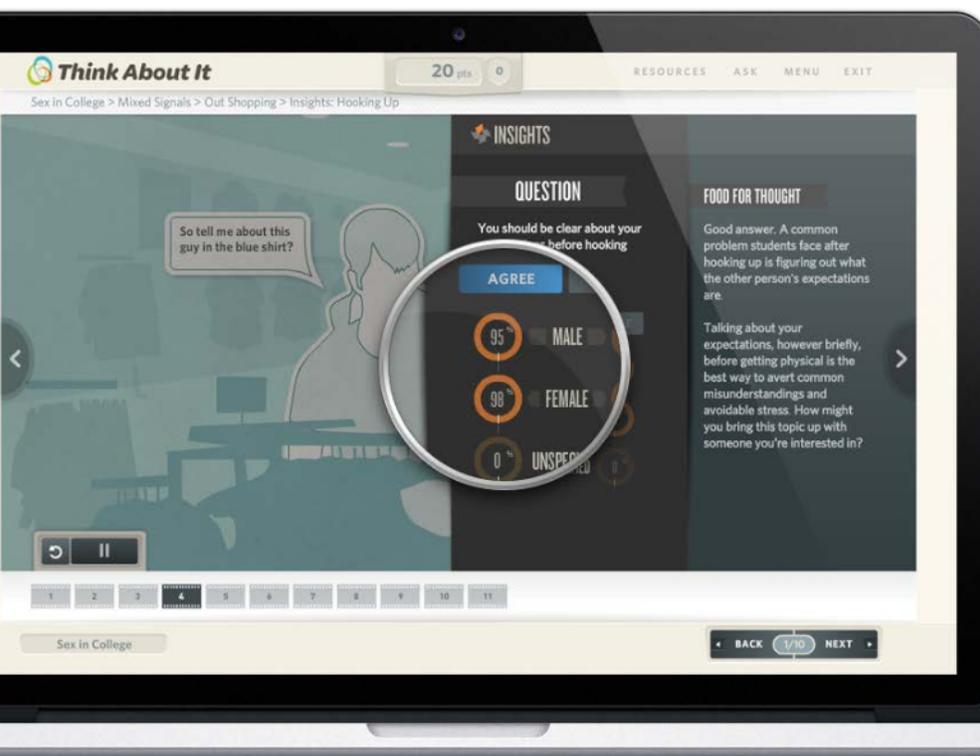
### *Fostering a community of responsibility*

Even with the proper skills and knowledge, however, students may be reluctant to step in if they feel the broader campus culture does not support intervention. To address this issue, Think About It uses social norming to encourage an environment more supportive of intervention by shifting social norms and creating social pressure to act.

College students often hold exaggerated views of their peers' alcohol and drug use, sexual activity, and beliefs about gender stereotypes. These exaggerated views can be harmful, causing students to engage in more high-risk behaviors or not to intervene in high-risk situations.

For example, most men do not support beliefs and attitudes that excuse or condone sexual violence. But they are often afraid to speak up when confronted with harmful language or behavior because they mistakenly believe that other men will not support them. In their desire to conform, they stay silent. Their silence can serve to perpetuate and even reinforce these myths.

Live social norming lets students see more accurate reflections of their peers' behaviors, which should reduce the social pressure to drink, use drugs, or engage in risky sexual activity, while increasing the incentives to intervene and speak up.



### **“INSIGHTS” SOCIAL NORMING**

Questions that display real-time response data from the university's student body.

---

## MULTIFACETED APPROACH

*Think About It* follows best practices in e-learning and performance improvement. It motivates and engages students with content tailored to a college-aged audience of digital natives. It offers:

- a non-judgmental approach
- real-world stories and scenarios
- game-like interactions
- rich media environment
- segmented lessons
- additional materials for on campus programming

*Think About It* does not simply tell students what to do but helps them find their own reasons for change.

## Instructional Interactivity

The course features a variety of interactions that allow students to apply what they've learned, practice good decision-making when faced with common problems in the college setting, and explore content of particular interest. Scenario-based case studies provide learners with a wide range of situations in which they can decide how to respond. Conversation models help to address common myths regarding alcohol, drugs, and sex. Animated branching stories deliver life-like dilemmas that allow students to practice their skills in realistic environments.



### THE BAC APPARATUS

An interactive tool that encourages students to explore the effects of alcohol on their body.

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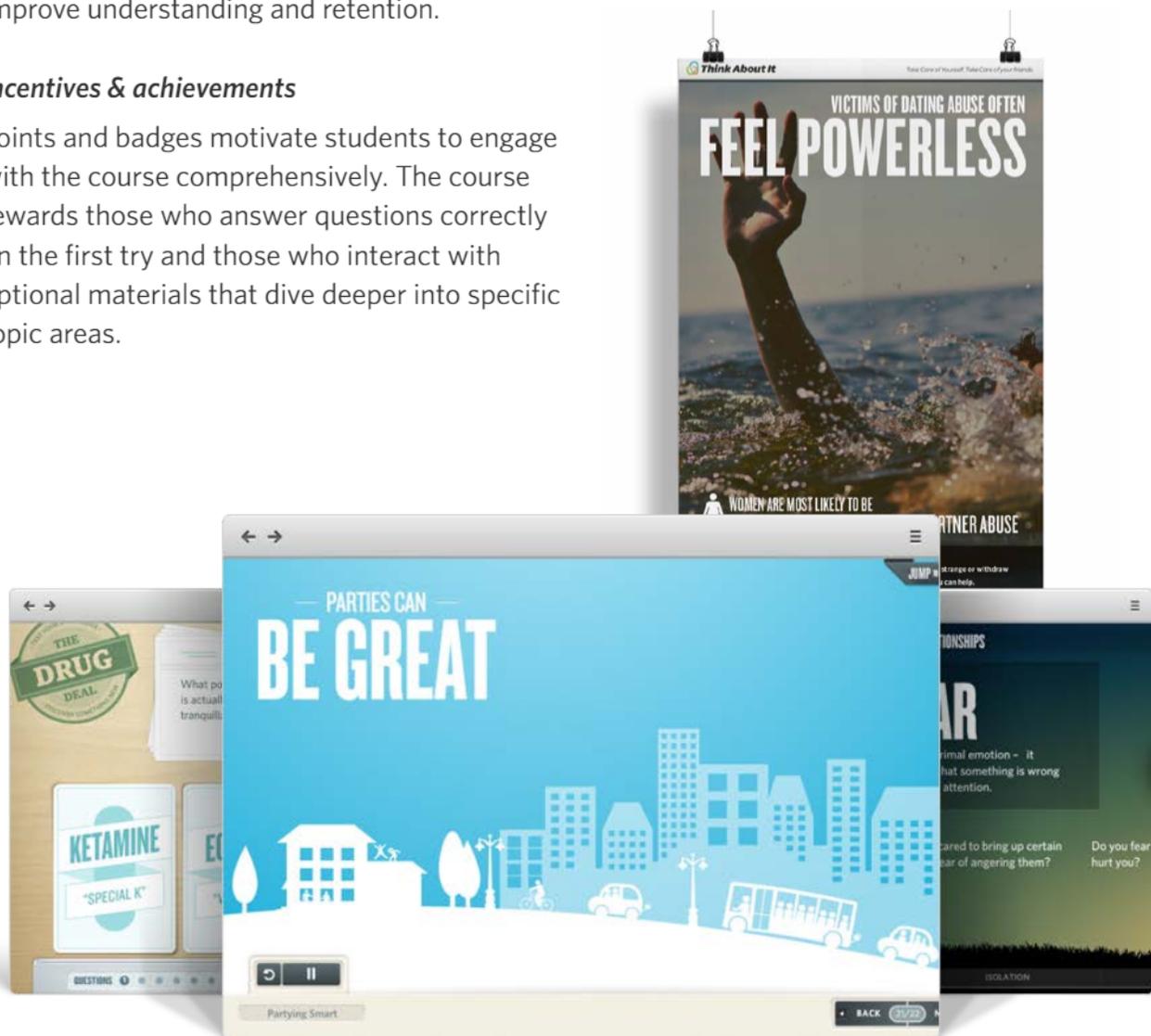
## Rich Media

*Think About It* presents complex concepts through infographics, interactive visualizations, motion graphics, videos, and sound design and narration. Rather than a one size fits all approach, the media fits the message. This rich media environment makes difficult ideas more relatable and involves students in the material emotionally as well as intellectually, helping improve understanding and retention.

## Incentives & achievements

Points and badges motivate students to engage with the course comprehensively. The course rewards those who answer questions correctly on the first try and those who interact with optional materials that dive deeper into specific topic areas.

*Think About It* is primarily an e-learning platform. However, it is one part of more comprehensive programming. Supporting multi-media resources are available for faculty, administrators, and students for use on campus. These resources include posters and discussion guides that expand the topics explored in the course.



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# Conclusion

*Our goal is to promote a safer campus environment for students by helping them make healthier, better informed decisions about relationships, sex, drugs, and alcohol.*

**A DEVELOPING BODY OF RESEARCH SUGGESTS** that the years between 18 and 25 constitute a critical developmental stage, called “emerging adulthood.” In this stage, young men and women experience new levels of autonomy and

experiment with possible life directions. Some educators even claim that the emotional and social development college students undergo exceeds their intellectual development.

*By helping students at the start of their college careers, Think About It won't just help make their college experiences safer and healthier. It can have a lasting impact on their lives.*

# Appendix O



# Appendix P



**Michigan  
Technological  
University**

**Annual Security &  
Fire Safety Report**

**2019**

Crime Statistics for 2016, 2017 and 2018



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## University Profile

### Vision Statement

Michigan Tech is a globally recognized technological university that educates students, advances knowledge, and innovates to improve the quality of life and to promote mutual respect and equity for all people within the state, the nation, and the global community.

### Mission Statement

Create solutions for society's challenges by delivering action-based undergraduate and graduate education, discovering new knowledge through research, and launching new technologies through innovation.

### Size

Michigan Tech enrolls approximately 7,200 undergraduate and graduate students from across the nation and around the world.

## University History

For 134 years, Michigan Tech faculty has explored the boundaries of knowledge while teaching students to become citizens who contribute to the sustainability of our world.

In 1885, the University was founded as the Michigan Mining School, specializing in training for mining engineers, with four faculty members and twenty-three students in the second story of the old Houghton Fire Hall.

During the period of 1887 to 1898, student and faculty numbers increased, and the School was moved to its present location. Between 1925 and 1935, the Michigan Mining School became the Michigan College of Mining and Technology.

By the time the institution became officially known as Michigan Technological University in 1964, several programs had been added to the curriculum: chemical, electrical, civil, mechanical, and geological engineering; forestry; engineering administration; and physics. Under the leadership of J. Robert Van Pelt, from 1956 to 1964, the University's long-dormant PhD programs were revived and an aggressive research initiative began.

Between 1964 and present time, the University has grown into a leading public research university and a key educational partner within the state of Michigan, the nation, and beyond.

## Why an Annual Security Report and Fire Safety Report?

### Federal Legal Requirements – The Clery Act

Enacted in 1990, The Student Right to Know and the Campus Security Act (pub. L. 101-542) was designed to "...assist students in making decisions which affect their personal safety..." and "...to make sure institutions of higher education provide students, prospective students, and faculty the information they need to avoid becoming the victims of campus crime." The Higher Education Act of 1998 and the subsequent amendment of the implementing regulations (34 C.F.R. 668.46) significantly expanded institutions' obligations under the Act. The Act was also renamed the "Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act" (hereafter the Clery Act). The Jeanne Clery Act requires colleges and universities to:

- Publish an annual report every year by October 1<sup>st</sup> that contains three years of campus crime statistics and certain campus security policy statements.
- Disclose crime statistics for the campus, public areas immediately adjacent to or running through the campus and certain non-campus facilities. The statistics must be gathered from campus police or security, local law enforcement, and other College officials who have "significant responsibility for student and campus activities".
- Provide "timely warning" notices of those crimes that have occurred and pose an ongoing "threat to students and employees"

- Disclose in a public crime log “any crime that occurred on campus . . . or within the patrol jurisdiction of the campus police or the campus security department and is reported to the campus police or security department”.
- Disclose in a fire log information about any fires that have occurred in residential facilities and disclose fire safety measures.

### **The Michigan Tech Department of Public Safety and Police Services**

The Michigan Tech Department of Public Safety and Police Services (DPSPS) exists to provide quality police and security service with respect, fairness and compassion to all who visit, study, teach, and work at Michigan Tech. DPSPS officers are fully empowered police officers in the State of Michigan with arrest powers. We are committed to the enhancement of the quality of life by providing a safe and secure campus environment conducive to learning by educating the community on safety and risk avoidance issues, by enforcing all laws of the State of Michigan and regulations of Michigan Tech University, by preventing and detecting crime, and by apprehending and prosecuting violators. This mission is accomplished by continually improving the professional operations of our department, seeking the support of and building partnerships with the entire community, and supporting the mission of the University. With public service as our foundation, we will vigorously investigate and solve problems as well as incidents, seek solutions, and foster a sense of security in our community. The overall attitude and feeling of safety on campus directly affects the atmosphere of individual growth and accomplishment. The extent to which we positively affect this endeavor is the extent to which we succeed in our mission.

We hope you will find this report informative and helpful, and that your time at Michigan Tech will be both pleasant and safe. The statistics contained herein, which include crimes on campus and crimes in adjacent public areas, are collected by the DPSPS and are based on crimes reported directly to DPSPS and information provided by the local police departments.

If you have questions or would like further information about safety and security at Michigan Tech, please visit our website at <http://www.publicsafety.mtu.edu>

The telephone number for police, fire, or ambulance emergency calls on campus is 9-1-1. The telephone number for routine business, informational, and non-emergency inquiries is: (906) 487-2216.

The department is comprised of 12 command staff and police officers, 5 police dispatchers, and 4 student officers who provide building security services. The Department provides a full range of police services including patrol, traffic enforcement, traffic accident investigation and criminal investigation on a 24 hour per day/7 day per week basis. DPSPS also operates a state licensed Emergency Medical Services Unit that responds to all medical calls on campus. Additionally, we provide crime prevention services, motorist assistance, safe walk, bicycle and vehicle registration and weapon registration and storage among other services.

The DPSPS provides security at a variety of events around campus. Our officers are present at football games, hockey games, basketball games, graduation ceremonies, concerts and other special events to provide assistance and emergency services as needed.

### **Police Department Training**

Each Michigan Tech Police Officer is a graduate of a police academy accredited by the Michigan Commission on Law Enforcement Standards. Officers also attend annual training throughout the year to continually maintain and sharpen their skills, in order to ensure that the safest environment possible is created for the students, staff, and faculty of Michigan Tech. In addition to the wide variety of high-quality training classes provided to our officers, the Michigan Tech DPSPS participates in cross training with other law enforcement agencies, such as the Houghton City P.D., Hancock City P.D., Houghton County Sheriff’s Dept. and the Michigan State Police. It is our belief that cooperative training with these agencies will not only foster positive relationships, but in the unlikely event that a major incident should occur on Michigan Tech property, critical key personnel are prepared to respond.

## Working Relationships with Other Law Enforcement Agencies

Michigan Tech DPSPS maintains a close working relationship with the Houghton City Police Department and other area law enforcement agencies.

Officers from DPSPS and Houghton City PD frequently respond simultaneously to incidents on and around campus, and work together on investigations that require a joint effort. A Memorandum of Understanding between Michigan Tech and the City of Houghton, Houghton County Sheriff's Office and Michigan State Police allows for immediate additional law enforcement assistance in the event of an emergency situation and cooperation in the investigation of criminal incidents.

## Reporting Criminal Incidents and Other Emergencies

It is critically important that all crimes occurring on campus or in Michigan Tech owned or leased off-campus buildings and property be immediately reported to the DPSPS to ensure that appropriate action is taken.

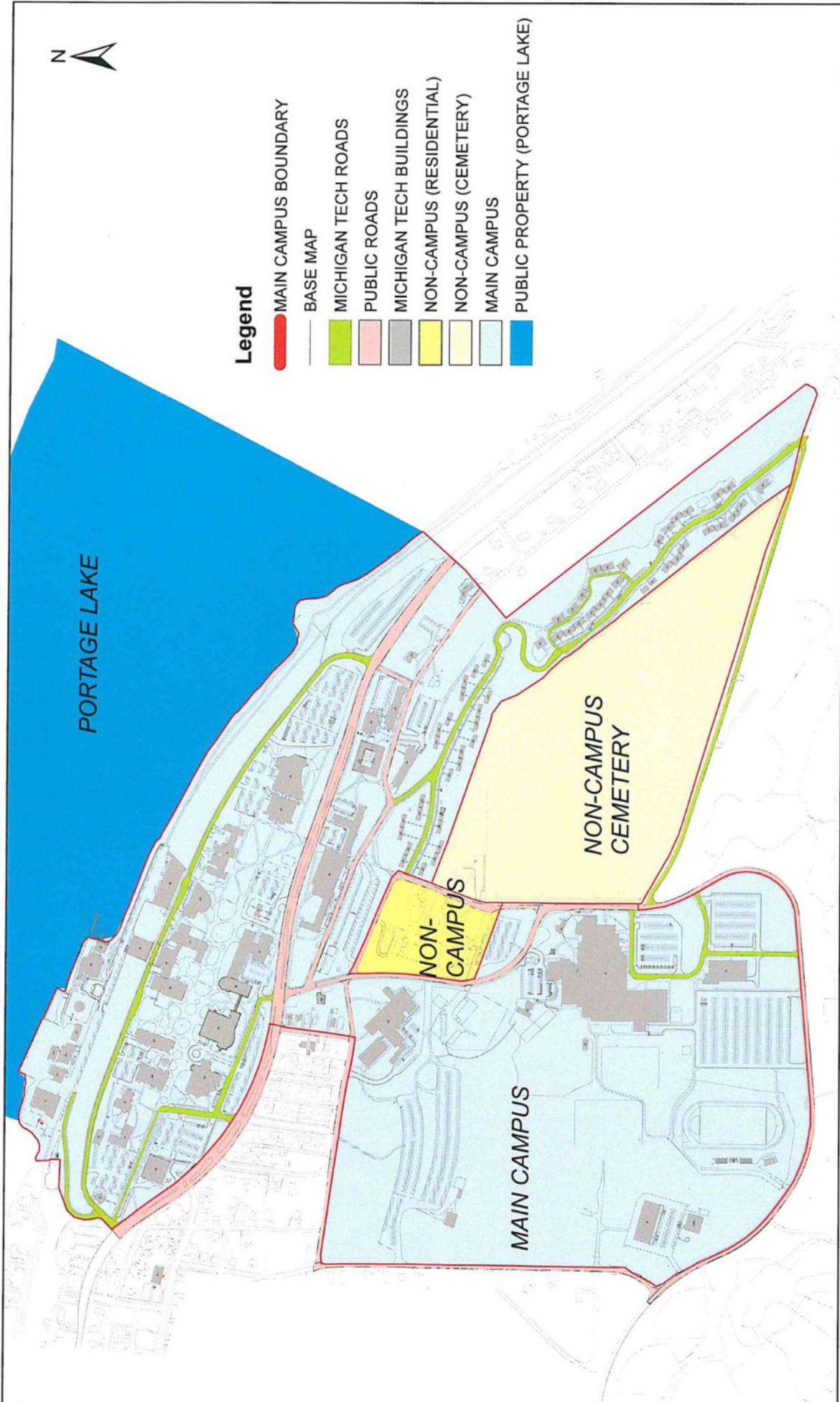
Whether it happens to you or you're a witness, don't let reporting a crime or an emergency be an afterthought. Immediately go to a safe place and call. Stay on the line and as accurately as possible, tell the dispatcher exactly what has happened. For each incident reported, an investigation is conducted and a file is created. Crimes can be reported at any time of day or night seven days a week:

- **In person** - At the Department of Public Safety & Police Services – Widmaier House, 206 MacInnes Dr.
- **By calling - For emergencies whether on-campus or off-campus, dial 9-1-1.**
  - For **non-emergencies**:
    - Public Safety & Police Services, dial 906-487-2216.
    - Houghton City Police Dept., dial 906-487-5912.
    - Hancock City Police Dept., dial 906-482-3102.
    - Houghton County Sheriff Dept., dial 906-482-0055.
    - Michigan State Police, dial 906-337-2211.
- **Tip Line** – You may anonymously report any concerns of unusual behavior or alarming events that you observe on campus via the following methods:
  - Telephone: 906-487-0TIP (0847)
  - On the web: [www.mtu.edu/tips](http://www.mtu.edu/tips)
  - **REMEMBER** – For emergencies, dial **9-1-1**

For the most accurate reporting of crimes, we encourage all students, faculty, staff, and guests to promptly report criminal incidents, accidents, and other emergencies to the Department of Public Safety & Police Services.

## CLERY GEOGRAPHY MAP

On the following page is a map of the Houghton main campus, delineating the campus boundaries and campus and public streets and roads.



**Legend**

- MAIN CAMPUS BOUNDARY
- BASE MAP
- MICHIGAN TECH ROADS
- PUBLIC ROADS
- MICHIGAN TECH BUILDINGS
- NON-CAMPUS (RESIDENTIAL)
- NON-CAMPUS (CEMETERY)
- MAIN CAMPUS
- PUBLIC PROPERTY (PORTAGE LAKE)



## Campus Emergency Telephones and Automated External Defibrillators (AEDs)

Campus emergency phones are located on poles or attached to buildings and encased in yellow boxes with a **blue light** overhead. Other emergency phones are a simple handset with a **blue light** overhead. To activate the box phones, open the door and push the button inside. To use the handsets, just pick it up to connect direct to the Police Dispatch Center, or dial 911. A sign at each phone location will give the appropriate information. In all cases you will be connected directly to a Police Dispatcher. These phones are located at the following locations.

- Administration Building (North Entrance)
- Facilities Building (South Entrance)
- Daniell Heights (Intersection of Division St. and Woodmar Dr.)
- Daniell Heights Shop (In Upper Daniell Heights)
- Fisher Hall (North Entrance)
- U.J. Noblet Forestry Building (South Entrance of Atrium)
- J. Robert Van Pelt and John & Ruanne Opie Library (North, east, and west entrances)
- Lot 10 (West end, across from McNair Hall)
- Lot 21 (Pathway to Seventh St. near Clark St.)
- Lot 26 (Pathway to U.J. Noblet Forestry Building Driveway near 7<sup>th</sup> St.)
- MacInnes Drive (Near Driveway to Portage Health Clinic)
- Minerals and Materials Building (Lot 31 near lower East Entrance)
- McNair Hall (East Entrance near Lot 16)
- Kanwal & Ann Rekhi Hall (West Entrance)
- Wadsworth Hall (South – Center Entrance)
- Wadsworth Hall (Northwest Side)
- Walker Arts & Humanities (West Entrance)

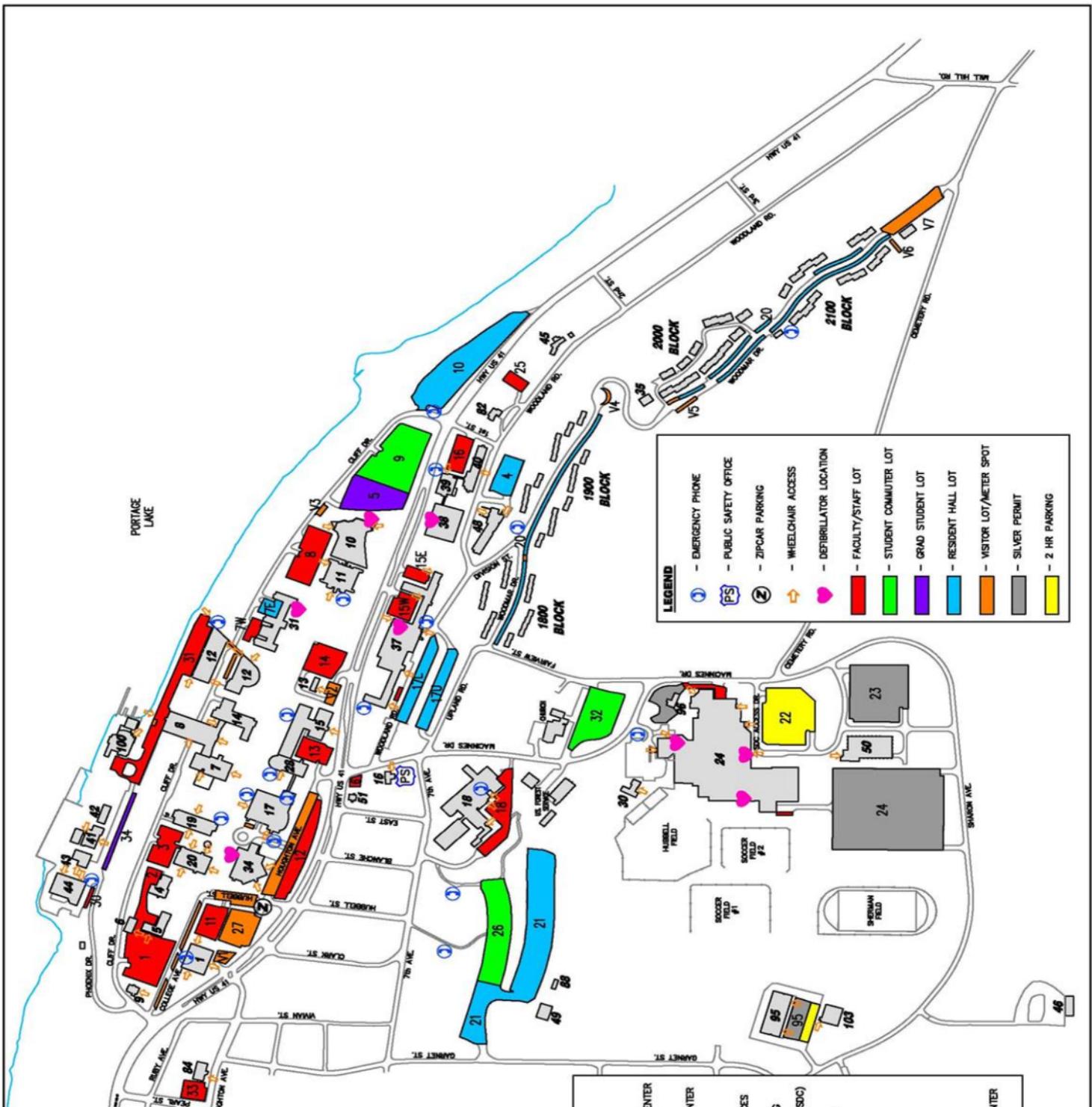
Please see map on the next page for locations of blue light phones and automated external defibrillators (AEDs)

**PARKING LOT DIRECTORY**

- 1 FACULTY/STAFF
- 2 FACULTY/STAFF
- 3 FACULTY/STAFF
- 6 FACULTY/STAFF
- 7W FACULTY/STAFF
- 8 FACULTY/STAFF
- 11 FACULTY/STAFF
- 12 FACULTY/STAFF
- 13 FACULTY/STAFF
- 14 FACULTY/STAFF
- 15 FACULTY/STAFF
- 16 FACULTY/STAFF
- 18 FACULTY/STAFF
- 25 FACULTY/STAFF
- 30 FACULTY/STAFF
- 31 FACULTY/STAFF
- 33 FACULTY/STAFF
- 34 GRADUATE STUDENT
- 9 COMMUTER STUDENT
- 26 COMMUTER STUDENT
- 32 COMMUTER STUDENT
- 4 RESIDENT HALL
- 7E RESIDENT HALL
- 16 RESIDENT HALL
- 17 RESIDENT HALL
- 21 RESIDENT HALL
- 20 DANIELL HEIGHTS RESIDENT
- 22 VISITOR/2 HR PARKING
- 27 VISITOR/PAY PER USE
- 23 SILVER PERMIT
- 24 SILVER PERMIT
- 95 SILVER PERMIT/2 HR PARKING
- V1 ADMINISTRATION BUILDING
- V2 HAMAR HOUSE
- V3 ROZSA CENTER, CLIFF DRIVE
- V4 DANIELL HEIGHTS, 2000 BLOCK
- V5 DANIELL HEIGHTS, 2100 BLOCK
- V6 DANIELL HEIGHTS, 2100 BLOCK
- V7 DANIELL HEIGHTS, 2100 BLOCK

**BUILDING DIRECTORY**

- 1 ADMINISTRATION BUILDING
- 4 ROTC BUILDING
- 5 ACADEMIC OFFICE BUILDING
- 6 ANNEX
- 7 ELECTRICAL ENERGY RESOURCES CENTER
- 8 ALUMNI HOUSE
- 10 ROZSA CENTER
- 11 WALKER ARTS AND HUMANITIES CENTER
- 12 WALKER ARTS AND HUMANITIES ENGINEERING
- 13 HAMAR HOUSE
- 14 GROVER C. DILLMAN HALL
- 15 FISHER HALL
- 16 PUBLIC SAFETY AND POLICE SERVICES
- 17 VAN PELT AND OPE LIBRARY
- 18 U.J. NOBLET FORESTRY BUILDING
- 19 CHEMICAL SCIENCES & ENGINEERING
- 20 R.L. SMITH BUILDING (ME-EM)
- 24 STUDENT DEVELOPMENT COMPLEX (SDC)
- 28 KANWAL AND ANN REDD HALL
- 30 LITTLE HUGHES CHILD CARE (LHC)
- 31 DANIELL HEIGHTS RECREATION CENTER (DHC)
- 32 DANIELL HEIGHTS RECREATION CENTER (DHC)
- 34 MEMORIAL UNION BUILDING (MUB)
- 37 WADSWORTH HALL
- 38 WEST MONAR HALL
- 39 MONAR FOOD SERVICE
- 40 EAST MONAR HALL
- 41 CENTRAL HEATING PLANT
- 42 FACILITIES MANAGEMENT STORAGE
- 43 LAKESIDE LABORATORY
- 44 STORAGE SERVICE
- 45 HILLSIDE COUNCIL HOUSE
- 46 HILLSIDE PLACE
- 50 GATES TOMIS CENTER
- 84 HAROLD MEISE CENTER
- 85 ADVANCED TECH DEVELOPMENT CENTER
- 100 GREAT LAKES RESEARCH CENTER
- 103 A.E. SEAMAN MINERAL MUSEUM



**LEGEND**

- (E) - EMERGENCY PHONE
- (PS) - PUBLIC SAFETY OFFICE
- (Z) - ZIPCAR PARKING
- (W) - WHEELCHAIR ACCESS
- (D) - DEFIBRILLATOR LOCATION
- (R) - FACULTY/STAFF LOT
- (S) - STUDENT COMMUTER LOT
- (G) - GRAD STUDENT LOT
- (H) - RESIDENT HALL LOT
- (V) - VISITOR LOT/METER SPOT
- (SIL) - SILVER PERMIT
- (2HR) - 2 HR PARKING

## **Confidential Reporting**

If you are the victim of a crime and do not want to pursue action within the university system or the criminal justice system, or if you are a witness to a crime and do not want to reveal your identity, you may make a confidential report of the incident to DPSPS. The purpose of a confidential report is to maintain the reporting individual's confidentiality, while helping DPSPS protect the safety of the Michigan Tech community. Providing this information also helps the university maintain accurate records regarding the number of incidents involving students, employees and visitors; determine if there is a pattern of crime with regard to a particular location, method or assailant; and alert the campus community to potential dangers when appropriate. Reports filed in this manner are not excluded from Michigan Tech's annual crime statistics, and when they involve allegations of sexual harassment or sexual violence, they are made available to the University's Title IX Coordinator. You can call DPSPS and ask that information remain confidential or use the Tip Line. Confidentiality will be protected to the greatest extent possible, but cannot be absolutely guaranteed.

## **Monitoring and Recording Criminal Activity**

The Michigan Tech DPSPS relies on its close working relationships with local law enforcement agencies and Campus Security Authorities to receive information about criminal incidents that students and employees may be involved in. DPSPS regularly receives information of criminal activity occurring at off-campus locations of student organizations, including those organizations with off-campus housing facilities. The University Police Department will actively investigate any crime information it receives concerning or involving a member of the Michigan Tech campus community. If the University is notified of a situation in which a campus community member is a victim of a crime, even if the crime occurred several blocks or miles away, the department may issue an Emergency Notification or Timely Warning detailing the incident and providing tips so that community members may avoid similar incidents.

## **Security Considerations in the Maintenance of Campus Facilities**

Michigan Tech maintains a strong commitment to campus safety and security. Exterior lighting and facilities upkeep are a critical part of that commitment. Representatives from the DPSPS conduct security surveys to identify areas throughout the campus where lighting appears inadequate or that may require additional facilities upkeep. Department of Public Safety & Police Services personnel assess the physical condition of campus facilities (including landscaping, grounds keeping, and outdoor lighting) on their regular patrols of University property. If lights are discovered to be out or dim, officers report the condition to Facilities Management and initiate a work order. University Police and representatives from Facilities Management also work together to identify inoperative locking mechanisms. All members of the campus community are encouraged to report deficient physical conditions to Facilities Management at 906-487-2303 or by calling the Department of Public Safety & Police Services directly on the non-emergency number at 906-487-2216.

The DPSPS can contact Facilities Management staff 24/7 to respond to calls for emergency maintenance service regarding unsafe facility conditions or those raising concerns for personal safety and property protection. These conditions also may include unsafe steps or handrails, unsafe roadways on campus, and unsecured equipment.

During non-business hours, unsafe conditions should be reported to the DPSPS, who will notify the on-call Facilities Management supervisor to arrange for an immediate response if necessary. A Facilities Management representative can usually respond to the site of the emergency request within 30 minutes of the report regardless of the time of day.

## **Security and Access**

During business hours, the University (excluding certain housing facilities) will be open to students, parents, employees, contractors, guests, and invitees. During non-business hours access to all University facilities is by key, if issued, or by admittance via approved card access, or the DPSPS or Residence Education and Housing Services staff. In the case of periods of extended closing, the University will admit only those with approved card access or prior written approval to all facilities.

Michigan Tech strives to give on-campus residents an environment in which they are able to live comfortably and safely. In order to keep our students safe, certain entrances to residence halls are only accessible by individuals who live in that particular hall and therefore have swipe access using his/her Michigan Tech ID card. For those who need

to enter the hall for other reasons such as visiting a friend or during business hours, the main entrances remain unlocked from 7:00 a.m. until 12:00 a.m. on a daily basis.

All residence hall entrances are monitored by security cameras. Additionally, residence hall staff are on duty around the clock to respond to any requests and notify Public Safety and Police Services to respond if necessary.

To assist residents, each hall is staffed by live-on professional staff members, residence education coordinators (RECs), and resident assistants (RAs). While the RA is the member of the Housing staff that students will have the most interaction with, all members of the Housing team are available to ensure a positive residence hall living experience.

During move-in, each student receives a key to his/her residence hall room and mailbox. All residents have keys, and it is advised that they should make use of them to safeguard themselves, their belongings, and University equipment in their possession. In the case of a lost key, the room door lock is replaced to ensure that the occupants and their belongings remain safe.

Guests are allowed to remain after-hours or overnight, but there are policies that must be followed. If the individual is staying overnight, he/she must be checked in at the reception desk of the hall they are staying in. The guest will also receive a temporary parking pass allowing their vehicle in a Michigan Tech lot. If the guest is not staying overnight, then there is no need to sign in, however, in both cases; the individual must be escorted at all times by the host.

In order to maintain security of facilities, any individual who misplaces an access card should notify Public Safety and Police Services immediately so that the access card can be deactivated. Any lost keys should likewise be reported.

### **Missing Persons Notification**

All students who live in on-campus housing will be provided with the opportunity to identify a contact person or persons whom the Michigan Tech DPSPS will notify within 24 hours if the resident is determined by them to be missing. This information will be registered confidentially through Residence Education and Housing Services, and will only be used in these emergency situations. Registration of missing person contact information may be accomplished by contacting Residence Education and Housing Services at 906-487-2682. This information will remain confidential and will not be disclosed, except to law enforcement personnel in furtherance of a missing person investigation.

If a student has been missing for 24 hours or more, students, employees or other individuals should make a report to DPSPS at 906-487-2216, the Dean of Students Office at 906-487-2212 or Residence Education and Housing Services at 906-487-2682. The person receiving the report will attempt to gain as much information as possible regarding the reason for concern. This information is as follows:

- What is the relationship of the concerned party to the resident?
- How long has the resident been out of contact with the concerned party?
- Is there reason to believe the resident may be in some type of distress?
- Is there a threat of imminent harm?

If less than 24 hours has elapsed, there are several steps that will be taken in an attempt to contact the missing resident, including:

- Contact DPSPS.
- Perform a visual check of the student's room and space.
- Attempt to contact the student via cell phone, e-mail, IM, etc.
- Contact known associates
- Utilize University resources. Check for recent activity on the student's Michigan Tech ID card.

Upon receipt of the Missing Student Report, Residence Education and Housing Services will immediately inform the Michigan Tech DPSPS of this fact.

If a resident has been missing for more than 24 hours or there is a threat of imminent harm or the possibility of foul play and the missing resident cannot be immediately reached, then the Michigan Tech DPSPS should be contacted immediately. The DPSPS will initiate the process of investigation and contacting the missing person's designated emergency contact. The professional staff member initially contacted about the missing resident should notify the community coordinator (REC) on-duty and HRL staff member on-call.

By law, in the event that the individual deemed to be missing is under the age of 18 and not emancipated, Michigan Tech must notify a custodial parent or guardian within 24 hours of the declaration of the resident missing as well as any contacts specified by the resident.

Additionally, other local law enforcement agencies will be notified of the student's status as missing within 24 hours.

### **Timely Warning Notices & Emergency Notifications**

To help prevent crimes or serious incidents, the DPSPS, in conjunction with other departments on campus, from time to time issues alerts to ensure that students, faculty, and staff are made aware of serious crimes and other important events occurring on and near campus in a timely manner. Members of the community who know of a crime or other serious incident should report that incident as soon as possible to DPSPS so that the appropriate type of alert can be issued, if warranted. Alternatively, community members are advised to report crimes or other serious incidents to University administrators. Representatives of these offices will promptly notify and collaborate with University Police to issue an alert, if warranted.

If Department of Public Safety and Police Services receives information and confirms that there is an emergency or dangerous situation that poses an immediate threat to the health or safety of some or all members of the Michigan Tech community, DPSPS and University Marketing and Communication (UMC) will collaborate to determine the content of the message and will use some or all of the systems described below to communicate the threat to the Michigan Tech community or to the appropriate segment of the community, if the threat is limited to a particular building or segment of the population. DPSPS and UMC will, without delay, and considering the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency.

**"Timely Warning Notices"** - In the event that a situation arises, either on or off campus, that, in the judgment of the Director of Public Safety and Police Services, in consultation with the President, constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued to all faculty, staff and students. Such warnings shall be provided to students and employees in a manner that is timely, that withholds as confidential the names and other identifying information of victims and that will aid in the prevention of similar occurrences.

**"Emergency Notifications"** - If a situation (serious criminal incident, disaster or catastrophe) arises which, in the judgment of the Director of Public Safety and Police Services, poses a substantial and imminent risk to the campus community, the DPSPS, will issue an Emergency Notification without delay.

### **Distribution of Timely Warning Notices and Emergency Notifications**

The DPSPS issues Timely Warning Notices and Emergency Notifications in a variety of formats through the Safety First Alert service. Students, faculty and staff may sign up for this free service by visiting [www.mtu.edu/safetyfirstalert/SIGNUPNOW](http://www.mtu.edu/safetyfirstalert/SIGNUPNOW). The Safety First Alert mass notification system is tested campus wide twice annually, once at the start of each semester. Timely Warning Notices and Emergency Notifications may be issued through any or all of the following, as appropriate.

- Michigan Tech E-mail
- Voice mail
- Text message to mobile devices
- Michigan Tech Home Web Page
- Campus and Community Media outlets
- Michigan Tech EDS (Electronic Display System)

Depending upon the particular circumstances of the crime, additional flyer notifications may be posted on the doors of residence halls and other campus buildings as appropriate.

If there is an immediate threat to the health or safety of students or employees occurring on campus requiring a warning notice, follow-up notices will be provided via the same avenues listed above, as appropriate.

### **Emergency Preparedness**

The University's Incident Command Team is comprised University staff members and Public Safety command staff, who meet regularly to develop and practice the implementation of emergency plans, including disaster response and evacuation. This multidisciplinary approach is an important part of the University's emergency response and business continuity plans.

This includes both tabletop and full-scale disaster exercises which involve local police, fire, and EMS agencies as well as the University's Incident Command Team. Post-exercise feedback is then analyzed and used by the Incident Command Team in order to refine and improve the emergency response systems and procedures. Tabletop exercises are conducted annually and full-scale disaster exercises are conducted every other year.

### **Sex Offender Information**

Information regarding registered sex offenders can be obtained from the DPSPS or at the Michigan Sex Offender Registry, located at [www.mipsor.state.mi.us](http://www.mipsor.state.mi.us)

### **Daily Crime Log**

The DPSPS maintains a Daily Crime Log that records, by the date the incident was reported, all crimes and other serious incidents that occur on campus, in a non-campus University owned or controlled building or property, and on public property that is within campus or immediately adjacent to and accessible from campus.

The Daily Crime Log is available for public inspection at the Widmaier House (DPSPS facility), located at 206 MacInnes Drive. The Daily Crime Log includes the nature, date, time, and general location of each crime reported to us, as well as the disposition of the complaint, if that is known at the time the log is created. The department posts all criminal incidents in the Daily Crime Log within two business days of receiving a report of an incident. We reserve the right to exclude crime report information from the log in certain circumstances.

The names and other identifying information of victims will not be included in the Daily Crime Log.

### **Crime Prevention Education and Awareness - Preventing Crime through Building Partnerships**

While crime prevention is a top priority of the Michigan Tech DPSPS, the department cannot protect everyone, everywhere at all times. Thus, we encourage and invite every member of the community to partner with us in this important effort. Together with other campus offices, the department provides programs to enhance personal safety, teach proactive crime reduction strategies, and help community members develop personal safety habits and self-esteem, which contributes to a healthy community.

The Department's crime prevention strategy rests on a multi-layered foundation of proactive area patrol of campus, crime prevention education and training, building and area security surveys, and property registration. This approach relies on the dual concepts of eliminating or minimizing criminal opportunities, whenever possible, and encouraging community members to take responsibility for their own and other's safety.

Throughout the year, members of the department's Crime Prevention Unit are available to assist any individual or group in planning, presenting, and coordinating programs of interest or concern, or conducting safety and security seminars in residence halls, department offices and any other setting both on and off campus. These seminars can be tailored to the needs of the group and arranged by calling the DPSPS at 906-487-2216 or scheduling a presentation through the DPSPS website, <http://www.publicsafety.mtu.edu>.

Examples of programs offered to promote awareness, safety and prevention:

Resident Officer Program	Two officers live in student housing and interact daily with students in casual settings and instructional programming.
R.A.D. – Rape Awareness Defense	Self-defense program for women composed of realistic self-defense tactics and techniques.
R.A.D. for Men	Self-defense program for men.
National Night Out	An annual community-building campaign that promotes police-community partnerships and neighborhood camaraderie to make our neighborhoods safer.
Safe Walk	If a student does not feel safe walking across campus, a police officer or student officer will accompany them to their destination.
Operation I.D.	Students may borrow an engraver from Public Safety to engrave valuable items.
Bicycle Registration	Bicycles must be registered with Public Safety. A sticker is then issued to attach to the bicycle to make it easier to positively identify if it is stolen.
Alcohol/Drug Awareness Presentations	Presentations are conducted to promote awareness of consequences of alcohol and drug use.
Lunch with the Law Program	Officers dine with students in the residence hall dining halls to promote open dialogue.
Personalized Safety Presentations	Student groups may request presentations on any safety topic of their choice.
Residential Life Monthly Meetings	Residential Officers meet with residence professional and student staff monthly to conduct training on various safety topics.
Staying Safe at Tech Presentation	Informational meetings conducted during orientation to provide a variety of safety information.
Resident Assistant Training Program	Residential Officers actively participate in annual training of Resident Assistants.
Active Shooter Response Training	On site live training for how to respond in the event of an active shooter.

### **Resident Officer Program**

Working in conjunction with Residence Education and Housing Services, DPSPS has developed and implemented a program designed to enhance interaction with the campus residential population. Two DPSPS officers live in student housing. An essential part of their duty is to provide awareness, safety and prevention programming to student groups. Through this program, we have opened additional lines of communication to more effectively serve our campus and make it as safe as possible for all.

## Special Victims Unit

Within the Department of Public Safety and Police Services is a Special Victims Unit (SVU). Our SVU is a team of three officers who receive specialized investigative training in the areas of sexual assaults, intimate partner violence, dating violence, stalking, and child abuse. When an incident is reported to our agency, the SVU uses a survivor-centered investigative process to better serve the special needs of survivors and reduce barriers to reporting. In addition to the enhanced training, the SVU works with various organizations to ensure survivors are treated with compassion and respect while navigating the criminal justice system.

## Michigan Tech Emergency Medical Services

Michigan Tech EMS (MTEMS) is a volunteer organization which operates under Michigan Tech's DPSPS. MTEMS was created to assist the local medical responders and improve the emergency medical response times on campus. MTEMS is licensed by the State of Michigan. The group is composed of 42 students, faculty and staff. All members are State of Michigan and/or nationally certified as Medical First Responders at a minimum.

MTEMS responds to calls for medical services on campus, 24 hours per day/7 days per week, and is also present at university functions such as K-Day, sporting events, Winter Carnival, etc. EMS services may be requested by dialing 9-1-1.

More information on the program is available at the following link: <http://www.mtu.edu/publicsafety/services/ems/>

## Emergency Guide

An emergency guide offering advice for how to respond to various emergency situations is available at the DPSPS website at the following link, <http://www.mtu.edu/publicsafety/police-services/emergencyguide/>. We encourage everyone on campus to review this material in order to be more prepared in the event of emergency. Additionally, the emergency guide is linked to the Michigan Tech app for smart phones.

## Early Intervention Team

The Early Intervention Team meets weekly and is charged to review and screen potential at-risk students, critical situations, and incidents that occur on campus. The team determines appropriate intervention strategies and outreach efforts. If you are concerned about a student, please contact the Dean of Students Office and the student's name will be referred to the team for a confidential discussion.

## Hostile Intruder Response Plan

The potential for a shooting in the workplace exists on every college campus throughout the United States. Although the possession of firearms on or around campus is rare, the availability of firearms and past national shootings dictate the need for a response plan, in case a shooting or other violent attack occurs.

**Please familiarize yourself with the following steps to follow in the event of a Hostile Intruder.**

- Protect yourself first. Then get help; call 911.
- Get away as fast as you can. If the intruder is armed and you are in the line of fire, do not run in a straight line. Try to keep objects such as trees, bushes, and vehicles between you and the intruder.
- If you cannot get away, hide in a place that you think the intruder will not notice.
- If you cannot get away or hide and others have been shot, you may save yourself by playing dead.
- If you are caught, you may choose to submit or fight back. If you submit, avert your eyes and obey all commands. Fighting back is very dangerous, but it could be your last option.

### Special Conditions—Hostile Intruder(s) Inside a Building

- If you cannot escape safely through an exit, lock yourself and other endangered persons inside a room. Cover any windows or openings with a line of sight into the hallway. If there is a threat from outside, close, latch, and cover the windows with curtains or shades. Block the door with furniture.
- Do not sound a fire alarm. The alarm could draw people into the open, where they could be injured.

- Turn off lights and multimedia equipment and remain silent.
- You may wish to consider escaping through a window.

### Special Conditions—Hostile Intruder(s) in a Residence Hall

- When a hostile person(s) is actively causing deadly harm or the imminent threat of deadly harm within the residence hall, we recommend the following procedures be implemented:
  - Lock yourself in your room.
  - If communication is available, dial 911.
  - If away from your room, join others in a room that can be locked.
  - Do not stay in the open hall.
  - Do not sound the fire alarm. A fire alarm would signal the occupants in the rooms to evacuate the building and thus place them in potential harm as they attempted to exit.
  - Barricade yourself in your room with desks, beds, or anything you can push against the door.
  - Lock your windows and close the blinds or curtains.
  - Stay away from the windows.
  - Turn off all lights and multimedia equipment.
  - Try to stay calm and be as quiet as possible
  - If you are caught in the open, such as hallways and lounge areas, you must decide what you are going to do. This is a very crucial time and can possibly mean life or death depending on your actions.
  - You can try to hide, but make sure it is a well-hidden space, or you may be found as the intruder moves through the residence hall looking for more victims.
  - If you think you can safely make it out of the building by running, do so. If you decide to run, do not run in a straight line. Keep any objects you can between you and the hostile person(s) while in the building. Once outside, do not run in a straight line.
  - If the person(s) are causing death or serious physical injury to others and you are unable to run or hide, you may choose to play dead if other victims are around you.
  - If you are caught in an open area in the residence hall, you may choose to fight back. This is dangerous, but depending on your situation, this could be your last option
  - If you are caught by the intruder and are not going to fight back, obey all commands and do not look the intruder in the eyes.
  - Once the police arrive, obey all commands. This may involve your being handcuffed or made to put your hands in the air. This is done for safety reasons, and once circumstances are evaluated by the police, they will give you further directions to follow.
- **Preventing Mass Casualty Shootings Video** – This video was produced by the University of Wisconsin-Madison Police Department. It is intended to help faculty, staff and students understand how to respond in the event of an active shooter incident on campus. The video may be viewed by logging in with your Michigan Tech ISO. <http://www.mtu.edu/publicsafety/crime/shooting/>

### Title IX Education Amendments of 1972

Title IX Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities that receive Federal funds. It states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Michigan Tech is committed to providing a safe campus environment supporting the Title IX federal law that prohibits discrimination on the basis of sex, including: gender discrimination, pregnancy and parenting discrimination, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, sexual assault, rape, intimate partner violence including dating/relationship violence and domestic violence, stalking, sexual coercion, and sexual exploitation.

## University Title IX Coordinator Responsibilities:

Monitoring and oversight of overall implementation of Title IX Compliance at the University, including coordination of training, education, communications, and administration of complaint procedures for faculty, staff, students, and other members of the University community.

A student or employee should contact the Title IX Coordinator or Deputy Title IX Coordinator(s) in order to:

- seek information or training about rights and courses of action available to resolve reports or complaints that involve potential sex discrimination, including sexual misconduct,
- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify the University of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and
- ask questions about the University's policies and procedures related to sex discrimination, including sexual misconduct.

For assistance, please email [titleix@mtu.edu](mailto:titleix@mtu.edu) or call (906) 487-3310.

### For Students

The Title IX Coordinator and the Deputy Coordinators are responsible for Title IX assistance for matters involving students. The Coordinators provide information about policy and procedures, resources and support. They also report incidents to [Public Safety and Police Services](#) and the [Office of Academic and Community Conduct](#).

### For Athletics

If you have complaints regarding gender equity in Michigan Tech athletics and recreation, contact the Director of Athletics and Recreation, who is responsible for monitoring and oversight of this area for coaches, staff, student-athletes, and students. Incidents that involve sexual harassment/sexual violence will be referred to the University Title IX Coordinator.

### For Faculty, Staff, and Visitors

If you have a complaint against a Michigan Tech faculty or staff member or visitor, you should contact Institutional Equity and Inclusion. The Title IX Coordinator is responsible for Title IX compliance for matters involving faculty and staff, including training, education, communication, and administration of the complaint procedure for all complaints against faculty, staff, and visitors, including those complaints filed by students.

### Title IX Coordinators

Kirsti Arko  
Title IX Coordinator  
Assistant Director, Institutional Equity  
Administration Bldg 306  
906-487-3310  
[titleix@mtu.edu](mailto:titleix@mtu.edu)

Susan Sullivan  
Assistant Title IX Coordinator  
Assistant Director, Institutional Equity  
Administration Bldg 304

906-487-3310  
[susulliv@mtu.edu](mailto:susulliv@mtu.edu)

Suzanne Sanregret  
Title IX Coordinator for Gender Equity in Athletics  
Director, Athletics and Recreation  
Student Development Complex  
Room 239A  
906-487-3070

### Additional Assistance

Emergency: 911

### Private Reporting Resources

The University will take care to protect the privacy of reporting parties and others participating in or contributing to the investigation and resolution of complaints/incidents. Only individuals with a “need to know”, such as the other party(s), witnesses, and appropriate University administrators/investigators, will receive information regarding the complaint/incident. Information will only be shared with these individuals when necessary.

- Title IX Coordinator, Kirsti Arko: [titleix@mtu.edu](mailto:titleix@mtu.edu) - 906-487-3310 - [www.mtu.edu/title-ix](http://www.mtu.edu/title-ix)
- [Public Safety and Police Services](http://www.mtu.edu/publicsafety): 906-487-2216 - [www.mtu.edu/publicsafety](http://www.mtu.edu/publicsafety)
- [Office of Academic and Community Conduct](https://www.mtu.edu/conduct/): 906-487-2951 – <https://www.mtu.edu/conduct/>
- [Tip Line](http://www.mtu.edu/tips/): 907-487-0TIP (0847) - <http://www.mtu.edu/tips/>
- Report a Concern - <https://www.mtu.edu/deanofstudents/students/concern/>
- Local Health Care

### Confidential Assistance

Details of the complaint/incident are kept confidential. These resources are not required to tell anyone your private, personally identifiable information unless there is a significant case for fear for your safety or the safety of others.

- [Michigan Tech Counseling Services](http://www.mtu.edu/counseling/) : 906-487-2216 - <http://www.mtu.edu/counseling/>
- [Michigan Tech Ombuds Office](http://www.mtu.edu/ombuds/): 906-487-2391 - <http://www.mtu.edu/ombuds/>
- [Dial Help](http://www.dialhelp.org): 906-482-4357 - text 906-356-3337 - [www.dialhelp.org](http://www.dialhelp.org)
- [Barbara Kettle Gundlach Shelter](http://www.bkgshelterhome.org/) : 906-337-5623 - <http://www.bkgshelterhome.org/>
- [Employee Assistance Program \(EAP\)](http://www.northstareap.com): 906-225-3145 - [www.northstareap.com](http://www.northstareap.com)

### Sexual and/or Relationship Misconduct Policy for Students of Michigan Technological University

The complete Sexual Misconduct Policy is available here: <http://www.mtu.edu/conduct/policies/student-conduct/sexual-misconduct/>

### Guiding Principles

Sexual and/or relationship misconduct have been identified as national problems that significantly impact college and university students. Federal and state laws place requirements upon colleges and universities to address issues of sexual and/or relationship misconduct. The University is committed to educating students, faculty, and staff about

this topic; and to offering a variety of comprehensive services available on campus and in the surrounding community.

The University's Student Code of Community Conduct expressly prohibits sexual and/or relationship misconduct. Sexual and/or relationship misconduct includes 1) sexual harassment 2) non-consensual sexual contact 3) non-consensual sexual intercourse 4) intimate partner violence 5) stalking 6) sexual exploitation. These terms are defined below under Prohibited Conduct.

Sexual and/or relationship misconduct can be carried out by University employees, fellow students, students from other schools, or third parties. When an allegation of sexual and/or relationship misconduct is brought forward, the University will take thorough, reliable, impartial, and fair steps to investigate in a prompt, effective, and equitable manner. If found to have occurred, the University will take steps to remedy the sexual misconduct, prevent its recurrence, and address its effects, regardless of whether or not the sexual misconduct is the subject of a criminal investigation.

Retaliation against a Reporting Party, Responding Party, or any individual or group of individuals involved in the complaint, investigation, and/or resolution of an allegation of a violation of University policy is strictly prohibited. Any complaint regarding retaliation should be reported to the Title IX Coordinator, Office of Academic and Community Conduct and/or Public Safety and Police Services.

This policy is supported by the Sexual and/or Relationship Misconduct Procedures for Addressing Allegations against Michigan Technological University Students.

## **Prohibited Conduct**

### **Sexual Harassment**

Unwelcomed sexual, sex-based, and/or gender-based verbal, written, online and or physical conduct. It includes two types of sex discrimination: Quid Pro Quo and Hostile Environment Harassment.

### **Hostile Environment Sexual Harassment**

When sexual harassment is severe, persistent or pervasive, and subjectively and objectively offensive, such that it unreasonably interferes with, denies, or limits someone's ability to participate in or benefit from the institution's education or employment programs.

### **Quid Pro Quo (meaning "this for that") Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual's education or employment progress, development or performance. This includes when submission to such conduct would be, or under the circumstances would reasonably be understood to be, a condition for access to receiving the benefits of any educational or employment program.

### **Non-Consensual Sexual Contact**

Any intentional or reckless sexual touching, however slight, with any object or body part, by a person upon another person, without consent and/or by force. Sexual contact is any intentional or reckless contact with the breasts, buttocks, groin, mouth, or genitals of another person, or intentional or reckless touching of another person with any of these body parts, making another person touch you or themselves with or on any of these body parts, or any other intentional or reckless bodily contact in a sexual manner. This includes sexual assault.

### **Non-Consensual Sexual Intercourse**

Any sexual intercourse, however slight, with any object, by a person upon another person that is without consent and/or by force. Intercourse includes vaginal or anal penetration by a penis, object, tongue, finger or other body part; and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact. This includes sexual assault.

**Intimate Partner Violence**

Defined as any instance of violence or abuse (verbal, physical, or psychological) that occurs between those who are in or have been in an intimate relationship with each other. This includes dating violence and domestic violence.

**Stalking**

Engaging in a menacing course of conduct directed at a specific person that would cause a reasonable person to: (A) Fear for their safety or the safety of others; or (B) Suffer substantial emotional distress.

**Sexual Exploitation**

Taking nonconsensual, unjust or abusive advantage of another in a sexual or intimate context for the responding party's own advantage or benefit OR to benefit/advantage anyone other than the individual being exploited AND that does not constitute any other sexual and/or relationship misconduct offense addressed in the University's policy, including without limitation: prostituting another person, engaging in, permitting or facilitating non-consensual viewing, photographing, videotaping, audio taping, or posting to the internet sexual or intimate activity (such as dressing, showering and similar activity of oneself or others), knowingly infecting another person with HIV or other sexually transmitted diseases and/or inducing incapacitation of another person with the intent to facilitate nonconsensual sexual intercourse or contact with that person.

**Definitions****Consent**

Clear, knowing, and voluntary words or actions that give permission for specific sexual activity. Consent is active not passive. Silence in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Previous relationships or prior consent cannot imply consent to future sexual acts. Consent can be withdrawn once given, as long as that withdrawal is clearly communicated. Once consent is withdrawn, sexual activity must stop reasonably immediately. In order to give consent, one must be of legal age, not mentally disabled, and/or, not physically incapacitated.

**Course of conduct**

Two or more acts, including but not limited to, acts in which the alleged responding party directly, indirectly, or through third parties, undertakes action, method, device, or means to commit sexual and/or relationship misconduct.

**Emotional/Psychological Abuse**

A persistent pattern or prolonged climate of dominating or controlling behavior, often involving some type of power imbalance. The behavior is intended to terrorize, intimidate, isolate, or exclude an intimate partner. This does not include isolating/excluding oneself from a former intimate partner.

**Force**

The use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation and coercion that overcomes free will or resistance or that produces consent.

**Group violation**

A violation where a student group/organization and its officers and/or membership may be held collectively and individually responsible when such violations of the Code: take place at organization- sponsored or co-sponsored events, whether sponsorship is formal or tacit; have received the consent or encouragement of the organization or of the organization's leaders or officers; or were known or should have been known to the membership or its officers.

**Hostile environment sexual harassment**

When sexual harassment is severe, persistent or pervasive, and subjectively and objectively offensive, such that it unreasonably interferes with, denies, or limits someone's ability to participate in or benefit from the institution's education or employment programs.

**Incapacitation**

A state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent. Sexual activity with someone you know to be or should know to be incapacitated constitutes a violation of this policy. Incapacitation can occur mentally or physically, from developmental disability, by alcohol or other drug use, or blackout. The question of what the responding party should have known is objectively based on what a reasonable person in the place of the responding party – sober and exercising good judgement – would have known about the condition of the reporting party. Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent. Incapacity may also result from mental disability, sleep, unconsciousness, involuntary physical restraint, or from taking of rape drugs.

**Intimate relationship**

A relationship that includes some romantic, sexual and/or domestic element.

**Menacing**

Conduct intended to control someone, restore a relationship at any cost, or obtain some other desired end for which an individual is willing to, or threatens to, cause harm if they don't get what they want.

**Physical violence or abuse**

Intentionally or recklessly (1) causing another bodily harm; (2) attempting to cause another bodily harm; or (3) putting another in fear of imminent bodily harm.

**Quid pro quo (meaning "this for that") sexual harassment**

Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual's education or employment progress, development or performance. This includes when submission to such conduct would be, or under the circumstances would reasonably be understood to be, a condition for access to receiving the benefits of any educational or employment program.

**Reasonable person**

A person who behaves in a way that is legally appropriate. Such person exercises average care, skill and judgement in conduct.

**Retaliation**

Engaging in an adverse action or threat of an adverse action against a reporting party, responding party, or any individual or group of individuals involved in the complaint, investigation, and/or resolution of an allegation of a violation of University policy; including adverse action and/or threat of adverse action against any individual who attempts to intervene or prevent behavior prohibited by this policy. Retaliation can be committed by an individual or group of individuals, not just a reporting party or responding party. Retaliation can take many forms including threats, intimidation, pressuring, continued harassment, violence, physical, emotional or other forms of harm to others.

**Sexual coercion**

The act of using pressure, alcohol or drugs, or force to have sexual contact or sexual intercourse with someone against their will.

**Student**

Any individual who is an admitted applicant, is currently enrolled, or was enrolled at the time of the incident regardless of their age or status in regard to parental dependency. Student status is maintained during semester breaks.

**Substantial emotional distress**

Anxiety, sorrow or pain that is not mild or brief, and is so substantial or long lasting that a reasonable person would not be expected to allow its continuance.

**Verbal abuse**

Extreme/excessive use of language designed to mock, shame, embarrass or humiliate the other intimate partner. The language must be sufficiently severe, persistent or pervasive, and objectively and subjectively offensive.

**Interpretive Rules for Sexual Misconduct Charges**

1. The person who is the object of sexual and/or relationship misconduct is not required to physically or otherwise resist a sexual aggressor.
2. Silence, previous sexual relationships, and/or current relationship with the alleged perpetrator (or anyone else) may not, in themselves, be taken to imply consent. Consent cannot be implied by attire, or inferred from the buying of dinner or the spending of money on a date.
3. Intentional use of alcohol/drugs by the student accused of sexual and/or relationship misconduct is not an excuse for violation of the sexual and/or relationship misconduct policy.
4. A student who deliberately drugs or attempts to persuade another to consume alcohol or drugs for the purpose of rendering that person incapacitated or sexually submissive/passive commits a violation of the sexual and/or relationship misconduct policy.
5. An "intent to rape" is not required under this policy. The requisite intent for rape is demonstrated by engaging in the act of intercourse intentionally, without the other person's consent.
6. Consent has an expiration date. Consent lasts for a reasonable time, depending on the circumstances. Consent must be contemporaneous with the sexual activity involved.
7. Nonconsensual sexual contact/intercourse or sexual exploitation is not limited to strangers and can include acquaintances.

**Jurisdiction**

- The jurisdiction of the University over sexual and/or relationship misconduct incidents involving a student(s) is broad. The University will investigate and remedy, using the Procedures for Sexual and/or Relationship Misconduct, complaints of sexual and/or relationship misconduct:
- Regardless of the location of the incident.
- Regardless of the incident occurring during the course of a semester or during a semester break.
- As long as the alleged responding party is a current enrolled student, or was at the time of the incident.
- Regardless of the enrollment status of the alleged reporting party.
- If the impact of the sexual and/or relationship misconduct incident is likely to have a substantial effect on campus life or activities of the alleged student reporting party or alleged student responding party.
- If the incident poses a threat of danger to members of the University community.
- If alleged responding party is an inactive student and/or not currently enrolled, interim action(s) may be taken, i.e. place a hold on the student's account and/or issue a campus ban.
- When allegations arise after a student has graduated regarding incidents that occurred before the student graduated, the University maintains the right to investigate and remedy such complaints. If found to be responsible, a student could face revocation of their degree and/or other sanctions.

**Good Samaritan Provision: Intent Regarding Medical Emergency**

Student welfare is the University's primary concern. When students and other individuals need emergency medical help, the University encourages students to offer assistance to others in need and to seek assistance for themselves.

Sometimes students may be hesitant to seek or offer assistance due to concerns that their conduct violates University rules, or that a student in a medical emergency will be charged with a rule violation. This provision is included to address that concern.

**Any situation where a reasonable person would believe an individual's physical and/or psychological health is at serious risk and immediate action must be taken to protect the individual or others is defined as a medical emergency. In cases of medical emergency, the University will use considerable discretion to avoid a finding of responsibility under the provisions of the Code.**

This statement of intent is broadly defined to allow for generous interpretation and consideration of individual circumstances and the intent of those involved. It applies to the student(s) providing, as well as receiving medical assistance. Educational conditions may be imposed rather than conduct sanctions, if appropriate, based on the professional judgment of the Dean of Students or designee. This statement of intent applies only to administrative enforcement of the Code and does not provide immunity/amnesty from arrest or criminal prosecution.

### Attempts and Enhancements

1. Attempts to commit prohibited conduct may be punished to the same extent as completed violations.
2. Repeated or aggravated acts of prohibited conduct may result in enhanced sanctions.
3. Repeated or intentional failure to comply with imposed sanctions may result in enhanced sanctions.
4. Conduct violations that are motivated by the offender's bias due to race, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, marital status, disabled veteran status, veteran status, or disability may result in enhanced sanctions.

### Interpretation

The list of prohibited conduct is neither complete nor all-inclusive. The University reserves the right to impose necessary and appropriate interim actions and the full range of sanctions in response to inappropriate student conduct which threatens the safety and security of the University community.

### Process

The Sexual and/or Relationship Misconduct Procedures for Addressing Allegations against Michigan Technological University Students provide a detailed explanation of the process that will be followed for complaints filed under the Sexual and/or Relationship Misconduct Policy for Michigan Technological University Students. Under most circumstances, the investigation and final determination of a complaint will be completed within 60 days, not including semester and/or holiday breaks, from the date on which the University receives notice of an alleged incident. If not completed within that time all parties will be advised of the reason and of the expected completion date.

The possible sanctions under the Sexual and/or Relationship Misconduct Policy for Michigan Technological University Students are enumerated in the Sexual and/or Relationship Misconduct Procedures for Addressing Allegations against Michigan Technological University Students. In the final determination of an investigation of a case of sexual and/or relationship misconduct, the range of sanctions is from written warning to conduct expulsion.

**History: Revised August 1, 2005; August 1, 2006; August 1, 2007; August 1, 2008; August 1, 2009; August 1, 2010; September 3, 2013; August 1, 2014; January 12, 2015; July 1, 2015; August 15, 2016; August 1, 2017; August 1, 2018.**

### Procedure for Addressing Sexual and/or Relationship Misconduct Allegations Against Students

The complete list of Procedures for Sexual Misconduct Policy is available here:  
<http://www.mtu.edu/conduct/policies/student-conduct/sexual-misconduct/procedure/>

### Procedural Summary

All allegations of sexual and/or relationship misconduct against a student that become known to campus security authorities and/or responsible employees of the University will be subject to review and investigation. A student

wishing to officially report such an incident may do so by contacting the Title IX Coordinator, the Office of Academic and Community Conduct, and/or Public Safety and Police Services. Campuses are obligated to respond to reports of sexual and/or relationship misconduct. If the review and investigation conclude, based on a preponderance of the evidence, that a student is responsible for sexual and/or relationship misconduct, appropriate sanctions and interventions will be applied. (Non-student sexual and/or relationship misconduct is governed by other Codes of conduct, policies and/or laws.) This document outlines the procedures that will be utilized at each stage of the process from initial review to final appeal. In addition, the reporting party may also file external, criminal/civil proceedings for violations of federal/state laws and/or city ordinances. Proceedings may be carried out prior to, simultaneously with, or following criminal/civil proceedings.

## **Definitions**

### **Advisor**

Typically, a faculty, staff, or student member of the University chosen by the reporting party or responding party who is able to be present during the investigative and/or hearing process for support to either the reporting party or responding party. However, the advisor may also be someone of the reporting party's or responding party's choosing from outside the University, including an attorney. The advisor may not participate directly in the conduct process, but may be present throughout the proceedings to offer advice, guidance, and/or support to the student (reporting party /responding party).

### **Allegation Review Panel**

Consists of the Title IX Coordinator and representatives from the Office of Academic and Community Conduct, Public Safety and Police Services, and other offices as deemed necessary and appropriate under the circumstances.

### **Campus Security Authorities**

University employees designated under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistic Act of 1998 to report certain crimes including sex offenses (forcible and non- forcible). These employees (including student employees) are from the following areas: Public Safety and Police Services; Human Resources; Athletics; Student Affairs & Advancement; Intramurals; Advisors to student organizations; and/or Deans/Department Chairs/Directors.

### **Conduct Board**

A hearing panel comprised of faculty and staff members of the University who have been trained annually in basic procedural due process and the Sexual and/or Relationship Misconduct Policy and Procedures.

### **Confidential Resources**

Persons to whom information is provided based upon the promise of confidentiality. These persons are not required to tell anyone a reporting party's personally identifiable information unless there is a significant cause for fear of the reporting party's safety or the safety of others.

### **Cross-Examination**

The direct or indirect, live questioning of the reporting and/or responding party or the reporting and/or responding party's witness during a hearing to determine the credibility (knowledge, accuracy, potential ulterior motives, etc.) of that person's statements. The reporting party and responding party may cross examine each other directly, or may choose to do so indirectly through the procedural officer. The parties may cross examine witnesses directly, or indirectly through the procedural officer. All questioning must be relevant to the charge(s) and/or case.

### **False Reporting**

The reporting by a student of information known by, or which should reasonably have been known by the student to be false. False reporting will not be tolerated by the University. It is a violation of the Student Code of Community Conduct to make an intentionally false report of sexual and/or relationship misconduct, and it may also violate state criminal statutes and civil defamation laws.

**Family Educational Rights and Privacy Act (FERPA)**

A federal law that protects the privacy of student education records. For additional information, please review: <http://www.mtu.edu/registrar/faculty-staff/ferpa/>

**Group Infractions**

May occur when members of groups, individuals acting collusively, or members of a student organization act in concert to violate the sexual and/or relationship misconduct policy. They will be charged individually, and the group may be charged as an organization.

**Impact Statement**

An oral or written statement of what happened; what impacts have been created by what happened; who has been impacted and how; what action(s) should be considered to address the impacts.

**Interim Action**

An immediate action taken by the University without any hearing to ensure safety and well-being and/or address threats of disruption or interference with normal University operations.

**Interim Measure**

An accommodation (prior to and/or after any hearing) providing assistance with changes to academic schedules; on-campus housing arrangements; visa/immigration documents; on-campus employment assignments/schedules; on-campus escorts; etc.

**Investigator**

An individual who investigates allegations. Investigators do not function as advocates for reporting parties or responding parties, but can refer reporting parties or responding parties to advocacy and support resources.

**Precedence in Multiple Charges**

Followed in cases of multiple charges where more than one University student conduct policy is implicated. The Procedures for and processing of Sexual and/or Relationship Misconduct will take precedence over those governing Academic Integrity charges and Student Code of Community Conduct charges.

**Preponderance of Evidence**

Means a party has shown that its version of facts, causes, damages, or fault is more likely than not the correct version. The concept of "preponderance of the evidence" can be visualized as a scale representing the burden of proof, with the totality of evidence presented by each side resting on the respective trays on either side of the scale. If the scale tips ever so slightly to one side or the other, the weightier side will prevail. If the scale does not tip toward the side of the party bearing the burden of proof, that party cannot prevail.

**Private Resources**

Persons and/or agencies from whom an expectation can be made to have allegations taken seriously, investigated thoroughly and properly resolved. This means only those who need to know will be told, and information will be shared only as necessary. Those needing to know may include the person an allegation is being filed against, witnesses, and investigating officials. [See Also Confidential Resources]

**Reasonable Cause**

There is sufficient information to allege that a responding party has violated a policy. Evidence is sufficient if a reasonable person would believe that further inquiry into whether a violation occurred is warranted.

**Reporting Party**

The person who allegedly experiences sex/gender-based discrimination, sexual harassment and/or sexual misconduct. Regardless of whether they chose to report the conduct to the university or authorities. The person who reports the

alleged violation may or may not be the reporting party. If not, they are considered the person to have brought forward the allegation, a witness, or a third-party reporter.

### **Responding Party**

A student(s) or student organization(s) alleged to have violated the sexual and/or relationship misconduct policy. Student-employees alleged to have engaged in sexual and/or relationship misconduct in their employment capacity may be investigated by the Office of Institutional Equity and Inclusion. A student-employee may be subject to sanctions both in connection with their employment and in connection with their student status, under applicable procedures.

### **Responsible Employees**

Includes any employee who has the authority to take action to redress sexual and/or relationship misconduct; who has been given the duty of reporting incidents to the Title IX Coordinator; or whom a student could reasonably believe has this authority or duty. For Title IX compliance, all Michigan Tech employees who are designated as supervisors, with the exception of the ombudsperson and mental health counselors, are considered "responsible employees." This includes some select undergraduate student employees such as resident assistants (RAs) and orientation team leaders (OTLs). Also considered responsible employees are Public Safety and Polices Services officers and employees, student affairs staff, human resources staff, athletics and recreation staff, academic advisors, faculty, instructors, graduate teaching assistants, graduate assistants that are supervising other students, and individuals designated as Campus Security Authorities.

### **Sexual and/or Relationship Misconduct**

Includes sexual harassment; non-consensual sexual intercourse; non-consensual sexual contact; intimate partner violence; stalking and sexual exploitation. These terms are further defined in the Sexual and/or Relationship Misconduct Policy for Michigan Technological University Students.

### **Student Organization**

Any group of students officially recognized by the University at the time of the alleged violation.

## **Initial Action and Review**

Once the Office of Academic & Community Conduct and/or the Title IX Coordinator is put on notice of any allegation of sexual and/or relationship misconduct (hereinafter, "Misconduct") as defined in the Sexual and/or Relationship Misconduct Policy, the individual who allegedly experienced Misconduct ("reporting party") will be offered appropriate support services and notified of applicable institutional policies. The student or group that is alleged to have engaged in Misconduct ("responding party") will also be offered appropriate information and support services. A student has the right to services whether or not they choose to participate in the process.

The Office of Academic and Community Conduct and/or Title IX Coordinator may implement an interim action(s) as needed to protect the community and students involved, pending the culmination of any review, investigation or appeal process. Interim measures may also be taken to accommodate academic schedules; on-campus housing arrangements; visa/immigration documents; on-campus employment assignments/schedules; on-campus escorts; etc.

If the reporting party is willing to participate in the review and investigation process, the Office of Academic & Community Conduct and/or the Title IX Coordinator will proceed as described in the Investigation section below. In all cases, the University's response is designed to consider the reporting party's preferences regarding the University response, and to provide deference to the reporting party's wishes wherever possible.

If the reporting party files a criminal complaint with law enforcement, the University will comply with law enforcement requests for cooperation. Such cooperation may require the University to temporarily suspend the fact-finding aspect of an investigation while law enforcement gathers evidence. The University will promptly resume its investigation as soon as notified that law enforcement has completed the evidence gathering process.

If the reporting party requests confidentiality or asks that the allegation not be pursued, before taking any further steps the Office of Academic & Community

Conduct and/or the Title IX Coordinator may forward that information, along with all available information about the incident or allegation, to the Allegation Review Panel.

Specifically, the Allegation Review Panel will evaluate 1) whether, and to what extent, Michigan Tech should further investigate an allegation of Misconduct for the protection of the campus community when the Reporting party does not wish for an investigation to be conducted, and/or when the Reporting party wishes their information to remain confidential; and 2) what other protective measures or remedies might be considered to address any effects of the alleged Misconduct in the campus community. In all cases, the Allegation Review Panel serves as an advisory body to the Title IX Coordinator. The final decision on whether and to what extent an investigation will be conducted rests solely with the Title IX Coordinator and/or designee.

The Office of Academic & Community Conduct, in discussion with the Title IX Coordinator, may modify these guidelines as necessary to achieve the goals of prompt, thorough and effective allegation resolution in a procedurally fair manner. The development of informal resolution processes and means other than disciplinary measures, that allow the Title IX Coordinator and other administrators the requisite discretion to deal with the procedural challenges created by the new broadened definition of sexual and/or relationship misconduct is strongly encouraged.

### **Limitations of Confidentiality**

Sexual and/or relationship misconduct allegations will be handled in a confidential manner to the extent possible and consistent with the principles of due process, FERPA, the Violence Against Women Act, and the Campus Security Act.

The Office of Academic & Community Conduct and/or the Title IX Coordinator may not be able to fully address allegations received from anonymous sources unless sufficient information is furnished to enable a meaningful and fair investigation to be conducted.

### **Complete Confidentiality**

If a reporting party desires details of the sexual and/or relationship misconduct incident to be kept confidential, the reporting party should first speak with a confidential resource, who can and will maintain confidentiality and explain the details of confidentiality rules. On-campus counselors are available free of charge and can be seen on an emergency basis by contacting Counseling Services (906-487-2538). The Ombudsperson (906-487-2391) is also an on-campus confidential resource. Off-campus confidential resources are available at Dial Help (906-482-HELP) or Barbara Kettle Gundlach Shelter (888- 337-5623). In addition, students may speak with off-campus clergy/chaplains, who will also keep reports made to them confidential. Confidential resources maintain confidentiality unless there is a significant concern for the reporting party's safety and/or the safety of others.

### **Duty to Investigate**

Students are highly recommended to speak to a responsible employee and/or a campus security authority at the University for purposes of seeking information or reporting incidents. The Office of Academic & Community Conduct and/or the Title IX Coordinator recognize that many students desire confidentiality and many students might not want an investigation and/or attempt by University officials to resolve the sexual and/or relationship misconduct incident. However, depending on the facts and circumstances, it may be legally necessary for University officials to follow up on allegations of sexual and/or relationship misconduct.

### **Federal Reporting Statistical Requirements**

The Department of Public Safety and Police Services must fulfill federal crime reporting requirements. All personally identifiable information is kept confidential, but statistical information must be passed along to Public Safety and Police Services regarding the type of incident and its general location (on or off campus, in the surrounding area, but no addresses are given), for publication in the Annual Security and Fire Safety Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety.

### **Federal Timely Warning Requirements**

University officials must issue timely warnings for incidents reported to them that continue to pose a substantial threat of bodily harm or danger to members of the campus community. The University will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger.

### **Open Department of Public Safety and Police Services Logs**

When incidents are reported to law enforcement officials, federal law requires that the police note incidents in a police log that is made public within two business days of the report of an incident. No names or other information that could reveal the identity of the student who may be the victim of sexual and/or relationship misconduct will be made public. Arrest records, however, are not confidential and are not protected by FERPA. Any adult student who is arrested can expect that records relating to an arrest and subsequent court proceedings will be made public at some point.

### **Confidentiality of Medical Services**

If a student seeks medical attention, medical providers are required to alert law enforcement of potential sex crimes. If police are called to the hospital, the student has the right to not talk to them. The decision to prosecute an alleged assailant rests with the local prosecuting attorney. This decision can be made without the consent of the person who was assaulted.

### **Support Guidelines for Both Reporting Party and Responding Party**

The reporting party and the responding party will be treated with respect by University officials throughout the entire process. Each reserve and have the right to be present for all testimony given and evidence presented before the hearing officer/conduct board. Neither is required to be present as a prerequisite to proceed.

The reporting party and the responding party will be informed by University officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option to be assisted by University officials in notifying such authorities, if the reporting party so chooses. This also includes the right not to report, if the reporting party chooses.

The reporting party and the responding party each may request a University "No Contact Order" against each other or against any other student who has engaged in or threatens to engage in any threatening, harassing or other improper behavior. The "No Contact Order" could remain in effect until the investigation is completed.

The reporting party and the responding party each may request a change in academic and living situations. If such changes are requested and are reasonably available, the Office of Academic & Community Conduct and/or the Title IX Coordinator will support the request. Neither a criminal conviction nor an investigation need be completed before a no contact order, a change in academic or living conditions or other appropriate interim measures be put in place.

Neither the reporting party nor the responding party will have the option of having any allegation of sexual violence mediated.

The reporting party and the responding party will each be able to review all documentary evidence available regarding the allegation, and be informed of all witnesses participating in the hearing unless a witness has been granted anonymity for compelling safety reasons in which event efforts will be made to accommodate the request for anonymity and assure due process as required by the nature of the proceedings.

The reporting party and the responding party may each challenge any member of the conduct board, and request that the conduct board member be removed on the basis of demonstrated bias.

The reporting party and the responding party may each have an advisor of their choosing (including but not required to be an attorney) to accompany and assist them. The advisor may not participate directly in the University's Procedures, but may be present throughout the proceedings to offer advice, guidance, and/or support to the reporting party or responding party.

Academic and Community Conduct personnel may upon request put a privacy screen in place, or other separation of the parties, if there are joint meetings of the reporting party and the responding party before the hearing.

Formal rules of evidence shall not be applicable in conduct hearings but principles of relevance, credibility and acceptance of information which reasonable persons would accept as having probative value in the conduct of their affairs can be considered in any hearing on responsibility, sanctions, and/or interventions. Irrelevant prior sexual history will not be considered in any investigation or other procedures.

The reporting party and responding party may make an impact statement, written or oral, during any point in the process and have the statement considered in determining potential outcomes.

The reporting party and the responding party will be informed simultaneously and in writing within seven (7) business days, of the University's decision, of the outcome of the University's Procedures, including the findings regarding all alleged misconduct, the rationale for the decision, any imposed sanction(s) and educational condition(s), and procedures for appeal. The reporting party and responding party will receive identical reports.

The reporting party and the responding party may each appeal the hearing decision in accordance with the standards for appeal established in the University's Procedures.

The reporting party and the responding party will be informed simultaneously and in writing within seven (7) business days of its filing of any appeal filed, of any changes in the outcome based on appeal and of when the outcome is final upon expiration of the appeals period. The reporting party and responding party will receive identical reports.

#### **Additional Support Guidelines for the Reporting Party**

It is the goal of the Office of Academic & Community Conduct and/or the Title IX Coordinator to ensure that individuals alleging sexual and/or relationship misconduct have access to needed resources, services, and information. The reporting party will be given clear, detailed and complete notice of whether the alleged conduct, if it occurred, would be a violation of the Code, and will be fully informed of the nature, rules, and procedure of the sexual and/or relationship misconduct process, including possible sanctions.

The reporting party will be provided with information regarding available counseling, mental health or student services for reporters of sexual and/or relationship misconduct, both on campus and in the community.

University officials will not discourage the reporting party from reporting, or if reported from pursuing all options available to the reporting party for an alleged sexual and/or relationship misconduct offense. The reporting party may cooperate in an investigation under the University's Procedures, seek criminal charges with campus or local law enforcement, seek civil action with a civil trial (totally independent of the University), choose multiple options, or choose not to take any action.

The reporting party will receive a fundamentally fair hearing, as defined in these procedures. The reporting party may refuse to answer some or all questions to avoid self-implication. This silence may not be used against the reporting party or be the basis for an adverse inference with respect to the party remaining silent.

The reporting party may question witnesses at any formal hearing. The reporting party may not question the responding party directly, but the reporting party's questions will be submitted to the hearing officer and/or panel, and the hearing officer and/or panel will ask questions of the responding party in the presence of the party submitting the question.

#### **Additional Support Guidelines for the Responding Party**

It is the goal of the Office of Academic & Community Conduct and/or the Title IX Coordinator to ensure that students responding to charges of sexual and/or relationship misconduct have access to needed resources, services and information. The responding party will be given clear, detailed, and complete notice of the alleged violation(s), fully informed of the nature, rules, and procedures of the sexual and/or relationship misconduct process, including possible sanctions, and given an opportunity to respond, by accepting or denying responsibility, or standing mute. Each response will entitle the responding party to all further services, hearing, rights and protections provided by the Code for that response.

The Office of Academic & Community Conduct and/or the Title IX Coordinator strives to offer a reasonable parity of resources, services and information, to the extent possible, to all parties to the incident, including, but not limited to:

The responding party will be provided with information regarding available counseling, mental health or student services for responding parties of sexual and/or relationship misconduct, both on campus and in the community.

The responding party will receive a fundamentally fair hearing, as defined in these procedures.

The responding party may refuse to answer some or all questions to avoid self-implication. This silence may not be used against the responding party or be the basis for an adverse inference with respect to the party remaining silent.

The responding party may question witnesses at any formal hearing. The responding party may not question the reporting party directly. Questions to the reporting party by the responding party will be submitted to the hearing officer and/or panel, and they will ask the questions of the reporting party in the presence of both parties.

## **University Process**

The University will respond to violations of sexual and/or relationship misconduct through a variety of pathways, informally and/or formally, with the goal of educating all parties involved. Resolutions, as well as appeal processes, are administrative functions internal to the University and not judicial proceedings.

The Office of Academic and Community Conduct, in discussion with the Title IX Coordinator, will determine the most effective method of reviewing the concerns raised by the reporting party while also protecting the rights of other parties. In some cases, this will involve a thorough fact-finding investigation being conducted. In other cases, a different or less formal response to the allegation may be warranted. Although the Office of Academic and Community Conduct, in consultation with the Title IX Coordinator, may modify these guidelines, it will still respond to the allegation in a prompt, thorough and effective manner that is procedurally fair. At any stage of the process, based on review of available information, the Office of Academic and Community Conduct, in consultation with the Title IX Coordinator, may terminate any further response to an allegation. The Reporting party and Responding party will be informed simultaneously and in writing within seven (7) business days of the decision to terminate. The decision to terminate will also be in writing to the University President.

## **An Outline of the Process**

### **I. Investigation – Preliminary Report & Comment – Final Report**

- a. As appropriate, interim measures and/or interim actions may be imposed at any stage of the process from receipt of an allegation of misconduct through and after any final conduct decision.
- b. Reporting Party initially determines either informal pathway or formal pathway to address allegation.

### **II. Informal Pathway**

- a. Conduct Intervention - A University official has a meeting with the responding party to explain the conduct process, review the allegation of sexual and/or relationship misconduct, allow the responding party to respond to the allegation, discuss University expectations and potential outcomes for violations of sexual and/or relationship misconduct, and discuss appropriate steps to correct conduct and avoid further violations.

### **III. Formal Pathway**

- a. Interim Actions - Official requests/actions to ensure the safety and well-being of all members of the University community; to ensure the responding party's own physical or emotional safety and well-being; or if the responding party poses a threat of disruption of or interference with, the normal operations of the University.
- b. Administrative Option
  - i. Official written notice of alleged policy violations given to Reporting Party and Responding Party.
    1. Responding Party accepts the findings and designated sanctions and educational conditions, Reporting Party may appeal the outcome and request formal action.
    2. Responding Party rejects the findings and requests formal action.

3. Responding Party accepts the findings but rejects the sanctions and educational conditions and requests formal action.
4. If Responding Party waives their right to formal action, Reporting Party may appeal the outcome and request formal action.

c. Formal Action

i. Official written notice of alleged policy violations given to Reporting Party and Responding Party.

1. Responding Party's Initial Conference

a. Responding Party fails to appear at initial conference or request alternative time.

- i. Responding Party waives right to formal action and sanctions/educational conditions are imposed. Responding Party may appeal severity of sanction. Reporting Party retains right to appeal outcome and request a formal hearing

b. Responding Party attends Initial Conference

- i. Accept responsibility and sanctions/educational conditions.
- ii. Accept responsibility but contest sanctions/educational conditions
- iii. Deny responsibility and/or request formal action (Hearing)
- iv. Request postponement due to mitigating circumstances

2. Reporting Party

a. If Responding Party waives their right to formal action, Reporting Party may appeal the outcome and request formal action.

**• Investigation**

If after reviewing the allegations, the Title IX Coordinator deems reasonable cause exists for an investigation to be conducted, the Office of Academic and Community Conduct and/or the Title IX Coordinator will use the following guidelines to ensure that allegations of Misconduct are handled promptly and effectively in a manner that is procedurally fair to all parties. The investigation may be conducted by Public Safety and Police Services, outside law enforcement, Residence Education and Housing Services, a Title IX Investigator, and/or the Title IX Coordinator. In most cases, a Title IX Investigator will be utilized. The investigation may include meeting separately with the reporting party, responding party, pertinent witnesses, and reviewing and analyzing relevant documents.

**• Preliminary Report and Comment**

After the investigation is concluded, a preliminary report will be prepared, as circumstances warrant. To the extent permitted by FERPA (and HIPPA if applicable), the Reporting party and Responding party will each be given an opportunity to individually review the preliminary report of the information gathered during the investigation and will be given seven (7) business days to submit comments on the preliminary report to the Title IX Coordinator.

Following receipt of any comments submitted, or after the seven (7) business day comment period has elapsed, the Office of Academic and Community Conduct, in consultation with the Title IX Coordinator, will make a determination regarding the merits of the allegations based upon reasonable cause.

**• Final Report**

The final written report will contain (1) a summary of the reporting party's relevant allegations; (2) a summary of the responding party's relevant statements in response to the allegations; (3) a description of the relevant information provided by witnesses or obtained from documents, (4) the analysis and findings.

After the investigation has been concluded and has been approved by the Title IX Coordinator, the final report will be made available for review by the reporting party and the responding party in the Office of the Title IX

Coordinator. If the final report concludes reasonable cause exists that a violation of the sexual and/or relationship misconduct policy may have occurred, appropriate pathway(s) will be followed, as described below.

When there is the potential for a sanction of conduct suspension or conduct expulsion to be imposed, the case will normally proceed with formal pathway.

#### • Informal Pathway

**Conduct Intervention** - After receiving a report, a University official may decide to schedule a meeting with the responding party to discuss the alleged violation(s). At the meeting, the official will: (1) explain the purpose of the conduct intervention meeting; (2) review the incident report and any impacts/harms to individuals and/or community as a whole; (3) listen to the student's explanation of what occurred and why; (4) discuss community behavioral expectations and conflict resolution techniques; (5) discuss the consequences of the student conduct process; and (6) assist the student in developing an action plan to: repair the impacts/harms to individuals and or community; avoid recurring behavioral issues; make any referrals as deemed appropriate; complete any educational conditions; and reintegrate themselves back in to the community.

No sanctions will be imposed other than a verbal warning during the conduct intervention, and there is no right to an appeal. The reporting party will be notified of the verbal warning being imposed upon the responding party. The official has the authority to change the handling of the incident at the conduct intervention level to the administrative option or formal action, based on the information revealed in the conduct intervention meeting or if the responding party fails to appear for the conduct intervention meeting. If a change is made, the reporting party and responding party will receive simultaneously and in writing within seven (7) business days the appropriate notice and opportunity to respond.

#### • Formal Pathway

**Interim Action** – Reasonable cause needs to be present for the University to take interim action prior to any further action or hearing with any responding party to ensure the safety and well-being of all members of the University community; to ensure the responding party's own physical or emotional safety and well-being; or if the responding party poses a threat of disruption of or interference with, the normal operations of the University. If a responding party fails to comply with the requirements of the interim action, the University may immediately take any lawful action to obtain compliance.

Reporting party and/or responding party can request an interim action review to be conducted at any time after interim action is imposed. The reporting party and/or responding must submit in writing the request for review. During the review process, the reporting party and/or responding party will be given an opportunity to demonstrate in writing why they feel cause no longer exists for the interim action to be in effect. This may include providing additional information not available at the time the interim action was imposed. A separate University official will conduct the review.

"Interim action" includes, without limitation: 1) No verbal/non- verbal/third-party contact with another person(s). 2) Disciplinary hold on the student account that prevents registering for academic courses and/or making any type of academic requests (i.e. transcripts). In order to have the hold removed the student will need to comply with official's request. 3) Mandatory behavioral agreement that reinforces conduct expectations, with any further violations of the Code resulting in formal action. 4) Restriction on student's presence in the residence halls, on University property and/or at University events. 5) A requirement of an individualized psychological assessment through Counseling Services or at another facility and/or a medical assessment. The assessment(s) may be used to determine the appropriateness of withdrawing, sustaining, or altering the interim action. 6) Immediate suspension from the University.

**Administrative Option** - The official may send a written notice of the alleged policy violation(s), findings based on a preponderance of the evidence, applicable sanctions and educational conditions to the responding party and the reporting party, with the option for the student to (a) accept the findings and the designated sanctions and educational conditions, (b) request formal action or (c) reject the findings in part or entirely and request formal action. If the student requests formal action, then an initial conference will be scheduled, and the case may proceed with further formal action. If the responding party waives their right to formal action, reporting party may appeal the outcome and request formal action.

The written notice will be sent by a University official simultaneously and within seven (7) business days to the University email address assigned to the reporting party and responding party response must be returned via email to the official within seven (7) business days of the official's emailing of the notice. If the response is not returned within the designated time period, it shall be presumed the reporting party and responding party waives their right to formal action and the sanctions and educational conditions outlined in the email notice will be imposed. The reporting party and responding party will receive identical reports.

**Formal Action** - The official will send to the reporting party and responding party identical notice of the alleged violation(s), the range of sanctions related to the violation(s) and the date, time and location for an initial conference for the responding party. If the responding party fails to appear at the initial conference, the official may consider all information true and accurate, if it so appears, and take appropriate administrative action.

At the initial conference, the responding party will meet with an official. The purpose of the initial conference is to provide the responding party with additional information about the reported incident and explain the procedures that will be followed to determine if they are responsible or not responsible for the violation(s). At that time, the responding party will respond to the violation by electing one of the following courses of action

- To accept responsibility for violating one or more University rules. The case may then be immediately reviewed by the official, who will take appropriate action. If the reporting party or responding party wishes to demonstrate mitigating circumstances that will impact the sanction(s) and educational condition(s) to be imposed by producing relevant witnesses or information, a postponement of action may be requested for a reasonable time. An identical decision notice will be sent to the reporting party and responding party simultaneously and in writing within seven (7) business days, and will include any applicable sanction and condition(s). The notice will include any applicable sanction and condition(s). The official may choose to refer the case to a meeting with the University Conduct Board for the determination of appropriate sanction and/or educational condition(s).
- To deny responsibility for the violation(s), in which case, the official shall determine the next appropriate course of action from the following: a) Refer for a formal hearing before the University Conduct Board. b) If the board cannot convene, Office of Academic and Community Conduct will arrange a formal hearing by a trained official. c) Adjourn the conference in order to obtain additional information, and then complete the hearing at a later time after additional information has been gathered.
- To stand mute on the charge. The case will then be referred for a formal hearing before the University Conduct Board. If the board cannot convene, Office of Academic and Community Conduct will arrange a formal hearing by an official.

### Hearing Guidelines for Participants

The Office of Academic and Community Conduct would like to emphasize that our hearing is not a criminal trial. Formal rules of evidence shall not be applicable in conduct hearings but principles of relevance, credibility and

acceptance of information which reasonable persons would accept as having probative value in the conduct of their affairs can be considered in any hearing on responsibility, sanctions, and/or interventions. The standard used to determine if a responding party is responsible is called preponderance of evidence; this differs from criminal court procedures because the hearing officer or committee may simply rule that it is more probable than not that a University regulation has been violated.

The purpose of a hearing is to obtain the information necessary to make a decision in a responding party's case. Additional witnesses or documents are sometimes helpful; however, character witnesses are not allowed.

Hearings are closed to the public. Privacy will be preserved to the fullest extent possible, as allowed by law. At the discretion of the official, an additional official (procedural officer) may be present for the purpose of assisting in managing the hearing, but the assistant shall not otherwise participate in the decision making process.

At the formal hearings, the conduct board will consist of a three- person panel made up of professional staff and faculty. All conduct board members receive annual training. They also receive training on issues related to sexual and/or relationship misconduct and how to conduct a hearing process that is fair, protects safety, and promotes accountability. Members of the University Conduct Board may be current or former licensed attorneys. These individuals serve on the University Conduct Board in their capacity as a student/faculty staff member of the University, not as an attorney. These individuals do not represent or advise the University on the matters before them as an attorney.

Hearings will be recorded. Deliberations will not be recorded. The recording will be the property of the University and maintained according to University records policy.

Where a sanction of suspension or expulsion can be imposed, hearings will be recorded. Deliberations will not be recorded. The recording will be the property of the University and maintained according to University records policy.

The procedural officer shall exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the hearing. Any person who disrupts a hearing may be excluded by the procedural officer.

During the hearing, the reporting party and the responding party may present an explanation of the facts and circumstances relating to the incident, present relevant witnesses who can speak to the facts and/or written information, ask questions, and reserve the right to not respond to questions. The reporting party and responding party may cross examine each other directly, or may choose to do so indirectly through the procedural officer. The parties may cross examine witnesses directly, or indirectly through the procedural officer. Questions by and to either a reporting party or responding party must be submitted in writing to the procedural officer to ask of the other party and cannot be asked directly by a party to a party. The procedural officer may determine that witnesses, information and/or questions are not relevant to the charge(s) and/or case.

The reporting party and responding party may have an advisor of their choice to accompany and/or assist them at any point throughout the proceedings. The advisor may not participate directly in the conduct process, but may be present throughout the proceedings to offer advice, guidance, and/or support to the student.

No disciplinary action shall be taken unless it is established by a preponderance of the information available to the Conduct Board that the responding party is responsible for the violation(s). Formal rules of evidence shall not be applicable in conduct hearings. Information, which reasonable persons would accept as having probative value in the conduct of their affairs, can be considered.

Identical written notice of the conduct decision will be sent to the reporting party and responding party simultaneously within seven (7) business days of the hearing. Written notice will also be sent to the University President within seven (7) business days of the hearing. This time may be extended if necessary in the reasonable judgment of the official and/or chair.

Any conduct decision may be appealed by either the reporting party, the responding party, or by the University President, and must follow the established procedures as outlined in Appeal Procedures.

## Range of Sanctions

### Written Warning

A statement that further violations of University rules will result in sanctions that are more serious.

### Conduct Probation

A status, which generally will not exceed 18 months unless in the discretion of the decision maker the status should exceed 18 months. Students who violate any regulation while on conduct probation are likely to receive enhanced sanctions for those subsequent violations. Conduct probation means a student is not in good social/conduct standing, and therefore may be ineligible to participate in co- and/or extra- curricular activities, student employment, scholarships, etc. Once a student has completed at least 1/3 of their total probationary period, they may apply to the Probation Early Release Certification (PERC) program to be reinstated to good conduct standing. Applicants will be required to successfully complete additional educational conditions prior to being released from conduct probation. Please contact the Office of Academic and Community Conduct for more information on the PERC program.

### Conduct Suspension

The termination of a person's status as a student for a definite or indefinite period of time with possibility of reinstatement. The student must submit a petition for reinstatement and have it approved before being allowed to return. If allowed to return, a determination will be made whether or not the student will be placed on conduct probation for a specified period of time.

### Conduct Expulsion

The termination of a person's status as a student without possibility of reinstatement.

## Educational Conditions

Conduct decisions, in addition to a sanction, may include certain an educational condition(s) such as: writing assignments, educational/experiential workshops, counseling, fees, community service, restorative practices, loss of privileges, educational projects and/or assessments. The University has complete discretion to require or to not require educational conditions on a case-by-case basis.

Students with critical financial situations may petition to have University fees related to education conditions reduced or waived. The student must submit their petition in writing for review. During the review process, the student will be given an opportunity to demonstrate a critical financial situation exists precluding them from being able to pay the fee for the educational condition, and a reduction or waiver is necessary.

## Appeal Procedures

Both the reporting party and the responding party, as well as the University President, may appeal decisions made by an official and/or hearing board. Instructions for initiating an appeal will be provided in every conduct decision letter. Appeals must be in writing and submitted to the Office of Academic and Community Conduct within seven (7) business days of an official's transmittal of the decision by email, certified mail, or personal delivery. Prior to submitting an appeal, both the responding party and the reporting party may request to have access to all written documentation and/or recording of the original hearing under the supervision of the Office of Academic and Community Conduct. The imposition of sanctions may be deferred while an appeal is pending unless, at the discretion of the Dean of Students or designee, the Interim Action provisions are invoked or for other good cause.

After receiving a request for an appeal, the Office of Academic and Community Conduct will conduct an initial review within seven (7) business days to determine if the appeal request is timely and meets the limited grounds. The basis for an appeal is limited to questions of fact, questions of procedure and severity of sanction as defined below.

### Question of Fact

Both reporting party and responding party may appeal on "questions of fact" by introducing new information that would significantly affect the outcome of the case. Information introduced that was not known or could not be reasonably known at the time of the hearing by the responding party shall be

considered new information. Evidence that was known or reasonably should have been known but withheld by the reporting party and/or the responding party shall not constitute a question of fact and will not be considered upon appeal.

#### **Question of Procedure**

Both reporting party and responding party may appeal on “question of procedure”. Appeals will be considered on the basis of “questions of procedure” by demonstrating that the procedural guidelines established in this document were breached, and that such departure from established procedure significantly affected the outcome of the case.

#### **Severity of Sanction**

Both reporting party and responding party, as well as the University President, may appeal the “severity of sanction” that has been imposed by presenting a statement that explains why they believe the sanction should be reconsidered. The appeal must outline why the student believes the sanction imposed was not within the good faith discretion of the University, and therefore should result in a stated lesser or greater sanction.

If the appeal is not timely or on its face fails to address the limited grounds permitted for appeal, the original finding and sanction will stand and the decision is final. Identical notice of this defect in filing the appeal will be sent simultaneously and in writing within seven (7) business days of receipt of the appeal to the reporting party and the responding party. If the appeal meets the above two criteria for acceptance, the appeal will be decided by the Dean of Students or designee within seven (7) business days of receiving the request. However, in appeals of decisions of the Conduct Board imposing sanctions of suspension or expulsion, an Appellate Board will be appointed by the Dean of Students to review the appeal and render a decision. The Appellate Board will consist of a three-person panel made up of professional staff and faculty.

The Dean of Students or designee, or Appellate Board will review the record and render a decision on the appeal. The Dean of Students or designee, or Appellate Board, may (a) remand the case to the original hearing officer or hearing committee; (b) change (increase or decrease) the findings (including the number of offenses the responding party is found responsible for) or sanctions, and/or (c) dismiss the original charges. In cases involving more than one charge, an appeal decision may include more than one of the options in (a) through (c). Identical appellate decisions will be sent simultaneously and in writing within seven (7) business days of the review to the reporting party and the responding party. The appellate decision will also be sent to the University President. The appellate decision action is final and is not subject to further appeal.

Appeals are not intended to be full re-hearings of the allegation. In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal. The party(s) reviewing the appeal may contact the appropriate individuals involved to answer questions and/or provide further clarifications. If appropriate, an extension of the timelines may be provided up to an additional seven (7) business days. Identical notice of an extension will be sent simultaneously and in writing within seven (7) business days to the reporting party and the responding party.

#### **Procedures for Multiple Violations**

In cases of multiple charges where more than one University policy is implicated, the procedures governing Sexual and/or Relationship Misconduct violations will take precedence.

#### **Records**

Records of all conduct actions by officials and boards are considered educational records under FERPA. For additional information, see <http://www.mtu.edu/registrar/faculty-staff/ferpa/>. Records of conduct actions shall be maintained by the Office of Academic and Community Conduct in accordance with the Student Affairs document retention policy. Records of incidents reportable under the Campus Security Act will be retained for seven (7) years from the date of the incident; records of incidents resulting in suspension (when the student does not return to the University) or expulsion will be retained indefinitely; and all other records will be retained for two (2) years following graduation or official withdrawal from the University. With the exception of the sanction of Expulsion, and

Special Failing Grades (F\*, U\* and E\* under the Academic Integrity Policy), disciplinary sanctions do not appear on University transcripts. In the case of pending actions where an academic grade cannot be assigned, a grade of "M" will be entered into the student's academic record, which is not calculated into the student's GPA.

### **Revocation of Degree**

The University reserves the right to revoke an awarded degree for fraud in receipt of the degree, or for serious conduct violations committed by a student prior to the student's graduation which the University was not aware of at the time of graduation.

### **Title IX - Protective Measures and Preserving Evidence**

If you are the victim of sexual misconduct, gender-based violence, or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence, some or all of these safety suggestions may guide you after an incident has occurred.

- Go to a safe place and speak with someone you trust. Tell this person what happened. If there is any immediate danger, call 911.
- Consider securing immediate professional support (e.g., counseling, victim advocacy) to assist you in the crisis. If you are on campus during regular business hours, you may go to Counseling Services (906-487-2538) located on the 3rd floor of the Administration Building. If you are off campus, you may go to Dial Help (906-482-4357 or 906-356-3337) located at 609 Shelden Ave., Houghton. These are both confidential resources. After regular business hours or on weekends, a Michigan Tech Counselor is available by calling 906-487-2216. Dial Help is available 24/7.
- For your safety and well-being, immediate medical attention is encouraged. Further, being examined as soon as possible, ideally within 120 hours, is important in the case of rape or sexual assault. Local health care can be provided by LifePoint Health (UP Health System - Portage), located in Hancock, MI at 500 Campus Drive (906-483-1000).
- Even after the immediate crisis has passed, and if you have not done so, consider seeking support from Counseling Services, and/or Dial Help.
- Contact the Title IX Coordinator, the Office of Academic and Community Conduct, or Public Safety and Police Services to report the incident and/or to seek assistance with concerns, such as no-contact orders or other protective measures. They will also assist in any needed advocacy for students who wish to obtain protective or restraining orders from local authorities.
- Michigan Tech is able to offer reasonable academic supports, changes to living arrangements, transportation resources or modifications, escorts, no contact orders, counseling services access, and other supports and resources as needed by a victim. Michigan Tech is able to offer information about legal assistance, visa/immigration assistance, and student financial aid considerations for victims.

#### **The Importance of Preserving Evidence**

For your safety and well-being, immediate medical attention is encouraged. Further, being examined as soon as possible, ideally within 120 hours, is important in the case of rape or sexual assault.

- To preserve evidence, it is recommended that you do not bathe, shower, douche, eat, drink, smoke, brush your teeth, urinate, defecate, or change clothes before receiving medical attention. Even if you have already taken any of these actions, you are still encouraged to have prompt medical care, and evidence may still be recoverable.
- Typically, if police are involved or will be involved, they will obtain evidence from the scene, and it is best to leave things undisturbed until their arrival. They will gather bedding, linens or unlaundered clothing, and any other pertinent articles that may be used for evidence. It is best to allow police to secure items in evidence containers, but if you are involved in transmission of items of evidence, such as to the hospital, secure them in a clean paper bag or clean sheet to avoid contamination.
- If you have physical injuries, photograph or have them photographed, with a date stamp on the photo.

- Record the names of any witnesses and their contact information. This information may be helpful as proof of a crime, to obtain an order of protection, or to offer proof of a campus policy violation.
- Try to memorize details (e.g., physical description names, license plate number, car description, etc.), or even better, write notes to remind you of details, if you have the time and ability to do so.
- If you obtain external orders of protection (e.g., retraining orders, injunctions, protection from abuse), please notify the local police department if off-campus or if on-campus, notify Public Safety and Police Services and/or the Title IX Coordinator so that those orders called a no contact order can be observed on campus.

## **Bystander Intervention and Risk Reduction**

In an effort to reduce the risk of sexual and/or relationship misconduct among its students, Michigan Tech utilizes a range of campaigns, strategies, and initiatives to promote awareness, education, risk reduction, and prevention programming.

Bystander engagement is highly encouraged through safe and positive intervention techniques and by empowering third-party intervention and prevention such as calling for help, identifying allies, and/or creating distractions.

### **Steps You Can Take to Prevent Sexual Assault/Violence**

- Everyone has a role to play in preventing sexual assault/violence. There are many different ways that you can step in or make a difference if you see someone at risk. This approach to preventing sexual assault/violence is referred to as "bystander intervention."

### **How can I play a role in preventing sexual assault/violence?**

- The key to keeping your friends safe is learning how to intervene in a way that fits the situation and your comfort level. Having this knowledge on hand can give you the confidence to step in when something isn't right. Stepping in can make all the difference, but it should never put your own safety at risk.

### **A good friend knows how to CARE.**

- Create a distraction
- Ask directly
- Refer to an authority
- Enlist others

### **Create a distraction.**

Do what you can to interrupt the situation. A distraction can give the person at risk a chance to get to a safe place.

- Cut off the conversation with a diversion like, "Let's get pizza, I'm starving," or "This party is lame. Let's try somewhere else."
- Bring out fresh food or drinks and offer them to everyone at the party, including the people you are concerned about.
- Start an activity that draws other people in, like a game, a debate, or a dance party

### **Ask directly.**

- Talk directly to the person who might be in trouble.
- Ask questions like "Who did you come here with?" or "Would you like me to stay with you?"

### **Refer to an authority.**

- Sometimes the safest way to intervene is to refer to a neutral party with the authority to change the situation, like an RA or security guard.
- Talk to a security guard, bartender, or another employee about your concerns. It's in their best interest to ensure that their patrons are safe, and they will usually be willing to step in.
- Don't hesitate to call 911 if you are concerned for someone else's safety.

### **Enlist others.**

It can be intimidating to approach a situation alone. Enlist another person to support you.

- Ask someone to come with you to approach the person at risk. When it comes to expressing concern, sometimes there is power in numbers.
- Ask someone to intervene in your place. For example, you could ask someone who knows the person at risk to escort them to the bathroom.
- Enlist the friend of the person you're concerned about "Your friend looks like they've had a lot to drink. Can you check on them?"

**Your actions matter.**

Whether or not you were able to change the outcome, by stepping in you are helping to change the way people think about their role in preventing sexual assault/violence. If you suspect that someone you know has been sexually assaulted, there are steps you can take to support that person.

- Help Someone You Care About
- How to Respond to a Survivor

To speak with someone who is trained to help, call the National Sexual Assault Hotline at 800-656-HOPE (4673) or chat online at [online.rainn.org](http://online.rainn.org).

Source: Rape Abuse & Incest National Network (RAINN)

**Risk Reduction**

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk experiencing a non-consensual sexual act. Here are suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor "NO" clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.
- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

- Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
- Understand and respect personal boundaries.
- DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
- Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
- Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
- Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.

- Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
- Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

### **In a Social Situation**

While you can never completely protect yourself from sexual assault/violence, there are some things you can do to help reduce your risk of being assaulted in social situations.

- When you go to a social gathering, go with a group of friends. Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
- Trust your instincts. If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately.
- Don't leave your drink unattended while talking, dancing, using the restroom, or making a phone call. If you've left your drink alone, just get a new one.
- Don't accept drinks from people you don't know or trust. If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
- Watch out for your friends, and vice versa. If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe place immediately.

*Source: Rape Abuse & Incest National Network (RAINN)*

*No victim is responsible for being raped or sexually assaulted; the perpetrator is the one responsible. No action or inaction by a crime victim makes that person responsible for being victimized. Nonetheless this safety information is offered to reduce the likelihood of experiencing a crime, improve opportunities to receive prompt assistance and understand available resources, and increase everyone's ability to be a better bystander.*

## **Appendix A: Options and Frequently Asked Questions**

Students have a number of options to consider when they have been involved in sexual and/or relationship misconduct incident. A student can choose any and all of the options listed here. The options are noted as follows:

1. Michigan Tech's Title IX policy violation: <http://www.mtu.edu/equity/title-ix/overview/>
2. Academic and Community Conduct,
3. Public Safety and Police Services and Local Law Enforcement.
4. Option for civil suit.

### **Options for Medical Attention**

What physical medical attention should I consider after a sexual assault? <https://www.rainn.org/articles/receiving-medical-attention>

What is a RAPE Kit? What happens during the medical exam? <https://www.rainn.org/get-information/sexual-assault-recovery/rape-kit>

Where can I go to get this medical exam? UP Health System - Portage Hospital - Emergency Room 500 Campus Drive, Hancock, MI 49930 <https://www.portagehealth.org/our-services/emergency-services>

How do I get to the hospital? A Public Safety and Police Services officer can take you to the hospital. Or, you can get a ride from a friend, call a taxi, or go alone in your vehicle. You can have a friend/family member/ stay with you through the exam. Counselors or local rape crisis advocates can be called to assist you.

How much does it cost? How long will it take? [http://www.michigan.gov/mdch/0,4612,7-132-54783\\_54853\\_54855-347195--,00.html](http://www.michigan.gov/mdch/0,4612,7-132-54783_54853_54855-347195--,00.html) The exam will take two to three hours.

Do I have to go to the hospital? You are not required to seek medical attention. However, even if you don't want to prosecute now, collecting the evidence is important in case you change your mind later. Medical attention is also important because some injuries may not be immediately apparent or realized.

Is the medical exam confidential? You must sign a release for the medical exam to be completed. Once signed, the hospital is required to notify the police, but it is up to you if you want to talk to the police when they arrive.

What are Date Rape drugs? Are there ways to tell if I have been drugged? <http://womenshealth.gov/publications/our-publications/fact-sheet/date-rape-drugs.html>

What is post-traumatic stress disorder? <https://www.rainn.org/articles/post-traumatic-stress-disorder>

## Options for reporting

- **Student Code of Community Conduct**

**Q: What are campus student conduct charges?**

**A:** The University prohibits sexual and/or relationship misconduct in its Code of Community Conduct and sexual and/or relationship misconduct Policy. Initiating Code of Community Conduct violation procedures allows the student to have the University render a disciplinary decision on whether the accused student has violated one or more of the regulations identified under the sexual and/or relationship misconduct policy.

**Q: How do I report a complaint to the campus student conduct system?**

**A:** A student conduct complaint can be made to the Office of Academic and Community Conduct or to the Title IX Coordinator by a person who was the target of the sexual and/or relationship misconduct, a witness of the possible misconduct, or a community member who may have knowledge of the sexual and/or relationship misconduct. Charges can be initiated by the Office of Academic and Community conduct from reports submitted to Department of Public Safety and Police Services, Residence Education and Housing Services, Title IX Coordinator, Counseling Services, faculty, coaches, and any administrators who refers the case to the Office of Academic and Community Conduct.

**Q: Who can initiate a campus complaint for disciplinary action and against whom?**

**A:** Campus charges can be initiated against a student by another student or by a non-student against a student arising out of sexual and/or relationship misconduct that occurs on or off-campus, during and between academic terms, including summer breaks, as long as the student being accused is presently enrolled. Charges may be filed against a student who graduated if the sexual and/or relationship misconduct occurred prior to graduation. Charges may be filed by graduated students against current students.

**Q: What if my complaint is against a member of the faculty, staff, or administration?**

**A:** You can report a complaint to the Title IX coordinator and/or Department of Public Safety and Police Services.

**Q: Is the campus student conduct process confidential?**

**A:** If campus charges are filed, complete confidentiality cannot be maintained. An investigator will usually be asked to investigate, including contacting and interviewing potential witnesses. If the case goes to a hearing, Hearing officers involved in hearing the case will know, as will members of an appeal panel. All of these people will keep confidentiality to the best of their ability and duties. The University must report non-personal identifying information to the director of Department of Public Safety and Police Services in order to meet annual federal campus crime statistic reporting requirements. Within two days of a report, basic details of an incident are available to the public in the campus police log. No names are given, and facts that could lead to the identity of the student who was the target of the sexual and/or relationship misconduct are

not disclosed. Campus conduct hearings are not open to the public. Arrest records, however, are not confidential.

**Q: Is this like filing criminal charges?**

**A:** No. Campus cases may be easier to prove than criminal charges, because the standard of proof (the amount of evidence required) is lower. This is called a preponderance, meaning more likely than not, rather than beyond a reasonable doubt. Filing campus charges does not prevent you from also filing criminal charges and/or civil suits. Campus charges cannot result in imprisonment. Witnesses may be called at the campus hearing, for both you and the accused student. You can also refuse to be a witness. In certain cases, the University may pursue charges without your assistance or cooperation, when it is necessary to resolve a case in order to protect the community from a student who poses a threat to others.

**"No Contact" Conditions**

**Q: What is a campus "No Contact" condition?**

**A:** A campus "No Contact" condition is a warning to students to keep a certain distance from, or a prohibition from contact with, each other. "No Contact" conditions are available to students when necessary to protect them. The campus "No Contact" condition applies to both the student who complains and the student the complaint is lodged against. Failure to comply with a campus "No Contact" condition can result in disciplinary charges and possible dismissal.

**Q: How do I get a campus "No Contact" condition?**

**A:** They can be issued by the Office of Academic and Community Conduct staff when needed. You can contact a staff member to request a campus "No Contact" condition. You can also contact the Title IX coordinator.

**Q: What happens if a student violates a campus "No Contact" condition?**

**A:** The University would initiate Code of Community Conduct violation charges against the student for the violation, with appropriate punishment resulting if a violation is found.

**• Criminal Prosecution Option**

**Q: How do I initiate criminal charges?**

**A:** You can choose to pursue a full legal investigation. Once evidence has been collected by law enforcement supporting the allegation that a crime has been committed you will have the right to file criminal charges with the prosecuting attorney's office. If you decide to file criminal charges, the results of the investigation will be released to the prosecuting attorney. If the incident occurred on-campus, the campus Department of Public Safety and Police Services would conduct the investigation. If the incident occurred off-campus, you must contact the police in the jurisdiction where the incident occurred. If you need help determining the proper police agency, contact the campus Department of Public Safety and Police Services for assistance in determining the proper police agency.

**Q: Can criminal charges be filed even if I don't want them to be?**

**A:** Yes, in certain circumstances, a prosecuting attorney could prosecute a case that you do not want to be prosecuted. You are not a party to the prosecution. A sex crime is a crime against the state: prosecution is done in the name of the state, not the student.

**Q: Does it matter when I file criminal charges?**

**A:** Prosecutions are most successful in cases when you report the assault to authorities as quickly as possible. Michigan has a seven (7) year statute of limitations on reporting and prosecuting rape. Normally, criminal charges cannot be filed more than seven (7) years after the incident occurred.

**Q: If I prosecute, how long will it take?**

**A:** Investigations can sometimes take weeks or months to complete. Criminal prosecutions can take years to get from the filing of charges to the end of the final appeal. This is not meant to discourage, but to give a realistic perspective of the criminal justice system.

**Q: Are prosecutions confidential?**

**A:** Criminal rape prosecutions in Michigan are closed to the public when the student makes this request at the preliminary hearing. The name of the student is protected from release, but people involved in the prosecution would know about it, as would witnesses. Otherwise, the proceedings can be open to the public.

**Q: If the prosecution is successful, what will happen?**

**A:** Nationally, sentences for rape average 12 years, with 7-8 years served. However, other (unwanted touching, penetration) sexual assault convictions result in shorter sentences than do rape convictions. Criminal convictions for sexual assault can result in fines, jail time, community service, probation, and other punishments.

**Q: How hard is it to win the case?**

**A:** Criminal rape convictions must be proved beyond a reasonable doubt, a very high standard. Many rapists charged plead to a lesser charge and thus do not end in a sexual assault conviction of rape. Criminal trials are decided by juries, so every case is different and the outcome is hard to predict.

**Q: How much does it cost to prosecute?**

**A:** Criminal prosecution is free if the prosecuting attorney decides to take your case.

**Q: If I choose to prosecute, do I have to be there?**

**A:** Normally, students provide testimony as witnesses and provide the main evidence against the defendant. However, you need not always participate in the trial to get a conviction, and this is something you should discuss further with the prosecuting attorney.

**Q: Will this prosecution put me on trial?**

**A:** The defendant's attorneys may try to make it look like it was your fault, and may try to call your character into question. However, irrelevant evidence of a student's past sexual history is generally inadmissible in court.

**Q: If the incident happened on campus, can I still prosecute?**

**A:** Yes, Michigan courts have jurisdiction over cases that occur on campus.

**Q: If I prosecute, do I still have other options?**

**A:** Filing criminal charges does not prevent you from also filing campus charges and/or civil suits.

• **Civil Suit Option**

**Q: How is this different than a prosecution?**

**A:** You can initiate a civil suit against a perpetrator to seek monetary damages and other civil remedies (not imprisonment).

**Q: Is this option exclusive of other options?**

**A:** No, filing a civil suit does not prevent the filing of campus charges and/or criminal charges

**Q: How do I exercise this option?**

**A:** You can initiate a civil suit by contacting an attorney. Attorneys can be found in the phone book, or by contacting Legal Services of Northern Michigan at 482-3908 (Houghton Office). <http://www.lsnm.org/>

**Q: How much does a civil suit cost?**

**A:** Filing a civil suit is usually free. The attorney typically gets paid if he or she wins; you may have to pay for some expenses if you lose.

**Q: How long do I have to exercise this option?**

**A:** Civil suits can be filed up to two years after the date of the incident.

**Q: Is there an advantage to this option?**

**A:** Winning a civil suit is often easier than winning a criminal trial.

**Q: Is there a disadvantage to this option?**

**A:** Yes, suing a student can be complicated, because they don't often have the money to pay a judgment against them.

**Q: How long will a civil suit take?**

**A:** Resolving a civil suit can take up to several years.

**Q: Will a civil suit be confidential?**

**A:** No, civil suits are not confidential and may be open to the public.

#### • **Civil Restraining Order/Personal Protective Order**

**Q: What is this option?**

**A:** A restraining/protective order is a legal order issued by a magistrate or judge, ordering someone to physically stay away from you and/or avoid all contact with you. Restraining orders do not physically prevent anything, it just gives police power to enforce and arrest when an order is violated. They often have time expirations. Restraining orders can be no-contact orders or distance-based (a restricted distance of 100 yards at all times).

**Q: Where do I get one?**

**A:** You can obtain it from a civil magistrate or judge in the locality where the person to be restrained is located.

**Q: How do I get one?**

**A:** The judge will hold a hearing, and you will give testimony to show cause for the need for protection. You can seek assistance from police, Title IX coordinator or Dial-Help

#### • **Advocacy Options**

**Q: Who can I contact as an advocate of a sexual misconduct complaints handled in the court system?**

**A:** S.A.R.T. is a free service, with trained professionals in advocacy, forensic medical exams and sensitive law enforcement interviews. S.A.R.T. can be activated by calling 911, Dial Help (482-HELP), the local hospital emergency room or any law enforcement agency. SART is available for an individual regardless if they report to the police/court systems. Advocates will go to court with you for support.

#### • **Counseling/Healing/Living Options**

**Q: What are my on-campus options?**

**A:** There are licensed counselors on campus at Counseling Services. Their phone number is 906 487-2538. Meetings are confidential and free of charge. Counselors are available on a 24-hour emergency basis by contacting Department of Public Safety and Police Services (campus police) at 906 487-2216.

**Q: What if this incident affects my academic performance?**

**A:** Parties in sexual and/or relationship misconduct cases may see that their academic performance is affected by the stress associated with the incident. Title IX coordinator can verify to instructors and academic support persons that highly unusual circumstances exist and they will suggest appropriate

accommodations such as extended deadlines on course work and make-up exams. You may also choose to contact your instructor directly.

**Q: What if I am uncomfortable with returning to live in my residence hall room as a result of this incident of sexual and relationship misconduct?**

**A:** You can request to relocate to another room on campus or request that we relocate the accused student to another location on campus (if reasonable and space is available). A campus "No Contact" condition can also restrict cafeteria use (time and /or place) and movement of either party through the residence halls.

**Q: What are my off-campus options?**

**A:** Off-campus options include contacting Dial Help, Inc. (906 482-HELP), the 24-hour, nationwide RAINN Hotline (1-800-656-HOPE), clergy, private therapists (counselors, psychologists, psychiatrists, social workers, etc.), family and friends, and Internet resources such as on-line support groups.

### Illustrative Examples

There are illustrative examples provided here to assist members of the University community in exploring how issues of sexual misconduct are defined by this policy.

- **Samitha and Lucas** meet at a party. They spend the evening dancing and getting to know each other. Lucas convinces Samitha to come up to his room. From 11:00pm until 3:00am, Lucas uses every line he can think of to convince Samitha to have sex with him, but she adamantly refuses. Finally, it seems to Lucas that her resolve is weakening when he tells her he won't consider it sexual relations. He convinces her to give him a "hand job" (hand to genital contact). Samitha would never have done it but for Lucas's incessant advances. He feels that he successfully seduced her and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn't want it, she could have left. Lucas could be responsible for violating the University's Sexual and/or Relationship Misconduct policy. Lucas coerced Samitha into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not present when forced. Sex without consent is sexual and/or relationship misconduct.
- **Kate and Josh** met at a movie. They started to date on and off. One night, Kate and Josh went out drinking. After the bars closed, they went to Kate's dorm room. Kate was very drunk and engaged in sex with Josh despite his protests. Josh was not as drunk as Kate. Kate argues that even if she might have had non-consensual sex with Josh, it's not her fault because of how drunk she was. She believes she was so drunk she didn't even know she was having sex with him, let alone that it was something he didn't want. Is Kate responsible for violating the sexual and/or relationship misconduct policy? Intoxication is no excuse for violating the sexual and/or relationship misconduct policy. If it were, drunken people could be excused for drunk driving, because they were so drunk they didn't realize they were driving. Further, sexual assault is not an intent-based infraction. Whether or not Kate intended to rape Josh is irrelevant. The fact that she had sex with him without his consent is sufficient to show misconduct.
- **Jamaal is a junior. Talia is a sophomore.** Talia is a sophomore. Jamaal comes to Talia's residence hall room with some mutual friends to watch a movie. Jamaal and Talia, who have never met before, are attracted to each other. After the movie, everyone leaves and Jamaal and Talia are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jamaal verbally expresses his desire to have sex with Talia. Talia, who was abused by a baby-sitter when she was five, and has not had any sexual relations since, is shocked at how quickly things are progressing. As Jamaal takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Talia has a severe flashback to her childhood trauma. She wants to tell Jamaal to stop, but cannot. Talia is stiff and unresponsive during the intercourse. Jamaal could be held responsible in this scenario for violating the policy on sexual and/or relationship misconduct. It is the duty of the sexual initiator, Jamaal, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jamaal had no verbal or nonverbal mutually understandable indication from Talia that she consented to sexual

intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of incapacitation, your partner may not be in a position to provide you with clear consent.

- **Tyler is a junior. Keiko is a senior.** Tyler comes to Keiko's residence hall room with some mutual friends to watch a movie. Tyler and Keiko, who have never met before, are attracted to each other. After the movie, everyone leaves and Tyler and Keiko are alone. They hit it off, and are soon becoming more intimate. They start to make out. Tyler verbally expresses his desire to have sex with Keiko. Keiko isn't ready to do it with Tyler, since they just met. But, she likes him and doesn't want to scare him off either. She decides to satisfy him orally, hoping they can get to know one another better later before engaging in intercourse. Perceiving the oral sex as foreplay, Tyler stops Keiko, lays her back on the bed, takes off her clothes, and engages in intercourse with her. Keiko is unresponsive during the intercourse. Again, this behavior by Tyler could violate the sexual and/or relationship misconduct policy. Engaging in one form of sexual activity does not necessarily imply consent to another. Clearly, Keiko consented by her actions to oral sex with Tyler. But, Tyler had no mutually understandable indication from Keiko that she consented to sexual intercourse. Some verbal or clear overt action would be necessary to show Tyler that Keiko wanted to have more than oral sex with him.
- **Diego is a junior. Ciera is a sophomore.** Ciera is a sophomore. Diego comes to Ciera's room with some mutual friends to watch a movie. Diego and Ciera, who have never met before, are attracted to each other. After the movie, everyone leaves and Diego and Ciera are alone. They hit it off, and are soon becoming more intimate. They start to make out. Diego verbally expresses his desire to have sex with Ciera. Ciera responds by removing all of her clothing and lying down on the bed. No further words are exchanged between them. Diego and Ciera have sexual intercourse, during which Ciera is rigid and unresponsive. Diego is aware of this, but does not stop or check to see if everything is okay. This scenario tests the strictness of the definition. The definition requires consent to be communication that is mutually understandable. The definition requires a meeting of the minds of the participants on an agreement to do the same thing in the same way at the same time. While reasonable people might consider Ciera's body language as sufficient to constitute consent to them, the standard is not that subjective. The question is not how you might view her actions, but whether or not Ciera and Diego communicated a true meeting of the minds to each other. For example, Ciera could have been hot, and decided to take her clothes off to cool off. More realistically, she might be willing to consent to some form of sexual activity, but not necessarily intercourse. Thus, Diego's actions represent an assumption on his part if Ciera claims that she meant something other than permission for sexual intercourse by her actions. This does not relieve Ciera of responsibility for communicating her intentions to Diego, but it does not place her at fault for not doing so. The responsibility is on the initiator of the sexual activity to make sure she/he has consent to the desired sexual activity. Finally, the definition says consent must be actively given. Active means that Ciera does something to Diego or herself.
- **Mike and Jenny** have been dating since high school. Mike is now 19 and a student at Michigan Tech. Jenny is 16 and is still a student in high school out of state. Jenny and Mike stay in touch by emailing, texting, and video chatting online. They both post messages and pictures to each other's Facebook and snapchat accounts. Jenny's little brother Billy walked by Jenny's room and saw a snapchat message from Mike on Jenny's phone. Billy saw partially nude pictures of his sister, and he told his parents. Jenny's parents contacted their local police and prosecuted Mike for sexual exploitation of a minor because Mike had partially nude pictures of Jenny, who is still a minor. Did Mike violate the Michigan Tech sexual and relationship misconduct policy? Mike most likely has committed sexual exploitation, which is prohibited by the Michigan Tech's sexual and/or relationship misconduct policy. Jenny is a minor and cannot give consent to posting sexually explicit photographs on the internet. Mike may also still face prosecution in Jenny's local jurisdiction for sexual exploitation and/or statutory rape as well, depending on laws of the local jurisdiction.
- **Erin and Leif met online.** Erin is a student at Michigan Tech, and Leif lives in another state. They have been talking on the phone and using video chat. They have had sexually explicit chat sessions online. They have been "sexting" by exchanging sexually explicit text messages with each other. Leif agrees to drive up to visit

Erin for the weekend. He stays in a hotel room off campus. When they meet in person for the first time, Erin realizes she is not really attracted to Leif but she does not want to hurt his feelings. She goes with Leif on walks, to dinner, and to a party. Erin and Leif both drink a lot at the party, and Erin wakes up the next day in Leif's hotel room. She knows that they had sex. Leif gives Erin a ride back to her residence hall room and tries to make plans for that day. Erin declines and says she has to study for a test. Did a violation of the sexual and/or relationship misconduct policy occur? This is a difficult case of word against word. Erin did not show by words or actions that her feelings for Leif had changed. Erin has the right to change her mind regarding sexual activity with Leif, but she must communicate this to Leif. Leif did not realize that Erin was no longer interested in a sexual relationship. However, Leif is not entitled to sex just because he drove a long distance, rented a hotel room, and paid for dinner. Erin may be confused about her feelings, about not being assertive enough, about being taken advantage of while she had been drinking. She can receive confidential support and assistance on campus at Counseling Services or off campus through Dial Help. As she does not know Leif very well, and she does not know if protection was used, she may want to seek medical assistance to check for sexually transmitted diseases.

- **Ashish and Samitha** are both enrolled in online courses at Michigan Tech. After exchanging emails and chatting online, they decide to meet in person to work on a class project. Samitha offers to let Ashish stay with her at her apartment. After the weekend, Ashish returns home. Samitha and Ashish continue to work on the class project. Ashish learns from a friend that there are nude pictures on a website that look a lot like him. Ashish goes to the website and realizes that the pictures were taken while he was sleeping at Samitha's house. He confronts her and demands that she remove the pictures. She says she does not control the website and it is out of her control. Has Samitha violated the Michigan Tech's sexual and/or relationship misconduct policy? Posting nude photographs without the consent of the person could be a violation of the policy. Even if Samitha took the pictures down, she still could have violated the policy. Samitha would most likely receive sanctions from Michigan Tech, and she may face local prosecution if Ashish chooses to pursue the charges locally.
- **Steve** - During the summer break between his junior and senior year at Michigan Tech, Steve takes time off from school to travel and visit friends and family. While on the break from school, Steve is charged with statutory rape in another state. A trial is held and he is found guilty. The court puts Steve on probation, and he is allowed to return to finish school. Has Steve violated Michigan Tech policy? Michigan Tech students are expected to not violate Michigan Tech policies during the entire time that they are students at Michigan Tech. The policy applies on weekends, during holiday breaks within the semester, and during breaks that occur between semesters. As long as the student is enrolled, the policy applies. The policy applies wherever the student may travel, within the United States and abroad. Steve could expect charges from Michigan Tech including 'Community Order' for example.
- **Debbie and Dan** - are married students who live in the Michigan Tech apartment complex. Dan is a graduate student at Michigan Tech and Debbie is enrolled in undergraduate courses. Over the weekend, a domestic violence incident occurs and the Michigan Tech police are called to intervene. Debbie does not want to drop out of school, but she is concerned for her safety if she stays at Michigan Tech. She requests a "no contact" order from Academic and Student Conduct Services. Dan is outraged and refuses to comply. He says that the school has no right to interfere in his marriage. Has Dan violated the sexual and/or relationship misconduct policy? Must Dan abide by the no contact order? Dan may have violated the sexual and/or relationship misconduct policy and he must also abide by the no contact order. Marriage is not permission to behave in an abusive manner. Even a married person and anyone involved in an intimate relationship has the right to decline sexual advances from their spouse or partner. Even married individuals can request a no contact order. Domestic violence will not be tolerated on the Michigan Tech campus or in Michigan Tech housing.

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*History: September 2013, September 2014, September 2015, July 2017.*

## Educational Programs Related to Sexual Misconduct

In an effort to reduce the risk of sexual misconduct as well as the crimes of rape, sexual assault, sexual harassment, stalking, dating violence, and domestic violence occurring among students and employees, Michigan Tech utilizes a range of campaigns, strategies, and initiatives to promote awareness, education, risk reduction, and prevention programming.

Programs and other campaigns offered throughout the year include strong messages regarding not just awareness, but also primary prevention, bystander intervention, and discussions concerning institutional policies on sexual and/or relationship misconduct and sex/gender discrimination. Programs also offer information on risk reduction that strives to empower victims, how to recognize warning signals and how to avoid potential attacks, and do so without victim-blaming approaches.

In addition, the University Title IX Awareness Committee is an advisory group and task force comprised of campus and community partners designed to guide sexual violence education in compliance with federal and state regulations for our University community.

An overview of this education and programming is included here.

DATE	AUDIENCE	TOPIC
1/14/2018	Students	Title IX Information to New Students during Spring Orientation 2018
1/24/2018	Employees	ATIXA Training for Title IX Coordinators
1/24/2018	Employees	National Stalking Awareness Month Article
1/24/2018	Employees, Students	Notice of Non-Discrimination and Title IX
1/25/2018	Students	Suicide Prevention & University Drug/Alcohol Notice Email
1/25/2018	Employees	Upper Peninsula of Michigan Human Trafficking Conference
1/30/2018	Students	Title IX Presentation to New International Students
1/31/2018	Students	Title IX Presentation to Undergraduate Student Government
2/1/2018	Employees	Article on Michigan State University Title IX and Clery Violations mailed to athletic staff
2/1/2018	Employees	Sexual Harassment Informational Brochure Distribution
2/1/2018	Students	Watch Out for One Another and Keep Your Hands to Yourself - poster campaign
2/5/2018	Students	Sexversations on Consent and Bystander Intervention Workshop
2/5/2018	Students	Title IX Presentation to Graduate Student Government
2/5/2018	Students	Title IX Presentation to Inter-Residence Housing Council
2/6/2018	Students	The Consent Game and Bystander Intervention Training
2/6/2018	Students	You're a Husky After All - Staying Safe at Winter Carnival 2018 email
2/7/2018	Employees	Sexual Misconduct on Campus Presentation to the Academic Forum
2/7/2018	Students	Watch Out for One Another - Prevention Messaging Napkins
2/13/2018	Students	Consent & Bystander Intervention Presentation to New International Students
2/13/2018	Students	One Love #LoveBetter Campaign - pledge to #Lovebetter
2/22/2018	Employees	Title IX and University Policy: Creating a CommUNITY Presentation

2/26/2018	Employees	Title IX Notice and Responsibilities email to new employees
3/1/2018	Employees	Title IX Information in Packets to Deans and Directors
3/5/2018	Students	Title IX Notice email to new students
4/2/2018	Students	Take 5 to Know the Stats - Sexual Assault Awareness Statistics informational table
4/3/2018	Students	Take 5 to Take Action and Recognize - It's On Us Pledge Signing
4/4/2018	Students	Take 5 to Support Fellow Huskies
4/4/2018	Employees	The Role and Responsibilities of the Title IX Coordinator: Protect Your Students and School by Understanding the Many Requirements
4/5/2018	Students	Take 5 to Meet Public Safety - meet the staff event
4/5/2018	Employees	Title IX Presentation to Instructional Technology Department
4/5/2018	Employees	Violence Against Women Annual Conference
4/6/2018	Students	Kyla Lacey Open Mic Event - sexual assault theme
4/6/2018	Students	Take 5 to Speak Up - Sexual Assault Resource Table
4/12/2018	Employees	Supervisor Anti-Harassment and Title IX Training - roundtable discussion
4/16/2018	Employees	Title IX Equity in Athletics Presentation
4/19/2018	Employees	Sexual Harassment Poster Distribution
4/19/2018	Students	Supporting Male Survivors of Sexual Misconduct Workshop
4/24/2018	Students	Recognizing and Addressing Sexism: a workshop for students
5/1/2018	Students	StepUP Bystander Intervention Training
5/10/2018	Employees	Law Enforcement Response to Non-Stranger Sexual Assault Training (5/10-11/2018)
5/15/2018	Employees	Title IX and the Impact of Procedural Protections webinar
5/23/2018	Employee	Michigan Coalition to End Domestic and Sexual Violence 2018 Annual Conference
5/31/2018	Students	Watch out for Each Other: Respect Others, Be a buddy, Get consent, Know campus resources - safety email
6/1/2018	Students	Title IX Training Module for Student Staff
6/7/2018	Employees	Not on the Radar: Sexual Assault of College Students with Disabilities webinar
6/14/2018	Employees	Sexual Misconduct Prevention Training for Summer Youth Staff
7/12/2018	Employees	Sexual Misconduct in the Academy webinar
7/19/2018	Employees	Title IX Training for Residence Hall Professional Staff
7/24/2018	Employees	Review of University Code of Conduct - Title IX Section
7/24/2018	Employees	Title IX Training for All Athletic and Recreation Staff
7/24/2018	Employees	Title IX Training for New Athletic and Recreation Staff
7/26/2018	Employee	Aligning Campus Title IX Processes To Address Reports of Intimate Partner Violence webinar

7/26/2018	Employees	ATIXA Civil Rights Investigator - Level 1 Certification
8/1/2018	Employees	Mandatory Cleary Act Training for Athletics
8/1/2018	Students	More Safety Tips email
8/1/2018	Employees, Students	Title IX and Student Organizations Training
8/1/2018	Students	Title IX Email to Student Athletes
8/8/2018	Employees	Title IX Annual Training to Title IX Awareness Committee
8/9/2018	Employees	Annual Training for Title IX Staff
8/9/2018	Employees	How to Comply with Michigan's New Sexual Assault Mandates webinar
8/15/2018	Employees	One Love Escalation Work - Facilitator Training
8/21/2018	Students	Annual Title IX Training for Orientation Team Leaders
8/21/2018	Students	Annual Title IX Training for Resident Assistants
8/21/2018	Employees	Title IX Presentation for New Faculty
8/22/2018	Students	Title IX Training for Resident Hall Front Desk Staff
8/24/2018	Employees	Title IX Presentation for Faculty
8/27/2018	Students	One Love Escalation Workshop
8/27/2018	Students	Roots of Sexism Workshop
8/27/2018	Students	Title IX Training for Graduate School Orientation
8/29/2018	Students	Sex Signals: Title IX Information Presented
8/31/2018	Students	Staying Safe at Michigan Tech, Title IX Information
8/31/2018	Employees	Announcing MI 24 Hour Sexual Assault Hotline article
9/1/2018	Employees	Michigan Tech Athletics and Recreation Training and Education Attestation Form
9/1/2018	Employees	Review Title IX and Discrimination University Policies and Procedures -
9/1/2018	Employees	Title IX Training for Athletic Staff - Materials provided
9/1/2018	Students	University Code of Conduct - Title IX
9/18/2018	Students	Title IX Presentation to New International Students
9/20/2018	Students	It's On Us Campus Video shared by email
9/24/2018	Employees	Inform.Empower.Prevent. Let's End Campus Sexual Assault Summit for Michigan
9/24/2018	Students	Bystander Intervention for Student Athlete Leadership Class
9/25/2018	Students	Invitation for Sexual Assault Prevention Online Training email
9/25/2018	Employees	University Sexual and Relationship Misconduct Hearing Board Training
9/26/2018	Employees	Title IX Legal Updates webinar
9/26/2018	Employees	Using a Restorative Justice Approach to Sexual Harm and Misconduct webinar
10/1/2018	Employees, Students	Annual Security and Fire Safety Report Available notification email

10/9/2018	Students	Roots of Sexism and Bystander Intervention for New International Students
10/10/2018	Students	Roots of Sexism and Bystander Intervention for New International Students
10/16/2018	Employees	ADA and Title IX online conference
10/18/2018	Employees	Domestic Violence Awareness Month Article
10/19/2018	Students	One Love Escalation Workshop
10/22/2018	Students	Intimate Partner Violence Prevention, Bystander Intervention Presentation for New Student Athletes
10/29/2018	Employees	Title IX Notice and Information for All Employees
10/29/2018	Students	Title IX Notice and Information for All Students
10/30/2018	Employees	Title IX Hearing Board Training
11/1/2018	Students	Title IX for Mentors of Local Youth
11/6/2018	Students	Title IX Brief AFROTC Lab
11/8/2018	Employees	Informal Resolutions in Title IX Cases webinar
11/8/2018	Students	One Love Escalation Workshop
11/9/2018	Employees	Together We Can Do Better: A Convening of Leaders in Academia to Prevent Sexual Harassment Online Conference
11/12/2018	Employees	Title IX Hearing Board Training
11/13/2018	Students	One Love Escalation Workshop
11/13/2018	Students	Title IX for Graduate Student Government Presentation
11/14/2018	Students	Title IX for Undergraduate Student Government Presentation
11/15/2018	Students	Supporting Male Survivors Workshop
11/26/2018	Students	Title IX for Interpersonal Communication Class
11/29/2018	Employees	Neurobiology of Trauma training
11/29/2018	Students	Roots of Sexism Workshop and Title IX Presentation to Army ROTC
12/1/2018	Employees, Students	Choices Video
12/1/2018	Students	Title IX For Broomball Student Staff Training Module
12/3/2018	Employees	NASPA Statement on the Release of the Notice of Proposed Rulemaking on Title IX webinar
12/4/2018	Students	Supporting Male Survivors Workshop
12/4/2018	Employees	Title IX and ADA webinar
12/6/2018	Employees	NASPA Proposed Title IX Webinar Info Session
12/7/2018	Employees	New NSF Policy Regarding Sexual and Other Forms of Harassment Reporting Requirements notification
12/12/2018	Employees	ICS First Report on Proposed Title IX Regulations webinar
12/13/2018	Employees	DoED Proposed Title IX Regulations: Implications for Student Conduct Practitioners webinar
12/14/2018	Employees	DoED Proposed Title IX Regulations: Implications for Student Conduct Practitioners webinar

12/20/2018	Employees	ASCA Title IX New Regulations Review webinar
Fall 2018	Employees	Michigan Tech Athletics and Recreation Training and Education Attestation Form
Ongoing	Students	Athlete Code of Conduct - Season Start Up Meetings
Ongoing	Students	Criteria for Student Projects (Senior Design and Enterprise)
Ongoing	Employees	Intersections: Preventing Harassment & Sexual Violence online course
Ongoing	Students	Master Student-Athlete Class   Intimate Partner Violence Prevention, Bystander Intervention
Ongoing	Employees, Students	Michigan Tech Title IX Webpages
Ongoing	Employees	New employee orientation with Title IX information
Ongoing	Students	Not Alone - Flash drive with Sexual Violence resources
Ongoing	Students	Recognizing and Addressing Roots of Sexism Workshop
Ongoing	Students	Title IX related Student Health 101 e-magazine articles
Ongoing	Students	Support Group for sexual violence victims
Ongoing	Employees, Students	Title IX Speak Up Cards
Ongoing	Employees	Title IX Awareness Committee Meetings
Ongoing	Employees, Students	Title IX Speak Up Information on Campus Electronic Display System
Ongoing	Students	Athlete Code of Conduct - Season Start Up Meetings
Ongoing	Students	Bringing Awareness: An Introduction for Supporting Male Survivors workshop
Ongoing	Students	Sexual Assault Prevention online course for students
Ongoing	Employees	Campus Emergency and Safety Guidelines mailing
Ongoing	Students	Criteria for Student Projects with Title IX Component (Senior Design and Enterprise)
Ongoing	Students	Michigan Tech Its On Us Video
Ongoing	Employees	Preventing Harassment & Sexual Violence online course for employees
Ongoing	Students	Memo of Understanding with Dial Help to provide confidential counseling, crisis and programming for students
Ongoing	Employees	Safe Place Training and Certification
Ongoing	Employees	Search Committee Training
Ongoing	Employees	Sexual Harassment Posters
Ongoing	Employees	Sexual Harassment Trifolds
Ongoing	Employees, Students	Title IX Pens
Ongoing	Employees	VAWA Adjudicator Online Training Program

## Notification to Students Regarding University Alcohol and Other Drugs Policy

### Introduction

At Michigan Technological University, concern for the health, safety, and welfare of the campus community is paramount. The University recognizes that adult students will make personal choices about their use of alcohol and other substances, but those choices must not disrupt the University community, have a negative impact on other members of the surrounding community, or violate any local, state, federal law or ordinance, or University Code of Conduct.

The abuse of alcohol and other drugs by students and student organizations is contrary to the University's values and mission, and can diminish the intellectual, social, physical and moral development of its students. The risks of substance abuse and misuse include poor academic performance, poor social interactions, unwanted and inappropriate sexual activity, and negative impact on future career prospects.

Michigan Tech is committed to providing educational activities and information concerning the legal and physiological aspects of alcohol and drug use and abuse. In addition, the University provides wellness programs to support a healthy lifestyle and highly values responsible bystander behavior and timely reporting.

Please refer to Michigan Technological University's Student Code of Community Conduct for additional information.

### University Policies

All students are expected to read and be familiar with the following University policies related to alcohol and controlled substances:

[Board of Control Policy 12.4 – Alcoholic Beverages](#)

[University Policy – Abuse of Alcohol and Other Drugs By Students and Student Organizations](#)

[Student Code of Community Conduct](#)

### Alcohol use in University Housing

Occupants of residence halls and University apartments may possess and use alcohol in approved rooms if such persons are of legal drinking age. For a complete list of provisions and more information, see the Residence Education and Housing Services Living Guides at <http://www.mtu.edu/conduct/policies/student-conduct/>.

### Alcohol use at Registered Student Organization Events

The possession, sale, use, or consumption of alcoholic beverages, while on University or organizational premises, during an organizational event, in any situation sponsored or endorsed by any Registered Student Organization, or in any event an observer would associate with the organization, must be in compliance with any and all applicable policies and laws of the state, county, city, and University. (*Organizational premises include but are not limited to any property or premises owned by, leased to, or in the permanent or temporary control of or management by a registered student organization.*)

RSOs that intend to have alcohol served on-campus or at any University-sponsored event must submit a risk management plan to Student Activities 30 days prior to the event. This plan is subject to review and approval by Student Activities, Dining Services, the Facility Manager, Risk Management, and Public Safety and Police Services. All RSOs sponsoring or co-sponsoring the event must abide by the provisions of this policy.

Alcoholic beverages may not be purchased with organizational funds, University general fund monies, or any Student Activity Fee funding, nor may purchases for members or guests be undertaken or coordinated by any member in the name of, or on behalf of, the organization.

No RSO shall sponsor or co-sponsor any activity or function that permits unrestricted and/or public access to alcohol beverages. Common sources of alcoholic beverages (over one gallon), as well as any type of keg containing an alcoholic beverage, are not permitted on organizational premises or during an organizational event.

Any type of drinking game, challenge, competition, performance, or contest that involves or utilizes alcohol, on organization premises or during an organizational event is strictly prohibited.

No RSO may co-sponsor an event with an alcohol distributor or tavern where alcohol is given away, sold, or provided to those present. (A tavern is defined as an establishment generating more than half of its annual gross sales from alcohol.) This includes any event held in, at, or on the property of a tavern for the purposes of fundraising. An RSO may rent or use a room or area in a tavern as defined above for an event held within the provisions of this policy.

- Alcohol may not be provided, sold, available, or possessed by any person in the same room or immediate area that the RSO is renting or using.
- RSOs may not profit financially in any way from the event.
- RSOs may not facilitate or assist in the sale of alcohol or the operation of the tavern in any way. This includes but is not limited to bartending, verifying identification of members/guests, and/or having members act as security for the facility.

Because the University recognizes that the use of alcohol at recruitment functions goes against the best interest of the recruiting organization and the potential new members, alcohol cannot be used in or during recruitment functions by any RSO, nor can it be present at any pre or post organizational parties or events regardless of whether they are "official" functions.

The possession, sale, or use of any illegal drugs or controlled substances while on organizational premises or during an organization event is strictly prohibited.

### **Disciplinary Action**

Students who violate state, federal or local laws concerning drugs or alcohol while on University property or at University-sponsored events, and/or those who violate University regulations regarding the prohibition of drugs or alcohol or the time, place, and manner in which alcohol is used or advertised, are subject to disciplinary action and possible criminal prosecution.

Students or student groups are subject to disciplinary action as outlined in the Student Code of Community Conduct, <http://www.mtu.edu/conduct/policies/student-conduct/>

Any student employee convicted of a criminal drug offense or any alcohol-related driving or possession offense - that occurred in the workplace or while on University business must notify their immediate supervisor within five (5) business days of the conviction.

Following notification of a student employee's conviction, the supervisor shall notify the Office of Academic and Community Conduct. If the student employee is paid through a federal contract or grant, the student employee's supervisor should also inform the Office of Research and Supported Programs. In each case, the respective offices shall apply appropriate sanctions and conditions according to University policies and procedures.

Students are required to inform the Financial Aid Office if convicted of a drug offense while receiving financial aid.

Students may be subject to prosecution by civil authorities. No student will be denied due process.

### **Parental Notification**

The 1998 Reauthorization of the Higher Education Act permits colleges and universities to inform parents when their student violates University regulations and/or local, state, or federal laws with respect to alcohol and drugs. Please see Michigan Tech's Parental Notification Policy: <http://www.mtu.edu/conduct/policies/student-conduct/parent/>.

## **Prevention and Assistance**

Michigan Tech is committed both to prevention of alcohol and drug abuse, and assistance to students and employees who need help with substance abuse issues. Accordingly, in addition to the discipline procedures mentioned earlier, the University will also offer support, rehabilitation, and/or counseling services to any student or employee who makes a request. Prevention and Assistance Resources include:

### **Department of Public Safety and Police Services Emergency? Dial 911**

206 MacInnes Drive (Widmaier House) (906)487-2216

<http://www.mtu.edu/publicsafety/>

Anonymous, online tip form: [www.mtu.edu/tips](http://www.mtu.edu/tips)

Anonymous phone tip line: 487-0TIP (487-0847)

### **Counseling Services**

(906) 487-2538

<http://www.mtu.edu/counseling/>

### **Office of Academic and Community Conduct**

(906) 487-2951

<http://www.mtu.edu/conduct/>

### **Student Activities**

(906) 487-1963

<http://www.mtu.edu/student-activities/>

### **Dean of Students Office**

(906) 487-2212

<http://www.mtu.edu/deanofstudents/>

### **Residence Education and Housing Services**

(906) 487-2682

<http://www.mtu.edu/housing/>

### **Dial Help**

Helpline: (906) 482-HELP (4357)

24/7 Victim Services (866)661-5589 Text Us: (906)35-NEEDS (63337)

[www.dialhelp.org](http://www.dialhelp.org)

### **Portage Health University Center**

600 MacInnes Drive

Houghton, MI 49931

(906) 483-1860

<https://www.portagehealth.org/our-locations/university-center>

### **Office of Institutional Equity**

308 Administration Building

(906) 487-3310

<http://www.mtu.edu/equity/>

### **Title IX Coordinator**

Kirsti Arko  
306 Administration Building  
(906) 487-3310  
[titleix@mtu.edu](mailto:titleix@mtu.edu)  
[www.mtu.edu/titleix](http://www.mtu.edu/titleix)

### **Human Resources**

Renee Hiller  
(906) 487- 2280  
[rlhiller@mtu.edu](mailto:rlhiller@mtu.edu)

### **Summary of State and Federal Laws**

- **Laws Relating to Use of Alcohol**  
All federal, state, and local laws governing alcohol use apply to all activities at Michigan Tech. These summaries are an educational tool and other provisions not included may also apply.
  - ✓ *Legal Age for Possession and Consumption of Alcohol*-It is illegal for a person under 21 years of age to purchase, consume, or possess alcoholic beverages.
  - ✓ *Transporting Alcoholic Beverages*-It is a misdemeanor for a person under 21 years of age to knowingly transport alcoholic beverages in a motor vehicle.
  - ✓ *Fraudulent Identification*-A person under 21 years of age who furnishes fraudulent identification, or who uses fraudulent identification to purchase alcoholic beverages is guilty of a misdemeanor.
  - ✓ *Regulation of Sale*-Under Michigan Law, the sale, trade, or giving away of alcoholic beverages, including alcoholic beverages for personal use, requires a license or other prior written authorization.
  - ✓ *Open Container Laws*-It is illegal to transport or possess any alcoholic beverages in a container that is open, uncapped, or upon which the seal is broken within a motor vehicle on the highways in the state of Michigan.
  - ✓ *City Ordinances*-The Cities of Houghton and Hancock prohibit the consumption of alcoholic beverages on any public streets or sidewalks, in parks, or in any other public places.
  - ✓ *Liability*-In the state of Michigan, a person who is injured by a visibly intoxicated person, who has been furnished alcohol unlawfully, has the right of action.
  - ✓ *Drinking and Driving*-Michigan has a "zero-tolerance" law permitting no blood alcohol for drivers less than 21 years of age.
  - ✓ *Alcohol and Sexual Assault*-Engaging in sexual activity with a person who is unable to consent is considered sexual assault and is punishable under Michigan law.
  - ✓ *Disorderly Conduct* - In the state of Michigan, a person who is intoxicated in a public place and who is a danger to themselves or others is defined as a disorderly person.
- **Laws Regarding Controlled Substances**  
Under Michigan and federal law, it is unlawful for any person to manufacture, deliver, possess, use, or inhale any chemical or controlled substance, unless authorized.

Controlled substances are determined by the federal government. Certain drugs are categorized according to Schedules, which depend on the drug's known or potential medical value, its potential for physical or psychological dependence, and its risk, if any, to public health.

The penalty for the illegal possession, use, sale, or delivery of controlled substances depends on the quantity of the drug, and to which Schedule it belongs, Schedule I drugs carrying the most severe penalty,

and Schedule V drugs carrying the least severe penalty. If the sale or transport of drugs crosses interstate lines, federal law and penalties will apply. Federal drug trafficking penalties can be found at:

[https://www.iecc.edu/files\\_user/CONS/Files/Federal\\_Trafficking\\_Penalties.pdf](https://www.iecc.edu/files_user/CONS/Files/Federal_Trafficking_Penalties.pdf)

### Crime Statistics

The DPSPS prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. This report is prepared in cooperation with the Houghton City Police Department and other law enforcement agencies surrounding the Michigan Tech campus and outlying areas and the Office of Student Affairs, and Residence Education and Housing Services.

Each year, an e-mail notification is made to all enrolled students, faculty and staff that provides the Web site address to access this report. Copies of this report also may be obtained at the DPSPS at 206 MacInnes Drive. All prospective students and employees are informed in application packets of the report's existence and the Web site address where it can be found.

### Campus Security Authorities

Campus crime, arrest and referral statistics include those reported to DPSPS, designated campus officials, known as Campus Security Authorities (CSA), and other law enforcement agencies. At Michigan Tech, CSAs include Public Safety and Police Services staff; Human Resources Department staff; Athletic Department staff, coaches and student employees; Residence Education and Housing Services staff and student employees; Student Affairs staff and student employees; Intramural Department staff and student employees; advisors to student organizations; and Deans, Department Chairs and Directors.

Campus "Professional Counselors" such as Counseling Services, when acting as such, are not considered to be a CSA and are not required to report crimes for inclusion into the Annual Security Report. However, as a matter of policy, they are encouraged to inform persons being counseled of the procedures to report crimes on a voluntary basis for inclusion into the annual crime statistics. A professional counselor is defined as an employee whose official responsibilities include providing psychological counseling to members of the University community and who is functioning within the scope of his or her license or certification or under the supervision of a professional counselor.

### Crime Definitions

**Aggravated Assault** - An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. This also includes assault with disease (as in cases when the offender is aware that he/she is infected with a deadly disease and deliberately attempts to inflict the disease by biting, spitting, etc.).

**Arson** - To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device.

**Bias** - A preformed negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, gender, gender identity, ethnicity or national origin.

**Bias Crime** - A criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias against a race, religion, disability, sexual orientation, gender, gender identity, ethnicity or national origin; also known as Hate Crime.

Note: Even if the offender was mistaken in his/her perception that the victim was a member of the group he or she was acting against, the offense is still a bias crime because the offender was motivated by bias against the group.

**Burglary** - The unlawful entry into a building or other structure with the intent to commit a felony or a theft.

**Dating Violence** - Violence committed by a person:

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
  - a. The length of the relationship.
  - b. The type of relationship.
  - c. The frequency of interaction between the persons involved in the relationship.

**Domestic Violence**—includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Michigan, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of Michigan.

**Disability Bias** - A preformed negative opinion or attitude toward a group of persons based on their physical or mental impairments or challenges, whether such disability is temporary or permanent, congenital or acquired by heredity, accident, injury, advanced age, or illness.

**Drug Abuse Violations** - Violations of State and local laws relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics (Demerol, methadone); and dangerous non-narcotic drugs (barbiturates, Benzedrine).

**Ethnicity/National Origin Bias** - A preformed negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions, e.g., Arabs, Hispanics.

**Forcible Fondling** - The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Forcible Rape (Except “Statutory Rape”)** - The carnal knowledge of a person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth). This offense includes the forcible rape of both males and females.

**Forcible Sodomy** - Oral or anal sexual intercourse with another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Hate Crime** - see Bias Crime.

**Hate Group** - An organization whose primary purpose is to promote animosity, hostility, and malice against persons belonging to a race, religion, disability, sexual orientation, ethnicity or national origin which differs from that of the members of the organization, e.g., the Ku Klux Klan, American Nazi Party.

**Incest** - Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Larceny** - The unlawful taking, carrying, leading, or riding away of property from the possession, or constructive possession, of another person.

**Liquor Law Violations** - The violation of laws or ordinances prohibiting: the manufacture, sale, transporting, furnishing, possessing of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; and all attempts to commit any of the aforementioned. (Drunkenness and driving under the influence are not included in this definition.)

**Motor Vehicle Theft** - The theft of a motor vehicle.

Note: A “motor vehicle” is a self-propelled vehicle that runs on the surface of land and not on rails, and which includes automobiles, buses, recreational vehicles, trucks, motorcycles, motor scooters, trail bikes, mopeds, snowmobiles and golf carts.

**Murder and Non-negligent Manslaughter** - The willful (non-negligent) killing of one human being by another.

**Negligent Manslaughter** - The killing of another person through negligence.

**Non-Campus Property** – Off-campus property that is owned or managed by a recognized student organization, such as fraternities, sororities and cooperatives. Additionally, this includes incidents reported at remote campus locations on property owned or leased by Michigan Tech.

**On-Campus Property** – The property that Michigan Tech owns or manages within the City of Houghton and the Ford Center in Baraga County.

**Public Property** – The streets, sidewalks and public parking facilities that adjoin campus property.

**Racial Bias** - A preformed negative opinion or attitude toward a group of persons who possess common physical characteristics, e.g., color of skin, eyes, and/or hair; facial features; etc., genetically transmitted by descent and heredity which distinguish them as a distinct division of humankind, e.g., Asians, Blacks, Whites.

**Religious Bias** - A preformed negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being, e.g., Catholics, Jews, Protestants, Atheists.

**Rape** - The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This definition includes any gender of victim or perpetrator.

**Robbery** - The taking, or attempting to take, anything of value under confrontational circumstances from the control, custody, or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm.

**Sexual Assault With An Object** - To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Sexual-Orientation Bias** - A preformed negative opinion or attitude toward a group of persons based on their sexual attraction toward, and responsiveness to, members of their own sex or members of the opposite sex, e.g., gays, lesbians, heterosexuals.

**Stalking**—means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

1. Fear for his or her safety or the safety of others; or
2. Suffer substantial emotional distress

**Statutory Rape** - Non-forcible sexual intercourse with a person who is under the statutory age of consent.

**Weapon Law Violations\*** - The violation of laws or ordinances dealing with weapon offenses, regulatory in nature, such as: manufacture, sale, or possession of deadly weapons; carrying deadly weapons, concealed or openly; furnishing deadly weapons to minors; aliens possessing deadly weapons; and all attempts to commit any of the aforementioned.

*Definitions from the Department of Justice, except the violations\* definitions which are from the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.*

**Michigan Criminal Law section 750.520b: Criminal sexual conduct in the first degree; circumstances; felony;**

(1) A person is guilty of criminal sexual conduct in the first degree if he or she engages in sexual penetration with another person and if any of the following circumstances exists:

- (a) That other person is under 13 years of age.
- (b) That other person is at least 13 but less than 16 years of age and any of the following:
  - (i) The actor is a member of the same household as the victim.
  - (ii) The actor is related to the victim by blood or affinity to the fourth degree.
  - (iii) The actor is in a position of authority over the victim and used this authority to coerce the victim to submit.
  - (iv) The actor is a teacher, substitute teacher, or administrator of the public school, nonpublic school, school district, or intermediate school district in which that other person is enrolled.
  - (v) The actor is an employee or a contractual service provider of the public school, nonpublic school, school district, or intermediate school district in which that other person is enrolled, or is a volunteer who is not a student in any public school or nonpublic school, or is an employee of this state or of a local unit of government of this state or of the United States assigned to provide any service to that public school, nonpublic school, school district, or intermediate school district, and the actor uses his or her employee, contractual, or volunteer status to gain access to, or to establish a relationship with, that other person.
  - (vi) The actor is an employee, contractual service provider, or volunteer of a child care organization, or a person licensed to operate a foster family home or a foster family group home in which that other person is a resident, and the sexual penetration occurs during the period of that other person's residency. As used in this subparagraph, "child care organization", "foster family home", and "foster family group home" mean those terms as defined in section 1 of 1973 PA 116, MCL 722.111.
- (c) Sexual penetration occurs under circumstances involving the commission of any other felony.
- (d) The actor is aided or abetted by 1 or more other persons and either of the following circumstances exists:
  - (i) The actor knows or has reason to know that the victim is mentally incapable, mentally incapacitated, or physically helpless.
  - (ii) The actor uses force or coercion to accomplish the sexual penetration. Force or coercion includes, but is not limited to, any of the circumstances listed in subdivision (f).
- (e) The actor is armed with a weapon or any article used or fashioned in a manner to lead the victim to reasonably believe it to be a weapon.
- (f) The actor causes personal injury to the victim and force or coercion is used to accomplish sexual penetration. Force or coercion includes, but is not limited to, any of the following circumstances:
  - (i) When the actor overcomes the victim through the actual application of physical force or physical violence.

(ii) When the actor coerces the victim to submit by threatening to use force or violence on the victim, and the victim believes that the actor has the present ability to execute these threats.

(iii) When the actor coerces the victim to submit by threatening to retaliate in the future against the victim, or any other person, and the victim believes that the actor has the ability to execute this threat. As used in this subdivision, "to retaliate" includes threats of physical punishment, kidnapping, or extortion.

(iv) When the actor engages in the medical treatment or examination of the victim in a manner or for purposes that are medically recognized as unethical or unacceptable.

(v) When the actor, through concealment or by the element of surprise, is able to overcome the victim.

(g) The actor causes personal injury to the victim, and the actor knows or has reason to know that the victim is mentally incapable, mentally incapacitated, or physically helpless.

(h) That other person is mentally incapable, mentally disabled, mentally incapacitated, or physically helpless, and any of the following:

(i) The actor is related to the victim by blood or affinity to the fourth degree.

(ii) The actor is in a position of authority over the victim and used this authority to coerce the victim to submit.

(2) Criminal sexual conduct in the first degree is a felony punishable as follows:

(a) Except as provided in subdivisions (b) and (c), by imprisonment for life or for any term of years.

(b) For a violation that is committed by an individual 17 years of age or older against an individual less than 13 years of age by imprisonment for life or any term of years, but not less than 25 years.

(c) For a violation that is committed by an individual 18 years of age or older against an individual less than 13 years of age, by imprisonment for life without the possibility of parole if the person was previously convicted of a violation of this section or section 520c, 520d, 520e, or 520g committed against an individual less than 13 years of age or a violation of law of the United States, another state or political subdivision substantially corresponding to a violation of this section or section 520c, 520d, 520e, or 520g committed against an individual less than 13 years of age.

(d) In addition to any other penalty imposed under subdivision (a) or (b), the court shall sentence the defendant to lifetime electronic monitoring under section 520n.

(3) The court may order a term of imprisonment imposed under this section to be served consecutively to any term of imprisonment imposed for any other criminal offense arising from the same transaction.

**Michigan Criminal Law section 750.520c: Criminal sexual conduct in the second degree; felony.**

(1) A person is guilty of criminal sexual conduct in the second degree if the person engages in sexual contact with another person and if any of the following circumstances exists:

(a) That other person is under 13 years of age.

(b) That other person is at least 13 but less than 16 years of age and any of the following:

(i) The actor is a member of the same household as the victim.

(ii) The actor is related by blood or affinity to the fourth degree to the victim.

(iii) The actor is in a position of authority over the victim and the actor used this authority to coerce the victim to submit.

(iv) The actor is a teacher, substitute teacher, or administrator of the public school, nonpublic school, school district, or intermediate school district in which that other person is enrolled.

(v) The actor is an employee or a contractual service provider of the public school, nonpublic school, school district, or intermediate school district in which that other person is enrolled, or is a volunteer who is not a student in any public school or nonpublic school, or is an employee of this state or of a local unit of government of this state or of the United States assigned to provide any service to that public school, nonpublic school, school district, or intermediate school district, and the actor uses his or her employee, contractual, or volunteer status to gain access to, or to establish a relationship with, that other person.

(vi) The actor is an employee, contractual service provider, or volunteer of a child care organization, or a person licensed to operate a foster family home or a foster family group home in which that other person is a resident and the sexual contact occurs during the period of that other person's residency. As used in this subdivision, "child care organization", "foster family home", and "foster family group home" mean those terms as defined in section 1 of 1973 PA 116, MCL 722.111.

(c) Sexual contact occurs under circumstances involving the commission of any other felony.

(d) The actor is aided or abetted by 1 or more other persons and either of the following circumstances exists:

(i) The actor knows or has reason to know that the victim is mentally incapable, mentally incapacitated, or physically helpless.

(ii) The actor uses force or coercion to accomplish the sexual contact. Force or coercion includes, but is not limited to, any of the circumstances listed in section 520b(1)(f).

(e) The actor is armed with a weapon, or any article used or fashioned in a manner to lead a person to reasonably believe it to be a weapon.

(f) The actor causes personal injury to the victim and force or coercion is used to accomplish the sexual contact. Force or coercion includes, but is not limited to, any of the circumstances listed in section 520b(1)(f).

(g) The actor causes personal injury to the victim and the actor knows or has reason to know that the victim is mentally incapable, mentally incapacitated, or physically helpless.

(h) That other person is mentally incapable, mentally disabled, mentally incapacitated, or physically helpless, and any of the following:

(i) The actor is related to the victim by blood or affinity to the fourth degree.

(ii) The actor is in a position of authority over the victim and used this authority to coerce the victim to submit.

(i) That other person is under the jurisdiction of the department of corrections and the actor is an employee or a contractual employee of, or a volunteer with, the department of corrections who knows that the other person is under the jurisdiction of the department of corrections.

(j) That other person is under the jurisdiction of the department of corrections and the actor is an employee or a contractual employee of, or a volunteer with, a private vendor that operates a youth correctional facility under section 20g of the corrections code of 1953, 1953 PA 232, MCL 791.220g, who knows that the other person is under the jurisdiction of the department of corrections.

(k) That other person is a prisoner or probationer under the jurisdiction of a county for purposes of imprisonment or a work program or other probationary program and the actor is an employee or a contractual employee of or a volunteer with the county or the department of corrections who knows that the other person is under the county's jurisdiction.

(l) The actor knows or has reason to know that a court has detained the victim in a facility while the victim is awaiting a trial or hearing, or committed the victim to a facility as a result of the victim having been found responsible for committing an act that would be a crime if committed by an adult, and the actor is an employee or contractual employee of, or a volunteer with, the facility in which the victim is detained or to which the victim was committed.

(2) Criminal sexual conduct in the second degree is a felony punishable as follows:

(a) By imprisonment for not more than 15 years.

(b) In addition to the penalty specified in subdivision (a), the court shall sentence the defendant to lifetime electronic monitoring under section 520n if the violation involved sexual contact committed by an individual 17 years of age or older against an individual less than 13 years of age

**Michigan Criminal Law section 750.520d: Criminal sexual conduct in the third degree; felony.**

(1) A person is guilty of criminal sexual conduct in the third degree if the person engages in sexual penetration with another person and if any of the following circumstances exist:

(a) That other person is at least 13 years of age and under 16 years of age.

(b) Force or coercion is used to accomplish the sexual penetration. Force or coercion includes but is not limited to any of the circumstances listed in section 520b(1)(f)(i) to (v).

(c) The actor knows or has reason to know that the victim is mentally incapable, mentally incapacitated, or physically helpless.

(d) That other person is related to the actor by blood or affinity to the third degree and the sexual penetration occurs under circumstances not otherwise prohibited by this chapter. It is an affirmative defense to a prosecution under this subdivision that the other person was in a position of authority over the defendant and used this authority to coerce the defendant to violate this subdivision. The defendant has the burden of proving this defense by a preponderance of the evidence. This subdivision does not apply if both persons are lawfully married to each other at the time of the alleged violation.

(e) That other person is at least 16 years of age but less than 18 years of age and a student at a public school or nonpublic school, and either of the following applies:

(i) The actor is a teacher, substitute teacher, or administrator of that public school, nonpublic school, school district, or intermediate school district. This subparagraph does not apply if the other person is emancipated or if both persons are lawfully married to each other at the time of the alleged violation.

(ii) The actor is an employee or a contractual service provider of the public school, nonpublic school, school district, or intermediate school district in which that other person is enrolled, or is a volunteer who is not a student in any public school or nonpublic school, or is an employee of this state or of a local unit of government of this state or of the United States assigned to provide any service to that public school, nonpublic school, school district, or intermediate school district, and the actor uses his or her employee, contractual, or volunteer status to gain access to, or to establish a relationship with, that other person.

(f) That other person is at least 16 years old but less than 26 years of age and is receiving special education services, and either of the following applies:

(i) The actor is a teacher, substitute teacher, administrator, employee, or contractual service provider of the public school, nonpublic school, school district, or intermediate school district from which that other person receives the special education services. This subparagraph does not apply if both persons are lawfully married to each other at the time of the alleged violation.

(ii) The actor is a volunteer who is not a student in any public school or nonpublic school, or is an employee of this state or of a local unit of government of this state or of the United States assigned to provide any service to that public school, nonpublic school, school district, or intermediate school district, and the actor uses his or her employee, contractual, or volunteer status to gain access to, or to establish a relationship with, that other person.

(g) The actor is an employee, contractual service provider, or volunteer of a child care organization, or a person licensed to operate a foster family home or a foster family group home, in which that other person is a resident, that other person is at least 16 years of age, and the sexual penetration occurs during that other person's residency. As used in this subdivision, "child care organization", "foster family home", and "foster family group home" mean those terms as defined in section 1 of 1973 PA 116, MCL 722.111.

(2) Criminal sexual conduct in the third degree is a felony punishable by imprisonment for not more than 15 years.

**Michigan Criminal Law section 750.520e: Criminal sexual conduct in the fourth degree; misdemeanor.**

(1) A person is guilty of criminal sexual conduct in the fourth degree if he or she engages in sexual contact with another person and if any of the following circumstances exist:

(a) That other person is at least 13 years of age but less than 16 years of age, and the actor is 5 or more years older than that other person.

(b) Force or coercion is used to accomplish the sexual contact. Force or coercion includes, but is not limited to, any of the following circumstances:

(i) When the actor overcomes the victim through the actual application of physical force or physical violence.

(ii) When the actor coerces the victim to submit by threatening to use force or violence on the victim, and the victim believes that the actor has the present ability to execute that threat.

(iii) When the actor coerces the victim to submit by threatening to retaliate in the future against the victim, or any other person, and the victim believes that the actor has the ability to execute that threat. As used in this subparagraph, "to retaliate" includes threats of physical punishment, kidnapping, or extortion.

(iv) When the actor engages in the medical treatment or examination of the victim in a manner or for purposes which are medically recognized as unethical or unacceptable.

(v) When the actor achieves the sexual contact through concealment or by the element of surprise.

(c) The actor knows or has reason to know that the victim is mentally incapable, mentally incapacitated, or physically helpless.

(d) That other person is related to the actor by blood or affinity to the third degree and the sexual contact occurs under circumstances not otherwise prohibited by this chapter. It is an affirmative defense to a prosecution under this subdivision that the other person was in a position of authority over the defendant and used this authority to coerce the defendant to violate this subdivision. The defendant has the burden of

proving this defense by a preponderance of the evidence. This subdivision does not apply if both persons are lawfully married to each other at the time of the alleged violation.

(e) The actor is a mental health professional and the sexual contact occurs during or within 2 years after the period in which the victim is his or her client or patient and not his or her spouse. The consent of the victim is not a defense to a prosecution under this subdivision. A prosecution under this subsection shall not be used as evidence that the victim is mentally incompetent.

(f) That other person is at least 16 years of age but less than 18 years of age and a student at a public school or nonpublic school, and either of the following applies:

(i) The actor is a teacher, substitute teacher, or administrator of that public school, nonpublic school, school district, or intermediate school district. This subparagraph does not apply if the other person is emancipated or if both persons are lawfully married to each other at the time of the alleged violation.

(ii) The actor is an employee or a contractual service provider of the public school, nonpublic school, school district, or intermediate school district in which that other person is enrolled, or is a volunteer who is not a student in any public school or nonpublic school, or is an employee of this state or of a local unit of government of this state or of the United States assigned to provide any service to that public school, nonpublic school, school district, or intermediate school district, and the actor uses his or her employee, contractual, or volunteer status to gain access to, or to establish a relationship with, that other person.

(g) That other person is at least 16 years old but less than 26 years of age and is receiving special education services, and either of the following applies:

(i) The actor is a teacher, substitute teacher, administrator, employee, or contractual service provider of the public school, nonpublic school, school district, or intermediate school district from which that other person receives the special education services. This subparagraph does not apply if both persons are lawfully married to each other at the time of the alleged violation.

(ii) The actor is a volunteer who is not a student in any public school or nonpublic school, or is an employee of this state or of a local unit of government of this state or of the United States assigned to provide any service to that public school, nonpublic school, school district, or intermediate school district, and the actor uses his or her employee, contractual, or volunteer status to gain access to, or to establish a relationship with, that other person.

(h) The actor is an employee, contractual service provider, or volunteer of a child care organization, or a person licensed to operate a foster family home or a foster family group home, in which that other person is a resident, that other person is at least 16 years of age, and the sexual contact occurs during that other person's residency. As used in this subdivision, "child care organization", "foster family home", and "foster family group home" mean those terms as defined in section 1 of 1973 PA 116, MCL 722.111.

(2) Criminal sexual conduct in the fourth degree is a misdemeanor punishable by imprisonment for not more than 2 years or a fine of not more than \$500.00, or both.

**Domestic Violence: The term "domestic violence" means**

1) Felony or misdemeanor crimes of violence committed —

(i) By a current or former spouse or intimate partner of the victim;

(ii) By a person with whom the victim shares a child in common;

(iii) By a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

(iv) By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or

(v) By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

2) For the purposes of complying with the requirements of this section and section 668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

**Michigan Criminal Law section 750.81: Assault or assault and battery.**

(1) Except as otherwise provided in this section, a person who assaults or assaults and batters an individual, if no other punishment is prescribed by law, is guilty of a misdemeanor punishable by imprisonment for not more than 93 days or a fine of not more than \$500.00, or both.

(2) Except as provided in subsection (3) or (4), an individual who assaults or assaults and batters his or her spouse or former spouse, an individual with whom he or she has or has had a dating relationship, an individual with whom he or she has had a child in common, or a resident or former resident of his or her household, is guilty of a misdemeanor punishable by imprisonment for not more than 93 days or a fine of not more than \$500.00, or both.

(3) An individual who commits an assault or an assault and battery in violation of subsection (2), and who has previously been convicted of assaulting or assaulting and battering his or her spouse or former spouse, an individual with whom he or she has or has had a dating relationship, an individual with whom he or she has had a child in common, or a resident or former resident of his or her household, under any of the following, may be punished by imprisonment for not more than 1 year or a fine of not more than \$1,000.00, or both:

(a) This section or an ordinance of a political subdivision of this state substantially corresponding to this section.

(b) Section 81a, 82, 83, 84, or 86.

(c) A law of another state or an ordinance of a political subdivision of another state substantially corresponding to this section or section 81a, 82, 83, 84, or 86.

(4) An individual who commits an assault or an assault and battery in violation of subsection (2), and who has 2 or more previous convictions for assaulting or assaulting and battering his or her spouse or former spouse, an individual with whom he or she has or has had a dating relationship, an individual with whom he or she has had a child in common, or a resident or former resident of his or her household, under any of the following, is guilty of a felony punishable by imprisonment for not more than 5 years or a fine of not more than \$5,000.00, or both:

(a) This section or an ordinance of a political subdivision of this state substantially corresponding to this section.

(b) Section 81a, 82, 83, 84, or 86.

(c) A law of another state or an ordinance of a political subdivision of another state substantially corresponding to this section or section 81a, 82, 83, 84, or 86.

(5) This section does not apply to an individual using necessary reasonable physical force in compliance with section 1312 of the revised school code, 1976 PA 451, MCL 380.1312.

(6) As used in this section, "dating relationship" means frequent, intimate associations primarily characterized by the expectation of affectional involvement. This term does not include a casual relationship or an ordinary fraternization between 2 individuals in a business or social context.

**Dating Violence: The term “dating violence” means violence committed by a person**

- 1) who is or has been in a social relationship of a romantic or intimate nature with the victim and
- 2) The existence of such a relationship shall be based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purposes of this definition-

- (i) Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- (ii) Dating violence does not include acts covered under the definition of domestic violence.

For the purposes of complying with the requirements of this section and section 668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

**Michigan Criminal Law section 750.81: Assault or assault and battery.**

- (1) Except as otherwise provided in this section, a person who assaults or assaults and batters an individual, if no other punishment is prescribed by law, is guilty of a misdemeanor punishable by imprisonment for not more than 93 days or a fine of not more than \$500.00, or both.
- (2) Except as provided in subsection (3) or (4), an individual who assaults or assaults and batters his or her spouse or former spouse, an individual with whom he or she has or has had a dating relationship, an individual with whom he or she has had a child in common, or a resident or former resident of his or her household, is guilty of a misdemeanor punishable by imprisonment for not more than 93 days or a fine of not more than \$500.00, or both.
- (3) An individual who commits an assault or an assault and battery in violation of subsection (2), and who has previously been convicted of assaulting or assaulting and battering his or her spouse or former spouse, an individual with whom he or she has or has had a dating relationship, an individual with whom he or she has had a child in common, or a resident or former resident of his or her household, under any of the following, may be punished by imprisonment for not more than 1 year or a fine of not more than \$1,000.00, or both:
  - (a) This section or an ordinance of a political subdivision of this state substantially corresponding to this section.
  - (b) Section 81a, 82, 83, 84, or 86.
  - (c) A law of another state or an ordinance of a political subdivision of another state substantially corresponding to this section or section 81a, 82, 83, 84, or 86.
- (4) An individual who commits an assault or an assault and battery in violation of subsection (2), and who has 2 or more previous convictions for assaulting or assaulting and battering his or her spouse or former spouse, an individual with whom he or she has or has had a dating relationship, an individual with whom he or she has had a child in common, or a resident or former resident of his or her household, under any of the following, is guilty of a felony punishable by imprisonment for not more than 5 years or a fine of not more than \$5,000.00, or both:
  - (a) This section or an ordinance of a political subdivision of this state substantially corresponding to this section.
  - (b) Section 81a, 82, 83, 84, or 86.
  - (c) A law of another state or an ordinance of a political subdivision of another state substantially corresponding to this section or section 81a, 82, 83, 84, or 86.

(5) This section does not apply to an individual using necessary reasonable physical force in compliance with section 1312 of the revised school code, 1976 PA 451, MCL 380.1312.

(6) As used in this section, "dating relationship" means frequent, intimate associations primarily characterized by the expectation of affectional involvement. This term does not include a casual relationship or an ordinary fraternization between 2 individuals in a business or social context.

**Stalking: The term "stalking" means**

1) Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

2) Course of conduct means two or more acts including, but not limited to:

(i) Acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

(ii) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

(iii) Reasonable persons means a reasonable person under similar circumstances and with similar identities to the victim.

3) For the purposes of complying with the requirements of this section and section 668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

**Michigan Criminal Law section 750.411h: Stalking.**

(1) As used in this section:

(a) "Course of conduct" means a pattern of conduct composed of a series of 2 or more separate noncontinuous acts evidencing a continuity of purpose.

(b) "Emotional distress" means significant mental suffering or distress that may, but does not necessarily, require medical or other professional treatment or counseling.

(c) "Harassment" means conduct directed toward a victim that includes, but is not limited to, repeated or continuing unconsented contact that would cause a reasonable individual to suffer emotional distress and that actually causes the victim to suffer emotional distress. Harassment does not include constitutionally protected activity or conduct that serves a legitimate purpose.

(d) "Stalking" means a willful course of conduct involving repeated or continuing harassment of another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, harassed, or molested and that actually causes the victim to feel terrorized, frightened, intimidated, threatened, harassed, or molested.

(e) "Unconsented contact" means any contact with another individual that is initiated or continued without that individual's consent or in disregard of that individual's expressed desire that the contact be avoided or discontinued. Unconsented contact includes, but is not limited to, any of the following:

(i) Following or appearing within the sight of that individual.

(ii) Approaching or confronting that individual in a public place or on private property.

(iii) Appearing at that individual's workplace or residence.

(iv) Entering onto or remaining on property owned, leased, or occupied by that individual.

(v) Contacting that individual by telephone.

(vi) Sending mail or electronic communications to that individual.

(vii) Placing an object on, or delivering an object to, property owned, leased, or occupied by that individual.

(f) "Victim" means an individual who is the target of a willful course of conduct involving repeated or continuing harassment.

(2) An individual who engages in stalking is guilty of a crime as follows:

(a) Except as provided in subdivision (b), a misdemeanor punishable by imprisonment for not more than 1 year or a fine of not more than \$1,000.00, or both.

(b) If the victim was less than 18 years of age at any time during the individual's course of conduct and the individual is 5 or more years older than the victim, a felony punishable by imprisonment for not more than 5 years or a fine of not more than \$10,000.00, or both.

(3) The court may place an individual convicted of violating this section on probation for a term of not more than 5 years. If a term of probation is ordered, the court may, in addition to any other lawful condition of probation, order the defendant to do any of the following:

(a) Refrain from stalking any individual during the term of probation.

(b) Refrain from having any contact with the victim of the offense.

(c) Be evaluated to determine the need for psychiatric, psychological, or social counseling and if, determined appropriate by the court, to receive psychiatric, psychological, or social counseling at his/her own expense.

(4) In a prosecution for a violation of this section, evidence that the defendant continued to engage in a course of conduct involving repeated unconsented contact with the victim after having been requested by the victim to discontinue the same or a different form of unconsented contact, and to refrain from any further unconsented contact with the victim, gives rise to a rebuttable presumption that the continuation of the course of conduct caused the victim to feel terrorized, frightened, intimidated, threatened, harassed, or molested.

(5) A criminal penalty provided for under this section may be imposed in addition to any penalty that may be imposed for any other criminal offense arising from the same conduct or for any contempt of court arising from the same conduct.

### Three Year Crime Statistics – Houghton Campus

Offense	Year	On Campus	Non-Campus	Public Property	Total	Residential Facilities	Unfounded
Murder/Non-Negligent Manslaughter	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Manslaughter by Negligence	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Sex Offenses - Rape	2018	1	2	0	3	1	0
	2017	0	2	0	2	0	0
	2016	2	2	0	4	2	0
Sex Offense - Fondling	2018	3	0	0	3	1	0
	2017	0	0	0	0	0	0
	2016	5	0	0	5	2	0
Sex Offense - Statutory	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Sex Offense - Incest	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Robbery	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Aggravated Assault	2018	0	1	0	1	0	0
	2017	0	0	0	0	0	0
	2016	1	0	0	1	0	0
Burglary	2018	1	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Motor Vehicle Theft	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Liquor Law Arrests	2018	0	0	0	0	0	0
	2017	8	0	0	8	6	0
	2016	10	0	0	10	9	0
Drug Law Arrests	2018	0	0	0	0	0	0
	2017	0	1	0	1	0	0
	2016	1	0	0	1	1	0
Weapons Law Arrests	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Liquor Law Violations Referred for Disciplinary Action	2018	82	8	3	93	75	0
	2017	91	2	0	93	90	0
	2016	55	0	0	55	52	0
Drug Law Violations Referred for Disciplinary Action	2018	25	0	0	25	21	0
	2017	12	0	0	12	9	0
	2016	7	0	0	7	4	0

Weapons Law Violations Referred for Disciplinary Action	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Arson	2018	0	0	0	0	0	0
	2017	0	1	0	1	0	0
	2016	0	0	0	0	0	0
Domestic Violence	2018	0	0	0	0	0	0
	2017	3	0	0	3	3	0
	2016	2	0	0	2	2	0
Dating Violence	2018	0	1	0	1	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Stalking	2018	6	0	0	6	4	0
	2017	5	1	1	7	1	0
	2016	1	0	0	1	0	0

- There was one unfounded crime in 2018, zero unfounded crimes in 2017 and zero unfounded crimes in 2016.
- There were no hate crimes reported for 2018, 2017 or 2016 at the Houghton Campus location.
- Michigan law changed in 2018 making Minor in Possession of Alcohol 1st offense a civil infraction therefore, many liquor law violations in 2018 are counted as referrals instead of arrests.
- Crimes reported in the "Residential Facilities" category are included in the "On-Campus" category.
- "Non-Campus" category includes university owned or controlled properties outside of the main campus.
- The statistics in the Annual Security Report were prepared by the Michigan Technological University Department of Public Safety and Police Services with additional information from the Office of Student Affairs, Title IX and local law enforcement agencies. Reports from disciplinary cases are cross referenced with records in the Department of Public Safety and Police Services to prevent double-counting.

### Three Year Crime Statistics – Ford Center Campus

Offense	Year	On Campus	Non-Campus	Public Property	Total	Residential Facilities	Unfounded
Murder/Non-Negligent Manslaughter	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Manslaughter by Negligence	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Sex Offenses - Rape	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Sex Offenses - Fondling	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Sex Offenses - Statutory	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Sex Offenses - Incest	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0

Robbery	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Aggravated Assault	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Burglary	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Motor Vehicle Theft	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Liquor Law Arrests	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Drug Law Arrests	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Weapons Law Arrests	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Liquor Law Violations Referred for Disciplinary Action	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Drug Law Violations Referred for Disciplinary Action	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Weapons Law Violations Referred for Disciplinary Action	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Arson	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Domestic Violence	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Dating Violence	2018	0	0	0	0	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0
Stalking	2018	1	0	0	1	0	0
	2017	0	0	0	0	0	0
	2016	0	0	0	0	0	0

- There were zero unfounded crimes in 2018, zero unfounded crimes in 2017 and zero unfounded crimes in 2016.
- There were no hate crimes reported for 2018, 2017 or 2016 at the Ford Center Campus location.
- Michigan law changed in 2018 making Minor in Possession of Alcohol 1st offense a civil infraction; therefore, many liquor law violations in 2018 are counted as referrals instead of arrests.
- Crimes reported in the “Residential Facilities” category are included in the “On-Campus” category.
- “Non-Campus” category includes university owned or controlled properties outside of the main campus.

- The statistics in the Annual Security Report were prepared by the Michigan Technological University Department of Public Safety and Police Services with additional information from the Office of Student Affairs and local law enforcement agencies. Reports from disciplinary cases are cross referenced with records in the Department of Public Safety and Police Services to prevent double-counting

## Fire Safety Report

In accordance with the Higher Education Opportunities Act of 2008, Michigan Tech is providing mandatory fire safety information as part of this Annual Report. All reports of fires and fire alarms are maintained in a fire log at the Michigan Tech DPSPS. Data collected includes the nature of the fire, date and time of occurrence and the general location of the fire.

Fire safety details are explained below. At the current time, future improvements in fire safety are not necessary.

## Fire Safety Systems

Michigan Tech's Houghton Campus is home to three residence halls (Wadsworth Hall, McNair Hall and Douglass Houghton Hall), Hillside Place - a new residential apartment building which opened its doors in August 2010, and the Daniell Heights Apartments. Residential facilities at the Ford Center consist of four houses and two dormitories.

- **Residence Halls** - Each of the residence halls is equipped with a fire safety and suppression system. These systems each allow members of the housing facilities staff as well as fire safety personnel to access important information which is critical to combating any fire emergencies that may arise.

The first part of the system is the enunciator panel which is located at the main entrance to the buildings. This panel is the control center for the system and will also alert emergency personnel to the locations in the building where a fire alarm may be sounding.

Each room in the living area, as well as kitchenettes and other public areas feature both smoke alarms and sprinklers. When a smoke alarm is activated in a resident's room or the kitchenette, only that particular location will sound. In public areas, alarm activation will sound the general building alarm.

All alarms are monitored and received at the DPSPS 24 hours a day, seven days a week. When an alarm is received, is responsible for dispatching police and fire to the location to assess the situation.

Another feature to the fire system is the sprinklers which are located in all rooms and kitchenettes. In the event that a sprinkler is triggered, only the room triggered is affected. However, if three sprinklers have all been triggered, the entire building alarm will sound. Each of these sprinklers yields 30 gallons of water per minute and the sprinkler system can be isolated for control by floor.

Common areas and certain rooms in the halls are equipped with strobe lights to alert the hearing impaired to an emergency situation. The final component to this system is the fire alarm pulls which are located throughout the halls. If pulled, these activate the entire building fire alarm, and send immediate notification to the DPSPS.

- **Hillside Place** – The fire safety system for the newly constructed apartment building is similar to the system in each of the residence halls as described above. Additionally, the stairway landings on each floor are designated as "Areas of Refuge". These areas are equipped with a panic button. When a panic button is activated, it is received at the DPSPS. Personnel are then dispatched to the building to check the alarm panel near the main entrance. This panel indicates which panic button was activated and allows the responder to have voice contact with the individual who activated the button.
- **Daniell Heights Apartments** – The Daniell Heights Apartments are equipped with local fire alarms. Each apartment is equipped with smoke detectors and fire blankets are located in each kitchen. Additionally, fire extinguishers are located in the common areas on each floor of each apartment building.
- **Ford Center Houses** – Each of the houses is equipped with smoke detectors and fire extinguishers.

- **Ford Center Dormitories** – Each dorm is equipped with smoke detectors and fire extinguishers.

### Portable Electrical Appliances, Smoking and Open Flames

To minimize the potential for fires in the residential community, it is the policy of Michigan Technological University to prohibit the use of the following items in any University owned or operated residence hall indoors:

- any open flame device or object, including
  - candles
  - candle warmers
  - incense and related accessories
  - hot plates
  - slow cookers
  - deep fryers
  - electric skillets
  - electric woks
  - griddles
  - sandwich makers/ grills and other similar type of products
  - toaster ovens for cooking/warming purposes
  - portable space heaters
  - barbecue grills
  - hibachis
  - smokers, (gas, electric, charcoal) and related accessories, including lighter fluids and lighters and other similar type products for cooking/ warming purposes
  - flammable/combustible liquids
  - fireworks, firecrackers, rockets, flares, sparklers and other devices
  - halogen lamps
  - ceiling/wall tapestries
  - live Holiday trees or non-fire-retardant artificial Holiday trees

The “cooking” and “warming” options exclude cooking and warming done in areas designed and built for such purposes.

Michigan Tech campus is a tobacco free, smoke free and vape free campus.

### Fire Drills and Evacuation Procedure

For the 2018 calendar year, the Residence Education and Housing Services held a total of 10 scheduled fire drills for Hillside Place, 16 for Wadsworth Hall, 10 drills for McNair Hall, and 10 drills for Douglass Houghton Hall. Typically, drills are conducted once per month. The reason for this discrepancy in number is based upon the fact that Michigan Tech runs more fire drills during the summer months due to programs for youth under the age of 18 being housed in Wadsworth Hall. McNair Hall and Douglass Houghton Hall are closed in the summer.

Fire drills are not conducted at the Daniell Heights apartments. Pursuant to Michigan law governing post-secondary educational facilities, fire drills are required only in dormitories. Fire drills are not conducted at Ford Center student housing.

Fire-fighting equipment and evacuation route postings are located throughout each residence hall. Fire drills help residents to learn fire evacuation procedures. Residents will be given information regarding the fire alarm and evacuation procedures for the hall during their first house meeting. Fire drills are held at least monthly.

**During all fire drills, all residents and staff of each building must evacuate the building.** Failure to evacuate during fire alarms will result in disciplinary action. It is against state law to use fire equipment for a purpose other than its intended use. Individuals tampering with life support, fire alarms, smoke detectors, or fire-fighting equipment are subject to immediate dismissal from the University.

Nothing is permitted to obstruct or be hung on the residence hall fire-sprinkler system or plumbing at any time. This includes piping, sprinkler heads, and valves. Hanging decorations or items from the fire-sprinkler system may cause the system to malfunction. Also, nothing can block the residence hall room windows at any time. Placing items that block windows can prevent emergency responders from assessing a fire, or rescuing a resident from a residence hall building.

- Turn on ceiling light and open draperies.

- Close windows.
- Touch inside of door to test for heat.
  - If warm, DO NOT open.
  - If you are trapped in your room by fire, keep your door and window closed tightly and stand in full view in the window until help arrives.
- If not warm, exit room.
- Brace yourself against the door and crack it slightly open to check the incoming air at the top of the door with your hand.
- Exit immediately. Wear shoes; take your coat, room key, and Michigan Tech ID. Close and lock the door and walk away from the building by your assigned route. Do not talk. Listen for directions. Do NOT use elevators as an emergency exit. Stay low to the ground.
- When you leave the building, move to your assigned meeting area which will be at least 100 feet away from the building.
- Do not return to your room or re-enter the building. Wait for instructions. You may re-enter the building when the alarm is silenced OR after the all clear has been given by the fire department.

### Fire Safety Education/Training

In order to promote safety in the event of emergency, each room in the residence halls is equipped with "[A Guide to Emergency Procedures](#)", a document outlining the processes that a student should take in case of numerous emergencies. Also, each hall holds a fire drill prior to the first week of classes. The procedure the students are to follow is discussed with them at their first "House meeting" with their resident assistant (RA). The monthly fire drills ensure that students, student staff, and professional staff are prepared to deal with a fire emergency if the need arises.

When drills occur, students are to follow the procedure list given above. In the case of Residence Education and Housing Services student staff, there are additional duties once these student/employees have left the building. The exact procedures are dependent upon the individual's role within Residence Education and Housing Services and Dining Services. These procedures are listed below.

- **Resident Assistant (RA)**
  - Follow the resident evacuation procedure for your room. Put on vest and take staff badge, Tech ID, fire roster, and flashlight (if at night).
  - Leave the building by your assigned route. Close all fire doors and room doors on your way out.
  - Program Coordinators (PCs) should head to the front of their buildings and assist with directing traffic and ensuring students can safely cross Highway 41.
  - RAs should complete the Fire Drill Roster Procedure during the first fire drill of each semester and at all other unscheduled fire alarms.
    - Each RA is provided with a Fire Drill Roster and clipboard. Each clipboard has a copy of the house roster and rosters of other houses in the area.
    - Upon arriving at the fire alarm evacuation location, the RA will take attendance of all house members.
    - The RA will quickly try to determine the location of each resident not at the evacuation locations by asking roommates and friends.
    - The RA will highlight all residents on the roster that are *accounted for*.
    - The RA will check nearby evacuation locations to make sure the surrounding houses have been accounted for. If it has not, the RA will repeat steps c-e for this house.
    - Within five minutes of when the alarm sounded, the highlighted list will be submitted to the appropriate residence education coordinator (REC).
    - Following the drill, new rosters will be available in the RA mailboxes in order to update the clipboards.
    - Check in with your REC at the designated location and provide them with your roster. Follow any instructions they may give you.

- Go to your house's assigned meeting area and wait for further instructions. Keep all residents at least 100 feet away from the building.
  - DO NOT re-enter the building yourself or allow someone else to re-enter the building unless the alarm has been silenced.
  
- **Residence Education Coordinator (REC)**
  - Your residence hall student roster, house meeting location listing, vest and radio should be in your possession if possible.
  - Exit immediately.
  - Go to your designated meeting location.
  - Each RA will check in with their REC once their house is clear.
  - If the REC is not available at the time of the evacuation, the first RA to arrive on the scene will take over these responsibilities.
  - The reception desk employee will check in with the REC at the meeting location once the desk is closed.
  - If the evacuation is during office hours, the designated staff person will check in with the REC and inform them that all staff persons are evacuated.
  - All staff and students must be at least 100 feet away from the buildings.
  - Once all areas have been evacuated and accounted for, the professional staff or the DPSPS will communicate with the Management Assistant (MA) and inform that everyone is out so that the alarms may be silenced.
  - If an actual emergency exists, follow the direction given.
  - If an extended evacuation is needed, the student life professional staff on location will request transportation and you will be instructed to evacuate residents to a designated extended evacuation location.
  
- **Operations Assistant (OA)**
  - When the DPSPS hears the Fire Enunciator Panel, their dispatcher will contact the OA on their cell phone.
  - The OA will go to the building Enunciator Panel to receive more specific information, and share this information with the DPSPS officer on the scene and the fire department.
  - The OA will perform the "Reset" duties ONLY after the hall has been evacuated and approval from the fire department, DPSPS officer, or live-on professional staff has been given.
  - The OA will then complete the fire report and distribute.
  
- **Residence Hall & Dining Staff**
  - Evacuate to the designated meeting location.
  - The designated staff person should prepare for notice of completed evacuation.
  - The dining hall manager in charge will account for all employees and off-campus or non-hall student employees and inform the designated staff person that evacuation is completed to the designated meeting location.
  - The custodial staff and any off-campus or non-hall student custodial employees will inform the designated staff person that they have evacuated. (The Housing Facilities manager and the maintenance staff will be assisting with the fire equipment inside the building).
  - Any students who are residents of the hall and are working for dining or custodial services during the time of the evacuation must report to their designated house meeting location.
  - Professional live-on Student Life staff members (and all family members) will take their radio and vest then evacuate to a central building location to assist with evacuation or follow other directions as given.
  - All staff and students must be at least 100 feet away from buildings.
  - When all employees have been accounted for, the designated staff person will inform the REC.
  - Wait until the alarm is silenced to return to the building OR when the fire chief has okayed return into the building. If an actual emergency exists, wait for instructions.

**Contact Information**

In order to report a fire in progress, dial 911. In the case of a fire alarm, DPSPS will keep an updated log of all incidents. Contact the Director of Residence Education and Housing Services as well as the Director of Housing Facilities to inform of any alarms that may occur.

**Fire Statistics for Calendar Year 2018**

<b>Houghton Campus Housing Fire Statistics – Calendar Year 2018</b>				
	Number of Fires	Number of Injuries	Number of Deaths	Property Value (\$)
<b><u>Residence Halls</u></b>				
Douglass Houghton	0	0	0	\$0
McNair	0	0	0	\$0
Wadsworth	0	0	0	\$0
<b><u>Apartments</u></b>				
Hillside Place	0	0	0	\$0
<b><u>Daniell Heights</u></b>				
1801	0	0	0	\$0
1802	0	0	0	\$0
1803	0	0	0	\$0
1804	0	0	0	\$0
1805	0	0	0	\$0
1806	0	0	0	\$0
1807	0	0	0	\$0
1808	0	0	0	\$0
1809	0	0	0	\$0
1810	0	0	0	\$0
1811	0	0	0	\$0
1812	0	0	0	\$0
1901	0	0	0	\$0
1902	0	0	0	\$0
1903	1	0	0	\$150 (1)
1904	1	0	0	\$600 (2)
1905	0	0	0	\$0
1906	0	0	0	\$0
1907	0	0	0	\$0

1908	0	0	0	\$0
1909	0	0	0	\$0
1910	0	0	0	\$0
1911	1	0	0	\$150 (3)
1912	0	0	0	\$0
1913	0	0	0	\$0
1914	0	0	0	\$0
2001	0	0	0	\$0
2002	0	0	0	\$0
2003	0	0	0	\$0
2004	0	0	0	\$0
2005	0	0	0	\$0
2006	0	0	0	\$0
2007	0	0	0	\$0
2008	0	0	0	\$0
2009	0	0	0	\$0
2010	0	0	0	\$0
2011	0	0	0	\$0
2012	0	0	0	\$0
2101	0	0	0	\$0
2102	0	0	0	\$0
2103	0	0	0	\$0
2104	0	0	0	\$0
2105	0	0	0	\$0
2106	0	0	0	\$0
2107	0	0	0	\$0
2108	0	0	0	\$0
2109	0	0	0	\$0
2110	0	0	0	\$0
2111	0	0	0	\$0
2112	0	0	0	\$0
2113	0	0	0	\$0

- (1) On 5-1-2018 @ 8:08 a.m., grease on a stove top ignited. The fire was extinguished with a fire blanket.
- (2) On 7-9-2018 @ 6:55 p.m., grease pm a stove burner ignited. The fire was extinguished with a fire blanket.
- (3) On 10-7-2018 @ 4:50 p.m., oil in a pot ignited on a stove top. The fire was extinguished with a fire blanket.

<b>Ford Center Housing Fire Statistics – Calendar Year 2018</b>				
	Number of Fires	Number of Injuries	Number of Deaths	Property Value (\$)
<b><u>Residential Houses</u></b>				
Ash House	0	0	0	\$0
Balsam House	0	0	0	\$0
Birch House	0	0	0	\$0
Cedar House	0	0	0	\$0
<b><u>Residence Halls</u></b>				
Dorm	0	0	0	\$0
Dorm II	0	0	0	\$0

**Fire Statistics for Calendar Year 2017**

<b>Houghton Campus Housing Fire Statistics – Calendar Year 2017</b>				
	Number of Fires	Number of Injuries	Number of Deaths	Property Value (\$)
<b><u>Residence Halls</u></b>				
Douglass Houghton	0	0	0	\$0
McNair	1	0	0	\$0 (3)
Wadsworth	3	0	0	\$400 (1) (2) (4)
<b><u>Apartments</u></b>				
Hillside Place	0	0	0	\$0
<b><u>Daniell Heights</u></b>				
1801	0	0	0	\$0
1802	0	0	0	\$0
1803	0	0	0	\$0
1804	0	0	0	\$0
1805	0	0	0	\$0
1806	0	0	0	\$0
1807	0	0	0	\$0
1808	0	0	0	\$0
1809	0	0	0	\$0

1810	0	0	0	\$0
1811	0	0	0	\$0
1812	0	0	0	\$0
1901	0	0	0	\$0
1902	0	0	0	\$0
1903	0	0	0	\$0
1904	0	0	0	\$0
1905	0	0	0	\$0
1906	0	0	0	\$0
1907	0	0	0	\$0
1908	0	0	0	\$0
1909	0	0	0	\$0
1910	0	0	0	\$0
1911	0	0	0	\$0
1912	0	0	0	\$0
1913	0	0	0	\$0
1914	0	0	0	\$0
2001	0	0	0	\$0
2002	0	0	0	\$0
2003	0	0	0	\$0
2004	0	0	0	\$0
2005	0	0	0	\$0
2006	0	0	0	\$0
2007	0	0	0	\$0
2008	0	0	0	\$0
2009	0	0	0	\$0
2010	0	0	0	\$0
2011	0	0	0	\$0
2012	0	0	0	\$0
2101	0	0	0	\$0
2102	0	0	0	\$0
2103	0	0	0	\$0

2104	0	0	0	\$0
2105	0	0	0	\$0
2106	0	0	0	\$0
2107	0	0	0	\$0
2108	0	0	0	\$0
2109	0	0	0	\$0
2110	0	0	0	\$0
2111	0	0	0	\$0
2112	0	0	0	\$0
2113	0	0	0	\$0

- (1) On 10-17-2017 @ 11:20 p.m., grease on a stove burner ignited. Fire was extinguished with a fire blanket and fire extinguisher.
- (2) On 10-17-2017 @ 11:37 p.m., grease on a stove top ignited. Fire was extinguished with a fire blanket.
- (3) On 10-29-2017 @ 5:30 p.m., grease inside a pot on a stove top ignited. Fire was extinguished with a fire extinguisher.
- (4) On 12-8-2017 @ 12:51 a.m., grease on a stove burner ignited. Fire was extinguished with a fire blanket.

Ford Center Housing Fire Statistics – Calendar Year 2017				
	Number of Fires	Number of Injuries	Number of Deaths	Property Value (\$)
<b><u>Residential Houses</u></b>				
Ash House	0	0	0	\$0
Balsam House	0	0	0	\$0
Birch House	0	0	0	\$0
Cedar House	0	0	0	\$0
<b><u>Residence Halls</u></b>				
Dorm	0	0	0	\$0
Dorm II	0	0	0	\$0

Fire Statistics for Calendar Year 2016

Houghton Campus Housing Fire Statistics – Calendar Year 2016				
	Number of Fires	Number of Injuries	Number of Deaths	Property Value (\$)
<b><u>Residence Halls</u></b>				
Douglass Houghton	0	0	0	\$0
McNair	0	0	0	\$0
Wadsworth	0	0	0	\$0
<b><u>Apartments</u></b>				
Hillside Place	0	0	0	0
<b><u>Daniell Heights</u></b>				
1801	0	0	0	\$0
1802	0	0	0	\$0
1803	0	0	0	\$0
1804	0	0	0	\$0
1805	0	0	0	\$0
1806	0	0	0	\$0
1807	0	0	0	\$0
1808	0	0	0	\$0
1809	0	0	0	\$0
1810	0	0	0	\$0
1811	0	0	0	\$0
1812	0	0	0	\$0
1901	0	0	0	\$0
1902	0	0	0	\$0
1903	0	0	0	\$0
1904	0	0	0	\$0
1905	0	0	0	\$0
1906	0	0	0	\$0
1907	0	0	0	\$0
1908	0	0	0	\$0
1909	0	0	0	\$0
1910	0	0	0	\$0

1911	0	0	0	\$0
1912	0	0	0	\$0
1913	0	0	0	\$0
1914	0	0	0	\$0
2001	0	0	0	\$0
2002	0	0	0	\$0
2003	0	0	0	\$0
2004	0	0	0	\$0
2005	0	0	0	\$0
2006	0	0	0	\$0
2007	0	0	0	\$0
2008	0	0	0	\$0
2009	0	0	0	\$0
2010	0	0	0	\$0
2011	0	0	0	\$0
2012	0	0	0	\$0
2101	0	0	0	\$0
2102	0	0	0	\$0
2103	0	0	0	\$0
2104	0	0	0	\$0
2105	0	0	0	\$0
2106	0	0	0	\$0
2107	0	0	0	\$0
2108	0	0	0	\$0
2109	0	0	0	\$0
2110	0	0	0	\$0
2111	0	0	0	\$0
2112	0	0	0	\$0
2113	0	0	0	\$0

Ford Center Housing Fire Statistics – Calendar Year 2016				
	Number of Fires	Number of Injuries	Number of Deaths	Property Value (\$)
<b><u>Residential Houses</u></b>				
Ash House	0	0	0	\$0
Balsam House	0	0	0	\$0
Birch House	0	0	0	\$0
Cedar House	0	0	0	\$0
<b><u>Residence Halls</u></b>				
Dorm	0	0	0	\$0
Dorm II	0	0	0	\$0

# Appendix Q

**Table 5a: Total Reported INDIVIDUAL AOD Incidents**

**September 1, 2018 – August 31, 2020**

<b>Type of Incident</b>	<b>Reported number of incident reports (Individual Student)</b>	<b>Found/ Accepted Responsibility</b>	<b>Restorative</b>	<b>Dismissed/Not Responsible</b>	<b>Unresolved/ Informational Use</b>	<b>Conduct Intervention</b>	<b>Utilized Good Samaritan Provision</b>
<b>Drugs - 9 total</b>	-	-	-	-	-	-	-
Drugs - Under the Influence	2	1	1	0	0	1	0
Drugs - Causing Involuntary Drug Use	2	0	0	2	0	0	0
Drugs - Manufacture, Sale, or Distribution	5	4	1	1	0	0	0
<b>Alcohol - 170 Total</b>	-	-	-	-	-	-	-
Alcohol - Intoxication	27	19	6	0	2	0	6
Alcohol - Manufacture, Sale and/or Distribution	11	7	4	3	0	1	0
Alcohol - Possession/Use	131	83	25	22	1	19	6
Alcohol - Violating the Code while Intoxicated	1	0	0	0	0	1	0

Source: Student Conduct Database (Maxient)

**Table 5b: Total Reported STUDENT ORGANIZATIONAL AOD Incidents**

**September 1, 2018 – August 31, 2020**

Type of Incident	Reported number of incident reports (Registered Student Organizations)	Found/Accepted Responsibility	Restorative	Dismissed/Not Responsible	Unresolved/Informational Use	Conduct Intervention	Utilized Good Samaritan Provision
<b>Drugs - 0 total</b>	-	-	-	-	-	-	-
Drugs - Under the Influence	0	0	0	0	0	0	0
Drugs - Causing Involuntary Drug Use	0	0	0	0	0	0	0
Drugs - Manufacture, Sale, or Distribution	0	0	0	0	0	0	0
<b>Alcohol - 9 total</b>	-	-	-	-	-	-	-
Alcohol - Intoxication	0	0	0	0	0	0	0
Alcohol - Manufacture, Sale and/or Distribution	7	6	3	0	1	0	0
Alcohol - Possession/Use	2	1	0	0	0	1	0

Source: Student Conduct Database (Maxient)

# Appendix R

Third Millennium Classrooms Data  
Review Period: September 1, 2018 – August 31, 2020

3rd Mill - Alcohol-Wise 21+ | 9

3rd Mill - Conflict Wise | 0

3rd Mill - Consent Respect | 0

3rd Mill - Greek Wise | 0

3rd Mill - Marijuana 101 | 9

3rd Mill - Nicotine 101 | 0

3rd Mill - Other Drugs | 0

3rd Mill - Under the Influence | 0