

Tips for Faculty Attending Student Conduct Hearings

- Functions of faculty accompanying graduate students to disciplinary hearings might include:
 - being a supportive presence for someone who might be worried/freaked out
 - making sure that the student understands what is being said--this commonly involves translation from bureaucratic language to human language.
 - conferring with the student as needed about what is said or what should not be said.
 - asking questions of the bureaucrat if you the witness feel unclear about what is said
 - making sure that the student is made aware of the range of the student's rights.
 - taking detailed notes of what the conduct officer says, especially because this process can be overwhelming, and there may be a lot of technical information given.
- You may or may not be allowed to speak during the hearing. If you are not, you may remind the student that they can ask for a break at any point if they want to confer with you to discuss anything. If you are, you should still not say much, but may want to remind students of topics they wanted to discuss/questions they wanted to ask. In other words, address the student and not the conduct officer, as no one is allowed to speak for the student other than the student.
- Sometimes there are opportunities to raise objections to the process that are larger than the student's individual case, if the student is happy w/you doing so during their meeting (usually they are).
- If you are asked to write a support letter, or have an opportunity during the hearing, you could talk about any of the following that seems appropriate to your situation:
 - Affirm (if you were the instructor of record) that the course/learning was not disrupted, etc.
 - State, based on your knowledge as a faculty member, that a) instructors can choose whether or not to use Canvas, b) can choose to stop using Canvas, and c) that all grades that were moved were also still available in the Canvas system in that they were recoverable via the gradebook history.
 - Describe the autonomy of TAs: if you typically leave it up to TAs to decide how to store grades, say so. If you used Canvas because your grad students asked you to, say that (so, if they changed their minds about where to store materials, that was within their prerogative). Or, if the TAs in your course asked your permission to remove grades from Canvas and you granted it, say this.
 - You can also write a short character reference for the grad, talking about how ethical they are and that they are in good academic standing.