



CREATING DEVELOPMENTAL SANCTIONS

STEP #1: DESCRIBE THE PROBLEM

What behaviors occurred? How frequent and/or severe was the problem? When, where, and under what conditions did the behavior occur? What was the chain of events that resulted in the problem?

STEP #2: IDENTIFY THE CONTRIBUTING FACTORS

After describing the problem, determine the factors that contributed to the situation. What made the negative behavior easier? What made the negative behavior more difficult? When are you are considering contributing factors, be sure to consider:

- **Individual Factors** - What attitudes and beliefs exist that may have contributed to this problem? What knowledge did the member lack that may have contributed to the problem? What skills are lacking? What healthy beliefs or norms exist? What positive skills or behaviors exist?
- **Interpersonal (Group) Factors** - What perceptions and/or misperceptions may have contributed to the problem? Are there housing issues that contributed to the problem? Are there things other chapter members are doing that could have contributed?
- **Environmental (University/National Fraternity/Community/Society) Factors** - Are there policies in place that address the problem and are they clear? Do members know about and understand the policies? Are there aspects of the physical environment that contributed to the problem? Did campus culture play a role/Have certain behaviors become normalized on campus?

What factors can the Standards Board attempt to modify? What factors can be influenced?

Based on this analysis, WHAT needs to change (i.e. increasing knowledge, building skills, developing procedures, enforcing policies, etc.)? What sanction is likely to bring about the needed change (i.e. participating in educational workshops, drafting programs/plans, restricting privileges/participation, etc.)? What additional actions are needed to help prevent this type of behavior from occurring in the future?

STEP #3: DRAFT THE SANCTIONS

When you're drafting the sanctions, consider:

- **The Nature of the Violation** - Was this an internal incident that only involved members of the Fraternity or was this a public incident? How many members were involved in the incident?
- **Prior Violations by This Member** - Has this brother been involved with other Standards Board cases where he was found responsible for violating the standards of the Fraternity? Is this behavior similar to the previous cases?
- **Mitigating Circumstances Surrounding the Violation** - Were there contributing factors that played a role?
- **Motivation for the Behavior** - What contributing factors motive the brother to behave this way? How can we address those factors?

- **Sanctions Assigned in Previous Cases Involving Similar Violations** - While precedent isn't the key to determining sanctions, fairness and equity are. It is not equitable, nor does the Board build a culture of trust (T.R.U.T.H.) if one brother receives a verbal warning while another receives social probation for a similar violation.
- **Developmental and Educational Impact** - What is the likelihood that these sanctions will bring about the needed change?

You will also need to determine:

- **Why You Are Assigning the Sanction** - This should clearly articulate to the brother WHAT has change (i.e. increasing knowledge, building skills, developing procedures, enforcing policies, etc.).
- **Specific Deadline for Completion** - All sanctions must be given a specific deadline for completion. The deadlines must offer adequate time for the brother to complete the task while taking into considering academic schedules, job expectations, etc. It is important, however, that the process not linger on for several months, since any potential for growth diminishes the longer the sanctions are left uncompleted.