

§2 Realignment of *Statement* Language to be Gender Neutral

Principle: Eliminating gendered pronouns to make the *Statement* inclusive of all students.

Proposed by: Michigan Student Assembly

Contributing Authors: Spectrum Center Interns, Volunteers, and Staff, with consultation by OSCR staff members.

Community Support: Community members who attended the Community Dialogues in September 2009 expressed consent with this proposal.

Rationale

This proposal recommends that the *Statement* be changed to use gender neutral language. This recommendation is based on the fact that not all students identify as either men or women and do not necessarily identify with the gender specific language used in the statement (her, his, he, and she). The *Statement* is intended to be the “Rights and Responsibilities” of all students. Therefore, the language used in the *Statement* should be as inclusive as possible. By changing the use of gendered language in the *Statement*, those students who do not identify with gender-specific pronouns are more fully represented in the *Statement*.

Proposed Amendment

VI. Procedures, Stage 2: Resolution Process, p. 9, last sentence

(5) that the student may consult with ~~his or her~~ an advisor before accepting responsibility.

VI. Procedures, A. Acceptance of Responsibility, p. 9, second sentence

Upon request, the accused student has the right to know the potential sanctions before accepting responsibility, however the accused student may not appeal if ~~he~~ the student accepts responsibility without asking about sanctions.

VI. Procedures, C. Hearing, p. 10, fourth paragraph, second sentence

Each of the above-enumerated persons may also ask questions of (1) the accused student, if ~~he or she~~ the student chooses to testify and (2) of any witnesses who have presented information. ... At any time during the hearing, the accused student may request a recess to consult with ~~his or her~~ an advisor.

VII. Sanctions, sections E, F & G, p. 13

- E. Class/Workshop Attendance:
Enrollment and completion of a class or workshop that could help the student understand why ~~her or his~~ certain behavior was inappropriate.
- F. Educational Project:
Completion of a project specifically designed to help the student understand why ~~her or his~~ certain behavior was inappropriate.
- G. Service:
Performance of one or more tasks designed to benefit the community and help the student understand why ~~her or his~~ certain behavior was inappropriate.

VIII. G. Concurrent Legal and Statement Proceedings, p. 15, last sentence

If an accused student's request for delay is denied, ~~he or she~~ the student may withdraw from enrollment and may not re-enroll until authorized by the Vice President for Student Affairs or ~~his or her~~ the VPSA's designee.

VIII. I. Amending the Statement, p. 16, second paragraph

The President will endeavor to communicate ~~his or her~~ the decision to accept or reject each of the proposed amendments in a public and timely manner, during the regular academic year...

2. Realignment of *Statement* Language to be Gender Neutral

Existing Language	Proposed Amendment	New Language if Amendment is Adopted
<p><u>VI. Procedures, Stage 2: Resolution Process, last sentence, p. 9</u></p> <p>(5) that the student may consult with his or her advisor before accepting responsibility.</p>	<p><u>VI. Procedures, Stage 2: Resolution Process, last sentence, p. 9</u></p> <p>(5) that the student may consult with his or her <u>an</u> advisor before accepting responsibility.</p>	<p><u>VI. Procedures, Stage 2: Resolution Process, last sentence, p. 9</u></p> <p>(5) that the student may consult with an advisor before accepting responsibility.</p>
<p><u>VI. Procedures, A. Acceptance of Responsibility, 2nd sentence, p. 9</u></p> <p>Upon request, the accused student has the right to know the potential sanctions before accepting responsibility, however the accused student may not appeal if he accepts responsibility without asking about sanctions.</p>	<p><u>VI. Procedures, A. Acceptance of Responsibility, 2nd sentence, p. 9</u></p> <p>Upon request, the accused student has the right to know the potential sanctions before accepting responsibility, however the accused student may not appeal if he <u>the student</u> accepts responsibility without asking about sanctions.</p>	<p><u>VI. Procedures, A. Acceptance of Responsibility, 2nd sentence, p. 9</u></p> <p>Upon request, the accused student has the right to know the potential sanctions before accepting responsibility, however the accused student may not appeal if the student accepts responsibility without asking about sanctions.</p>

<p><u>VI. Procedures, C. Hearing, 4th paragraph, p. 10</u></p> <p>During the hearing, the RO, RC, accused student, complaining witness and student panelists (if applicable) have the right to question the complaining witness and the RC. Each of the above-enumerated persons may also ask questions of (1) the accused student, if he or she chooses to testify and (2) of any witnesses who have presented information. Silence by the accused will not be used as evidence of responsibility for a charge. Witnesses may be present in the hearing room only when they are presenting information. At any time during the hearing, the accused student may request a recess to consult with his or her advisor...</p> <p><u>VII. Sanctions, sections E, F & G, p. 13</u></p> <p>E. Class/Workshop Attendance: Enrollment and completion of a class or workshop that could help the student understand why her or his behavior was inappropriate.</p> <p>F. Educational Project: Completion of a project specifically designed to help the student understand why her or his behavior was inappropriate.</p> <p>G. Service: Performance of one or more tasks designed to benefit the community and help the student understand why her or his behavior was inappropriate.</p>	<p><u>VI. Procedures, C. Hearing, 4th paragraph, 2nd sentence, p. 10</u></p> <p>During the hearing, the RO, RC, accused student, complaining witness and student panelists (if applicable) have the right to question the complaining witness and the RC. Each of the above-enumerated persons may also ask questions of (1) the accused student, if he or she <u>the student</u> chooses to testify and (2) of any witnesses who have presented information. ... At any time during the hearing, the accused student may request a recess to consult with his or her <u>an</u> advisor...</p> <p><u>VII. Sanctions, sections E, F & G, p. 13</u></p> <p>E. Class/Workshop Attendance: Enrollment and completion of a class or workshop that could help the student understand why her or his <u>certain</u> behavior was inappropriate.</p> <p>F. Educational Project: Completion of a project specifically designed to help the student understand why her or his <u>certain</u> behavior was inappropriate.</p> <p>G. Service: Performance of one or more tasks designed to benefit the community and help the student understand why her or his <u>certain</u> behavior was inappropriate.</p>	<p><u>VI. Procedures, C. Hearing, 4th paragraph, p. 10</u></p> <p>During the hearing, the RO, RC, accused student, complaining witness and student panelists (if applicable) have the right to question the complaining witness and the RC. Each of the above-enumerated persons may also ask questions of (1) the accused student, if the student chooses to testify and (2) of any witnesses who have presented information... At any time during the hearing, the accused student may request a recess to consult with an advisor...</p> <p><u>VII. Sanctions, sections E, F & G, p. 13</u></p> <p>E. Class/Workshop Attendance: Enrollment and completion of a class or workshop that could help the student understand why certain behavior was inappropriate.</p> <p>F. Educational Project: Completion of a project specifically designed to help the student understand why certain behavior was inappropriate.</p> <p>G. Service: Performance of one or more tasks designed to benefit the community and help the student understand why certain behavior was inappropriate.</p>
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<p><u>VIII. Related Procedures, section G, last sentence, section I, last paragraph p. 15-16</u></p> <p>G.If an accused student's request for delay is denied, he or she may withdraw from enrollment and may not re-enroll until authorized by the Vice President for Student Affairs or his or her designee.</p> <p>I. The President will endeavor to communicate his or her decision to accept or reject each of the proposed amendments in a public and timely manner, during the regular academic year...</p>	<p><u>VIII. Related Procedures, section G, last sentence, section I, last paragraph p. 15-16</u></p> <p>G. If an accused student's request for delay is denied, he or she <u>the student</u> may withdraw from enrollment and may not re-enroll until authorized by the Vice President for Student Affairs or his or her <u>the VPSA's</u> designee.</p> <p>I. The President will endeavor to communicate his or her <u>the</u> decision to accept or reject each of the proposed amendments in a public and timely manner, during the regular academic year...</p>	<p><u>VIII. Related Procedures, section G, last sentence, section I, last paragraph p. 15-16</u></p> <p>G. If an accused student's request for delay is denied, the student may withdraw from enrollment and may not re-enroll until authorized by the Vice President for Student Affairs or the VPSA's designee.</p> <p>I. The President will endeavor to communicate the decision to accept or reject each of the proposed amendments in a public and timely manner, during the regular academic year...</p>
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