



FRATERNITY AND SORORITY LIFE

COLORADO STATE UNIVERSITY

Creating Developmental Sanctions

*Adapted from resources created by Pi Kappa Phi Fraternity

Step 1: Describe the Problem:

- What behaviors occurred?
- How frequent and/or severe was the problem/behavior?
- When, where, and under what conditions did the behavior occur?
- What contributed to the behavior?

Step 2: Identify the Contributing Factors:

After describing the problem, determine the factors that contributed to the incident or behavior. What aggravating factors made the behavior worse (or enabled it to occur more easily)? What mitigating factors made the behavior better (or made it more difficult for the behavior to occur)?

Consider the following when identifying contributing factors:

Individual Factors: What attitudes and beliefs exist that may have contributed to the behavior? What knowledge did the member(s) lack that may have contributed to the problem? What skills might be lacking that could have stopped the behavior from occurring? What health beliefs or norms exist among members? What are positive contributions by a member that already exist?

Interpersonal (or Group) Factors: What perceptions and/or misperceptions does the group have that contributed to the problem? What are the cultural norms held or shared by the group that contributed to the behavior? How did the group as a whole contribute to the behavior (e.g., group think)?

Environmental Factors: Are there organizational or community policies or laws in place that address the program? Do members understand the policies and expectations? Are there aspects of the physical environment that contributed to the problem? What campus culture or community norms played a role in normalizing or encouraging the behaviors?

Consider: What factors can the accountability body attempt to modify to adjust future behavior? Are there other factors identified here that can be influenced at a broader level? How can we learn from this analysis?

Based on this analysis, what needs to change to address the behavior? This might include:

- Increasing knowledge through education
- Building skills through practicing (can a member serve in a leadership role to practice addressing the behavior they may have perpetrated)

- Developing new procedures or determining new procedures to address and manage behavior

What sanction(s) could bring about needed change? Some examples might include:

- Seeking resources
- Participating in educational programming or delivering educational programming to others
- Taking on new responsibilities
- Limiting participation in certain activities
- Creating new programs or policies
- Engaging in restitution or formal apologies to address harm caused

What additional actions are needed to help prevent this type of behavior from occurring in the future?

Step 3: Draft the Sanctions:

When drafting the sanctions, consider:

The Nature of the Violation: Think about the severity of the incident, how many people were impacted and involved, and what contributed to the behavior.

Prior Violations: Has this member been involved in other cases or had previous violations? Is this behavior similar or different from past behavior?

Aggravating/Mitigating Circumstances Surrounding the Violation: Were there contributing factors that played a role? What prevented more harm from occurring?

Motivation for the Behavior: What contributing factors motivated the member to behave in the way they did? How can those motivations be addressed (even if that is distinct or separate from the actual behavior that was perpetrated)?

Previous Sanctions Assigned for Similar Behavior: While precedent isn't the most important factor in identifying sanctions, considering fairness is. What have been past sanctions for similar behavior? Is it important to provide consistent sanctions in this case? How do the identified motivations and root causes in the instance impact varied outcomes in this case?

Developmental and Educational Impact: What is the likelihood that the sanctions will bring about identified needed change? How can the sanctions be modified to create the most meaning for the individual member? How can the sanction include meaning-making components (e.g., meeting with a chapter leader after an educational program to talk about what was learned)?

Also Consider:

Why the Sanction is Assigned: The sanction should clearly articulate to the member *why* it was assigned and *what* needed change is targeted as a result of the sanction.

Specific Deadline and Logistics for Completion: Consider how to make the sanction as clear as possible. When is it due? How will completion be documented? What happens if the sanction is not completed by a particular deadline? Consider what timeline and process encourages meaning making and makes the sanction accomplishable for the member.