

## Concurrent Program Guide

### **#Influencers, Trolleys, Memes, and Smoots: Ethical Decisions in the Zoom Age**

*James Reed, Massachusetts Institute of Technology | Natalie Murillo, Berklee College of Music | Abigail O'Hara, Massachusetts Institute of Technology*

Ethical decision-making workshops can be an effective sanctioning option for many institutions – but how do you make these workshops applicable to current student populations? How can they translate to remote settings? Join us to learn more about how MIT has developed both individual and group respondent workshop options that may work for you as well.

### **3 Ways to Take Real Action to Address Biases and Promote Equity and Inclusion**

*Katie Jackson, University of Minnesota – Duluth | Brenna Hucka, University of Minnesota - Duluth*

We all hold biases that impact our work. Our office was interested in making our conduct processes and campus more equitable and inclusive. Join us to learn about our experiences creating and implementing three strategic initiatives related to this goal: a) Implicit bias training for hearing panels; b) Conducting a diversity, equity, and inclusion review of our correspondence, and c) A model for engaging students who were reported for using harmful and/or offensive speech that is also protected. We will share our experiences and provide you with the tools you need to implement these strategic actions on your own campus.

### **Academic Integrity Fundamentals**

*Kara Latopolski, Virginia Tech | Brendin Humrickhouse, Virginia Tech*

Academic Integrity is a core value of every college and university. Many new student conduct officers are tasked with addressing cases involving academic dishonesty. This session will cover the fundamental principles of academic integrity casework and how our work cultivates a culture of Academic Integrity on campus. Additional topics covered in this program include working with faculty, effective sanctioning, and how academic integrity cases differ from other types of behavioral student conduct cases.

### **Assessing for Equity in the Process**

*Heather Cohen, Northwestern University*

As students across the country participate in calls for a reexamination of systems of oppression, including University systems of accountability and their relationships with police, it is more important than ever for Community Standards offices to be assessing their own processes and the application of those processes through the lens of equity. This session will examine three levels of equity assessment, from simple to complicated, and some of the resulting lessons Northwestern learned by engaging in these assessments. Participants will be invited to share their own successes and ideas about assessing through equity throughout the session.

### **Assessing for Racial and Gender Bias in the Student Conduct Process**

*Nicole Allbee, Western Michigan University*

Western Michigan University's Office of Student Conduct assessed the University conduct process for the possibility of racial or gender bias in the process. This session will review the assessment and its findings as well as how we partnered with key stakeholders to improve equity concerns with the referrals to conduct.

### **Assessing Student Learning Through COVID-19 Educational Sanctions**

*Mathew Shepard, New York University | Maggy Fread, New York University*

This program reviews the design and implementation of efforts to assess COVID-19 educational sanctions. These sanctions were created to measure students' learning, decision-making, and self-awareness. Results from these assessments and improvements stemming from them will be shared and discussed as well as how participants can use this information to assess and improve their student conduct processes during and after a global pandemic.

### **Avoid the Void - How to Evolve a Conduct Board to Fit Your Institutional Needs**

*Erin Breiner, NC State University*

Conduct Boards serve a unique and important role in the adjudication of disciplinary cases. But what happens when legislation, changes in procedures, and administrative challenges threaten to render the Board obsolete? This session will focus on the evolution of the Conduct Board at NC State University and how the advisors have worked to assess, address, and redress the functionality and improve the livelihood of this vital component of the disciplinary process.

### **Behavioral Intervention Team: Moving from Best-Kept Secret to Trending on Campus**

*Kristi Rabon, Liberty University | Bethany Holt, Liberty University*

Students displaying concerning behavior cause alarm for university faculty and staff, but institutions of higher education often struggle in knowing which department is best suited to meet with the student and what method is best for addressing the behavior. The Behavioral Intervention session will teach you the objectives of the Behavioral Intervention Team, when and how to collaborate and delegate with other departments on your campus, and practical tips on building a brand, training faculty and staff, and maintaining buy-in for the Behavioral Intervention Team at your institution.

### **BIPOC Leaders of the New Skool: Understanding Best Practices for Students of Color**

*Prince Robertson, Southern Illinois University Edwardsville*

Are students of color being treated equitably and presented with like outcomes and sanctions as their white student counterparts? Practitioners of color will participate in a panel/roundtable to provide their best practices and communication skills for equity and how it can be administered for students of color today.

### **Building Bridges: Best practices for Housing and Student Conduct Collaboration**

*Beth Paris, Virginia Commonwealth University | Pamela Altmaier, University of Montana*

Housing staff often have significant conduct case management responsibilities, that may represent a small portion of their role as in-hall professionals. A shared functional responsibility creates numerous opportunities for collaboration that may be yet unrealized on your campus. In this session, the Housing and Residence Life Community of Practice (CoP) will review recommendations and best practices for building strong relationships between housing and student conduct staff. Recommendations for housing staff to utilize their expertise and unique competencies with student conduct offices on their campuses will be shared, along with best practices for conduct staff to engage colleagues in residential life or housing roles with conduct responsibilities.

### **Building Strong Maxient Training Practices that Establish Long Term Success**

*Lance Watson, Maxient LLC | Shalin Shah, Maxient LLC*

The foundation of any good case management or conduct process is well trained staff using the best tools available to them. Trained, confident staff members use software effectively to support their work while optimizing the time they spend with students. Meaningful training focused on practical skills and solid documentation can, in turn, lead to establishing institutional memory through data. Join us to learn more about using technology and hands-on learning to benefit your immediate work and long-term success.

### **Building University and Community Relationships: Programs for Success**

*Stephanie Ganser, University of North Carolina- Wilmington*

Like many other colleges and universities, the University of North Carolina Wilmington (UNCW) has numerous non- student community members that live close to campus. Typically, these individuals have concerns with students when it comes to issues such as noise, parties, trash, and parking. In response to these concerns and to further educate the university's 12,000 off campus students, UNCW has connected with university and City of Wilmington leaders to create initiatives to educate students and have consistent messaging.

### **CARE-ing About Sexual Misconduct: Navigating Support & Advocacy for Students Involved in Title IX**

*Ali Martin Scoufield, Cleveland State University | Laura Cilia, LaSalle University*

Developing cross-campus partnerships is necessary for most collaborative endeavors in higher education and vital when looking to support students who have experienced sexual misconduct. This interactive session will draw from the presenters' extensive experiences at both public and private institutions supporting students through Title IX reports and investigations. The presentation will specifically acknowledge the unique and beneficial relationship between CARE (case management) and Title IX as a way to advocate and support students.

### **Choices that Matter: Using a Care Approach in Facilitating Student Conduct**

*Paige Townley, University of Iowa | Cortney Brewer, Gonzaga University*

How do we incorporate intentional care practices in our work? As Student Conduct Professionals, we meet with students as a result of some of the worst days of their lives. How can we use those opportunities to provide transformative engagement that empowers students to be a positive influence in our communities? Presenters will share information about theoretical foundations and best practices which support infusing care strategies in the conduct process as a way to support meaningful engagement with students, while also balancing the responsibilities of conduct offices.

### **Code Getting in the Way of Your Equity-Minded Approach? Time to Revise & Transform**

*Chelsea Kott, MiraCosta College | Mitra deSouza, MiraCosta College | Nick Mortaloni, MiraCosta College*

Higher education is infused with oppressive practices that support White supremacy and student conduct codes are no exception. Recognizing that policies often conflict with equity-minded practices, how can conduct professionals use their positionality and power to structurally make changes to engage an anti-racist approach to addressing reports of student behavior? With diverse stakeholders at the table, ranging from mental health practitioners to faculty and campus police, conduct professionals have an obligation to position not just student rights, but also equity, at the center of our work. This endeavor may seem daunting at first, but this session will demystify a critical approach. Join this interactive session to learn together with professionals who recently changed their code with an equity-minded approach and are navigating lessons learned.

### **Code of Conduct Revision Build Out**

*Abbey Marr, SUNY Student Conduct Institute | Gemma Rinefierd, SUNY Student Conduct Institute | Adam Wolkoff, SUNY Student Conduct Institute*

Code of Conduct Revision Build Out will introduce the fundamentals of planning a significant revision of your Code of Conduct, including identifying goals and priority changes and engaging important stakeholders. Presenters will work with participants to each build their own plan for revision.

### **Communicating Curriculum in COVID-19**

*Kenny Hertling, Indiana University- Bloomington | Jennifer Rafalski, Indiana University- Bloomington*

Over the last decade, the Residential Curriculum model has appeared on more and more campuses. This session is geared as using the Residential Curriculum to help guide hearing officers frame conversations with residents that have potentially violated the agreements with housing and use that framework to link the conversation back to the Residential Curriculum learning objectives of their department. By using this framework, there can be a consistency among learning objectives that hearing officer's gear their meetings towards and that can guide hearing officer assessment. Particularly, when responding to the COVID-19 pandemic, a group educational conversation was devised to help students learn and adhere to university policies

### **Confidentiality and Title IX**

*Melissa Carleton, Bricker & Eckler LLP | Samantha Hughes, Kenyon College*

The new Title IX regulations impose a number of new confidentiality requirements, some of which may trigger retaliation claims if not followed. What information can be shared in this case and under what circumstances? How can student privacy be appropriately balanced with health and safety issues for the student and others? We'll discuss the intersections of FERPA, the Clery Act, Title IX, and HIPAA for a deep dive into the nuances of privacy and confidentiality.

### **Conflict in Conduct: Applying Conflict Styles to Conduct Hearings**

*Andrea Mellendorf, Western Michigan University | Nicole Allbee, Western Michigan University*

This session will help professionals consider the impact of conflict styles in a conduct setting by considering the personal style of both the hearing officer and the student. From this interactive session, you'll learn your own conflict style, how to identify the five different styles in others and understand how these conflict styles interact with conduct work.



### **COVID-19, Conduct, and Campus Housing: The Public and Private Experience**

*Adric Hardy, Duke University | MarQuita Barker, Elon University | Robert Baker, UNC Greensboro*

This program will be an opportunity for conduct professionals to learn and share best practices for creating, altering and implementing COVID-19 policies in conjunction with campus partners in particular, Residence Life and Housing. Additionally, attendees will hear perspectives from both public and private institutions on adjusting to, adjudicating in, and navigating through a pandemic.

### **Creating a Comprehensive Conduct Board: Leveraging Your On-Campus Resources to Create Your Network**

*Francesca Brant, University of North Florida | Rachel Winter, University of North Florida*

This session is intended to educate attendees on our Student Conduct Board process in hopes that they will understand how to translate the different hearing modules onto their campus. We want to share our experience with the members of the ASCA and inform them of how we facilitate outreach and invite the UNF community to be a part of this team, how we communicate with current members, and the relationships we have cultivated with those individuals.

### **Creating and Using COVID-Related Sanctioning Guidelines**

*Michael Fernbacher, University of Delaware | Holli Harvey, University of Delaware*

COVID-19 has created much change in all our lives. One of those is sanctioning for students who do not uphold behavior expectations related to COVID. Considerations in sanctioning include location (on campus or off), impact (actual or potential) and repetition. Learn how staff at one institution created sanctioning guidelines, then evaluated and adjusted them as the COVID hit the fan.

### **The Cultural Context of Conduct: Dimensions of Culture in Conflict and Resolution**

*Lena Crain, Denison University*

Intercultural understanding and global citizenship are paramount to conflict transformation and student conduct work. In this session, participants will examine national cultural dimensions to understand how culture shapes students' conflict styles and experiences in higher education, including those referred to student conduct. Whether evaluating referrals of international students and faculty, addressing incidents of bias, presenting behavioral expectations for students going abroad, or simply enhancing one's cultural competence, this interactive session will equip participants to better understand the cultural context of conflict and resolution.

### **Developing a Trauma-Informed Conduct Program**

*Jill Childress, Oregon State University | Jess Tallant, Oregon State University*

The groundbreaking Adverse Childhood Experiences (ACEs) Study illuminated the prevalence of adults who have experienced trauma at some point in their lives. The prevalence of trauma means that students are likely coming to college having already experienced trauma. Trauma is also disproportionately experienced at higher rates across marginalized identities, can cause health disparities, or otherwise negatively affect a student's experience in college. A trauma-informed conduct program can help those who have experienced trauma successfully navigate the institution, create a successful learning environment, and prevent re-traumatization of students through the process.

### **Digital Sanctioning: Adapting an Ethical Decision-Making Seminar for an Online Environment**

*Ryan Iocco, Florida Atlantic University*

Learn ways to revolutionize your sanctioning by adapting your current sanctions to the virtual environment. Through the use of an online multi-media seminar, participants will learn how to move their sanctioning successfully to an online environment utilizing the tools at your disposal. We will showcase ways to create engaging content and how you can maximize the value of the sanctions that you provide to your students online.

### **A Director's Guide to Revamping a Student Conduct Office and Implementing Restorative Practices**

*Anthony Williams Jr., Grand Valley State University | Derrick Dixon, The University of Oklahoma*

Directors are tasked with creating and fostering a philosophy used to guide the work of their office. Directors often find themselves having to adopt current practices and/or implement new philosophies while in leadership. As a result, this session will discuss how two new Directors revamped, and then transformed their offices' formal practices and procedures, while also shifting the philosophy through the implementation of conflict resolution and restorative practices.

### **Discussion of Challenges to COVID-19 Compliance and Suggested Solutions**

*Charles Drummond, University of Tennessee at Chattanooga | Meggie Patton, University of Tennessee at Chattanooga*

COVID-19 responses differ widely across the nation; however, certain challenges to student conduct staff are likely to occur, regardless of institution. In this session, a student conduct professional and a student support/outreach professional will partner to discuss strategies, shared challenges, and ways forward for institutions amid the pandemic.

### **Engaging in Education & Outreach Efforts in Conduct**

*Nicole Garcia Diaz, University of Maryland- College Park | Alex Franklin, University of Maryland- College Park*

Education & Outreach in the realm of student conduct is crucial for developing ethical students and preventing misconduct. However, most offices lack the resources, time, & staff to effectively engage in this proactive way. Join the University of Maryland College Park's Education & Outreach team as we discuss inclusive practices and tips for educationally connecting with a diverse student body and community. We will review aligning your organization's mission and values with outreach, meeting students where they are, developing key campus partnerships in outreach, doing more with less, programming and presentations ideas, and a brief graphic design 101.

### **Engaging with Stakeholders in the Time of COVID**

*Leslie Mitchell, University of Hawai'i at Manoa*

Wondering how you can continue to engage with stakeholders in the time of COVID? Not enough time to stay connected and continue your office's outreach when so many other things are taking your time? This presentation will share one office's passive programming messaging that they have used to engage academic departments and faculty on relevant academic integrity and conduct code procedures during the COVID-19 period. Participants will learn about the programming schedule, the communications tools, and see the infographics and materials shared with stakeholders. At the conclusion of the session, participants will have tools to engage their own stakeholders and increase outreach.



### **Fight the Good Fight: Mechanisms for Inclusive Community Support**

*Liz Olivieri-Lenah, Iona College | Brielle Stark-Adler, Iona College | Courtney Ferrick, Iona College*

This session will review the structure of the Iona College CARE Team (Behavioral Intervention Team). CARE maximizes collaborative cross-campus partnerships to increase effectiveness of interventions supporting students of concern, reduce crisis incidents, and improve overall campus safety and retention. Intentional collaboration on campus initiatives reduce marginalization and stigma. This will be discussed as a mechanism for providing preventive outreach and intervention, inclusive, wraparound support to students as crises emerge, and in their aftermath.

### **Filling in the Gap: Writing Restorative Practices into Your Code**

*Alison Peer, Towson University | Danielle Woody, Towson University*

Many institutions are informally using restorative practices in their disciplinary process, but few have formally written a procedure into their Code. This program will showcase the process and final outcome of how Towson University closed the gap by creating a formal roadmap for students, staff, and faculty to address conflict.

### **First Things First: An Introduction to the First Amendment for First-Year Conduct Professionals**

*Kara Latopolski, Virginia Tech | Michelle Horvath, Florida International University*

While primarily focused on the speech prong of the First Amendment, this session will provide foundational information for first-year conduct professionals regarding the role of the First Amendment in the college and university setting. This session will also briefly explain the four other protections afforded by the First Amendment.

### **Gehring Academy - Learn. Teach. Mentor.**

*Pamela Malyk, University of Florida | Patience Bryant, California State University - Long Beach | Travis Overton, Coastal Carolina University | Reyna Anaya, Community College of Aurora*

The Donald D. Gehring Academy is the premier curriculum based educational training program for professionals with conduct, organizational behavior, and restorative practice responsibilities. Have you thought about attending? Join a fun and lively panel discussion about involvement with the Gehring Academy. The panel will cover experiences as attendees, faculty fellows, faculty members, track coordinators, and even as the Gehring Academy Chair.

### **Gen Z in Your Work as Student Conduct Professionals**

*Hailey Flavin, Texas A&M University | Christina Parle, Zeta Beta Tau | Alex Doming, University of Connecticut*

Generation Z is a gap area in knowledge for our specific field. This session details attributes of Generation Z and highlights how they show up as students to guide conversations around supporting their unique needs in the student conduct profession.

## **Having Difficult Conversations with Students: Anti-Racism, Free Speech, and Conduct Violations**

*Amy Andrade, George Washington University*

As conduct professionals, it is our responsibility to practice anti-racism in our work. While many of the people in our field may agree with the previous statement, the question remains - how does anti-racism look in practice? This session seeks to answer this question by examining the difficult conversations we have with students who have engaged in racist speech that could be harmful toward certain identities and communities. Engaging in these conversations with students requires a knowledge of anti-racism strategies, students' rights to free speech, and the relevant university's definition of policy violations. Attendees should leave the session understanding anti-racism, how it can be used in practice, and how to effectively have difficult conversations with students while engaging campus partners, resources, and the community.

## **Improving Collaboration When Adjudicating Greek Life Cases**

*Scott Bye, East Carolina University*

This session will explore how the Greek Life case adjudication processes, used at East Carolina University, have helped to increase communication/collaboration and reduce tension between internal and external constituents. This session will detail the development process, explain the adjudication processes, detail how the adjudication processes helped to increase communication and collaboration, review the successes/failures, and will conclude with a question/answer discussion.

## **Incorporating Your Values in the Face of the COVID-19 Crisis**

*Ronald Alexander, Northwestern University | Lucas Christain, Northwestern University | Christine DePilla, Northwestern University*

Roy Disney may have said it best "It's not hard to make decisions when you know what your values are." Values guide the priorities and the story we tell our colleagues, students, families, and constitutes the work we do daily. Through a critical strategic planning process, the Office of Community Standards at Northwestern University established how departmental values rang true to their purpose, and when necessary to pivot during the crisis of COVID-19 response, they responded with their values in the forefront. This session will highlight the session on Strategic Planning at NU and how their approach in the creation of a COVID-19 Sanctioning rubric, campus-wide training for staff and students returning to campus, and educational sanctions being rooted in their six value statements.

## **Informal Resolution of Title IX Cases**

*Jessica Galanos, Bricker & Eckler, Attorneys at Law | Missy Greathouse, Dispute Resolution Institute, Inc.*

This program will discuss some of the unique issues related to informally resolving the types of delicate matters covered by Title IX. These issues may include the differences between mediating other types of disputes and Title IX disputes, how to find common ground in complex and emotional cases, and how to encourage an honest dialogue between parties with opposing factual accounts.



### **Lessons Learned: COVID & Virtual Processes**

*Michael Immings, University of North Georgia*

Change can be very difficult, however, often in times of change, we find new ways and methods to achieve our goals. While our Office was initially concerned about the logistics of performing our job roles in a virtual world, we quickly discovered a host of opportunities to not only serve our students, but in many ways to serve them more effectively and efficiently. Come learn what the University of North Georgia has learned and created since moving to a virtual world!

### **Lessons Learned: Impacts of the New Title IX Regulations on Student Conduct**

*Josh Nolan, Bricker & Eckler LLP | Joseph Hall, Bricker & Eckler LLP | Robert Lukaskiewicz, Trincoll*

The New Title IX Regulations fundamentally altered the way that colleges and universities are required to respond to incidents of sexual harassment and sexual misconduct. The New Regulations have required institutions to adopt significant training requirements, individualized roles for investigators, advisors, and decision-makers, and the integration of sexual harassment, sexual assault, stalking, domestic violence, and dating violence into non-Title IX resolution procedures. This session will review the legal and risk management issues related to this new regime.

### **Mentoring Program Roundtable (Mentoring Program of ASCA)**

*Prince Robertson, Southern Illinois University Edwardsville | Tiffany Tuma, Saint Augustine's University*

This roundtable is in place to generate to opportunities of ASCA's mentor-mentee program. It is in place to develop volunteers to assist in guiding and improving the professional track of new, mid-level and senior-level practitioners. The hope of the association's initiative is to build relationships, which will move those who participate beyond their limits.

### **Navigating 2020: Pandemics and Elections**

*Kyle Williams, Washington University St. Louis | Nick Diakos, Pennsylvania State University | Stephanie Wright, Rutgers University- New Brunswick*

This presentation will introduce four colleagues from various institutions who have worked in navigating this past calendar year and everything that it presented them with given the various pandemics and recent election results. The presenters will discuss support and advocacy, developing policies and procedures, and the importance of self-care and utilizing your "village" for support and growth.

### **One Is the Loneliest Number: When You Can't Be the Reasonable Person**

*Jennifer Dize, Lafayette College | Holly Taylor, Lehigh University*

A discussion about ensuring integrity in the conduct person by being a reasonable person and what potential pitfalls or opportunities exist for a one-person office in this regard. The reasonable person standard is intended to protect student rights; the presenters posit that professionals with expertise related to student conduct (e.g., threat assessment or sexual misconduct) may be unable to meet the need for a general reasonable person adjudicator. The particular challenges of being a one-person office when one is conflicted out of a case will be examined.



### **Questions and Tools to Drive Your Strategic Planning Process: Learning from Northwestern's Example**

*Heather Cohen, Northwestern University | Christine DePilla, Northwestern University*

Used well, the Strategic Planning process can create living, breathing documents that are core to how our offices approach and do our work. From mind mapping to focus groups and communication plans, this session explores questions and tools your office can use to re-envision how you convey your office's values and work to yourselves, your students, and your partners. We will share lessons learned along the way from Northwestern's recent process and provide opportunities for you to begin applying these tools to your office's own mission statement and learning outcomes.

### **Reframing Campus Conflict: Student Conduct Practice Through the Lens of Inclusive Excellence**

*Nancy Giacomini, St. Bonaventure University | Jennifer Meyer Schrage, University of Michigan | Ryan Holmes, University of Miami | Tamara Greenfield King, University of Pennsylvania*

Authors and co-editors will share their collaborative contributions from the fully revised second edition of *Reframing Campus Conflict* (Stylus 2020) while reflecting on the essential role of "inclusive conflict excellence" and a tailored spectrum model approach (Schrage & Thompson 2008) when responding to student conduct and conflict within today's physical and virtual campus spaces.

### **Return from Suspension: A Restorative Justice Approach**

*Julia Duff, George Washington University*

This session will address how to utilize a Restorative Justice approach for cases of return from suspension. Utilizing the model of Circles of Support and Accountability (COSA), participants will learn practical steps to set up a model for returning students.

### **Say What? Formal Processes in an Informal World**

*Aimee Peeples, University of Florida | SevaPriya Barrier, University of Arizona*

Students often come into the conduct process with stress and anxiety. The formality of the process due to long-established business practices, procedural codes, and compliance and legal requirements can add to the tension and disconnection students experience. Aspects of current practices are necessary, but professionals have opportunities to lower communication and engagement barriers through the application of behavior conditioning techniques. These techniques have been proven to be effective in settings such as mediation, interviewing, and coaching. Utilizing behavioral techniques can enhance heightened abilities of introspection and self-regulation and can serve to remove generational barriers in communication and engagement.

### **Scholarly Spartans: An Academic Integrity Intervention**

*Jake Kasper, Michigan State University | Brandon Arnold, Michigan State University*

Presenters will overview the rehabilitative and restorative Integrity of Scholarship and Grades policy at Michigan State University. Participants will then be exposed to an innovative asynchronous academic integrity intervention course rooted in student development theory and cross-cultural ethics. This creative course uses a multi-faceted approach to educating and intervening with students who were found responsible for violating the MSU Academic policies.

### **Should We Cancel Cancel Culture?**

*Michelle Horvath, Florida International University | Derrick Dixon, University of Oklahoma | Devin M. Parra, Florida International University*

There are a multitude of examples of cancel culture which each of us can think in recent years, ranging from personal and localized actions to global phenomena such as the “Me Too” movement. This session will explore: the goals of cancel culture; the positive and negative impact of cancel culture; whether the long-term goals of cancel culture would be better served through historical methods of restorative justice; and if so, how we can support those efforts in our work as student-conduct professionals.

### **So, You Want to Sanction Yourself to a Doctoral Program**

*Nicole Kogan, Kennesaw State University | Alicia Myrick, Clayton State University | Christine Kopacz, University of Georgia*

Professional development comes in many forms. One option is to pursue a terminal degree. This presentation will discuss how three full-time student conduct educators of differing identities delved into the world of a Student Affairs Leadership EdD program and have figured out (for the most part) how to balance their work, personal lives, and professional education, pandemic notwithstanding. We will explore the beginning of the journey in first determining what needs to be considered in picking a program, to completing coursework and wrapping it up with the lovely dissertation creation and defense. Lastly, we will also provide some helpful tips on the application of theory to practice and helpful personal life hacks that have helped us.

### **Step One: Learning Outcomes**

*Pamela Altmaier, University of Montana | Josh Cutchens, Appalachian State University*

Being able to share your office's narrative and the impact on student learning/success has always been important, but especially now. Each of us are constantly being asked to do more with less, including cutting out budgets, not hire vacant positions, and even furlough/layoff. Members of the Assessment COP will be presenting on the first step of telling your narrative: learning outcomes. This presentation will discuss the importance of clear and intentional learning outcomes, how to make sure they are measurable and incorporated into everyday practices, and how to include them in your assessment cycle to be able to articulate the impact our work.

### **Strategic Planning and Assessment for Education and Outreach**

*Lena Crain, Denison University*

Design, delivery, and assessment of education and outreach are critically important for conduct educators to share policy updates, perform proactive outreach, and train and build skills. The reach of conflict resolution can be multiplied through thoughtful content, partnerships, and delivery methods. Participants in this session will build personalized strategic plans for education and outreach tailored to their unit's goals.

### **Student Hokies for Integrity: Navigating a Student Led Conduct Process**

*Rebecca Moreau, Virginia Tech | Lauren McClaskey, Virginia Tech | Amber Attreed, Virginia Tech*

Virginia Tech Office of Undergraduate Academic Integrity is a student led office with professional staff guidance. Student volunteers are responsible for hearing and closing all cases of academic integrity. This presentation will allow current student leaders to share their experiences working in a conduct office and how professional staff can guide these students to be successful in the field.

### **Supervising from the Margins**

*Kyle Williams, Washington University St. Louis*

Supervision can be something that is difficult to manage, especially when you are entering the space as a person of color or supervising someone who is a person of color. This presentation will be a discussion of supervision and ways to navigate it from the margins.

### **Support in Times of Change: Launching a Respondent Resource Program**

*Alyssa Galmish, University of Washington | Elizabeth Lewis, University of Washington*

The respondent resource program is designed to provide equitable rights and process advocacy to student respondents navigating the conduct process. This interactive session will share how the University of Washington created this program and the challenges faced during the pandemic.

### **"Support is Needed on Both Sides": Providing Advisors for Respondents**

*Clayton Bracht, University of Minnesota*

While many colleges and universities have robust support services for complainants, few have the same resources for respondents. This presentation will detail the University of Minnesota's approach to providing advisors for respondents through their Student Advocate Services office. Background history, current practices, and assessment data will be shared with participants.



### **Theory to Practice: Employing Case Studies as A Powerful Teaching Tool**

*Ruth Davison, Pensacola State College | Lynsey Listau, Pensacola State College | Nathan Hendrix, University of West Florida | Cecilia Dockery, Weber State University*

This program highlights the use of case studies in a graduate preparation program to help students apply theory to best practice. You will hear from two faculty members and two former students all of whom work full time in the student conduct field. See how we are using the case study model to prepare future professionals to apply knowledge to real life situations. We will also consider how this model might enhance conduct training on our campuses. All participants will have an opportunity to actively engage in a brief case study during the session.

### **Understanding Community Impact through Covid-19 Education**

*Regina Donato, University of Delaware*

Learn how The Office of Student Conduct (OSC) at the University of Delaware (UD) worked to increase students understanding of community impact through COVID-19 sanctions. They created three educational sanctions as a response to COVID-19. Each sanction builds off of each other and uses an informational website shared by their Student Health Services office as the main foundation for information. UD will share each of the sanctions, how they have assessed them. Each sanction uses a variety of education methods that can be transferred to other sanction topics. The modules address community impact and include a restorative reflection. Take the information and use it to create your own COVID educational sanction or transfer the information to other topics to educate students.

### **“The Untold History of Higher Education”**

*Alexandra Hughes, University of Texas Rio Grande Valley | Jennifer Waller, ASCA*

The history of higher education is intertwined with the history of slavery and racism in the United States. In the 2013 book, *Ebony and Ivy: Race, Slavery, and the Troubled History of America’s Universities*, Craig Steven Wilder explores this relationship. Colleges and universities were the province of white men, with many Ivy league schools not admitting women until the 1960s and 1970s. This legacy persists on many campuses today including the policies and practices of many student conduct offices.

Student conduct administrators are called upon to deal with many of the issues facing American society today. This session will build on the conversations, shared through the conference to explore how personal identity might show up in the conduct process with students.

### **Title IX - Now What? How Do We Unring the Bell?**

*Catherine Cocks, D. Stafford & Associates*

While only in effects for six months, the Title IX regulations have left a substantial impact on our field. This session will review President Biden’s statements regarding Title IX and the new rule and what we anticipate regarding upcoming administrative actions. We will also review the lasting impact that the 2020 regulations and due process/Title IX court decisions will have on our field.

### **Understanding the Drug Free Schools & Community Act**

*Nicholas Campau, Ferris State University*

Who is charged with complying with the Drug Free School & Community Act tends at your institution? For many institutions, this falls to their student conduct office. This presentation will cover the multiple regulatory requirements, annual notification, and the biennial review.



### **Understanding Uncertain Times: Utilizing Data and Analytics to Find Certainty**

*Nicholas Tumolo, Villanova University | Shalib Shah, Maxient LLC*

During the current community health emergency, student conduct data remains a critical tool; robust analysis can help understand the new paradigm. This program's learning outcomes will focus on the utilization of Maxient's powerful analytics and associated features, how we can rely on data to better understand current student behavior, policy-impact, and campus culture, and how examples of specific analytics have illustrated such at one institution.

### **We Are One: How to Support Residential Housing Staff Facilitating the Remote Student Conduct Process**

*Mary Zuchovicki, University of Central Florida | Briyanna Jenkins, University of Central Florida*

This session addresses the remote student conduct review process for the office of Student Conduct and Academic Integrity (SCAI) and Department of Housing and Residence Life (DHRL). The presenters will address the current housing climate at the University of Central Florida and how it's affecting the student conduct review process for housing cases. The presenters will speak to the collaborative relationship and share strategic training and staffing plans that have been and will be implemented between SCAI and DHRL. The trainings are focused on the remote student conduct review process for the DHRL staff members and how SCAI supports DHRL through the remote student conduct review process.

### **Websites, Online Tutors, and Student Accountability: Oh My!**

*Elizabeth Lewis, University of Washington | Ed Mirecki, University of Washington | Deanne Liu, University of Washington*

This session will focus on the rise of online tutors during the pandemic and how one institution is navigating holding students accountable. Participants will learn about contract cheating and gain tools in working with providers who enable students to cheat.

### **What Does Doe V. Mean to U (and Colleges Too)**

*SevaPriya Barrier, University of Arizona | Mary Beth Tucker, University of Arizona*

Recent state and federal courts have shined spotlights on minimal procedural requirements for students accused of misconduct, particularly when adjudication requires an evaluation of party credibility. This session aims to equip conduct professionals, at public and private institutions, with the "what" and "why" of due process protections afforded to students in academic and non-academic disciplinary proceedings with an emphasis on practical knowledge and application.

### **Women and Student Conduct (in COVID-19)**

*Erin Kaplan, La Salle University | Alicia Myrick, Clayton State University | Erin Breiner, North Carolina State University | Pamela Steele, Longwood University | Amanda Mesirov, Moraine Valley Community College | Jessica Carron, Lewis & Clark College | Alex Rossett, Brandeis University*

Join the "Women and Student Conduct" Community of Practice members for a panel of diverse women who will speak about the nuances and challenges of being a woman within the field of student conduct. Topics will include navigating the political landscape of the field, navigating the "other duties as assigned" that came with the COVID-19 pandemic, imposter syndrome, how women are perceived when presenting their opinions in the workplace, and challenges of being a younger/newer professional. This diverse group of panelists will include members of several types of institutions including publics, privates, community colleges, and Minority Serving Institutions/Predominantly Black Institutions. Panelists will include women with ranging years/types of experiences.





### **Zooming Through the Organizational Review Process**

*Mary Zuchovicki, University of Central Florida | Xavier Shannon, University of Central Florida | Heather Cohen, University of Central Florida*

This session addresses the reporting, investigating, and adjudicating organizational process conducted by the office of Student Conduct and Academic Integrity at the University of Central Florida. The global pandemic required our administrative practice to shift online while maintaining the integrity of our process. The presenters will share the observed trends, virtual investigative strategies, and implemented virtual practices used to review allegations against student registered organizations.

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