

## Concurrent Program Guide

### **100 Student Conduct Pros Were Interviewed. Here's What They Said!**

*Scott Levitt, Sanctionite | Sydney Scheiner, Villanova University*

After speaking with 100 student conduct professionals on best practices, clear trends were identified on the changing landscape of sanctioning and assessment practices in student conduct. Areas explored in this session include revolutionary educational sanctions, common pain points [and their solutions] in the Conduct practice, as well as trends on assessment initiatives. With honest and insightful answers given to us by practitioners within the conduct community throughout the United States, the narrative is clear: Conduct pros are looking for a more engaging and contemporary approach to educational outcomes. In this session, you'll laugh, you might cry, and we will share the data from our research and introduce concepts believed to be the future of sanctioning.

### **Addressing Academic Misconduct Through Motivational Interviewing**

*Jessie Townsend, University of South Carolina*

As higher education continues to monitor course delivery methods and instructional strategies related to the Covid-19 pandemic, one of the most important, but least considered factor is often student motivation. There is plenty of research suggesting that the pandemic took a toll on students' motivation relating to their academic performance and goals (Usher et al., 2021). Furthermore, the uptick of cheating during the pandemic (Hobbs, 2021) can be evaluated through a motivational lens as previous research has indicated a relation between academic motivation and cheating (Anderman & Koenka, 2017). This presentation will address the motivation that our students are facing and discuss how motivational interviewing techniques can be utilized to assist academic integrity administrators in their education and case adjudication. This approach can help administrators making meaning of their conversations and help set students up for success.

### **Addressing the TRUTH: Trends Related to Historically Underrepresented Institutions Town Hall**

*Alex Perry, Morgan State University | JaWana Green, Texas Tech University | Nikki Hage, Arizona Western College*

Members of the Historically Under-represented Institutions Community of Practice would like to conduct a roundtable discussion. The roundtable discussion aims for student conduct professionals to come together and share best practice suggestions with other session attendees. This informal session encourages group participation, open dialogue and for session attendees to feel free to ask any questions that they have. Some of the topics that the group facilitators will discuss: are cost-effective educational sanction ideas that could potentially be used in place of a fine, assessment tips, common trends on our campuses, and how to get involved in the Historically Under-represented and/or other Community of Practices.

### **At the Forefront: Community Colleges as Models for Equity in Student Conduct Practice**

*Joe DiMaria, Bristol Community College | Reyna Anaya, Community College of Aurora*

Community colleges serve an incredibly diverse student population who often encounter challenging life circumstances that have the potential to impact student success or contribute to negative behavioral choices. Personal situations such as competing family obligations, full-time or part-time employment, inadequate access to or social stigma around mental health care, and basic needs insecurity are just some of the challenges that student conduct practitioners at community colleges encounter on a daily basis when working with students. As a result, student conduct practitioners at community colleges are uniquely positioned to engage in a humanistic and holistic approach to student conduct that incorporates equity into the process. This session will focus on key points of practice that are common at community colleges which could serve as a blueprint for a paradigm shift in student conduct practice at four-year institutions.

### **Behavioral Intervention on College Campuses: Policy, Practice, and Support**

*S.Nicole Ferguson, Colorado State University, Pueblo*

As college student mental health and well-being concerns increase coupled with an increase in on and off-campus violence (IACS, 2019; Mental Health America, 2019), it is paramount that we address the behaviors and concerns students are exhibiting, while also having care and concern for ourselves. This session will discuss how campus administrators can converge policy and practice to provide support to students through behavioral intervention while also supporting staff through the use of effective policy creation and use.

### **Believing You Belong: How to Ditch Imposter Syndrome**

*Katie Jackson, University of Minnesota- Duluth | Sarah Meiser, Ferris State University*

Do you question your skills, abilities, and belonging? You are not alone. Some of the most successful people, including Tom Hanks, Sheryl Sandberg, Lady Gaga, and Maya Angelou also experience the negative effects of imposter syndrome. While anyone can experience imposter syndrome, women and people of color encounter it at even higher rates. The competitive nature of academia paired with the high-stakes work of student conduct can yield doubt in even the most well-prepared practitioners. Learn more about imposter syndrome and how it manifests. Then, gain strategies to overcome unhelpful thoughts so that you are not a barrier to your success and wellbeing.

### **Begin with the End in Mind: Institution in Action with Advocate's Reporting and Assessment Partnership**

*Jacob Acton, Symplicity/Advocate | Rosanna Curti, University of Arizona*

In this session we discuss intentional data collection in case management systems, and how the data can support collaboration amongst departments for more effective assessment driven decision making. Engage in one campus' experience using the Advocate Symplicity software solution to partner for effective workflows that meet the end-of-year goals for data assessment

### **Breaking Barriers: Creating a More Comfortable Conduct Process**

*Erin McDonald, Coastal Carolina University | Christopher Winn, Coastal Carolina University*

Our field is one typically driven by policy and process; but does that mean our methods and conversations have to be so formal? Students have often reported frustration with inequitable and confusing conduct processes due to the formality of their campus conduct system. This session will focus on ways to reduce the barriers and stigma that students may feel they encounter through the conduct process. The session will provide direct examples from Coastal Carolina University's shift from formal to informal resolutions and the addition of an individualized campus engagement-centered set of action plans for certain incident types.



### **Building a Collaborative Organizational Investigative Model for Organizational Misconduct**

*Xavier Shannon, University of Central Florida | Mary Zuchovicki, Valencia College*

Are you tired of conducting large organizational investigations within your small office? Do you find your investigative model may be a conflict of interest if your office conducts the investigation(s)? Are you looking for innovative ways of conducting organizational investigations with limited resources? Then this program may be for you! Following informal conversations with public institutions, we developed a collaborative organizational investigative model to support conduct offices with limited staff and resources. Join our presentation to learn our findings and recommendations!

### **Building a Conflict Resolution Curriculum for First-Year Students**

*Brenna Hucka, University of Minnesota, Duluth*

First Year Experience, Seminar, College 101 - many universities have some version of this class, intended to shepherd new students through their first months of college. At the University of Minnesota Duluth we call it Learning in Community and it is designed not only to provide students the tools and resources available to them, but also to encourage them to reflect on their college experience and goals and to build life skills for the future. And between the 2020 Election and ongoing COVID concerns, if ever there was a time to teach students the life skill of Conflict Resolution - Fall 2020 was it. Seeing this need, the Office of Student Conduct & Conflict Resolution partnered with the program coordinator for the LIC course to introduce a module on Conflict Resolution into the curriculum. This session will detail how we created this curriculum and will share resources, tools, and insight that attendees may use in their own pursuit of educating students about Conflict Resolution.

### **Building Your Training & Campus Connections to the Max: Developing Meaningful Training Practices and Campus Partnerships through Maxient**

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

Software is only as powerful as the time and energy invested into it. Effective case management processes depend upon well-trained staff working together with their community to ensure members know how to easily report, request, and receive support. Join us as we discuss tips and tricks that Maxient users can leverage to train staff members to use the system confidently and educate the greater campus community about the elements of the software they will interact with to create institutional understanding and buy-in.

### **Challenging Students Towards Personal Accountability**

*Thomas Hardiman, North Carolina State University*

A cornerstone of the work of the student conduct profession is to challenge students to be accountable for their behavior. While this has always been a challenging task, current societal norms and trends have created an even greater challenge. Increasingly, students are deflecting, minimizing, or denying that their conduct is an issue. Student conduct educators must have the tools to facilitate these interactions where students are challenged to be personally accountable for their behavior, in order to learn and grow. This session will take a "how to" approach by identifying themes and theoretical frameworks that student conduct educators can use to challenge students towards personal accountability.

### **Choose Your Own Adventure: Combating Incivility or Promoting Civility**

*Regina Donato, University of Delaware | Erin Kaplan, La Salle University | Holly Taylor, Lehigh University*

Everyone on campus has a role to play in the conversation of civility. As an office do you feel you are working to combat incivility or promote civility? Join us as we discuss ways to engage and educate our campus communities on promoting civility as a mechanism to support retention and a sense of belonging. This presentation will take you from start to finish in the conduct process as well as work done from the moment a student steps on campus to the day they graduate. Participants will engage in relevant research around this topic, hear perspectives of four different institutions, as well as discuss ideas to continue building upon this work. Takeaways from this presentation include ways to engage campus partners and the community around the work we do, why and how this issue is a responsibility of all campus partners, and how we can and need to work together to build a foundation of understanding of civility for our students.

### **Codes, Ethics, and Values, Oh My!: Supporting Students Through MIT's Academic Integrity Workshop**

*Bria Thorne, Adelphi University | Katelyn Hebel, Massachusetts Institute of Technology | Carolyn Vincent, Massachusetts Institute of Technology*

Have you seen an increase in academic integrity violations at your institution during the last few years? Are you thinking about adding new academic integrity sanctions to meet this increasing caseload? Join us as we delve into the development of our Academic Integrity workshop at MIT. We will discuss the reasons and context behind the sanction, how we developed our workshop, and how other institutions might consider developing similar academic integrity sanctions for their campuses.

### **Conduct & COVID-19: Impacts on Professionals in the Field**

*Heather Kloeker-Webster, UNC Charlotte | Brian Glick, Adelphi University | Erin Logan, University of Central Oklahoma | Hannah Howell, UNC Charlotte*

This presentation will discuss how the COVID-19 pandemic impacted student conduct professionals. Data shared will be from an IRB-approved research study conducted during the Fall 2021 semester. The presentation will provide participants a global perspective of how practitioners have been impacted and strategies for managing the professional impacts of COVID-19 in the workplace.

### **Cracking the Code: A Foundational Approach to Strategic Educational Prevention Planning**

*Justin Rinaldi, University of Tampa*

The framework of a strategic educational prevention plan begins with assessment. As you work towards transitioning your office from a reactionary approach to a proactive approach, a strategic educational prevention plan will allow you to identify that need. This presentation will address the proper assessment initiatives that will serve as the foundation for your office's next step.

### **Creating a Bridge between Trauma-Informed Care and Student Conduct**

*Kirby Bell, Ohio State University*

Heard of trauma-informed care? Work in student conduct? Want to learn about a different lens to view student conduct work through? Want to learn about trauma-informed practices? This is the session for you! Through this session we will create a baseline understanding of trauma-informed care theory and how it can apply to office structures. There will be a conversation about the research behind Trauma-Informed care and where the flaws are within the application of the research. Conduct cases cannot be determined based on trauma experienced by students but practices of trauma-informed care could help create a positive experience through the conduct process. Recommendations will be given to attendees about small, medium, and large-scale changes that can be made within offices or work structures to integrate trauma-informed care or use a trauma informed lens through student conduct work.

### **Creating More Well-Being Centered Processes for Substance Use Violations: A Review of Iowa State's Diversion Program**

*Joel Hochstein, Iowa State University | Brian Vanderheyden, Iowa State University*

This session will discuss Iowa State University's diversion program and subsequent evaluation data. The program was developed in partnership with Student Health and Wellness and includes system changes that shift penalizing personal substance use behavior for most first-time cannabis and alcohol violations towards a more well-being focused approach, outside the standard code of conduct processes. Program evaluation data provides promise for building a system rooted in sustainable behavior change and enhanced student well-being.

### **The Crisis of Hiring: Where Have All the Humans Gone?**

*Aimee Peebles, University of Florida | Pamela Malyk, University of Florida*

This is a roundtable discussion for colleagues to come together and discuss the current state of employment in student conduct and higher education. With the exodus of many staff from institutions, those who are left are trying to fill vacancies at all levels, while trying to get the work done. Guided prompts will give the groups/tables an opportunity to discuss hiring strategies, maintaining morale, how to manage cases with less staff, ethical dilemmas, and the taboo topic of poaching staff.

### **A Different Type of Resolution: How We Made Alternative Dispute Resolution an Unprecedented and Growing Opportunity for our Campus Community**

*Francesca Brant, University of North Florida*

The Office of Student Accountability and Resolution at the University of North Florida saw a need for educational conversations among the student body concerning conflict management. With conduct issues on the rise, students did not understand the severity of their behavior, its impact on their living situation, and their conduct record. A process for Alternative Dispute Resolution (ADR) was developed, added to the Student Code of Conduct, marketed, and implemented within one year. Students now have the option of an informal process that offers education, conflict resolution, and problem-solving to help avoid a conduct record. The goal is to share our experience adding ADR to our Code with the members of ASCA, especially those who might be striving to incorporate it on their campuses.

### **Diving into a Doctoral Journey**

*Marcy Louis, Texas A&M University, Commerce | Anton Ward Zanotto, Seattle University*

As student conduct professionals we often face the decision of when to begin our journey of pursuing a doctoral degree. Then once we are in the program, the skills we may have once had of practicing self-care never get redeveloped as we embraced the new journey of becoming an academic scholar. The round table Diving into a Doctoral Journey is a session designed to talk through the journey and provide some lessons learning for conduct professionals that are considering or are currently enrolled in a doctoral program.

### **Do Fines Align (With Your Institutional Values)?**

*Emily Sherwood, John Carroll University | Adam Gilbert, John Carroll University*

The pandemic has made many institutions reevaluate the ways that they engage with and support students. As we continue to critically analyze our conduct processes, our institutional values should be at the center of the discussion. By creating values driven processes, the conduct system can become another pathway to provide student support during a time when it is more needed than ever. John Carroll University has recently incorporated restorative justice principles into the conduct system to better align with our Jesuit mission. While our Jesuit values are clear, this approach can be used by both religious and secular schools. Participants will be asked to identify the key values of the communities they oversee, connect those values to elements of their conduct process, and brainstorm ways to further incorporate those values to benefit students as well as use institutional values to advocate for that change.

### **Due Process Primer: Understanding the Law to Enhance Student Rights**

*Kristi Patrickus, University of Oregon | Ali Selman, University of Oregon*

While student conduct professionals undoubtedly know their students are entitled to federal due process protections, many are unaware of how federal courts interpret and define these rights. Though due process rights govern the protections afforded to students during university conduct processes, federal courts differ on their interpretation of these rights. Without a Supreme Court ruling mandating a nation-wide standard, how do universities ensure they meet the essential due process rights for students? This session aims to explain the framework of procedural due process, highlight the different federal court interpretations of due process protections, and recommend a student conduct process that exceeds constitutional standards, with little or no impact on university resources.

### **Emergency Removal in Sexual Harassment Cases**

*Melissa Carleton, Bricker & Eckler, LLP*

The new Title IX regulations have created a specific, and perhaps more limiting, process for consideration of removal in Title IX sexual harassment cases. How can this be harmonized with your removal procedures in situations when a student is considered to be a danger to themselves or others in matters not relating to Title IX? We'll discuss the background of the new Title IX requirements, the ways in which the new retaliation regulation may impact the use of other procedures, and best practices for helping to keep your community safe and balancing risks with continued access to your educational programs and activities.



### **Enduring Whiteness: Structural Barriers for Equitable Outcomes**

*Bob Alston, Northern Kentucky University*

This presentation shares research on student disciplinary policies at some tax-supported universities, showing that such policies are connected to legal frameworks that reinforce white racial privilege and seeks to identify how these frameworks (re)create performative whiteness in such policies. This session will share an overview of the evidence supporting their hypothesis and additional discourse supporting the (re)production of white Supremacy Culture, including discussion of promising practices to delineate spaces for conflict resolution and care that may be less informed by white Supremacy Culture.

### **Evidence and Standards of Proof for Investigators and Decision Makers**

*Adrian Pritchett, University of Georgia | Kara Latopolski, Virginia Tech*

In their everyday work in a student conduct office, investigators and decision makers must sift through a plethora of witnesses and evidence to make recommendations on charges, findings, and sanctions. This interactive program will focus on the types of evidence in an investigation and the credibility and personal knowledge of witnesses. This program will also discuss the range of standards of proof and their application throughout investigation and adjudication.

### **Facilitating Restorative Justice in the Era of Color-Blind Racism**

*Travis Houston, Louisiana State University*

The use and research of restorative justice (RJ) practices in higher education to address bias-related incidents remains in its infancy. While RJ has been proven useful for criminal justice and educational purposes, its effectiveness in addressing bias-related incidents is still unclear. This session discusses the concepts of RJ and how color-blind racism influences those who facilitate and participate in the RJ process, as well as suggestions to combat color-blind racism as a facilitator and student conduct administrator.

### **Foundations of Hearing Panel Training**

*Karen Vicks, Cornell University*

As Student Conduct Professionals, we are passionate about our work, teaching our students as they learn and grow, aspiring to be educational in our outcomes. Sometimes, conduct cases are resolved by members of our communities, who are often volunteers, and serve as hearing panelists. Hearing panel members want the best for the collective campus community, but may not have the same foundational structure and student development framework as student conduct officers. Hearing panels are expected to make findings and issue any sanctions or remedies, but how do panelists learn these skills? Student Conduct Offices are often required to train these panels, but what does that training look like? How often are they being trained? Is the curriculum encompassing diversity, equity, and inclusion? This program will focus on foundational training for Hearing Panel members in Student Code of Conduct Cases.

### **Hit the Road and Don't You Come Back No More: How to Curve Recidivism**

*Brittany Dawson, University of Mississippi | Brownishia Clark, University of Mississippi*

Have you ever seen the same student, multiple times for the same violation or it is something different each time? Is it the same for student organizations? Do you find yourself questioning, how to get through to the student and or organization? This session will take a look at how The University of Mississippi is currently working through curving our recidivism rates amongst students and student organizations through relationship and community building, policy review, and sanctioning.



## **How to Win Friends and Influence People: Organizational Conduct, Amnesty, and Transparency**

*Robbie Maples, University of Kansas | Melissa Attaway, University of Kansas | Katie Treadwell, University of Kansas*

Navigating organizational conduct concerns depends on building and sustaining successful relationships with stakeholders. This session explores how one institution reimagined the student conduct experience for sororities and fraternities, clubs, and teams through transparent collaboration with group leaders, advisors, and external stakeholders. Presenters will introduce an approach to organizational amnesty, prevention consultations, and expectations for transparency. By centering authenticity in the organizational conduct process, conduct officers can create a culture in which chapter or organization leaders self-report policy violations and work collaboratively to address organizational concerns, rather than an adversarial system. Participants will gain access to sample policies and procedures, as well as an educational resource library used with chapters and organizations.

## **Humans First: Considerations of Basic Needs in the Student Conduct Process**

*Dani Rae, CSU Channel Islands*

For the past few years, across the country colleges and universities have been rapidly opening food pantries, launching emergency financial grants, and providing emergency housing to students dealing with basic needs insecurities. Student conduct officers should be prepared to respond to this growing need and impacted community. This presentation will provide an overview of the basic needs crisis hitting college campuses, strategies to address the issue through the student conduct process, and systemic considerations.

## **I Had No Idea What I Was Doing: One Conduct Educator's Journey with Assessment**

*Nicole Kogan, Kennesaw State University*

Assessment; where do you even start? Who do you work with? How do you access the information? What does data analysis look like? What do you do with the findings once you're done? This session will explore a three-year assessment project of our most assigned sanction for general misconduct. We will address why this assessment project was undertaken, how a team of campus partners was built, explain the three-year cycle, describe the findings and outcomes, as well as the data driven decisions made. This session will be helpful for those who know they should be doing assessment work but are overwhelmed by the concept and are unsure where to start or what to do.

## **"I Object!" Lessons Learned from Implementation of Active Attorneys/Advisors in Campus Conduct Processes**

*Pamela Malyk, University of Florida | Michael Gilmer, University of Central Florida*

Join us for a panel from Florida public Universities and State Colleges as they answer questions about the July 1 implementation of state law that allowed for active attorney/advisor participation in all conduct processes. This controversial law created a scenario for partners across the state to quickly and collectively implement a fundamental shift to all conduct processes across the state. Bring your questions, hear about our lessons learned, and find out practical ways to take problematic law and turn it into good policy.



## **Identifying and Countering Common Cognitive Biases**

*Léna Crain, Bucknell University*

Cognitive biases are unconscious adjustments to thinking, shaped by memory and environment. These shortcuts and patterns in thought aid in evolutionary success, decision making, and efficient perception of stimuli, but left unexamined, can also present as errors and harmful prejudices. Whether situating a judgment in the first sentence of an incident report (anchoring bias), interpreting information as supporting a preexisting idea (confirmation bias), or perceiving data based on the sentiment that accompanies it (framing effect), examples of cognitive errors among reporting sources, responding students, and conduct educators are plentiful in student conduct and conflict resolution. Understanding cognitive errors is essential to identifying and mitigating biases in decision makers and processes and to inclusive excellence. This session will define and provide examples of twenty common cognitive biases and provide training and structural strategies for navigating these biases.

## **Implementing a Data-Driven Approach to Inclusive Conflict Excellence**

*Melissa Attaway, University of Kansas | Robbie Maples, University of Kansas | Katie Treadwell, University of Kansas*

How do student conduct administrators respond when institutional data reveals bias in the conduct process? This session explores one institution's response to analyzing student conduct effectiveness data and identity-based trends in the process. After a year-long assessment project identified significant differences in how students experienced the conduct process based upon their identities, student conduct officers implemented an Inclusive Conflict Excellence approach to reduce bias and increase student choice through the process. Through intentional data analysis, training, and marketing, Inclusive Conflict Excellence created a pathway from which to engage students in resolution processes from a more equitable foundation. Presenters will offer suggestions for data analysis, policy revision, and stakeholder training to build a more inclusive campus-wide student conduct experience.

## **Inclusion as the Default: Critiques and Recommendations for Student Conduct and/or Sexual Misconduct Investigation Processes**

*Danny Foster, University of Cincinnati | Alexa Justice, University of Cincinnati*

This program will focus on how student conduct administrators and sexual misconduct investigators can implement inclusive practices within university systems and how they can be an advocate for all students within the process. Their inclusion pieces will center sexual orientation, gender identity, and race among other identities. This presentation will provide critiques and recommendations based in research and personal experiences on how to best approach researching and implementing inclusive practices at institutions of higher education to ensure students feel valued, respected, and affirmed in their identities regardless of their role within the processes.



### **The Intersection of BIT & Student Conduct**

*Mike Immings, University of North Georgia | Kara Kennebrew, University of North Georgia | Glen Harris, Jr., University of North Georgia*

Students often find themselves engaging in multiple processes at a time (Conduct, Title IX, Legal, etc.) The Student Conduct and BIT processes often overlap in unique and challenging ways. Without the proper support and coping skills, students experiencing life circumstances may end up in the student conduct process, but may also require other support services from their college or university. The role of a Student Conduct administrator promotes education and accountability, while the BIT administrator is responsible for assessing risk, determining interventions, and providing outreach through care and support. This presentation will explore the parallels of students who are engaged with both Conduct and the Behavioral Intervention Team. Additionally, this presentation seeks to provide helpful tips and strategies that Conduct and BIT professionals may use to navigate the complexities of the two intersecting areas.

### **Inviting Folks to the Table: Engaging Campus Partners in Student Conduct Work**

*Mike Brown, University of Kentucky | Libby Hogan, University of Kentucky | Ellen Kilgore, University of Kentucky*

Conduct offices and conduct professionals are continuously being asked to take on more to fully serve the campus community. Over the past year, many conduct offices have seen an increased caseload due to Covid-19 compliance, academic integrity concerns, as well as the increased demand for conflict resolution, all while being short staffed. When it seems like you have too much to do and not enough time, engaging campus partners is critical to supporting student conduct initiatives. This program will explore ways to effectively engage campus partners, including students, to effectively meet the needs of the campus. Whether you are an office of one or many, this program will discuss strategies to engage key stakeholders and campus partners to achieve mutually beneficial goals. Participants will explore Kotter's 8-step Process for Leading Change and will reflect on how this model can be applied to new initiatives at their campuses.

### **Making the Leap: Transitioning to Community College from a Four-Year Institution**

*Joe DiMaria, Bristol Community College | Reyna Anaya, Community College of Aurora*

Community colleges are the fastest-growing segment of higher education, serving a critical role as open enrollment institutions that provide access for anyone who desires to learn. Student conduct at these institutions looks incredibly different than it does at four-year colleges and universities including differences in student conduct philosophy; case types, volume, and severity; and design of interventions. Given these differences, student conduct practitioners who are seeking to move from a four-year residential institution to a community college should be aware of the different skills and experiences that will assist them in making this transition. This session is designed to engage participants in collaborative conversation about the nuts and bolts of transitioning to being a student conduct practitioner at a community college including professional development, resume pointers, and lessons learned.



## **MOU Presents the Multiverse of Data with Your Friendly Neighborhood Conduct Officer**

*Vincent Jackson, University of Delaware*

Join staff from the University of Delaware's Office of Student Conduct as they discuss building foundations and strengthening gaps between their office and the office for Fraternity and Sorority Leadership & Learning to proactively address conduct concerns beyond campus and into the surrounding community. Presenter(s) will provide an interweaving approach to data collection from students, social media posts, police referrals, landlords, and tenants while constructing visual representations to better understand the issues facing the city because of student misconduct. The presentation will incorporate efforts to connect incident data, building interdepartmental relationships, initiating external partnerships with city departments and engaging students in learning outside of the traditional conduct investigation process to allow the University to better understand the trends in conduct issues and address expectations with the greater campus community throughout the surrounding city.

## **Nice to E-Meet You: Onboarding New Staff in a Remote Work World**

*James Reed, Massachusetts Institute of Technology | Abigail O'Hara, Massachusetts Institute of Technology*

While pandemic conditions continue to change and hopefully improve, remote and hybrid work models are here to stay. In this session, we will examine MIT's student conduct office in its transition to remote/hybrid onboarding processes & how to foster a welcoming work environment in the virtual world. We will cover our processes from both supervisor and employee vantage points to provide a holistic view of onboarding and will discuss how to involve remote/hybrid staff in signature programs and initiatives.

## **Performing on the Tightrope: The Impact of Gender on the Experiences of College Conduct Administrators**

*Jessica Ecock Rotondo, Rochester Institute of Technology*

Intentional review and reflection of conduct professionals' identities is incredibly important. This session will share results from a research study whose purpose was to understand if gender played a role in the experiences of conduct officers. The findings from the 328 ASCA members who participated demonstrate that the inherent authority in this role presents challenges for women conduct officers. Come learn, reflect, and explore how to improve both the singular and systemic experiences of conduct professionals.

## **Returning Back to Campus: Ways to Supervise in a Trauma-Informed Manner**

*Mary Zuchovicki, Valencia College*

How did your staff respond to returning back to campus following remote work? How aware are you of the COVID-19 impact upon your staff members? This presentation focuses on supervising staff following COVID-19 and the primary/secondary trauma they've experienced as they returned back to campus. We will review the critical aspects you should be aware of and the appropriate responses when supervising certain job tasks. More importantly, you will have an opportunity to reflect on the type of organizational culture you want to foster following the conference.



## **Selection and Training of Institutional Advisors in the Title IX Process**

*Martha Compton, Grand River Solutions | Jahanna Azarian, Grand River Solutions | Ann James, Grand River Solutions*

Under the May 2020 Title IX Regulations, institutions must provide parties with an advisor for the purposes of cross-examination at the live hearing. The regulations also do not require any training for advisors, institutionally provided or otherwise. Who should those advisors be? How are they recruited, selected, and trained? How can the advisor provided by the institution either help level or destabilize the playing field between the parties? What kind of training can you provide to ensure capable, equitable, and knowledgeable advising? The presenters have extensive experience with serving as advisors, training advisors, and serving as decision-makers at dozens of institutions and will share their lessons learned on selecting and preparing folks for this very important role.

## **Self-Assessment to Strategic Plan (and Everything in Between)**

*Lisa Potoka, University of Colorado, Colorado Springs*

Let's face it, developing a culture of assessment is challenging. However, participating in assessment programs is an essential tool when developing strategic plans and maintaining high-level services for students. Recently, the Office of the Dean of Students at UCCS participated in a program review for Student Conduct. This presentation will give an overview of the assessment process within the Division of Students Affairs at UCCS. We will also take a deep dive into lessons learned, outcomes, and how a little fun was had along the way.

## **So, You're a Conduct Officer Now?! Translating Your Experience to Effective Conduct Practice**

*Sarah Shupp, Lebanon Valley College*

Has student conduct recently fallen under your purview? Has "other duties as assigned" become adding "student conduct officer" to your role? Did you recently change jobs and now have to figure out how to run a conduct program? Have no fear, this concurrent session will help you translate your current skill set and experience into effective student conduct practice. A historical overview of the work, a primer on how and where to get connected, and a roadmap of resources and best practices will be discussed.

## **Strategic Planning and Assessment of Restorative Justice Programs**

*Léna Crain, Bucknell University*

Assessment helps educators to evaluate practices, develop and understand outcomes related to programs and students' learning, measure growth, and identify opportunities for improvement. Information generated through assessment can also help to support resource allocation and tell the story of programs and participants, including in accreditation. In this session, participants will learn approaches to strategic planning and methods of assessment specific to restorative justice programs in student conduct. The session will cover three frameworks for strategic planning in higher education and provide examples and considerations for program and learning assessment related to restorative justice programs.



## **Student Conduct Board Members: Creating a Diversified Candidate Pool, a Hybrid Hearing Model, and a Hybrid Training**

*Mary Zuchovicki, Valencia College*

Do you notice the need of diversifying your student conduct board candidate pool during recruitment? Are you struggling with finding a sustainable hearing model that allows for your SCB members to participate? How can you actively engage your hearing officers in your annual training? Then this is the program for you! We have created an intentional marketing strategy when it comes to recruiting students, faculty, and staff. However, as we transitioned back to campus, we noticed how this group struggled with participating in hearings. We developed a communication strategy to ensure hearing officers were aware of expectations and assistance in covering shifts. Lastly, we created a hybrid learning model for hearing officers to complete their annual training. Join us in the conversations as we return back to campus!

## **Student Conduct, Compliance and COVID-19 Pandemic Response**

*Liz Olivieri-Lenahan, Iona College*

This session will provide an overview of experiences from a campus known as the first to close and first to reopen. While all hope that specific action plans implemented as a result of the pandemic will not need to be replicated in the future, there are many lessons and strategies to carry forward in our day to day work. New or reinvigorated campus and community partnerships have emerged, strategic planning, cross-functional training, communication, and community based accountability for compliance of campus expectations. Participants will have an opportunity to reflect upon their own experiences, and identify areas and partnerships to forge or continue for building safer and stronger campuses.

## **Student Conduct Storytelling: How and Why You Should Publish Student Conduct Data**

*Marianne Bujacich, George Washington University*

Many student conduct offices compile data for annual reporting required by the Clery Act, for reports to university leadership, and for information on improving internal processes and understanding student conduct trends. Some offices also post data, usually counts of violations, on their websites. While this is important, simply publishing counts of violations does not provide enough context of the work of the student conduct office and does not tell the story of student conduct at the institution. In this session, participants will explore why student conduct offices should publicly share student conduct data that they are already collecting for other purposes. Participants will also learn the best practices of effective data storytelling, collaborate with other conduct professionals to determine how to translate their data into a story for external constituents, and develop a plan to implement a data-storytelling strategy at their institutions.

## **Take Back Your Life: Mastering the Psychological Landscape of Student Conduct Administration**

*Valerie Glassman, UNC Chapel Hill | Brent Ericson, George Mason University*

This session will validate participants' lived experiences in the highly challenging landscape of student conduct, acknowledging that the field as it is facilitated today bears little resemblance to the conventional textbook model. We will shed light on how perceptions of organizational injustice lead to burnout, absenteeism, and dissatisfaction with job responsibilities, along with a lack of engagement with the greater work organization. Participants will learn to respond constructively to concerns of litigation, the encroachment of attorneys, public scrutiny, and false narratives presented by the mass media.



### **There's a Hack for That: Changing Norms Around Campus Traditions**

*Katelyn Hebel, Massachusetts Institute of Technology | Bria Thorne, Adelphi University | Carolyn Vincent, Massachusetts Institute of Technology*

Steam tunneling, bonfires, streaking, hacking...does your campus have a tradition that violates your institutional policies and possibly even endangers your students' health and wellbeing? In this roundtable discussion, we will highlight MIT's tradition of hacking (pranking), as well as the relevant steps our conduct office is taking to educate students on policies and safety concerns related to hacking. Then, we will facilitate a broader discussion about problematic or unsafe campus traditions and strategies for developing sanctions to educate students about the issues associated with those traditions. We will also discuss how our campuses might go about changing traditions to make them safer.

### **Training Conduct Boards: Climbing this Important Mountain at Appalachian State**

*Josh Cutchens, Appalachian State University | Erin Bunton, Appalachian State University | Andrew Lail, Appalachian State University | Erin Hayes, Appalachian State University | Mandy Hambleton, The NCHERM Group*

As we prepare our students and colleagues for their work on our conduct boards, it is important to approach the process utilizing a holistic view. How can we best prepare them to serve our students during the hearing process? At Appalachian State University, we have created an intensive, day-long training process for both our Student and University Conduct Boards. During our training, we discuss the intricacies that case law has on our work, utilize various questioning activities, provide an overview of minimum sanctioning, and discuss how to effectively process our university's more elevated cases. As a team, the Office of Student Conduct creates an effective base of understanding that allows our students and campus partners to succeed when asked to serve on our conduct boards.

### **Understanding the Experiences of Title IX Coordinators in the Southeastern United States**

*Laura Bryant, University of Tennessee*

This session will be a lecture format with opportunities for discussion and practice sharing. This session is a presentation of a doctoral dissertation about the experiences of Title IX Coordinators in the Southeastern United States. The purpose of this narrative inquiry was to understand the stories of Title IX Coordinators in their work to prevent and respond to sexual misconduct. Four themes emerged, and study findings have implications for practice, policy, and research in the fields of higher education and adult learning.

### **The View From China: Likely Factors Affecting Chinese Mainland Students' Perceptions of Sexual Misconduct in the US**

*Christy Anthony, George Washington University*

As of 2019, Chinese mainland students represented the largest group of international students in the US. They also navigate significant cultural barriers in adapting to US institutions, although both of these dynamics may be shifting in recent years. This program examines the cultural understanding that Chinese mainland students may bring to their experiences with sexual misconduct prevention and response at US colleges and universities.

### **What Were You Thinking: Neurologic Processing and Decision-Making**

*Sarah Meiser, Ferris State University*

Students who find themselves in our processes often engage in behavior and decision making that does not meet anticipations and expectations leading us to wonder “What are you thinking?!?” Come explore the neuroscience of decision making. Student conduct administrators can better serve students and communities through greater understanding how students process information, how decision making occurs, and how neurologic processes can be altered by stress, substance use, neurodiversity, and trauma. By applying knowledge of neuroprocessing related to decision making, behavior, and learning we can meet our where they are at to increase learning and reduce recidivism. Strategies for brain-aware, student-centered response and sanctioning will be shared.

### **What’s Next?: Reflecting & Re-Framing for Student Conduct Leaders**

*Tom Hardiman, North Carolina State University | Sarah Buchanan, Davidson College | Bob Alston, Northern Kentucky University*

This discussion invites directors & aspiring directors of student conduct to hear panelists’ reflections as a director from the past two (2) years, emerging themes or challenges within the field of student conduct, lessons learned from the front lines, and what aspiring directors need to know as the student conduct profession moves forward. Participants are encouraged to ask questions of the panelists to explore challenging and emerging issues.

### **When Cases Go Awry: Case Analysis Training**

*Christine Nye, Cornell University*

Cases do not always go as we hope but similar to our students, there is a learning opportunity in all cases. This session will highlight using a Medical Morbidity & Mortality Conference approach to reviewing a case as an in-service training for conduct officer encouraging conduct officers to critically analyze a case from initial report & triage to appeal for potential bias, procedural error, or room for building stronger rationales.

### **When Investigations + Mental Health Intersect: When & How to Create a Multidisciplinary Team**

*Erin Kaplan, La Salle University | Chris Berry, La Salle University*

Virtually all colleges are challenged to do more with less, & COVID-19 pandemic has exasperated this issue. Learn how staff from various departments (Public Safety, Student Conduct, & ResLife) were successful at timely case management & student safety by learning what & who they added to their toolkit to be collaborative & successful, specifically within a COVID-19 landscape. We will share success stories through case studies utilizing nontraditional campus partners in order to keep our students safe through timely, thoughtful, & collaborative intervention. We will speak to the ever-changing trends & issues college students are facing and how to utilize campus partners to resolve even the most challenging cases. Participants will learn tangible skills for when crises response & student conduct intersect, specifically when Title IX, working with neuro-diverse students, & COVID-19 compliance meet. If 2021 has felt like a case study on your campus, this presentation is for you.

### **When Student Organizations Want to Investigate Their Members**

*Christy Anthony, George Washington University | Asha Reynolds, George Washington University*

Student organizations often want to take a strong stand against members’ reported and rumored misconduct. While this stance may align with institutional values, some organizations’ methods for addressing issues of rumored misconduct can also raise concerns about equity and enforcement. In this session, representatives from GW will discuss a recent policy change made to address these concerns and the lessons learned from early implementation.



## **Who is Going to Be Your Future Colleague?: Recruiting the Next Generation of Student Conduct Professionals From Student Leaders**

*Erin Kaplan, La Salle University | Michelle Horvath, Florida International University*

This session will explore how to recruit the next generation of student conduct and Title IX professionals, and then how to support, mentor, and guide them on their journey. During this presentation, attendees will be challenged to think creatively about who may be a good fit for this type of work, and how to then support them from peaking their initial interest to all of the peaks in their career. This interactive session will review ways in which to recruit and mentor future colleagues—from those who already have indicated future plans in our profession to those who may not yet know they are higher education professionals (including that biology major who does not really like medicine or your friend who is considering a career change to something more personally meaningful after COVID-19). Participants will gain an awareness of how viewing future colleagues from a broader lens will cultivate diversity within the profession, adding better talent and experience to the field.

## **Why You're So Stressed Out: Exposing the Hidden Impacts of Student Conduct Administration on Practitioners (ASCA Dissertation of the Year Award Recipient)**

*Valerie Glassman, University of North Carolina- Chapel Hill*

This Student conduct administrators are perhaps the most stressed and burned out among our student affairs colleagues. Most of our peers aren't being threatened with legal action, and they're not typically misrepresented by the media. This session will discuss the results of a national study of 350 student conduct practitioners that investigated the ways in which these and other external forces have impacted us both personally and professionally. It will frame our lived experiences through the lens of physicians' "clinical judicial syndrome" or "medical malpractice stress syndrome," a partial form of PTSD manifesting in both physical and mental health disorders and will uncover the real reasons why student conduct practice feels so precarious and high-risk.

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