

2023 ASCA ANNUAL CONFERENCE

CONCURRENT LIST

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Tuesday, 01/24 | 11:15 AM - 12:15 PM

Building a Restorative Campus: Leadership Beyond the Code

David Karp, University of San Diego

Join David Karp for a follow-up to his opening session on restorative practices in student conduct programs.

“Is a Hot Dog a Sandwich?” How this Debate will Advance your Confidence in Policy Interpretation

Kyrsti Wyatt, Louisiana State University | Collin Ashley, UNC Charlotte

When answering some of life’s most important questions, the most pressing that comes to mind is “Is a hotdog a sandwich?” Okay, maybe not, but in the field of Student Conduct, policy interpretation is at the core of our responsibilities. This session will use the debate of “Is a hot dog a sandwich” to break down how to navigate challenging policy interpretation through identifying critical components of a policy. This session is perfect for both the new student conduct professional and for experienced administrators looking to energize their training for hearing officers and panels on your campus.

We’re Ready: Implementation and Assessment of Restorative Justice for Student Sexual Misconduct

Julia Wade, Loyola Marymount University

This session will share the findings of a doctoral dissertation to provide information about how early adopter institutions assess readiness for implementation of restorative justice for student sexual misconduct and evaluate their practices following implementation. The session will provide conduct administrators interested in implementing restorative practices for student sexual harm on their campus with an outline of factors to consider in their own readiness. The session will also engage administrators in meaningful opportunity for conversation about how to move evaluation forward among those considering implementing and those who have already implemented alike.

PPLI Case Law Follow Up

Josh Cutchens, Appalachian State University | Brian Glick, Adelphi University | Kristi Patrickus, University of Oregon

This session will serve as a follow up to the plenary Case Law session. The presenters will be able to answer any follow up questions there may be regarding the cases discussed during the plenary Case Law session as well as provide overviews of additional cases that have the ability to impact our day-to-day work.

Re-Imagining your Student Conduct Practice: Moving Beyond ADA/504 Compliance and Embracing the Social Model of Disability and Universal Design to Enhance Access and Equitable Participation

Kateeka Harris, Grand River Solutions | Martin Stanberry, Grand River Solutions

This session will provide participants with a basic understanding of important ADA and Section 504 concepts, highlight shortcomings of approaching disability through the lens of compliance, and explore the potential application of the Social Model of Disability and Universal Design to the student conduct process. Participants will discuss a case study, barriers to access in the conduct process, potential solutions and challenges.

Preliminary Results: Words Matter: How Institutional Disruption Policies Reinforce white Power in Higher Education

anton ward-zanotto, Seattle University

Turning an eye on student conduct policies is an intentional refocusing on the underlying networks of policies. Current practice tends to incorporate equity and inclusion practices into the day-to-day work of student conduct. However, we rarely interrogate the policies themselves. As a result, these policies remain an oppressive set of barriers to incorporating true equity into our work. Exposing the ways that policies reinforce white power can bring student conduct practice and praxis into alignment with policies. This alignment can then give student conduct administrators the ability to engage in truly equitable change. Because these policies are the underlying frameworks for institutional practice (i.e. when administrators say “well our policy says...”), revising them can yield equitable practice on our campuses.

The result can also offer insight into revising other institutional policies, all with an eye towards creating change for our BIPOC students.

Data – More Than a Four-Letter word – Creating a culture of future-oriented Data

Shalin Shah, Maxient LLC | Cortney Brewer, Ohio State University

Today, institutions of higher education, and specifically student conduct offices, are being asked to collect more data than ever before. Many institutions utilize software tools, such as Maxient, to manage cases, centralize record-keeping, streamline workflow, and make data available to users. Offices are also being asked to analyze and share this data to promote safety, assess outcomes, and elevate the student experience. This session's learning outcomes will provide student conduct professionals with the opportunity to reflect on their data management practices, focus on identifying strategies to set up software tools for data collection, and promoting a campus culture of healthy data auditing and analysis. These outcomes will be framed and illustrated by examples of such practices at one institution utilizing software.

LinkedIn to Conduct: Marketing Organizational Misconduct for Career Readiness

Sara Perry, Lambda Chi Alpha Fraternity | Jessie Ashton, Lambda Chi Alpha Fraternity

*Association of Fraternity/Sorority Advisors (AFA) Sponsored Concurrent

Oftentimes, conduct offices are centering punitive measures in adjudicating incidents with fraternity & sorority. Disaffiliations and campus suspensions across the country are illustrating the need to recenter education in conduct processes. This program aims to demonstrate how students can leverage their knowledge and experience in the conduct process post college. We will utilize this session to illustrate how we teach students how to best prepare for these experiences and learn the most from them - not only for organizational growth, but for individual growth.

Mapping ASCA Knowledge & Skills to Emerging Professional Practice and Academic Background

Sarah Shupp, Lebanon Valley College | Matthew Shupp, Shippensburg University

This program is designed for student conduct professionals responsible for supervision and mentoring of

graduate students and new professional staff. This session will engage participants in how to best create practical curricula for emerging professionals using the ASCA Knowledge and Skills as a guiding framework and a rubric for professional key performance indicators. While there may be intentionality behind most Student Affairs graduate preparation programs with regard to student development theory to practice, a rubric to measure increased proficiency, specifically in student conduct work, is lacking. This session hopes to bridge this gap by introducing the ASCA Knowledge and Skills as a guide for supervisors in training graduate students and new professionals.

Level Up, Not Out: “Diagnosing” Your Student Conduct Skillset to Maximize Advancement Opportunities

Dr. Valerie Glassman, UNC Chapel Hill School of Medicine | Dr. Derrick Dixon, NYIT College of Osteopathic Medicine at Arkansas State University

Working in student conduct offers practitioners a broad range of experiences well beyond the adjudication of misconduct allegations. We support students in crisis, address First Amendment issues on campus, collaborate with faculty, facilitate adaptive conflict resolution pathways, and manage immense amounts of data. And while some may spend their professional careers doing this important work, others may feel stressed, burned out, or are simply interested in a new opportunity that capitalizes on these skills and keeps them in the higher education setting. The presenters will share their journeys from student conduct administrator to senior student affairs officer at a medical school and discuss the ASCA Knowledge and Skills areas that were most relevant to their transitions. This workshop will also address geographic mobility and limitations in career advancement, identify opportunities for professional advancement beyond the 9-5, and answer questions from the audience.

From Prosecutor’s Office to the Office of the Disappointed Grandmother: Tools to Make Your Conduct Office More Student-Friendly

Christina Liang, Cornell University | Erika Crawley, Cornell University | Eleni Gordinier, Cornell University | Christine Nye, Cornell University | Gregory Brown, Cornell University

Cornell University's student conduct process has origins rooted in responding to student protests resulting in the creation of a Campus Code of Conduct that was deeply legalistic and formal. Decades later, the conduct process was overhauled to be more educational, restor-

ative, and student-centered. In this presentation, learn how you can use your policy along with your programming, prevention education, protocol, and practices to revamp a student conduct office's reputation within your institutional community.

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Tuesday, 01/24 | 2:15 PM - 3:15 PM

Student Focus Groups as an Assessment Tool

Brenton McNulty, Kent State University |
Stephanie Evans, Kent State University

As Student Conduct Professionals we are constantly attempting to assess the student experience and the impact we are having on student learning. With lackluster response rates and students experiencing survey fatigue, we have pivoted to regularly hosting Student Focus Groups to seek qualitative feedback. This presentation will discuss the process we experienced in structuring and implementing student focus groups, how we incentivize student participation, ways in which we have benefited from focus groups, and lessons we have learned along the way.

Using Restorative Practices to Address Sexual Harm

Dylan Sorkin, James Madison University |
Lindsay Stebbins, James Madison University

Presenters will pull from their "Adaptable Resolution" experience at James Madison University to offer insights and guidance for implementing Restorative Practices when addressing sexual harm. The session will include a brief overview of Restorative Justice and a breakdown of JMU's Adaptable Resolution procedures and implementation. This is followed by suggested best practices for facilitating a Restorative process in cases involving sexual harm, which includes guidance on each stage of the process: from offering a Restorative approach, to conducting intake meetings, facilitating the Restorative process and finally developing and signing written agreements.

Elevating Sanctioning Factors in Trainings, Panels, and Rationales

Heather Cohen, Northwestern University |
Christine DePilla, Northwestern University

Community Standards and Student Conduct offices widely tout an educational emphasis in their mission and values, and yet often regulate their sanctioning

factors as secondary to responsibility in both making and articulating their outcome decisions to students. In this session participants will explore common sanctioning factors used at various schools, how to train their hearing officers and volunteer panelists to think critically about these factors when determining outcomes, and ways they might elevate these considerations in their rationales.

Be the Brain: Building Strong Institutional Memory and Administrative Practices through Maxient

Lance Watson, Maxient LLC | Shalin Shah, Maxient LLC

How often do you think about institutional memory? Building strong administrative practices in and outside of Maxient while working to build continuity will keep the present work you do strong and easy to manage, but also build out long term success should transitions occur. In this session, we will discuss how to build sustainable processes that will benefit your immediate work and minimize impacts of personnel changes. Specifically, we will discuss best practices for your current work, using Maxient and a variety of reports to keep track of work, and considering the future of your workflows and Maxient.

Cultivating Psychological Safety: What Supervisors Can Do to Reduce Anxiety and Enhance Staff Engagement

Becca Lopez, University of California, Berkeley |
Alfred Day, University of California, Berkeley

One of the most critical responsibilities of a conduct office director is supporting staff within a functional area that carries significant risk and liability and where decisions are regularly scrutinized. This environment carries an emotional toll that hinders inclusivity, impacts staff retention, and limits creativity. This program will invite conversation and best practices for creating a psychologically safe environment. Presenters will discuss the concept of psychological safety and share practices that they implement to prioritize a culture that builds trust, improves performance and values vulnerability.

Understanding Three Recent SCOTUS Decisions & Navigating its Implications on Student Conduct Practice

Christina Liang, Cornell University | James Bond, University of Maryland | Brian Glick, Adelphi University

Recent decisions from the Supreme Court of the United States (SCOTUS) have dominated public opinion and

discussion. As the highest court in the judicial branch, the decisions of SCOTUS have long-lasting effects on many communities and professions, including student conduct practice. Presenters will be discussing three recent SCOTUS decisions: Dobbs, Vega, and NYS Rifle & Pistol Association, Inc.

Can We Talk About It: Addressing Biases in the Student Conduct Process

Darius Thomas, Valdosta State University |
Lauren Harris, Agnes Scott College | Roger Newell,
East Carolina University

As higher education becomes more diverse in who has access, it is important to examine how students experience various processes on college campuses, such as student conduct. The student conduct process has historically been compared to our nation's criminal justice system. As a result of the civil unrest that has occurred in the last few years, our institutions have struggled to cope. Additionally, higher education is one of the oldest symbols of systemic oppression. It is essential for student conduct administrators to understand these realities and address them by administering conduct processes that are student-centered, embody a culture of care, and equitable for all students. The presenters will engage participants to contend with policies and procedures that may exclude or negatively impact historically marginalized individuals. Examine policies and procedures that historically exclude marginalized individuals. Understand how biases can negatively affect the student experience within the conduct process.

Resilient Leadership

Brent Ericson, George Mason University

Student Conduct professionals are facing internal and external scrutiny now more than ever. Over the past few years, discussions have begun to arise on practitioner stress, resiliency, and trauma stewardship. This session will define resilient leadership and how student conduct professionals can understand and develop resilient practices to continue to serve our students and communities.

Conduct Research Roundtable

anton ward-zanotto, Seattle University

Research continues to be a critical way for us to move forward in our field. Many of us are doing important work in masters, doctoral, and post-doctoral research. This roundtable will focus on a group discussion where researchers and those interested in research can share their work.

CONCURRENT 3

Tuesday, 01/24 | 3:30 PM - 4:30 PM

Roe v. Wade v. Your Code of Conduct

Martha Compton, Grand River Solutions

Almost every student Code of Conduct holds a "catch all" rule that reads something along the lines of "Other violation of state, local, or federal law." This rule typically exists to account for the occasional allegation of obscure misconduct when there is a clear institutional interest in the matter. However, with the overturning of Roe v Wade and the passing of strict abortion laws in many states, it is almost inevitable that student conduct professionals will be faced with the task of responding to reports of students allegedly terminating their pregnancies in violation of state law. This session will discuss the legal and ethical issues at play that are crucial in guiding discussion of this issue and institutional response.

An Extreme Makeover: Student Conduct Edition

Scott Levitt, Sanctionite | Sydney Schiener,
Villanova University

Creativity is a skill. And just like any skill worth building, exercising your creativity takes practice. Join us for our themed concurrent program: Extreme Makeover: Student Conduct Edition. With a focus on change management, process improvement, and student conduct office modernization, we'll take you through our interactive program on strategizing and implementing new processes and practices within your student conduct office. You can expect group-based, design-thinking activities, squarely focused on new trends in student conduct, and how to pioneer a new practice in the field of student conduct. Areas explored in this program include educational sanctions, campus partner collaboration, assessment practices, and community outreach. Conduct pros are looking for a more engaging and contemporary approach to how they run their office; let's position you to bring back a new initiative to your campus.

How They See Us: A Shift in Traditional Conduct Programming Methods

Roger Newell, East Carolina University |
Essence Williams, University of West Georgia

Throughout the decades, higher education has evolved to meet the needs and values of the college students present on campus. The same can be said for the student conduct process as administrators work on a daily basis to ensure that the process is fair and equitable for all students. As we continue to navigate the COVID-19 pandemic, new

trends have emerged among students that conduct officers are trying to address during the adjudication process. One method is preventive programming that educates the campus community on policies and procedures and assists with establishing its presence on campus.

While traditional programming may not be as effective with today's student population as in the past, conduct officers are tasked with creating innovative methods to effectively address these trends. The presenters will explore certain innovative methods they have implemented at their respective campuses to drive engagement.

Prestige and Privilege: Conduct Administration at Private Liberal Arts Institutions

James Jackson, Kenyon College | Xavi Boes, Kenyon College | Ralph Jones, Michigan State University

Serving as a student conduct professional at any institution is not easy. However, working as a conduct professional at a "Prestigious" private institution with highly "Privileged" students can be incredibly challenging. In Prestige and Privilege, we will discuss and explore the challenges of guiding students through the conduct process at institutions whose tuition may be higher than your salary.

Case Resolution through Restorative Practices Lens

Narges Ershad, Towson University

In 2020 the Office of Student Conduct & Civility Education at Towson University updated its Code of Student Conduct to include a formalized process for case resolution using restorative practices as the mechanism. During this process, the harmed and harming parties are given an opportunity to resolve the conflict caused and rebuild their relationship. In this session we will focus on ways of implementing this technique in conduct meetings, lessons learned, and our use of peer-to-peer education to enhance the work.

Using Data to Shift the Perception of Student Conduct from Punitive to Education: An Example from NYU's Finish Line Club

Mathew J.L. Shepard, New York University | Christopher Sparrow, New York University

We have likely all encountered the colleague or hearing panel member who is hesitant to sanction a student so as not to "ruin their life." And while "discipline" and "punishment" are words that are fading into the distance of

our professional lexicon, this negative perception of student conduct's effect on students persists. By celebrating the graduations of students whose educational careers were once at risk due to behavioral concerns, we can recognize the perseverance and educational growth that student conduct processes instill in others. This session will demonstrate how NYU honors our students while also gathering data to be shared with stakeholders to advocate for student conduct's educational value and institutional worth. These relatively simple and low-cost efforts will be discussed with the hope that similar data-informed and celebratory programs may flourish on your campus.

Thank You, Next

Heather Kloeker-Webster, UNC Charlotte | Nicky Renault, University of British Columbia | Erin Logan, University of Central Oklahoma

This session will be a panel discussion and question and answer session framed around appreciating and using your conduct skill set in conduct-adjacent roles. Panelists who have transitioned to Human Rights Investigation, Threat Assessment, and Sexual and Interpersonal Misconduct. The panel will discuss ways to feel confident about your skill set as you move to the next step, how to translate your experience to a broader audience, and what it's like to transition to a new field. Whether your transition is an intentional change, a happy accident, or formal restructuring – there are many different pathways for professionals to take as they find themselves moving toward conduct-adjacent roles.

Conflict Resolution Roundtable – Developing, Tracking, & Managing a Conflict Resolution Program

Shawn Knight, Symplicity Corporation | Reese Havlatka, Symplicity Corporation

Conflict resolution and alternative dispute resolution programs provide institutions with pathways to resolve conflict without alleging a formal policy violation. However, there may be different considerations for case management and record retention for conflict resolution, compared to typical student conduct matters. With innovative uses of features such as actions, case types, and reporting features, it is possible. Whether you're just beginning down the road of conflict resolution or have been doing it for years at your institution, come join this roundtable to discuss the opportunities, challenges, strengths and weaknesses when it comes to case tracking, records retention, and all things "administrative" for setting up a conflict resolution program.

Trauma Informed Practice for Student Conduct Work and Supervision

Sarah Shupp, Lebanon Valley College |
Matthew Shupp, Shippensburg University

Although trauma-informed practices have guided work within many helping professions, the literature is relatively scant when it comes to its importance and implementation in student conduct work on college and university campuses. This session will provide an overview of trauma-informed practices and participants will actively examine new and innovative ways to conduct their work with students, and in supervision of student conduct professionals, via a trauma-informed lens.

Infusing Equity and Inclusion in Conversations About Student Conduct

Brian Glick, Adelphi University | Valerie Glassman, UNC Chapel Hill School of Medicine | Erin Kaplan, La Salle University | Kyle Williams, Emory University | Heather Cohen, Northwestern University | Paige Townley, University of Iowa | Christine Nye, Cornell University

Throughout the 2021-2022 academic year, members of the Equity and Inclusion Committee developed a position paper regarding infusing equity and intentional inclusion into both conversations about our work and the practice of student conduct, its guiding policies, and procedures. Presenters will offer guidance to participants that underscore the engagement of principles and values that include all members of our campus communities. Audience take-aways include recognition of structural injustices within a model code process and ways to identify and curtail discrimination in one's own campus process.

Student Affairs Educator Certification: Supporting Student Conduct Administrators

Karen Boyd, ASCA | Joseph DeSanto Jones, Higher Education Consortium for Student Affairs Certification | Kateeka Harris, Grand River Solutions | Christina Liang, Cornell University

Presenters will discuss the newly established Certified Student Affairs Educator (CSAEd) core and specialty credential in student conduct administration. They will share how these certifications encourage continued learning and support professional advancement. Details will be provided on how one becomes and stays certified, and lessons learned from the recent certification pilot program!

CONCURRENT 4

Wednesday, 01/25 | 8:30 AM - 9:30 AM

Recruiting and Training Decision Makers

Brenton McNulty, Kent State University |
Stephanie Evans, Kent State University

Conduct Offices are commonly tasked with recruiting and maintaining their pool of decision makers. This often requires giving consideration to representation, fulfilling required roles on decision making panels, and ensuring decision makers are sufficiently trained. This presentation will focus on recruitment practices, decision maker training topics and formatting, and the evolution of decision-maker training at Kent State University.

"Initiating" Your Office's Hazing Response Protocols

Becca Wallace, University of California, San Francisco | Michael Mann, University of California, Berkeley

*Association of Fraternity/Sorority Advisors (AFA) Sponsored Concurrent

While student conduct professionals have been responding to hazing reports for decades, the return to in-person studies and changing legal landscape necessitate the need for current, effective, documented, and intentional hazing response protocols. This session blends facilitating a guided planning process for professionals who need to create an effective institutional response to hazing with recounting Berkeley's journey over the last two years developing a new hazing investigation protocol in the face of multiple reports filed against a variety of social Greek Letter organizations, academic and professional organizations, and athletic teams and social organizations. Participants will identify key issues among organizations of concern on their campus, organize next steps for creating hazing response protocols, identify key stakeholders for the development process, and create a plan that synthesizes their campus's philosophy, policies, and culture into a hazing investigation protocol.

Guiding Graduate Assistants : The Mutual Benefits of the Mentor and Mentee Relationship in Student Conduct

James Jackson, Kenyon College | Xavi Boes, Kenyon College

Ancient texts advise that a leader is only as powerful to the degree they empower others. Guiding Graduate Assistants: The Mutual Benefits of the Mentor and Mentee Relationship Student Conduct explores how both

supervisors and graduate assistants serve as leaders by empowering each other. As both mentor and mentee grow, the student conduct profession grows as well.

Creating Campus Culture Change with Community Values: Practical Approaches in Campus Programming and Recalibration of Campus Expectations

Mary Kate Kennedy, Denison University | Kimberly Marcus, Denison University

As the aftermath of the pandemic runs parallel to everyday operations, higher education institutions can redefine the direction in which they see their campus community moving forward. Student conduct offices face the unique challenges of recalibrating student expectations; building trust with students; and managing partnerships that support proactive and reactive measures to student behavior. This presentation uses Denison University as an example of an office that has redefined university expectations and processes with the support of the campus community, as well implemented programs that support examination of values, peer accountability, and managing difficult conversations. As a result of this presentation, attendees will be able to identify techniques to assess student perceptions of conduct expectations and processes, learn of resources and the process used to update a Code of Student Conduct, and create student programs grounded in relationship building and education.

Making the Most of Contractors: How to Leverage External Resources to Meet Your Needs While Upholding Your Institutional Ethic of Care

Robert Kent, Bricker & Eckler | Jason McKean, Northwestern University | Jessica Galanos, Bricker & Eckler

From investigating a particularly difficult matter, to service as an interim Director, many institutions will leverage external contractors to assist with investigations and case resolution management. Join current and former investigators and conduct administrators as they discuss tips, tricks, and lessons-learned when integrating external contractors into their conduct processes. Presenters will feature practical, experience-based solutions intended to maximize effectiveness while adhering to your institutional style and ethic of care.

Adopting Aspirational Practices of a Health Promoting University to the Spectrum of Resolution Model

Peter Cason, University of Alabama at Birmingham | Shawra Rainer, University of Alabama at Birmingham | Bobby Whitehead, University of Alabama at Birmingham

In December 2020, the University of Alabama at Birmingham became the first university in the US to adopt the Okanagan Charter and was designated as an internationally recognized Health Promoting University. At UAB, we focus on embedding health into all aspects of campus culture while aspiring to lead health promotion action and collaboration locally and globally. The Office of Community Standards and Student Accountability (CSSA), created in May 2021, is newly named to highlight the importance of alignment with being an HPU. CSSA focuses on systems and upstream approaches that are synonymous with the aspirations of the HPU. In an effort to move in this direction, CSSA continues to alter its narrative as a place of Community, Growth, Accountability, and Wellbeing, utilizing the University Creed "The Blazer Way" as its foundation.

Advocacy and You: Providing Expanded Student Rights Through Dedicated Advocacy Programs

Kristi Patrickus, University of Oregon | Gino Simione, University of North Texas

While student conduct professionals undoubtedly know their students are entitled to a fair and equitable process, sometimes our codes can be confusing to understand. Through peer-to-peer, professional staff, and attorney advocacy, students may fully grasp and exercise the rights granted to them through our conduct systems. This session aims to explore the different functions of non-Title IX University Advocacy Programs at the University of Oregon and the University of North Texas. This includes examining the strengths and weaknesses of peer-to-peer advocacy programs housed in student conduct offices and attorney-lead advocacy programs housed in student government.

Perceptions of Current and Recent College Students: Applications for Sexual Misconduct Practice and Policy

Joseph De Gearo, Adelphi University

The presenter will share a qualitative study conducted at Adelphi University's School of Social Work that explored college student perceptions of sexual misconduct. Existing research in the college setting is

limited. In-depth interviews uncovered perceptions of a purposive sample of 11 college students using a grounded theory methodology. Three findings will be shared including perceptions about the college experience; perceptions about college students; and potential strategies for improving sexual misconduct prevention and intervention in ways that may address inequities experienced due to sex and gender. The presenter will use the study results to advocate for change in practice, policies, procedures, and narratives.

Educational Opportunities in the AI Process: Engaging Colleagues to Improve Student Outcomes

Lindsay Ferguson, Tufts University | briana Sevigny, Tufts University | Lindsay Walcott, Tufts University

Implementing an Academic Integrity process can be challenging, especially when balancing faculty relationships and expectations. In this program, the presenters will be sharing more about the Academic Integrity process at Tufts University and how intentional relationships were built with faculty across the institution. Attendees will learn about some of the challenges and inequities that have been encountered with reporting, along with ways the presenters have addressed them. Additionally, the presenters will highlight proactive measures that have been taken to educate faculty and students about the Academic Integrity policies and the reporting requirements. Lastly, attendees will be able to share their own experiences and best practices as it's related to reducing bias in reporting.

Numbers Don't Lie: Using Assessment as a Tool for Equitable Practices

Bailey Mitchell, Virginia Commonwealth University

Assessment is a valuable tool in examining equity within our processes. This program will provide tools for building assessment focused on identifying issues of inequity and evaluating data to inform future practice.

CONCURRENT 5

Wednesday, 01/25 | 9:45 AM - 10:45 AM

Developing Frameworks that Promote Equitable and Intentional Case Outcomes

Jessi Benveniste, University of Washington | Becca Wallace, University of California, San Francisco

Arguably the most critical foundation of student con-

duct is the daily management of conduct cases. Yet with the additional hats, we wear and the fire drills we are constantly managing, it can be difficult to take time to focus on this foundation of our work and ensure that our conduct outcomes are equitable and intentional. The presenters of this program aim to cultivate research-informed intentionality within our casework by highlighting recent research related to equity in student conduct and sharing strategies that conduct professionals can implement to promote intentional outcomes in their conduct processes. Participants will walk away with frameworks they can utilize when evaluating cases as well as techniques and structures to support equitable outcomes. Moreover, the presenters will review methods for calibrating at a cross-functional level to develop appropriate responses to student misconduct.

Deeper Commitment to Partnerships in FSL Conduct

Alex Maxwell, Louisiana State University |

Kim Novak, Pi Kappa Alpha

*Association of Fraternity/Sorority Advisors (AFA) Sponsored Concurrent

Join members of the ASCA Fraternity and Sorority Life Community of Practice as they unveil the updated ASCA and Fraternity Executive Association's (FEA) Communication Guide. This guide was developed by a working group of conduct professionals on campuses and at Inter/national Headquarters with the goal of offering best practices for communicating and collaborating with Inter/National Fraternal Organizations and Campus Student Conduct Professionals. During this session we will discuss an overview of the guide, and participants will take part in an interactive case study to apply the principles of the guide and be offered time to reflect on current communication practices.

Hiring Desert: Essential Onboarding, Training, & Supervision Efforts

Ross McClure, Oklahoma State University

It's no secret hiring in Higher Education has been a challenge. With obstacles like salary, geographic, and qualification constraints, let's use this session to focus on what we can control in hiring, onboarding, and supervision to increase effectiveness, job satisfaction, and overall success.

Credibility and What It Actually Means

Trianne Smith, Christopher Newport University | Matt Fitzpatrick, Christopher Newport University

Credibility and What it Actually Means is a 60-minute concurrent session designed for staff who adjudicate

conduct cases on a daily basis. Taking time to evaluate “the why and how” decisions are made and outcomes are determined is critical to ensuring best practices are at the core of our work. In this session, participants will have the opportunity to share what they determine and consider credible in their daily work, while diving deep into common missteps and the bias behind how we weigh credibility. Keeping in mind ASCA’s competencies, this session focuses on investigative strategies on weighing credibility.

Social Justice Mediation for the Student Conduct Professional

Sarah Meiser, Ferris State University

Many mediation practices do not serve all parties equitably despite the intentions of mediators to be neutral facilitators. Social Justice Mediation (SJM) examines how power imbalances create unequal outcomes and utilizes principals and strategies to counter these disparities and focuses on the sharing and understanding of experiences rather than reaching an agreement (often resulting in more meaningful agreements). SJM can help resolve campus conflicts, be part of a spectrum of conflict resolution offered by an on office of student conduct, and be infused into other practices and processes. Get a brief introduction to SJM practices and philosophies, learn how you can utilize SJM principals into your work, and determine if attending the week-long Social Justice Mediation Institute would serve you well. SJM can be utilized in both formal mediation (as part of a spectrum of conflict resolution options) and by infusing it in work with students and colleagues.

SOLO

Chris Snoddy, Oklahoma City Community College

Many Student Conduct administrators have been hired to serve in a single administrator “muscle” role to fulfill the need of “keeping the students in line”. Single administrator student conduct approaches exhaust and eventually eliminate good practitioners from the institution and/or the field of work. The challenges of student conduct work, depending upon the volume of cases and/or types of cases, have an established history of isolating and enfeebling student conduct administrators. Many of these challenges are exacerbated by the lack of staff, funding, perceptions, and partnerships. There are many avenues and methods to expand the resources and support for student conduct offices with minimal staff. Often, these avenues and methods go undiscovered when administrators are discouraged and overwhelmed. The purpose of this session is to identify 10 ways to grow student conduct operations by means of internal and external partnership strategies and funding sources.

An Exploration of Student Conduct Educators’ Knowledge and Use of Learning Outcome and Assessment Techniques

Nicole Kogan, Kennesaw State University

In 2009 and 2012, ASCA completed research amongst its membership to ascertain how they perceived assessment practices in student conduct programs and what work these professionals completed to determine student learning attainment. In the spring of 2022, I adapted and expanded the prior research to explore current student conduct educators’ knowledge and use of learning outcomes and assessment practices within student conduct programs once again. My study also explored the formal education pertaining to learning outcomes and assessment, as well as participants’ knowledge and use of resources for assessment within student conduct. This presentation will share the outcomes of the study, similarities to the prior studies, and recommendations for the future of student conduct programs and the use of learning outcomes and assessment practices.

The Clery Act: Much More than a Numbers Game

Catherine Cocks, D. Stafford & Associates/NACCOP

Title IX is often the focus of conversations around sexual misconduct response; however, the Clery Act has significant implications for conduct professionals regarding prevention, training, and response. The 2013 Violence Against Women Reauthorization Act amended the Clery Act to, among other requirements, require institutions to provide for a prompt, fair, and impartial conduct proceeding for cases of sexual assault, intimate partner violence, and stalking. This session will review the requirements that student conduct processes should have and compare these requirements with the Title IX Regulations. We will also examine the ethical and practical implications of juggling multiple and sometimes conflicting compliance regulations. This session is presented by the National Association of Clery Compliance Officers and Professionals (NACCOP).

Assessing Student Learning Through the Disciplinary Process – More Than a Survey

Dawna Haynes, EdD, Pikes Peak State College
| Nichole Pritchett Hilliard, MS, Pikes Peak State College

Student conduct administrators are educators, and we can assess the learning students experience as participants in our respective disciplinary processes. In this session, participants will hear from conduct officers at Pikes Peak State College (PPSC) who have created a successful method of navigating the challenge of

creating a meaningful assessment that informs the disciplinary process and supports student learning. PPSC conduct officers leverage motivational interviewing and reflexive essays to both support student learning and to adjust internal processes toward that end.

Building Trust and Community through BIT Team Rebranding

Isabelle Wroblewski, Highline College | Ay Saechao, Highline College

In Fall quarter 2021, Highline College made a change in the name and composition of their Behavioral Intervention Team (BIT) from SAIT (Student Assessment and Intervention Team) to CARE (Concern, Assistance, Resources and Empowerment Team). This change was accompanied by an informational campaign and training opportunities. Over the following Academic year, Highline saw a 75.5% increase in referrals and a greater variety of “yellow flag” behaviors shared with the team. This program explores the process of changing campus culture through data-driven decision making by centering community and intentional collaboration. Changes made to Behavioral Intervention Teams are directly related to the navigation of crisis management, student conduct, and campus safety.

From this program, learners will receive an overview of the successes and downfalls of the culture shift from SAIT to CARE, how to serve the college specific population, and sustainable strategic planning for the future.

Student Conduct and Title IX: A Panel Discussion

Andre Clanton, Life University | Tony Miller, Jr., University of Montevallo | Jessica Ledbetter, Texas Christian University | Lisa Martin, Marshall University

Members of the Sexual Misconduct and Title IX Community of Practice will participate in a panel discussion to address topics related to the student conduct profession and Title IX Compliance.

CONCURRENT 6

Wednesday, 01/25 | 11:00 AM - Noon

Bringing Restorative and Transformative Justice Together in the Conduct Process

Patience Bartunek, TNG Consulting | Derrick Dixon, New York Institute of Technology College of Osteopathic Medicine at Arkansas State University

“If the only tool you have is a hammer, you tend to see every problem as a nail.” – Abraham Maslow

It is not uncommon for you to hear student conduct practitioners claim their “justice.” People frame this by stating they have a process based in restorative justice or a process is based in transformative justice. Each has its place in the conduct world – but when a practitioner claims a “justice,” they often see that as the only way to work through the conduct process. Restorative and transformative justice do not have to be utilized in silos – the two can come together and as a union be utilized to best help students and community grow together. This session will present practitioners with concrete ways to utilize restorative and transformative justice in tandem.

Hiring the Right Person the Right Way – Best Practices for Interviewing and Staff Selection

Jeff Bates, Florida State University

This session will discuss current best practices for interviewing and staff selection in order to maximize the most important resource at a university’s disposal – the human resource. The session will also explore the dangers of bias and noise in the selection process, and how to limit the impact of both in hiring decisions. Participants will leave this session with concrete strategies and materials to inform hiring practices at their home institutions. The decision of who to hire for an open position is one of the most important decisions a University can make – this session will equip participants to make those important decisions effectively.

We Don’t Talk About Bruno or CAS Standards: Using a Program Review to Improve Student Conduct Programs

Patricia Cardoso-Erase, University of Massachusetts Amherst

When was the last time you reviewed the student conduct CAS standards? Have you used CAS standards to inform your conduct program? Have you conducted an external assessment of your program? The Student Conduct and Community Standards Office at the University of Massachusetts Amherst (UMass Amherst) was established after a successful program review. Join us to learn how a program review using CAS standards as an assessment framework was used to develop a strategic plan for the implementation of a student conduct program that was aligned with CAS standards, promising practices, legal standards, and met the need of our university. We will share our experience in completing an internal assessment, identifying an external review team, and ensuring the process incorporating campus stakeholders including students. We will review key

learnings in establishing a standalone student conduct office, revising the code of student conduct and developing a curricular approach the conduct program.

New Year, New Informal Resolution Process

Maureen Grewe, University of South Carolina | Kat Yoffie, University of South Carolina

Informal resolution can be a powerful tool for students and universities as they navigate interpersonal violence concerns. With institutions facing more scrutiny when it comes to how they respond to potential violations, having a solid informal resolutions process is a critical aspect for institutions. This presentation will showcase informal resolution best practices and participants will walk away with tangible materials to bolster their resolution offerings.

Let's Get Fiscal: Creative Ways to Get Funding

Tara Shollenberger, High Point University

Each year departments are asked to do more with less funding. In this session, we will look at different ways to get creative with funding. This session format will include presentation style, break out groups and brainstorming to craft your elevator pitch.

Not Bad, Just Misunderstood

Xavi Boes, Kenyon College | James Jackson, Kenyon College

As student conduct professionals, we are often tasked with difficult conversations, scenarios, and situations that have attached a stereotype of negativity to our roles. However, through this, we are called to leave an imprint on students and challenge them through reflection to enhance their growth and development. In Not Bad, Just Misunderstood, we will discuss and explore opportunities and skill sets to utilize in eliminating this stereotype both from a professional and graduate student perspective to create a cohesive connection and understanding of support from our office to the student experience.

Finding and Moving the Needle - Incorporating Equity into Student Conduct Policies and Practice

Omar Torres, Grand River Solutions | Kateeka Harris, Grand River Solutions

Bias issues in this country are real. Individuals are not treated equally and equitably because of their identities, values, and choices. This bias happens in places

of employment, in the criminal justice system, and in everyday interactions and conversations (and our campus student conduct programs). All too often, whether implicit or explicit bias, compassion, and equity seem to fall to the background when determining what is right and how we treat others or hold them accountable. This workshop will help practitioners identify areas where they can incorporate more equitable practices into their student conduct policies and procedures.

Developing a Policy & Process to Support Pregnant & Parenting Students

Julie Ogburn, Georgia Southern University | Amber Culpepper, Georgia Southern University

An often overlooked area of Title IX is how it protects pregnant and parenting students. The number of students requesting pregnancy accommodations is on the rise, and many institutions have questions on how to best support these students and provide an equitable environment. Our institution is no exception. Join us for a discussion on the national trends, legal landscape and Department of Education guidance impacting our work. We will describe the process and policy we developed and how you might learn from our experience.

Workflow Tracking – Leveraging Advocate to Track Your Process (Actions & Flexible Workflows)

Shawn Knight, Symplicity Corporation | Reese Havlatka, Symplicity Corporation

Accurate and timely case management is one of the hallmarks of the student conduct practice. In order to focus time on students, student conduct professionals must have a good grasp on the status of their cases at any given time. Additionally, effective case management and data tracking can lead to more thorough, efficient reporting and assessment efforts at the end of each year. This session expands on both new and established functionality in the Advocate software to support your student conduct program and day-to-day case management needs.

Collaboration Junction: This is How We Function

Erin Logan, University of Central Oklahoma | Kaitlin Logan Wimmer, University of Central Oklahoma

Collaboration on our campuses is vital, especially between Conduct and Title IX. This presentation will outline the meaningful and intentional ways the Office of Title IX and Office of Student Accountability & Conflict Resolution work together.

CONCURRENT 7

Thursday, 01/26 | 10:15 AM - 11:15 AM

You Can't Handle the Truth!: Advice from an Attorney on How to Effectively Work with Attorneys

Kristi Patrickus, University of Oregon

No matter how long a professional has worked in student conduct, they undoubtedly have a story of an uncooperative, overzealous attorney. Often, student conduct professionals believe attorneys pose a hindrance to the conduct process, causing harm to students in the process. However, the conflict between attorneys and conduct professionals stems from simple misunderstandings on the role of the attorney as a respondent advocate. This session aims to provide clarity on this conflict by providing a student advocacy attorney's perspective on this conversation. This includes examining the main points of confusion faced by attorneys in the conduct process and how conduct professionals can help resolve these points, in favor of establishing a more cooperative relationship.

CALM DOWN! And Other Things to Avoid When De-escalating a Situation

Kerianne Silver, SUNY Student Conduct Institute | Alexander Wheeler, SUNY Student Conduct Institute

The presenters will share practical techniques for de-escalating volatile situations in the college setting. The learner will leave with concrete tools to use immediately to respond to situations where a student or colleague is escalating. Learners will understand why students escalate behaviors and how to respond with empathy. Presenters will provide case-study examples of real-world scenarios so that the learners can watch the tools in use.

Emerging Practice: Using a Consolidation Process for a Respondent with Multiple Open Cases

Michelle R. Horvath, Florida International University | Devin M. Parra, Florida International University | Amelia Rodriguez, Florida International University

Since Fall 2021, the Office of Student Conduct and Academic Integrity (SCAI) at Florida International University (FIU) has been using a consolidation process for Respondents with multiple open cases. This session will review the impetus behind creating such a process, review the steps related to creation and implementation, and will share how such a process has benefited students and SCAI.

The Price of Good Advice: Establishing a Robust Title IX Advisors Program

Brittany Sodic, The University of Texas at Austin | Matthew Guterrez, The University of Texas at Austin

The Biden administration's Title IX proposed rulemaking looks to continue the 2020 Title IX Final Rule requirement for university Title IX formal grievance procedures to provide for the participation of advisors in hearing proceedings. As an institution that has facilitated more than 165 formal investigations and 50 live hearings since the 2020 Title IX regulations went into effect, The University of Texas at Austin (UT Austin) developed a robust Title IX Advisors program to meet the needs of parties going through the formal grievance process, including the non-hearing eligible cases and providing advisors for the investigation stage of the process. To meet this need, UT Austin has created partnerships leading to three separate pools of advisors: faculty advisors, general advisors, and a pro bono program through a partnership with the school of law. The presenters will discuss the development of the Title IX Advisors program, challenges faced, lessons learned, and plans for the future.

Student Advocacy + Student Conduct = BFFs

Nicole Kogan, Kennesaw State University | Mary Katherine Martin, Kennesaw State University

When students' behavior stems from a mental health concern and/or neurodevelopment disorder, what sanctioning options do hearing officers have at their disposal to support, rather than punish, students? During this session participants will learn how one student conduct office partnered with the Department of Student Advocacy to develop and implement a sanction that focused on students' well-being, success of students, and future planning for managing their experience. The presenters will review the university Behavioral Response Team, Student Advocacy, and conduct processes. Additionally, they will explain the need for this sanction, and how it has been implemented thus far. Participants will also be provided the opportunity to reflect on their knowledge and skills sets, and how a sanction of this nature may be developed at their own institutions.

525,600 minutes – One Year From Transition to Transformation

Sarah Meiser, Ferris State University | Becca Brumels, Ferris State University

Change happens. Explore how to use the disruption of change to create positive transformation. In August of 2021, Ferris State University's entire Office

of Student Conduct staff turned over. By August 2022 we had adjusted to new roles and a new school and revamped the focus of the office through new policies, processes, education, and resources. Change can be challenging; it can also be revolutionary. Change is a constant, let's use it to our and our students' advantages.

Grasping at the Roots: Designing Radical Change in Higher EDU

Detric Robinson-Miller, University of Denver

Higher education in the United States is founded upon and exists within the construct of whiteness. While this is often an uncomfortable topic to discuss within higher education settings, the importance of examining our ways of doing and knowing has become paramount, given our current sociopolitical context. "Whiteness," distinct from "white people," acts as a design template for institutional policies, practices, and culture that often leads to inequitable and harmful outcomes, even as institutions articulate values of equity, inclusion, or justice. This looks like lower faculty, staff, and student satisfaction and increased levels of burnout and attrition. For higher education to remain competitive as a workplace and an educational environment, leaders of postsecondary institutions must be committed to taking bold steps that embody the aspirational statements often displayed in mission & vision statements, spearheading actions towards cultures of belonging and well-being.

Alternate Resolution Methods to Organizational Misconduct

Christine Nye, Cornell University | Greg Brown, Cornell University | Erika Crawley, Cornell University
*Association of Fraternity/Sorority Advisors (AFA) Sponsored Concurrent

This session will explore methods of alternate resolution, including shuttle diplomacy, mediation, and restorative practices to address organizational misconduct. Additionally, we will discuss how to engage stakeholders such as colleagues in campus activities, athletics, and sorority and fraternity life, campus advisors, and headquarters staff to collaborate and work together to resolve and address behavioral concerns.

CONCURRENT 8

Thursday, 01/26 | 1:15 PM - 2:15 PM

Fighting the Urge to Quiet Quit - Managing Burnout in Student Conduct

Tori Doll, University of Florida | Kristi Johnson, University of Florida | Peter Cason, University at Buffalo

First the Great Resignation, now quiet quitting? Are you still managing to go above and beyond in the workplace? Or do you feel yourself mentally checking out from work and doing the bare minimum? During this session, presenters will discuss "quiet quitting" broadly as it impacts our work as Student Affairs professionals and as it relates to our roles in the student conduct field. Presenters will directly address the concept of quiet quitting, the signs, and ways to manage burnout. Topics will include motivation, finding balance in the workplace, and self-advocacy. This presentation (with a round table vibe) will focus on how to "check in" rather than "check out" at work.

Different Thinking? Different Response! A Connection Between Neurodiversity and Behavior that Lands Students in Our [Conduct] Spaces

Amy Holway, UNC Chapel Hill

Temple Grandin said, "The world needs all types of minds" and "I'm different, not less." We're constantly learning more about our students, who are different from ourselves, and different from our current students. As the research and knowledge around neurodiverse individuals grows, so can our response in student conduct. In this session, we'll learn about neurodiversity, some of the most likely forms of presentation we may see (ADHD and Autism) and think about how we can meet these students where they are if (or when!) they land in our spaces.

Better Together: Developing a Community Coordinated Sexual Misconduct Strategic Plan

Seuth Chaleunphonh, Indiana University Southeast | Luke Westmoreland, Indiana University Southeast

Operating under ever changing conditions of public opinion and federal policies related to incidents of sexual misconduct, campuses can reorganize and redeploy itself quickly through a community coordinated sexual misconduct strategic plan. The program addresses how conduct professionals can partner with Title IX offices to coordinate efforts to address five critical program-

matic areas of (1) Coordinated Community Response (CCR); (2) Comprehensive Prevention; (3) Student Conduct; (4) Law Enforcement; (5) Sexual Assault Advocacy Services, as recommended by the Office on Violence Against Women. The 70% strategic planning tool is utilized to develop a strategic plan targeted to campus needs, strengths, and gaps. This includes best practices in the student conduct program area of: (1) training for student conduct boards, (2) policy development and revision; and (3) protocols for reporting and responding.

Coaching Session: Restorative Practices Implementation and the Facilitator Apprenticeship Model

Julia Wade, Loyola Marymount University

Where is a good place to start for the implementation of restorative practices in student conduct? Julia Wade, Associate Director for Restorative Practices at LMU will offer insight gained from the implementation of restorative practices over the past four years at a mid-size Jesuit institution in student conduct and across the university as a whole, particularly in student affairs. Implementation has included securing a small grant from the Jesuit Association of Student Personnel Administrators (JASPA), which supported a Restorative Justice Conference Facilitator Apprenticeship. The session will briefly share Loyola Marymount University's restorative practices implementation journey in addition to the components and execution of the apprenticeship model. The session will also allow participants to engage with one another and the session facilitator to address their questions and concerns about restorative practices implementation at their own institutions.

Gender, Race, & Imposter Syndrome in the Workplace

Eleni Riechers, Cornell University | Erika Crawley, Cornell University

Using articles, discussions and activities, we will teach participants about gender and race, and the role they play in imposter syndrome in the workplace. We will also teach participants how to be aware of the signs of imposter syndrome in their workplace, as well as ways to discuss imposter syndrome and its impact.

Employee Attrition: Sustaining Institutional Knowledge and Promoting a Culture of Wellbeing During Times of Transition

Michael Fazi, Vanderbilt University | David Anderson, Vanderbilt University

Given the regularity of legal updates in higher education, particularly as it pertains to Title IX, offices often experience higher rates of employee attrition. This presentation will explore periods of transition as opportunities for maintaining institutional knowledge, auditing current practices and processes, and promoting team-wide self-care. Participants will learn practical strategies to address these topics and will be given the opportunity to reflect on their own institutional needs.

Challenging the Culture of Conduct through Assessment

Kyle Wilson, Wichita State University | Liz Thornton, Wichita State University

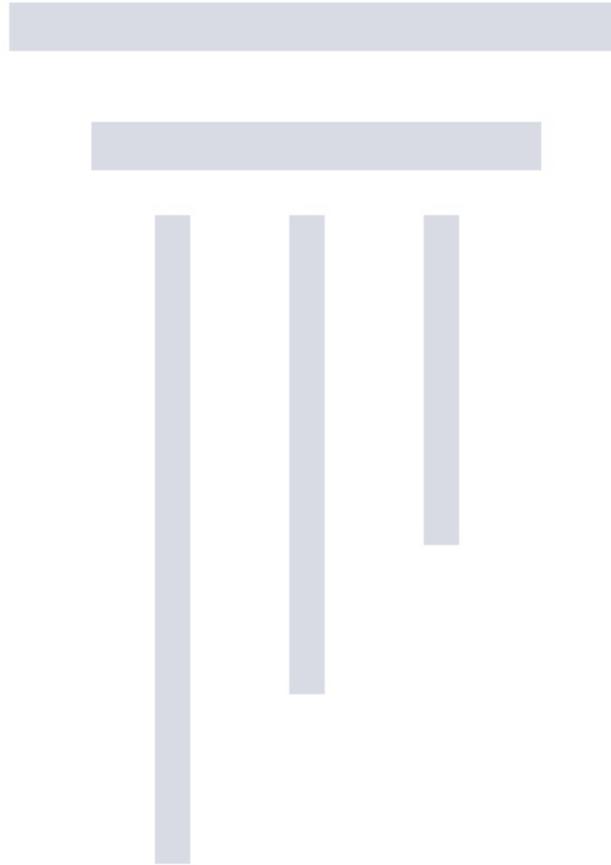
Are you struggling with getting people to understand the importance of your offices work, campus visibility, or utilizing data to help guide your community outreach and engagement plans? Then this is the presentation for you! Wichita State University (WSU) Student Conduct & Community Standards (SCCS) recently revamped our assessment initiatives. Through the new assessment model, SCCS identified meaningful changes to our programming initiatives, partnerships, and community visibility. Additionally, SCCS identified multiple ways to challenge the culture of conduct and improve upon community engagement opportunities.

Participants will be able to see where SCCS started, the active changes SCCS made, and how that is shaping our offices future. A big highlight of this presentation will be providing a roadmap for how to create a digital story within a Conduct Office.

Charting your Doctoral Journey

anton ward-zanotto, Seattle University | Marcy Louis, Texas A&M University - Commerce

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 embrace the new journey of becoming an academic scholar. The round table Charting your 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. This is a return of a program from last year, and a chance for folx who connected last year to continue to inspire and encourage each other.



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