

# 2024 ASCA ANNUAL CONFERENCE

## CONCURRENT LIST

### CONCURRENT 1

Thursday, February 1 | 11:10 AM - 12:10 PM

#### **Black College Student Narratives: Experiences in Student Conduct Programs at Predominantly White Institutions**

Presenter: Dr. Sarah Shupp, Associate Dean of Student Affairs & Deputy Title IX Coordinator, Lebanon Valley College

This session will present the results of a narrative study exploring the experiences of Black college students who participated in a student conduct program at Predominantly White Institutions (PWIs). This study explored a perspective largely ignored in the literature and sought to amplify participant narratives via a unique application of the Listening Guide (Gilligan, 2015) approach and through a lens of Critical Race Theory (Bell, 1976; Crenshaw, 2011; Delgado & Stefancic, 2007, 2017). This concurrent session will outline the study, share participant stories, and discuss potential strategies to improve Black college student experiences at PWIs, specifically within student conduct programs.

#### **Strategies to Improve Collaboration Between Student Affairs Professionals and Attorneys Working Together in the Student Conduct Process \*\***

Presenters: Jessica Galanos, Higher Education Attorney, Bricker Graydon LLP; Léna Crain, Ph.D, Dean of Students, Baldwin, Wallace University; Kylie Stryffeler, Higher Education Attorney, Bricker Graydon LLP

As legal and compliance risks increase, colleges and universities are increasingly looking to trained attorneys to serve in roles outside their general counsel's office, including in student-facing roles in the areas of student conduct, Title IX, athletics, and fraternity and sorority life. This presentation will discuss ways to optimize communication and mitigate tension between student conduct professionals and attorneys, promising practices for bridging gaps in communication style, practical steps for identifying priorities, and student-centered approaches to technical, compliance-driven processes.

#### **Untold Stories: Trauma Informed Care in Academic Misconduct**

Presenters: Bria M. Thorne, Student Conduct Officer, Adelphi University; Nazanin Campbell, Student Conduct Officer, University of Alberta

Have you ever considered how a trauma-informed approach may support students facing an allegation of academic misconduct? Navigating the conduct system can be difficult for students in both academic and non-academic cases and applying a trauma-informed lens to our practices presents an opportunity to engage with students in a positive way so that we may better understand why they have been referred to our office and how best we can address their case.

#### **Leveling Up Your Investigation Skills**

Presenters: Patience Bartunek, Chief of Staff to the Managing Partner, TNG Consulting; James Jackson, Jr. J.D., Senior Director of Campus Life, Kenyon College

Basic investigations are easy – did they drink the beer, break the door, or violate quiet hours? When the case gets complicated, so do the investigations. This session will help investigators take their skills to the next level, allowing them to handle the sticky and less straightforward investigations. Participants will take away skills that allow them to refine their investigation techniques and how to synthesize information. Bias, prejudice, and conflict of interest and their impact on the investigation process will also be discussed.

#### **Mediation Mindset: Facilitating Resolution during Difficult Conversations and Conflict**

Presenter: Caitlin Frank, Assistant Director, UC San Diego

Have you ever wondered how you can prevent or ease difficult conversations or conflicts with others? From delivering feedback to juggling competing perspectives, knowing how to facilitate dialogue in ways that promote resolution and prevent escalation has become increasingly important. Using mediation and negotiation theory, learners will gain an understanding of active listening, interest identification, embodied empathy, and other brain hacks, as well as how to apply them in order to facilitate difficult conversations and resolve conflict.

## **What I Need to Know About Fraternities: Understanding the Data, the People “Behind” the Experience, and How to Most Effectively Work with Them**

**Presenters:** Dawn Wiese, Ph.D Chief Operating Officer FRMT, Ltd.; Brit Katz, PhD, Vice President for Student Life Southwestern University, Wynn Smiley CEO, Alpha Tau Omega

Examining data on topics ranging from bystander intervention practices to mental health issues, this program will offer a review of peer-reviewed data about what’s actually happening with fraternity men on campuses, discuss “best practices” in working with fraternal organizations to maximize learning, minimize conflict, and best address campus-wide concerns.

## **Navigating Conduct and Conduct-Adjacent Work at Community Colleges**

**Presenters:** Dr. Jill Childress, Manager for Student Conduct and Retention and Title IX Deputy Coordinator Linn-Benton Community College; Dr. Courtney Allen, Director of Community Standards & Student Engagement/ Title IX Deputy Coordinator, HACC, Harrisburg Area Community College; Jill Basile, Director of Student Conduct & Deputy Title IX Coordinator, SUNY Cobleskill

Bring your questions and ideas and join us for a brief presentation followed by a roundtable discussion to share about the unique aspects of community colleges and schools with 2-year technical programs when it comes to conduct administration. In particular, this session will focus on applying conduct principles in an open-access environment, getting creative with resources and collaborative partnerships, and idea sharing from colleagues. This session is designed for anyone with an interest in community college work - from those new to a two-year environment, to seasoned community college staff, to those looking to explore conduct and conduct-adjacent work in a community college environment.

## **Conduct with C.A.R.E.**

**Presenters:** Joe Berardi, Director of Community Standards and Conduct, Johnson & Wales University; Kristin Pendergast, Assistant Director of Community Standards and Conduct, Johnson & Wales University; Jennifer Rosa, Associate Director of Community Standards and Conduct, Johnson & Wales University

How do we effectively use our student conduct processes to address behavior and meet the evolving needs of our current generation of students? Over the past three years, Johnson & Wales University enhanced

their conduct review process, emphasizing a C.A.R.E (Connection, Asking questions, Reviewing expectations and Evaluating learning and understanding) approach to addressing student conduct and academic integrity cases. This presentation will review how the office of Community Standards and Conduct implemented changes to the way we meet with students, re-envisioned our sanctioning process to be more holistic and meaningful, and increased collaboration with key university stakeholders to create and develop proactive programming for students and faculty. This session will also review how the office implemented ways to assess student learning and understanding of the Student Code of Conduct and Conduct Review Process.

## **Small Team Support: Harnessing the Power of a Decentralized Student Conduct Model**

**Presenters:** Rebecca Wiles, Assistant Director of Student Conduct, Elon University; Sarah Jefferson, Director of Student Conduct, Elon University; Sara Chilton, Program Assistant for Student Conduct, Elon University

This presentation shares detailed experiences from our office on how to effectively train, communicate, and build relationships with hearing officers operating outside of the student conduct office. In this presentation, participants will learn about the initiatives that our office put in place to better develop our relationship with our residence life hearing officers and have an opportunity to discuss other opportunities for this engagement on their campuses We will explore the challenges and advantages of a small student conduct team working within a decentralized model and be able to hear about the experiences of other offices.

## **Collectivism, Community and COVID: Moving from the Individual to the Us.**

**Presenter:** Zach Newby, Restorative Justice Coordinator, University of Kansas

As COVID, civil rights movements, historical elections and global environmental disasters have shaped our last few years there has been a need of community more than ever. This session will uncover the pitfalls of individuality, and in contrast stress the importance of coming together to create community forces of positive social changes and hold each other accountable for each other’s needs. The Presenter will show theoretical frameworks, presentation ideas and model group work that shows collectivism serves only to positively impact our campus and students.

## Job Candidate Presentations: The Good, the Bad and the Ugly; What to Think About and How to Improve.

Presenter: Dr. David Murdock, Associate Director for Judicial Affairs, Baylor University

The job market in higher education is vibrant, and the competition for jobs is fierce. Graduate students and new professionals need to know how to navigate the perilous waters of a job search. Moreover, with the rise of the national-search standard not only for faculty positions, but also for mid-level staff and administrative positions, candidates need to start early acquiring the skills needed to be competitive. One of the crucial skills is the ability to deliver a job candidate presentation with minimal time to prepare. Most schools today require a candidate presentation not just for senior-level positions but also for mid-level and some entry level jobs. The ability to deliver a compelling presentation, often in response to a written prompt from the prospective employer, again with little time to prepare, is now a key skill to be successful in today's job market. In this presentation, a model trifurcated as The Good (what you can do in advance to improve and be ready beforehand); The Bad (what you may be tempted to do, but may not distinguish your candidacy) and finally, The Ugly (what you should seek to avoid based on the latest information). Additionally, to broaden the potential audience for this presentation, I would also like to discuss some of the information in the literature regarding internal job candidates and candidates are who currently in an interim position and seeking the permanent job. As an interim candidate, how should you structure your candidate presentation and what are some of the most common mistakes that interim candidates make.

## Case Law Follow-Up

Presenters: Brian Glick, Director, Student Conduct & Community Standards, Adelphi University; Kristi Patrickus, J.D. Attorney, Student Advocacy Program, University of Oregon; Doug Park, Deputy General Counsel, University of Oregon; Andrea M. Barton, Partner, Miller Nash LLC

Following the Case Law Update, presenters Andrea Barton, Doug Park, Brian Glick, and Kristi Patrickus will facilitate a follow-up concurrent session. During this session, the presenters will engage in active discussion with attendees and answer questions in a smaller setting. Attendees are encouraged to attend this concurrent session if they have lingering questions from the Case Law Update, or if they'd like to engage in further discussion with the presenters. The presenters will draw on their experiences as general counsel attor-

neys at public and private institutions, as well as from their experiences as student conduct professionals, to ensure attendees leave the session understanding how the current case law affects their individual positions and institutions.

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## CONCURRENT 2

Thursday, February 1 | 2:10 PM - 3:10 PM

### The Makeup and Dynamic of Threat Assessment Teams on University Campuses

Presenter: Dr. Tara Shollenberger, Assistant Professor of Leadership Studies, High Point University

Survey data was collected in the Fall of 2023 from BIT/TAT teams nationally to better understand how threat assessment teams are operating on college campus nationally. With a deeper understanding of current practices, a guide to best practices nationally can start to be developed. National best practices and standards can guide college and university administrators in making significant improvements to threat assessment teams that are tasked with educating, evaluating, and assessing potential threats to our college and university campuses.

### Beyond Prevention: Faculty Responses to Student Academic Misconduct

Presenter: Katie Koopmeiners, Associate Director, Office for Community Standards, University of Minnesota - Twin Cities

This session will explore the academic literature related to instructor responses to student academic misconduct. Factors impacting instructor responses will be introduced through the lens of Azjen's (1985) Theory of Planned Behavior. Instructor personal attitudes, perceived peer normative beliefs, and perceived barriers to action will be discussed.

### The Compass of Shame: Recognizing Students' Shame, Its Detrimental Effects, and How to Build Resilience. \*\*

Presenters: Sarah Meiser, Associate Dean of Students and Director of Student Rights and Responsibilities, Western Michigan University; Mathew J.L. Shepard, Interim Director, Office of Student Conduct, New York University

Shame is an innate human emotion that can contribute to unhealthy and destructive behaviors such as attack-

ing others, attacking oneself, withdrawing, and avoiding (Nathanson, 1992). We all feel shame, yet we often lack the ability to recognize it and the skills necessary to move through the feeling. For students, receiving a notice from the Student Conduct Office can be a moment of intense shame, contributing to negative behaviors and being a barrier to the educational process we all strive for in our work. This session will provide a theoretical framework for what shame is, how it leads to negative actions, and how student conduct administrators can assist students in moving past shame toward more positive, healthy behaviors and shame resilience (Brown, 2007).

## **Enhancing Ethical Generative-AI Integration in LSU's Academic Integrity Community**

**Presenter:** Tiffany Willis, Case Manager, Accountability, LSU

In this session, participants will learn about the educational courses that LSU offers through Moodle for preventive measures and academic violations and how Generative Artificial Intelligence has been incorporated into those courses for the 2023-2024 academic year. The preventative module is an Academic Integrity Overview, and the educational outcomes include an Academic Misconduct Module and a Plagiarism Misconduct Module. In the Gen-AI section of each module, our office, Student Advocacy and Accountability has outlined the definition revisions in the Code of Student Conduct for Misrepresentation and Unauthorized Materials. Following that, we provide articles on ChatGPT and Gen-AI Detection and an activity following each article. In these modules, we made certain to ensure that students are not using Gen-AI as an unauthorized material to complete the assignments in the module(s). Additionally, participants will learn what resources are given to faculty members to navigate the integration of Generative AI. LSU was fortunate to have a working taskforce on addressing Gen-AI, and our office has created a short power point presentation for faculty members to show their students regarding the use or prohibition of Gen-AI with a QR Code at the end for students to acknowledge the Gen-AI Policy for that specific course.

## **Across the Rubicon: AI, Academic Dishonesty, and Anxiety**

**Presenter:** Ardea Russo, Director of Academic Standards, University of Notre Dame

Generative AI is here, welcome or not. Administrators who spend their time thinking about academic dishon-

esty are now presented with a new wave of concerns about whether and how to try to regulate the use of the new technology. What is the boundary between appropriate and inappropriate use of generative AI in college courses? How can it be used ethically to supplement a student's education without undermining learning? In this interactive session, we will think through and discuss answers to these questions, as well as the issue of how academic integrity policy can support this effort.

## **Restorative Resolutions: Offering a Restorative Justice Response in Title IX/ Gender-Based Violence Cases**

**Presenter:** Mandy Womack, Assistant Dean of Students, University of San Diego

Accountability can take different forms in a trauma-informed menu of options for students impacted by gender-based violence. Students may want to involve the police or a conduct process, but sometimes an alternative option is needed. This session will examine how a mid-size, Catholic university implemented a restorative justice option for students impacted by gender-based violence. Case studies and assessment data will provide an overview of the Restorative Resolutions initiative after its first year of implementation. Presenters will share promising practices, challenges, and lessons learned as we review a model of alternative resolution and discuss how participants can implement similar processes in our universal work.

## **Questions That Need Answers: Ask a Fraternity HQ Anything (And We Mean Anything) \*\***

**Presenters:** Jessica Ashton, Director of Chapter Support & Wellness, Lambda Chi Alpha Fraternity; Adam Kowalski, Chief Operating Officer, Sigma Tau Gamma Fraternity; Bryan Murray, Director of Health & Safety at Alpha Tau Omega

Have you ever wondered why fraternity headquarters make decisions they do? Have you ever disagreed with a fraternity HQ and wished you could have a no-filter conversation about why they did what they did and how you feel they could have done better? We recognize that fraternity HQs and college campuses often have different perspectives and experiences when approaching organizational misconduct. Sometimes, both parties can be contrarian and unproductive. We believe that ultimately, we all want what's best for all parties, but recognize that how we get there can be incongruent with each other's processes, policies, and needs. We want to open a no holds barred conversation where you can ask

a fraternity anything (and we promise to answer). No punches pulled, no filter necessary.

## **Assimilation, Acceptance, or Isolation: Cultural-Based Student Organizations at PWIs**

**Presenter:** Stephanie M. Wright, Ed.D., Director of Community Standards, Babson College

Inspired by Dr. Stephanie M. Wright's study, which investigated the perceptions of Culturally Based Fraternal Organization (CBFO) undergraduate members at Predominantly White Institutions (PWIs) and impacts on their sense of belonging. This presentation shares data from Wright's research which will illuminate institutional policies and practitioner actions which impact the sense of belonging of Culturally Based Student Organizations (CBFOs). The aim of this content is to encourage conduct practitioners to examine the policies governing these organizations more thoroughly for inequities that may lead to allegations of misconduct. By understanding the perceptions of this sub-culture, conduct practitioners will be better equipped to navigate reported concerns of violations.

## **Restorative Justice: Community Building through Conduct**

**Presenter:** Emily Sherwood, Director of Community Standards and Student Wellbeing/Title IX Coordinator, John Carroll University

Restorative justice is a community-based approach to building, repairing and restoring relationships. At its best, restorative justice provides a space for community members to take ownership of their actions while participating in creating pathways to repair harm. This framework encourages stakeholders to reflect upon how their values and beliefs impact the greater community. In this session, participants will learn about restorative justice, why it can be a helpful addition to your conduct process, and how to implement it in different ways at your institution.

## **Building the Bridge Between Six Campuses and the Community to Support a One College Case Management Model**

**Presenters:** Leon Minor, Director of Student Conduct and Prevention Education, Tarrant County College; Dr. Melissa Sanders, Tarrant County College

Few would argue effectively managing a caseload for a CARE Team is a full-time commitment. However, it

becomes more challenging for a college system with multiple campuses and students completing course work at several of the campuses. This program will explore the Tarrant County College CARE Team case management model, including our Student Emergency Assistance Fund, as an effective way to meet this challenge and assist with retaining our growing student population.

## **Making Conduct Fun: How One Office Has Engaged in Programming Initiatives to Educate Students Outside of the Conduct Process**

**Presenter:** Dr. Zwisel Gandia, Associate Dean of Student Conduct & Community Standards, Georgia Southern University

This session will share fun approaches to educate students that go beyond the traditional conduct process. Conduct professionals from a 4-year public institution will discuss how they successfully implemented collaborative programming and outreach initiatives to educate students on responsible decision-making. Participants will learn effective strategies to make programming more engaging by using interactive activities and collaborations with campus partners. Presenters will also discuss plans for future initiatives and how they intend to further grow their efforts. Attendees will leave with practical strategies to enhance their own programming and outreach efforts.

## **Empowering Student Leaders: Innovative Roles in Academic Integrity**

**Presenters:** Brianne Merchant, Associate Director for Undergraduate Academic Integrity, Virginia Tech; Naheda Nassan, Honor Council President, Virginia Tech; Kaitlin Clarke, Honor Council Vice President, Virginia Tech; Christopher Nelson, Honor Council Delegate, Virginia Tech; Anthony Phan, Honor Council Delegate, Virginia Tech; Zoe Altizer, Honor Council Delegate, Virginia Tech; Will Conrad, Honor Council Delegate, Virginia Tech; Garrett Ginger, Honor Council Delegate, Virginia Tech

This concurrent session will explore innovative student leadership positions within Virginia Tech's Office of Undergraduate Academic Integrity. Focusing on the Delegate and Student Panel Member roles, we will delve into how these positions contribute to a fostering of a culture of honor and integrity on campus. Attendees will gain insights into the administrative responsibilities of Delegates and the impactful role of Student Panel Members. Additionally, we will highlight recruitment and retention strategies for Panel Members. We will also

discuss how these roles connect to key ASCA Knowledge and Skill areas, emphasizing the importance of equity, inclusion, and partnership-building in academic integrity. We hope to share how our student leaders have helped us establish a self-sustaining operation, ensuring longevity and effectiveness of our Academic Integrity efforts. We hope through attending this session, attendees would discover ways to implement similar leadership positions at their institutions with the goal of enhancing their processes as well.

## CONCURRENT 3

Thursday, February 1 | 3:30 PM - 4:30 PM

### **It's all in a Name: From Residential Student Conduct to Residential Care and Community Expectations**

**Presenter:** Kelsey Skinner, Assistant Director for Residential Care and Community Expectations, Michigan State University

Over the past three years, Michigan State University's Residential Care and Community Expectations unit has gone through a significant change; starting with a new name. In this session, learning how a residential conduct system has expanded to support the whole student through care, community, accountability, and inclusion.

### **The Title IX Process: When You've Done Everything Right and It Still Goes Wrong**

**Presenters:** Jessica Ledbetter, Ed.D., J.D., Assistant Dean of Students, Texas Christian University; Jeremy Steidl, Assistant Dean of Students, Texas Christian University

Have you ever wondered what actually happens during and after a Title IX hearing? This concurrent will lead attendees through an actual Title IX case, sharing the challenges, implications, and litigious aftermath. This concurrent session will guide attendees through a completed Title IX case (with the use of pseudonyms), including the investigation, hearing, appeal, and litigation. The session will be presented by the conduct officers who facilitated the hearing process and were ultimately deposed and testified in the resulting litigation in federal court. By exploring the challenges presented at each phase of the process, attendees will have the chance to listen to a first-hand account of the professional, personal, and emotional impacts that can result from following the legal requirements of Title IX.

### **Witness Interviews: Selection, Technique, and Maintaining Party Privacy \*\***

**Presenters:** Michael Fazi; Assistant Director, Title IX, Vanderbilt University; David Anderson; Senior Investigator, Vanderbilt University; Matthew Meyers; Investigator, Vanderbilt University

Given the sensitive nature of sexual misconduct investigations, institutions must be selective as to who they choose to interview as a witness in order to maintain the privacy of the parties involved. This presentation will explore how to determine if a witness should be interviewed, techniques for effectively interviewing a witness, and how to maintain privacy throughout the process. Participants will learn practical strategies to address these topics and will be given the opportunity to reflect on their own current practices.

### **Navigating the Road to Fairness: Accessibility in Student Conduct \*\***

**Presenter:** Jaime Weiser, Assistant Director for the Office of Conduct and Community Standards, University of Florida

The student conduct process can be a daunting experience for any student. Students fear the unknown and the impact the hearing decision may have on their future. These decisions can keep them up at night from the time they receive their initial meeting letter until the case is adjudicated. Imagine how much additional stress can be added to a student's plate if they are unsure they will be met with empathy, understanding, and necessary accommodations to actively participate in the process. Through this session, participants will be motivated to serve as active champions of inclusivity, advocates for students of all ability levels, and facilitators of an equitable student conduct process.

### **Exploring the Pros and Cons of Academic Integrity (De)Centralization**

**Presenter:** Mathew J.L. Shepard, Interim Director, Office of Student Conduct, New York University

While nearly all institutions utilize a centralized approach to address non-academic misconduct, incidents of academic misconduct are managed in a variety of structures. This session will provide an overview of research measurably distinguishing between centralized, university-wide policies, and decentralized, school-specific models at public research universities. These differing models have their own benefits and drawbacks, and this session will explore potential strengths and

shortcomings of (de)centralization as identified in research as well as provide an opportunity for attendees to share their perspectives.

## **I'm Phnished, Now What? An Exploration of Post Doctoral Degree Career Pathways**

**Presenters:** anton ward-zanotto, Ph.D., Assistant Dean of Students & Director of Integrity Formation, Seattle University; Dr. Marcy Louis, Director of Student Rights & Responsibilities, 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. Once we're done and we've "leveled up," what then? What do we do with this fabulous terminal degree? The round table session is designed to talk through what folx do after graduation, how to continue our good academic work and contribute to our field.

## **Process to Practice – Leveraging Systems to Measure Critical Data**

**Presenter:** Shawn Knight, Manager of Support Operations, Symplicity

In the era of assessment and data driven practices, student conduct professionals are being asked more frequently to report on detailed processes. Staff are also being asked to ensure the more detailed, often legally prescribed, processes are followed. The purpose of this session is to offer solutions for student conduct professionals to ensure these processes are being followed while also maintaining their ability to tell the story of the work they do, without bogging them down in administrative burden. Attendees will also get to engage with others to gather best practices to take back to their campus.

## **Innovative Marketing for Student Conduct Offices: Engaging, Educating, and Empowering**

**Presenters:** Liz Thornton, Student Conduct Coordinator, Wichita State University; Grace Henderson, Graduate Assistant, Wichita State University

Is your office struggling to effectively communicate your message with your campus community? Have you been entrusted with managing all Student Conduct communication with your campus community, despite lacking a marketing background? In this engaging and informative program "Innovative Marketing for Student Conduct Offices: Engaging, Educating, and Empowering," we will explore innovative marketing approaches tailored specifically for student conduct offices. Our

goal is to empower student conduct professionals to engage with their communities, educate them about their rights, responsibilities, and resources, and ultimately, create a more respectful and accountable campus environment.

This session will focus on communication with students, the creation of community partnerships, crafting student centered initiatives, and the evaluation of marketing strategies. Attend this session to equip yourself with the skills and knowledge to transform your student conduct office into a hub of engagement, education, and empowerment.

## **First Impression Matters: Making Student Conduct First-Generation Friendly**

**Presenters:** Katherine Rufalo, Student Conduct Coordinator, Rutgers University-New Brunswick; Bria Thorne, Student Conduct Officer, Adelphi University

From the admissions process to graduation to all the moments in between, matriculating First-Generation college students are often bombarded and overwhelmed by the ambiguity and secrecy of the "hidden curriculum" that seems to exist within life as a student. More often than not, students are not aware of all of their resources, only some - this includes Student Conduct and Community Standards oriented offices. Despite our missions of accountability and growth, it is important to ponder how our units contribute to this plight and the potentially jarring and negative first impression we are leaving on students. In this session we will gather and discuss how we may be contributing to this "hidden curriculum", how we can make our spaces, presence, and processes First-Generation friendly, and how we can have a better presence on our home campuses.

## **Horizontal Hazing Across Campus: Student Swirl in Student Organizations \*\***

**Presenter:** Dawn Maynen, PhD, Project Coordinator Piazza Center for Fraternity and Sorority Research and Reform

The presenter will share implications for practice from a longitudinal national qualitative study which tracked fraternity members who disassociated from their chapters because of hazing. Surprisingly all participants reaffiliated and sought membership in other fraternities. Members also experienced pre-college hazing, yet paradoxically transmitted hazing into other student organizations on their campuses. This chapter will apply the Horizontal Campus Hazing Model to frame recommendations for practice and frame campus prevention efforts.

# CONCURRENT 4

Friday, February 2 | 8:30 AM - 9:30 AM

## CALM DOWN - and Other Things Not to Say When De-escalating a Situation

Presenter: Kerianne Silver, Director, 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.

## Re-Considering Care

Presenter: Nicky Renault, Manager, Student Community Standards, Mount Royal University

This session will review the dynamic of care ethics and re-consider how it may be applied in a contemporary student conduct context. With an important nod to those scholar-practitioners who explored this first, including Jennifer Waller, Mary Dowd, and Danielle Filipchuk, this session will explore a new approach to care ethics in the context of student conduct administration. How does an ethic of care fit in with new pressing responsibilities such as trauma-informed practices and investigation techniques, mental health literacy, academic misconduct, complex case management, and restorative practices and principles?

## Work Smarter Not Harder: How to Leverage Being a Solo Practitioner \*\*

Presenters: Erin Kaplan, Director of Student Conduct, La Salle University; Jill Basile, Director of Student Conduct & Deputy Title IX Coordinator, SUNY Cobleskill; Dr. Jill Childress, Manager for Student Conduct and Retention and Title IX Deputy Coordinator, Linn-Benton Community College; Marquita Morgan Jones, Associate Director, Office of Student Conduct, George Mason University; Alyssa Reddy, Director, Center for Honor Enrichment and Community Standards, Christopher Newport University

This panel and discussion will explore best practices and strategies for managing one-person “conduct” shops. One-person shops are uniquely challenging as individuals wear multiple hats of responsibility and are

asked to be the “expert” on a variety of issues that can occur simultaneously. Participants will discuss the essential skills of a one-person shop such as creative organization, building coalitions, establishing appropriate boundaries, and identifying creative strategies to respond to competing demands. The goal of the session is to build connections and relationships between participants who currently or previously have worked in one-person “conduct” shops.

## Preliminary Hazing Behaviors & Intervention Strategies Used by Fraternity/Sorority Professionals

Presenter: Dawn Maynen, PhD, Project Coordinator Piazza Center for Fraternity and Sorority Research and Reform

The presenters will share findings from a national study of sorority/fraternity professionals about perceptions of preliminary hazing identifiers. They structured their approaches to identifying hazing by organizational and council type which scaled their interventions and competed with existing efficacious practices. Practices will include a hazing detection framework as well as a conceptual model to support identifying preliminary hazing behaviors and implementing strategies for integration into existing prevention or harm-reduction efforts.

## The Power of Collaboration: Identifying Appropriate Sanctions for Behavioral Intervention

Presenters: Sony Heath, Assistant Director, Student Conduct and Community Standards, University of Kansas; Zach Newby, Restorative Justice Program Coordinator, Student Conduct and Community Standards, University of Kansas

Are you frustrated with one-word answers and disengaged students during conduct meetings? Are you curious about the value of the experience students are having sanctioned programs? How can we apply an appropriate sanction if we don't understand the intent and motivation behind student behavior? In this session, presenters will share the successes and challenges of their departments' approach to adjudicating alcohol & drug related conduct cases. Selecting appropriate personalized small group & one-on-one sessions delivered by health education professionals will be discussed.



## **Resolving Sexual Misconduct Cases in Trauma-Informed Ways: Lessons Learned During Cross-Examination Hearings and Takeaways for Your Process \*\***

**Presenters:** Jessica Galanos, Higher Education Attorney, Bricker Graydon LLP; Katie Bylenga, Director of the Resolution Office and Deputy Title IX Coordinator, Michigan State University

Designing and conducting fair, equitable, and trauma-informed hearings can be challenging. Through this interactive presentation, experienced professionals will share their strategies for ensuring that hearing policies and procedures, hearing proceedings, and written outcomes are designed with a trauma-informed lens. For those institutions that plan to discontinue sexual misconduct hearings in the future, the presenters will discuss transferable trauma-informed concepts and techniques to help guide new policies and resolution processes.

## **#MyOwnWork: Inspiring a Culture of Academic Integrity Through Partnerships & Education**

**Presenters:** Dominique Overman, Conduct Officer, University of Washington; Alyssa Galmish, Respondent Resource Coordinator, University of Washington

Student Conduct at the University of Washington recognized an opportunity to create pathways to misconduct prevention via partnerships and education. In this session we will review the programs, materials, partnerships, and campaigns we engaged in to inspire a culture of academic integrity at UW. We'll review successes, opportunities, and challenges of implementing a holistic misconduct prevention for student success campaign.

## **Building Rest & Resistance at Predominantly White Institutions: A Discussion About the Stress, Reward, and Ways to Break the Cycle Regarding Tokenism in the Workplace \*\***

**Presenters:** Erika Crawley, Assistant Director, Office of Student Conduct and Community Standards (OSCCS), Cornell University; Kavaris Sims, Associate Dean of Students, Ferris State University; Stephanie M. Wright, Ed.D., Director of Community Standards, Babson College

Tokenism in the workplace can be macro-aggressive or micro-aggressive and it can increase the weight of an already heavy load that people are already carrying. Tokenism can be present in all kinds of organizations and

businesses. Understanding how you may be affected by tokenism or how you may be contributing to tokenism is important to your development as a professional and a leader. This carefully curated discussion will explore what tokenism can look like in the workplace. Tokenism can create undue stress which can create issues for those in a position to be tokenized. Juxtaposed to stress, tokenism can feel rewarding especially in spaces of advocacy and resource access. Although rewarding feelings can seemingly offset stress, it is important to professionals to practice self-advocacy to decrease opportunities for tokenism to occur. This discussion will explore the stresses that tokenism can produce, the reward it may sometimes provide, and ways that folks are actively decreasing opportunities to be tokenized while still supporting students and colleagues.

## **Meeting Ourselves and Students at the Intersection of Carefrontation & Accountability**

**Presenters:** Christina Parle, Co-founder & Team Leader, Social Responsibility Speaks; Dr. Suzette Walden Cole, Co-founder & Team Leader, Social Responsibility Speaks

Confronting people on behaviors and fellow team members on performance-related matters (or lack of engagement) can make for challenging situations for all involved parties. Some students also have a skill gap in understanding how to establish standards and uphold them which is vital to accountability. When we don't confront, we grant people passive acceptance to continue actions that can cause harm. Come explore pitfalls where accountability efforts can fall flat, ways to improve our approaches, and craft an action plan to upskill students and the people you lead in these essential skills.

## **It Takes a Village: The Work of Student Conduct Relies on a Holistic Approach**

**Presenter:** John Orozco, Director of the Office of Student Conduct & Community Responsibility, Loyola Marymount University

This session discusses the importance of having a collaborative approach to assisting students navigate the social challenges most associated with the development of young adults. The session draws upon twenty years of experience in the field of student conduct at a medium-sized private liberal arts college. The session will provide a variety of ideas for how to engage the greater University community, including staff in other departments, faculty and the student body in ways that can enhance your process and create buy-in to your

work. The session will engage conduct administrators in a discussion of the ways our work has evolved over time, and how we need to adapt to address the changing needs of our student body.

## You and Me and Chat GPT

Presenter: Colette Shaw, Dean of Students, Franklin & Marshall College

Generative AI is an exciting tool that can support learning goals or subvert an academic mission. In 2023, reports on academic misconduct doubled on our campus. Conduct staff, faculty and students worked together to educate ourselves and our campus with exciting results. Come share your light-bulb moments and lingering questions.

## CONCURRENT 5

Friday, February 2 | 9:40 AM - 10:40 AM

### Getting to Know the ASCA Gehring Academy: Goals, Roles, and What to Expect in 2024

Presenters: Dr. Jeremy Zilmer, Dean of Students, Bowling Green State University; Léna Crain, Ph.D, Dean of Students, Baldwin, Wallace University

Program Description: ASCA's Gehring Academy is the premier learning environment for topics related to student conduct and conflict resolution. In this session, the 2024 Chair and Assistant Chair will discuss the goals and structure of the Gehring Academy, the roles and selection process for Track Coordinators, Faculty, and Faculty Fellows, and give insights into the beautiful 2024 Academy site in Detroit, Michigan. Feel welcome to join the session with your questions and ideas!

### Conflict and Communication

Presenter: Caitlin Frank, Assistant Director, UC San Diego

"Conflict cannot survive without your participation," said Dr. Wayne Dyer. Dr. Dyer is right that walking away from a conflict and choosing not to participate can be an effective strategy. However, it may not always be the right strategy or an option. When parties are deep into their conflict, or the resolution process is necessary and long, conflict can survive without the parties' participation - particularly ours. So, how can we facilitate resolution in these cases as student conduct professionals? Using current scholarly research on conflict, communication, and barriers to resolution, participants of this concurrent program will explore conflict and communication

theories, learn dispute resolution strategies, and identify practical applications to student conduct and alternative resolution processes.

### Sometimes it's More Important to Look at the Box Than Think Outside It: Revamping your Hearing Board Recruitment and Training Process

Presenters: Zachary Williams, University Investigator, Western Carolina University; Alex Fields, Director of Student Community Ethics, Western Carolina University; Keri Clark, Associate Director of Student Community Ethics, Western Carolina University

Have you been unhappy with your Hearing Board Process? Do you find you over-utilize the same hearing board members? Are you concerned about conflicts and conflicts of interest, in your hearing boards? Have we got a deal for you! AND.... By deal we mean session. Join the members of Western Carolina University's conduct hearing board renovation team as we outline how we overhauled our hearing board recruitment and training process to diversify our hearing board roster, increased our hearing board volunteers by 300%, and re-defined the boundaries of our hearing processes to further limit bias and ensure our students the fairest hearing opportunities. This presentation will cover how we solicited greater interest, who we partnered with in our efforts, when we initialized specific areas of our process, and why we went through all the trouble!

### Fighting for the Right to Party: Providing Guardrails to Organizations with Alcohol Violations \*\*

Presenters: Eleni Gordinier, Assistant Director, Cornell University; Christine Nye, Associate Director, Cornell University

This session will explore providing guidance, support, and resources to organizations with violations involving alcohol at social events. We will discuss a step-down approach for student organizations previously found responsible for violations of alcohol policy during social events. This approach allows for student organizations to resume hosting events with alcohol after completing appropriate education and training with phased restrictions to develop event management skills following third-party vendor and BYOB guidelines. 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 support student organization success.

## **Do Students Reenroll after Disciplinary Suspension? \*\***

**Presenters:** Amanda Torres, Assistant Dean, Undergraduate Academic Affairs, College of Humanities and Social Science, George Mason University

While college student conduct processes serve to hold students accountable, they also serve as teachable moments which can help students learn from poor decisions (Stimpson & Janosik, 2007). Thus, a sanction of suspension while punitive is intended to be educational as well. There is a lack of research, however, on whether students reenroll after their suspension, and in particular how race/ethnicity impacts reenrollment after a period of disciplinary suspension. Using a critical approach, the presenter conducted a research study to determine which characteristics (e.g., GPA, gender, race/ethnicity) predict students' reenrollment decisions after suspension. By examining incident-related variables, academic variables, and demographic variables partnered with critical theories, the results of this study provide much needed data on rates of suspension and reenrollment based on students' race and sex. This session will review the outcomes of this study and provide recommendations for how we can consider these outcomes as student conduct professionals.

## **Demystifying the Who, What, When, Where & Why Questions about Campus Software**

**Presenters:** Shalin Shah, Senior Client Support Specialist, Maxient; Lex Kelch-Brickner, Client Success Advisor, Maxient

To modern student conduct work, software is more than a tool: it has become a partner to lighten the administrative burden and streamline the office process and workflow. For all the emphasis placed on implementation, data management, and annual training of the staff who use the software, less emphasis is placed on the marketing and ongoing engagement with the students, staff, and community that will interact with the outward elements of the systems. As staff who support your software, we receive inquiries from your campus users and see the ways that better marketing, communication, and orientation can enhance the relationship with those partners and the efficacy of your system. Join us for this program in which we discuss how to maximize your case management system through promoting and demystifying the purpose and usage of Maxient. Using examples from client institutions and features within Maxient's Case Manager, we will explore how the set-up, advertising, and continued engagement with campus communities has provided efficiency, value, opportunities for collaboration, and shifted the paradigm around software tools.

## **Are We There Yet?: An Exploration of Academic Integrity and International Students**

**Presenters:** Nazanin Campbell, Student Conduct Officer, University of Alberta; Bria Thorne, Student Conduct Officer, Adelphi University

Have you seen an increase in the number of academic misconduct cases concerning international students? Are you looking to understand their post-secondary experience in a foreign country and to better support them through the conduct process? Join us as we delve into a discussion on academic misconduct and international students. We will discuss some of the factors impacting international education in the USA and Canada, the unique challenges students face as international learners at our campuses and through our student conduct processes, and how we can work to make our practice more equitable for them.

## **Mind Over Matter: The Coping Strategies of Student Conduct Administrators in Response to Workplace Stress \*\***

**Presenters:** Brian Glick, Director, Student Conduct & Community Standards, Adelphi University; Valerie Glassman, Senior Director, Student Affairs, University of North Carolina School of Medicine

Student conduct and adjacent functional areas like residence life, Title IX, and case management are perhaps the most stressful divisions within student affairs. The increasing complexity of the work, along with a litigious climate and often unreasonably high demands on its professionals, places us in a precarious state that may lead to burnout and attrition from the field. This session, appropriate for professionals at all levels, will review the results of a research study that explored the coping strategies employed by nearly 300 student conduct administrators in the course of their work and teach practical, problem-focused coping skills to promote the active management of sources of stress.

## **Student Conduct 201: These Processes Won't Break My Soul \*\***

**Presenters:** Maleta Wilson, Ed.D., Director, Student Rights and Responsibilities, California State University, Chico; Christina Parle, Equity, Inclusion, and Diversity (EID) educator, Social Responsibility Speaks; Stephanie Wright Ed.D., Director, Community Standards, Babson College

How do we get on the same page of knocking down systemic barriers while creating systems and structures

that help us work smarter and not harder while creating sustainability? In this session, the facilitators will critically review the importance of assessing the current effectiveness of relationships between Conduct/FSA through handouts, balanced discussion, and evaluation. From addressing barriers, lack of policy, procedures, and involvement of conduct staff in SFL to overall training, etc., the session will focus on preventive and reactive measures that can support both chapter and individual student learning.

## **Training Your Conduct Board Effectively**

**Presenter: Maureen Derrick, Director of Student Conduct and Academic Integrity, University of South Carolina**

Honor boards play an integral part of universities. With institutions facing more scrutiny when it comes to how offices respond to potential violations the training of Boards is a critical aspect for institutions. This presentation will showcase training best practices and participants will walk away with tangible materials to bolster their training curriculum.

## **What Do We Owe Each Other?**

**Presenter: Ryan Ribeiro, Director of Community Standards & Accountability, Union College**

This program will examine Union College's "It's Up To U" Bystander Intervention Training conducted in 2022 and 2023. This training is split into three sessions, the first of which is dedicated to introducing incoming students to the concept of bystander intervention, as well as to define relevant terms related to domestic and dating violence, sexual assault, and stalking. The second involves breakout discussions with trained peer facilitators who work in smaller groups to show students how to recognize opportunities for positive intervention. The third session focuses on in-hall community building, and poses a question: "what do we owe each other?" This program will review how this initiative was created, the challenges and opportunities that were met along the way, its initial implementation in 2022, and then the assessment process and reiteration in 2023.

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# **CONCURRENT 6**

**Friday, February 2 | 11:10 AM - 12:10 PM**

## **I am Kenough: Engaging Men in Title IX Work**

**Presenter: Seuth Chaleunphonh, Ph.D., Dean of Student Life, Indiana University Southeast**

Campuses are increasingly interested in ways to engage men to prevent sexual violence as well as academic persistence. The program explores best practices for involving men in prevention work to improve attitudes and to reduce risk of men committing sexual misconduct. Hear about effective forms of engaging men from the literature, including an engaging men conference at IU Southeast. Interventions discussed promote self-authorship and healthy masculinities. Key features of successful interventions are shared as well as ideas from participants.

## **College Athletics, Masculinity, and Student Conduct \*\***

**Presenter: Carl Mehta, Student Conduct Coordinator, University of Wyoming**

In this session, the presenter will explore the connections between college athletics and masculinity. The presenter will ground this exploration using established scholarship on masculinity, including the theory of Hegemonic Masculinity, The Triad of Men's Violence, and Guyland. Additionally, the presenter will discuss the literature surrounding several prevention and intervention strategies, including student conduct, that have been used at institutions of higher education, for both student-athlete populations, as well as general student populations.

## **Is This a Man's World? Navigating Male-Dominated Space in Student Conduct Work**

**Presenters: Dr. Sarah Shupp, Associate Dean of Student Affairs & Deputy Title IX Coordinator, Lebanon Valley College; Dr. Courtney Allen, Director, Community Standards Harrisburg Area Community College; Savannah Crocker, Assistant Director for Outreach Education, Dean of Students Office, University of Florida**

This panel and discussion will explore lived experiences of practicing student conduct work in male-dominated spaces. Student conduct professionals often establish close working relationships with law enforcement, campus safety, and attorneys; roles that are predominantly

filled by men. These partners often have positional power- and influence- within institutions and surrounding communities, especially where decision-making, policies, and procedures are involved. This session will begin with anecdotes from panelists about how male-dominated spaces have influenced their work in student conduct. Then, discussion questions will be posed to participants for small and large group conversation. The session will wrap up with panelist contributions of productive strategies for working within male-dominated spaces in student conduct.

## **From Charge Letter to Reflection: Using Video to Build Connection**

**Presenters:** Scott Levitt, Founder, Sanctionite; Izzy Wroblewski, Associate Director of Community Standards & Student Conduct, Highline College

Save time and work smarter, not harder! Student conduct practitioners are constantly looking for ways to maximize their respondent preparedness and campus engagement without experiencing burn out. Join Highline College and Sanctionite to discover how we partnered to 1) improve respondents' hearing readiness with interactive content at scale, 2) deliver narrative sanctions that improved authenticity in student self-reflections, and 3) increase student engagement on prevention education initiatives. Areas explored in this program include educational sanctions, assessment, and community outreach. Sanctionite builds custom solutions for conduct administrators looking to modernize the conduct office across student engagement, prevention education, narrative sanctions, and process automation.

## **Friends With Weed, Friends Indeed: College Students Negotiating Marijuana Legalization**

**Presenter:** Pietro A. Sasso, PhD Associate Professor/Faculty Research Fellow, Delaware State University/Penn State Piazza Center

The presenter will share findings from a national qualitative study that explored the experiences of college students following the recreational marijuana legalization. Findings suggested a general lack of knowledge regarding cannabis consumption and legalization. However, there is a desire to practice safe consumption and receive a more meaningful education on the topic. Recommendations for practice will be provided for higher education institutions to increase efforts to educate on safe practices and challenge stigma and misperceptions.

## **Investigations and Student Misconduct**

**Presenters:** Tonya Schmidt, Assistant Dean of Students and Director of Student Conduct and Community Standards, University of Wisconsin – Madison; James Bond, Director of Student Conduct and Deputy Title IX Administrator, University of Maryland College Park; Cecilia Dockery, Assistant Director of Programs, Clery Center

Of the many roles a student conduct administrators may have, that of the investigator is extremely important but sometimes overlooked. This session will provide an overview of the qualities of a sound investigator, significant considerations to take into account when developing this skill set, and guidance on how Clery-reportable information should be gathered and recorded. The session will end with an open discussion on strategies to utilize to increase your capacity as an investigator.

## **The Invisible Institution: Hidden Challenges Experienced by HBCU Administrators While Navigating the Student Conduct Profession.**

**Presenters:** Kavaris Sims, Associate Dean of Students, Ferris State University; Dr. Shataia (Shay) Gresham Howard, Assistant Dean of Student Conduct, Tennessee State University; Gregory Bowens, Assistant Director, Alumni Volunteer Engagement, University of Florida

Providing a comprehensive overview of experiences facing Student Conduct Administrators is essential to fulfilling the Association's mission. For this concurrent session, facilitators will give historical and contemporary challenges facing Student Conduct Administration within the Student Conduct profession that remain hidden to those with limited awareness of the cultural nuances experienced on HBCU campuses nationwide. Participants will receive insights on decolonial methods and practices adopted by HBCU administrators to navigate the hidden challenges facing Historically Underrepresented Institutions.

## **Fostering Rapport, Trust, and Compassion "Can I Trust You?"**

**Presenter:** Brownishia Clark, Assistant Director for Student Conduct, NC State University

Fostering positive relationships and a sense of community among students is pivotal to creating an inclusive and conducive learning environment. Conduct professionals play a vital role in shaping the culture of the institution by promoting respect, accountability, and empathy among students. This presentation will explore the strategies and approaches used to build rapport

between students and the student conduct process and ultimately promote a campus community that holds the value of compassion.

## **Applying a Model for Liberatory Student Conduct Policy Development**

**Presenter:** anton ward-zanotto, Ph.D., Assistant Dean of Students & Director of Integrity Formation, 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.

## **Approach the Bench: Mythbusting Attorney Involvement in the Conduct and Title IX Processes**

**Presenters:** Tom Hardiman Director of Student Conduct, NC State University; Kristi Patrickus, J.D. Attorney, Student Advocacy Program, University of Oregon

This session is designed to provide participants with the perspectives of a senior conduct professional and a practicing attorney to help you develop skills and strategies for working with attorneys in the student conduct and Title IX processes. The presenters will discuss strategies for developing relationships with attorneys, understanding how to engage with attorneys, and learning what it means for an attorney to be practicing on behalf of their client (student).

## **Do Suspensions Work? Estimating the Developmental Effect of Suspension Using Propensity Score Analysis**

**Presenter:** Adam Jones, Dean of Students, Indiana University of Pennsylvania

Suspension is an important tool for Student Conduct administrators, yet it remains seldom researched. This is a presentation of currently ongoing doctoral research. We will discuss the use of suspension on college and university campuses, examine the suspension through the lens of Transition Theory and Life Course Trajectory

Desistance Theory to understand the potential developmental impact of sanctions that require post-secondary students to be temporarily removed from the educational environment, and explore the potential of using Propensity Score Analyses to evaluate Student Conduct outcomes more effectively.

## **Through the Looking Glass: The Other Side of Suspension, Leaves of Absence, and Reinstatement When a Student Exits Higher Education**

**Presenters:** Molly Powrie, Admissions & Business Development Director, Skyline Recovery; Joanna Lilley, NCC Therapeutic Consultant, Lilley Consulting

In the ever-evolving landscape of higher education, it is increasingly vital for staff and faculty to expand their knowledge of resources beyond the confines of their own institutions. Recognizing resources and best practices outside of their immediate campuses empowers staff and faculty to offer students a broader spectrum of opportunities and solutions for their students. Moreover, being aware of external resources fosters a spirit of adaptability, encouraging staff and faculty to stay current with trends, diversify teaching methods, and support networks, ultimately benefiting both their students, their professional development, and the institutions they serve. We invite you to join our candid conversation about supporting students in their journeys both on and off campus.

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## **CONCURRENT 7**

**Saturday, February 3 | 8:15 AM - 9:15 AM**

### **AI and AI: The Intersection of Artificial Intelligence and Academic Integrity \*\***

**Presenters:** Michael Fernbacher, Assistant Director, Community Standards & Conflict Resolution, University of Delaware; James Bond, Director of Student Conduct & Deputy Title IX Coordinator, Office of Student Conduct, University of Maryland

Although ChatGPT and other large language models (LLMs) were first introduced to the world a little more than a year ago, the impact on higher education was swift and extensive. Questions about pedagogy, assessment of learning and the implications for academic integrity have been numerous. Responses, both knee-jerk and data-informed, have also been varied. Join the presenters for a discussion of terms, trends and experiences regarding AI. Learn how presenters have worked with campus partners to educate their campuses on

this emerging technology and have managed cases referred for academic integrity violations. Participants will be encouraged by their experiences as well.

## **Title IX by Committee – Way Better than it Sounds**

**Presenters:** Dave Blandford, Civil Rights & Title IX Coordinator/Director of Student Engagement, Alma College; Alice Kramer, Deputy Civil Rights & Title IX Coordinator/AVP for Student Engagement, Alma College; Dr. Kelley Peatross, Deputy Civil Rights & Title IX Coordinator/VP for Human Resources, Alma College; Dr. Jonathan Glenn, Deputy Civil Rights & Title IX Coordinator/ Director of Diversity & Inclusion, Alma College; Kiana Verdugo, Deputy Civil Rights & Title IX Coordinator/ Associate Athletic Director for Compliance and Operations, Alma College; Dr. Brianna Harfman, Deputy Civil Rights & Title IX Coordinator/ Associate Professor IPHS, Alma College

When faced with a failed Title IX Coordinator search, Alma College made a daring decision to overhaul our Civil Rights/Title IX model and implement a team-based approach. While this was intended to be a short-term solution, we found that a cross-campus committee made up of leaders from across campus was shockingly successful. Join us to learn more about our unique approach and the surprising benefits of Title IX by committee.

## **Dumpster Fires & Dixie Cups: The Balance of Wellness and the Unpredictability of Our Work**

**Presenters:** Aimee Peeples, Associate Director for Student Conduct & Conflict Resolution, University of Florida; Pam Malyk, Assistant Dean and Director for Student Conduct & Conflict Resolution, University of Florida

This session will give mid-managers and directors an opportunity, through roundtable discussion, to share challenges of their supervisory role, gather ideas, and be empowered to adopt practices to fill their proverbial Dixie cup for the benefit of themselves and their teams.

## **Integrating Student Organizations into the Conduct Process: It Can Happen**

**Presenter:** Kristie Filipchuk, Coordinator, Virginia State University

Come learn how one public institution integrated the student organization process into the conduct process. Beyond integration there has been space created for outside partnership to create a truly collaborative approach.

## **Navigating the Conduct Process: A Journey into Respondent Support**

**Presenters:** Alyssa Galmish, Respondent Resource Coordinator, University of Washington; Dominique Overman, Conduct Officer, University of Washington

The Respondent Resource Program, an innovative program at the University of Washington, provides process advocacy and equitable rights to student respondents in the conduct process. This presentation will review the origins of this program, the creation of the Respondent Resource Coordinator position, how students are supported throughout the process, what materials and guidance students receive over time, and discussion of best practices for program creation and respondent support. Information will be provided through a PowerPoint presentation, participant small-group discussion, and the use of polling features.

## **Designing Alternative Dispute Resolution (ADR) for Student Organizational Behavior \*\***

**Presenter:** Léna Crain, Ph.D, Dean of Students, Baldwin Wallace University

Alternative dispute resolution (ADR) for student organizations is a topic of growing momentum, as organizational behavior continues to evolve in terms of frequency and complexity. Still, the majority of time and resources from institutions typically is allocated to individual student behavior. Because of this, most processes for organizations are modified from individual processes, rather than intentionally designed for organizations. This session provides discussion and recommendations for designing and applying ADR to build student organizational culture and address concerns in student organizations.

## **Why Can't We Be Friends? Examining Student Conflict Issues and Resolution Methods \*\***

**Presenters:** Roger Newell, Assistant Director, Office of Student Rights and Responsibilities, East Carolina University; Ebony Williams, Assistant Director, Office of Student Rights and Responsibilities, East Carolina University

The modern college student grew up during the post 9/11 era that consisted of the expansion of technological advances and the introduction of social media. These individuals also faced times of uncertainty and unrest as it dealt with the effects of the economic uncertainties, global crisis and social justice movements. Additionally, the current student population is entering

higher education institutions with unique characteristics, expectations, and communication styles. Unlike previous generations, this generation relies heavily on online communication that often manifests in passive-aggressive or confrontational digital exchanges; this has resulted in these individuals having to deal with social isolation and interpersonal crisis. As a result, there has been an uprising trend of conflict issues between students and a lack of finding appropriate resolutions to avoid negative escalations of situations which has led to an influx of students having to come through the student conduct process.

This session will focus on understanding and addressing conflict specific to the current generation students within the context of higher education, equipping staff and faculty with effective conflict resolution methods tailored to this demographic. The presenters will explore the root causes of the rise of student conflict issues and moderate a discussion on how to successfully implement resolution methods to promote student resilience.

### **Restorative Practices: The HUI Perspective**

**Presenters:** Erika Crawley, Assistant Director, Office of Student Conduct and Community Standards (OSCCS), Cornell University; Kavaris Sims, Associate Dean of Students, Ferris State University

**Program Description:** Historically Underrepresented Institutions (HUIs) serve diverse and often marginalized student populations, where student conduct issues can be uniquely complex. In recent years, restorative practices have gained recognition as effective tools for addressing these issues. Through a roundtable discussion, facilitators will engage attendees in conversation around the implementation of restorative practices at HUIs. It will explore the key principles of restorative justice, such as dialogue, empathy, and accountability, and their applications in resolving conflicts, promoting healing, and fostering a sense of community at HUIs. The discussion will highlight the benefits and challenges of adopting restorative practices within the specific context of HUIs and underscores the need for culturally sensitive, student-centered approaches to conduct resolution. It also calls for further research and the sharing of best practices to enhance the understanding and implementation of restorative practices in these institutions. Ultimately, the integration of restorative practices in student conduct at HUIs can look different at each institution type; this discussion will serve as an avenue to share and receive different ways to implement restorative practices on HUI campuses.

### **Conduct Can Be Fun? A Guide to Collaboration, Programming, and Assessment with the Code of Conduct.**

**Presenters:** Lauren Ready, Student Programs Coordinator, University of South Florida; Savannah Crocker, Assistant Director for Outreach Education, Dean of Students Office, University of Florida

It is essential for conduct professionals to strive to mitigate harmful behavior before it becomes a concern. It can be challenging to engage students in conversations about rules. Staff representing the student conduct office at the University of South Florida and the Dean of Students Office at the University of Florida will discuss collaboration initiatives and strategies that they are using to meet students where they are at and assess their knowledge while educating them on the Code. Attendees will walk away with practical ideas to implement on their campuses.

### **Academic Integrity Cases Sharing the Administrative Responsibility and Simplifying Maxient Input – Embry Riddle Aeronautical University Daytona Beach Campus**

**Presenter:** Paul Bell, Assistant Dean of Students, Embry-Riddle Aeronautical University, Daytona Beach

Some years ago Embry-Riddle's academic integrity cases were a standalone academic administrative process. When the Dean of Students Office implemented the MAXIENT Software to track student conduct cases the academic integrity process was re-examined. The goal is to be consistent from accusation to resolution for academic cases as well as other Honor Code violations. With a restorative lens, the process ensured pre-hearing meetings where rights and responsibilities were discussed, hearing options offered, and resolution solutions concluded should the individual(s) be found responsible. The hybrid process enlisted faculty, department chairs and the Dean of Students office working together to document and standardize the process for consistency. A simple form was developed that is shared in this presentation to demonstrate how paper meets process in support of data entry and deposit in MAXIENT for historical access to data reporting for things such as Cleary and overall recidivism statistics. The Dean of Students Office is one component with the academic process keeping the eye on process rather than outcome. The reporting and tracking form will be shared, and questions answered regarding the process and how well the process has worked. Areas of improvement will be solicited from the attending conference members with an eye that all things can be improved upon.



# CONCURRENT 8

Saturday, February 3 | 11:10 AM - 12:10 PM

## Training: Bane or Bliss?

Presenter: Kirby Bell, Associate Director, The Ohio State University

Whether you're a one-person office or heavy on helping hands, training others on the conduct process can seem like a burden with little success. Join us as we create space to share training secrets from hall staff to hearing boards to offices on campus who work with the conduct process, but it is not their whole position. We will share insights on the planning, recruitment, and logistics of creating training, the politics of training a staff you don't supervise, and the tools we use to make our lives easier.

## Elevate What Matters - Building a Foundation for Peer Accountability

Presenters: Tim Farmer, Assistant Director for Student Conduct and Conflict Resolution, University of Florida; Savannah Crocker, Assistant Director for Outreach Education, Dean of Students Office, University of Florida; Tori Doll, Assistant Director for Student Conduct and Conflict Resolution, University of Florida

Do you want to empower your campus' hearing body members to facilitate educational and restorative experiences for accused students in the conduct process? Do you want to create buy-in from community members in the effort to uphold institutional values? Do you strive to create a collaborative environment within your student conduct hearing bodies? Then join us for an interactive session in which we pull from our experiences at the University of Florida to discuss current practices, as well as tactics for training committee members.

## Restorative Reentry: Application of Restorative Justice Post-Suspension

Presenter: Mandy Womack, Assistant Dean of Students, University of San Diego

Addressing student behavior has learning/development at its core. At times, this requires a student to leave the university for a period in order for them to get the support they need to safely, stably, and successfully pursue their education. This session will share the implementation of a restorative practice for students reentering the community after a suspension.

## Student Conduct Approaches & Models for Student Organization Accountability

Presenters: Pietro A. Sasso, PhD Associate Professor/Faculty Research Fellow, Delaware State University/Penn State Piazza Center; Christopher Zarchada, Senior Associate Dean of Students., Northwestern University

The presenters will share findings from a national qualitative study exploring the use of student organization accountability models and frameworks by student conduct administrators. Findings will be shared about how incidents are investigated, methods of accountability, and the functionality of addressing collective members/organizational behavior. Implications for practice will be included by comparing findings to existing conduct from professional associations including AFA, NASPA, and ASCA.

## Impact of an Accountability Process Overhaul by a National Sorority

Presenter: Sarah Cohen, Director of Member Accountability, Delta Zeta Sorority

This session will discuss three key policy changes made by Delta Zeta in the summer of 2022 geared towards improving the accountability process in our organization. We will focus primarily on the overhaul of our individual accountability processes that resulted from this change. Attendees can expect to learn from a review of our roll out, implementation, and first year of data collection related to case type, recidivism, retention, and member satisfaction. This session will provide a new way to conceptualize the approach to individual accountability within the organizational framework.

## Restorative Justice the HBCU Way

Presenter: Dr. Shataia (Shay) Gresham Howard, Assistant Dean of Student Conduct, Tennessee State University

Given the historic underfunding of Historically Black Colleges and Universities, these institutions have nevertheless provided a reality where student conduct incidents are treated as opportunities to restore the individual and redirect toward positive outcomes instead of the contrasting harsh response of a punitive focused approach. These practices ultimately prove to support HBCU students so that they become more valuable members of their respective institutional communities and go on to set and reset foundations for a renewed perspective on possibilities of achievement. While research in the area is scarce, when drawing on the African American culture to balance expectations of behavior with the collaborative efforts of the community

to guide the youngest of the community along the way, it becomes apparent that student conduct practices at HBCUs lean more away from being punitive and more toward restoration.

## Creating a Campus Culture of Academic Integrity through Collaborations

Presenter: Emily Poole Callahan, AVP and Dean of Students, California State University, Bakersfield

Creating a culture of academic integrity is a campus-wide effort that requires collaborative thought and implementation. At California State University, Bakersfield, we used the Force Field Analysis model to identify our Desired Change while including the driving and restraining forces. Through that process, we were able to identify more than 10 ideas that focused much more on the educational opportunities rather than the punitive measures.

## Student Affairs Educator Certification: Supporting Student Conduct Administrators

Presenter: Joseph DeSanto Jones, Executive Director, Higher Education Consortium for Student Affairs Certification

The Student Affairs Educator Specialty Certification for Student Conduct Administration was created to benefit mid-level administrators. This exciting new credentialing program provides a formal means for administrators to demonstrate their knowledge of student affairs and student conduct administration, informs continuous learning and intentional professional development selection, and supports advancement into more senior-level positions. Attendees of this session will learn directly from Certification Consortium staff and volunteer leaders within student conduct administration.

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