2025 Schedule of Programs

Concurrent Block 1

Thursday, February 6 | 9:45 - 10:45 AM

How to Study the ASCA Membership

anton ward-zanotto, Ph.D. (he/him) Seattle University

The Research Committee is excited to support graduate and professional researchers to explore aspects of student conduct administration. In partnership with the ASCA Board, the Research Committee has worked to clarify and expand the guidelines for individuals seeking to study the ASCA Membership. The two co-chairs for the Research Committee will present information to clarify these guidelines and provide guidance for researchers who may plan to submit a request to study the ASCA membership.

Navigating DEI in Higher Education Amid Challenging Legislative Landscapes

Kateeka Harris (she/her) Grand River Solutions; Christina Parle (she/they) CP Education & Consulting

Considering recent state legislation that challenges the principles of Diversity, Equity, and Inclusion (DEI) within higher education institutions, this program aims to provide a comprehensive framework for navigating these complex dynamics while continuing to foster belonging, care, and a supportive campus environment. The program will focus on understanding legislative impacts, cultivating informed advocacy, and strategic communication approaches. We can still create equitable and inclusive environments without using these words; join the presenters in building capacity to navigate our spaces in the face of anti-DEI legislation.

Integrating a Curricular Approach in Student Conduct

Kaleigh Richardson, M.Ed. (she/her) Ball State University

Participants will explore Ball State University's shift to a curricular approach for the Student Affairs Division, with a focus on the Office of Student Conduct. The division is moving away from

departments working independently to offer programming to students and shifting towards a structured curriculum focusing on facilitating student learning outside the classroom. In this session we will examine the curricular approach, the gifts and challenges of this transition, and discuss the lessons learned along the way. Finally, attendees will learn how the Office of Student Conduct is implementing a curricular approach in their work.

All Aboard The Conduct & Care Train: Programming, Ongoing Training, and Partnerships

Associate Director Deanna C. Hughes (she/her/sis) Florida State University

Florida State University Housing's Conduct & Care Team provides essential training and programmatic initiatives using key campus partners to provide knowledge and guidance to residence staff and students. This program proposal highlights proven practices the Conduct & Care Team uses to intentionally promote holistic wellness through conduct, conflict resolution, and mental health support trainings and community wide events. The program proposal also outlines space created for roundtable discussion using a S.W.O.T analysis approach regarding campus partner collaborations, trainings, and programmatic initiatives. This program strives to make campus housing departments mindful of including conduct and care in their co-curricular programmatic models.

Allow Me to Reintroduce Myself: Rebranding Your Department to Campus Partners

Nina Goodkin (she/her/hers) University of Kansas; Zach Newby (They/them/theirs) University of Kansas; Sony Heath (They/them/theirs) University of Kansas; Phil Neuman (He/him/his) University of Kansas

As Jay-Z once proclaimed, 'Allow me to re-introduce myself.' This concurrent session will explore innovative ways your department can establish a new identity on your campus to internal and external stakeholders. Starting in the spring 2024 semester, through a series of meetings, the Student Conduct & Community Standards Office at the University of Kansas began to reposition, rebrand, and reconnect with campus partners and external stakeholders. Attendees will gain insights into successes we experienced, challenges we faced, and recommendations from what we have learned as we have reimagined our role on our campus.

Redefining Masculinity Through Restorative Justice

Max Sullivan, Ph.D (he/him/his) University of Mount Union

Collegiate men are overrepresented in student conduct systems across the higher education landscape as they are more likely to engage in high-risk behaviors when compared with their female counterparts (Laker & Davis, 2011). There is a strong correlation between these high-risk behaviors and the ideology of toxic masculinity (Wagner, 2015). 16 student conduct professionals participated in a constructivist phenomenological research study that drew from their experiences on challenging and supporting male college students through the use of restorative justice practices and philosophy. This session will examine the eight themes that surfaced from these stories, an emerging conceptual framework for practice, and implications for practitioners.

Unwritten rules of navigating the system: Identity, power, and Black Women's quest for authenticity in the workplace

Dr. Bonnie Taylor (she/her/hers) Taylor Strategic Consulting; Hortense Rascoe (she/her/hers) George Mason University; Danielle Woody (she/her/hers) Towson University

This presentation explores the complex intersectionality between racial identity, power dynamics, gender and the pursuit of authenticity for Black women in professional settings, specifically those within the higher education and academia environment. Drawing from black feminist theory, empirical research and professional experiences in the current landscape in student conduct and student services and we examine the often-unspoken expectations and barriers that Black women face as they navigate these complex systems. By understanding these unwritten rules and power structures, we can work towards dismantling systemic barriers and fostering environments where Black women can thrive authentically in their careers.

Strategies to Conduct Large-Scale Conduct Investigations Efficiently

Kylie Stryffeler (she/her) Bricker Graydon LLP; James Bond, J.D. (He/Him) University of Maryland

As the size and scale of student conduct investigations increase, colleges and universities are seeking strategies to conduct these investigations more efficiently and expediently. This presentation will explore ways to optimize communication, facilitate information sharing, increase transparency, and reduce timelines in hazing and other student conduct investigations.

Outreach Opportunities in Student Conduct

Rica Clements (she/her) Towson University; Dr. Alison Peer (she/her) Towson University

This presentation shares how student conduct offices can incorporate outreach efforts. This is accomplished by first sharing some literature on the purpose of campus outreach, the value of campus outreach for Towson University's Office of Student Accountability & Restorative Practices, the outreach methods currently in place at Towson University, and assessing the effectiveness of outreach efforts. Participants will be given time to brainstorm what outreach could look like for their office including what their office hopes to accomplish by incorporating outreach, what methods of outreach are effective on their campus, and how they will assess the effectiveness of their outreach.

Surprise, You're a Conduct Officer! – Now What?

Patience Bartunek (she/her) TNG Consulting; Cristina Navaja (she/her/hers) Whittier College

Conduct was not the space you planned to be, then a reorganization happened and bam – you are a conduct officer. Now what? Navigating a transition to student conduct: what to read, how to learn the skills, what training to attend, and when and whom to ask for help are all questions that need to be answered. Adding conduct to your plate is never easy – but having a plan to get the knowledge you need is necessary. This session will help you find that path.

Integrating Case Studies in Student Conduct Work: Training Gen Z Professionals for Success

Ron Alexander (he/him) Pace University

As Gen Z professionals enter the workforce, student affairs and conduct offices are experiencing a generational shift that brings fresh perspectives and new challenges. This session will explore best practices for training and supporting Gen Z professionals in the field of student conduct and affairs. We will discuss the unique characteristics of Gen Z, their expectations for work-life balance, communication styles, and how to leverage their tech-savvy nature to enhance their effectiveness in managing student conduct. The session will provide actionable insights for supervisors and trainers to bridge generational gaps and create a collaborative, innovative work environment.

Concurrent Block 2

Thursday, February 6 | 11:00 AM - Noon

Fake It 'Til You Make It? Networking in ASCA as a New Professional

Rachel Williams (she/her) New Jersey Institute of Technology

Entering the student conduct functional area can be hard, but finding your people can make it easier! In this presentation, attendees will learn about the benefits of networking within ASCA, the programs and spaces that networking takes place in ASCA, and develop skills to maintain meaningful professional connections.

Establishing a Three-Tiered Threat Assessment Approach Among a Multicampus Structure

Mary Zuchovicki (she/her/hers) Valencia College

This session will focus on the need for creating a three-tiered threat assessment structure within your institution, especially when your institution is comprised of multiple campuses (e.g., main campus, regional campuses, etc.). Learn how Valencia College transitioned to a three-tiered threat assessment approach to reduce the total number of students presented in the behavioral assessment team meetings. This three-tiered measures significant data points of student success paths by providing wrap around care in collaboration with internal and external partnerships. Join us in this session to determine the efficacy of your institution's threat assessment approach.

Navigating Tech-Enabled Trauma Among Students

Adam Dodge (he/him) EndTAB

Abuse is never the victim's fault - and yet victim blaming persists and thrives, especially online. In the digital age, the blaming of victims has become amplified and more severe, which compounds their trauma and impacts how we navigate and address online harm. By understanding the differences between online and offline trauma, we can meet modern students where they are, mitigate re-traumatization and inform our trauma-informed approaches to be more effective. We will also highlight common forms of tech-facilitated victim blaming,

breakdown who is (and isn't) being targeted, and detail strategies to help and empower both students and our campuses to prepare for, address and navigate victim blaming in online spaces.

Our Policies Aren't Being Followed: Providing Viable Solutions for Student Needs

Mandy Womack (she/her) University of San Diego; Monique Lynch (She/Her) University of San Diego

This session will explore the process that the University of San Diego utilized to analyze policy violations in our residence halls. This data led to providing alternative options for student needs. These needs required partnerships to be developed and nurtured in order to move to mutual success. We will utilize a case study model of implementing this approach, discuss partnerships to find solutions and the assessment of the initiatives.

Assessment in Student Conduct: Utilizing Storytelling and Data to Enact Change

Michelle Rauch (she/her/hers) Towson University

This session will review assessment methods and practices, including pivot tables, surveys, and focus groups, which can be utilized in conduct offices. The session will review how to use data collection and data sharing to tell a story of student behavior and how education, outreach, and policies can be implemented based on data trends to prevent student behavior or recognize needs for student support. Throughout the session, participants will have the opportunity to reflect on their current assessment methods (or lack thereof) and engage in discussion of their current knowledge, experiences, and hopes for using assessment in their respective roles.

Residential Student Conduct at the University of Southern California: An Overview of Systems that Address Residential Student Behavior

Ko Kashiwazaki (he/him/his) University of Southern California

The University of Southern California's residential student conduct (Residential Education Review) structure has gone through several revisions over the years.This session will explore the development of Res Review, share the pros and cons of these changes, and provide an

overview of how student behaviors are addressed under the current system. Trends on the residential life side of student conduct and behavior will also be discussed.This session might be for you if you are thinking about creating a residential student conduct office or if you are just curious about how things operate on this side of the house.

Establishing a Violence Risk Assessment Process

Mr. Tim Cason (he/him) TNG Consulting; Dr. Melissa Sanders (She/her) Tarrant County College

The Title IX regulations mandate an individualized safety or risk analysis before an institution can limit educational access, such as emergency removal. This analysis often can and should take the form of a Violence Risk Assessment (VRA).This session aims to assist practitioners in implementing an evidence-based process that reduces bias, mitigates legal risk exposure, avoids disability discrimination, and ensures consistency in determining if a VRA is necessary, who should conduct the VRA, and what to do after receiving the VRA results report.Participants will learn how to vet who conducts a VRA, how the VRA varies from other types of assessments, and how to work collaboratively with behavioral intervention, CARE, and threat assessment teams to ensure an efficient and thorough process.

Navigating Sorority and Fraternity Misconduct

Dr. Stephanie Wright (she/her) Community College of Baltimore County; Christina Parle (she/they) Avila University; Dr. Maleta Wilson (she/her) California State University - Chico Stat

Student Conduct and Sorority/Fraternity professionals continue to navigate promising practices in navigating misconduct occurring on their campus. Over the past two years, the presenters have collected common questions asked of them to create this "You Asked. We're Answering" session. The presentation will guide attendees through addressing common misconduct matters such as navigating housing corporations, the differences between CBFOs, CPC, and IFC groups, and tips to navigating internal and external relationships to name a few.

Creating a Culture of Care Amidst Title IX Chaos: What a Jesuit Lens Can Teach Us About Supporting Students

Becca Okida (she/her/hers) Loyola Marymount University

Title IX regulations, state compliance, Clery reporting requirements, and what seems like the ever-increasing litigation in higher education can seem at odds with supporting students and the lens in which we view our work as student affairs professionals. Though the culture and policies

around sex discrimination, sexual harm, and sex-based violence are layered with nuances and complexities, we have found our identity as an institution rooted in being student-centered has provided a guiding framework for both care and effectiveness in alignment with compliance demands. This session discusses the significance of discernment, accompaniment, and the "more", as fundamental parts of the praxis of implementing policies and processes that are compliant and also aligned with our Jesuit and Marymount mission. We will provide examples of how the Office of Student Conduct and Community Responsibility collaborates with campus partners to establish equitable and supportive processes, and documentation that have been tested in the courts.

Building Capacity Through Conflict Skills Training

Léna Crain, Ph.D, Baldwin Wallace University; Jessica Carron, Lewis & Clark College

At a time where societal conflict aversion is high, divisive topics are ample, and conflict transformation skills are low, conflict skill building can be a powerful prevention practice. Participants in this session will learn an overview of the knowledge, skills, and practices that make up "conflict transformation skills," how they relate to student conduct and conflict resolution, and ideas for introducing conflict skills in campus and adjacent settings. Students and staff who participated in one successful campus training model will share their highlights and insights.

Resisting Accountability: White Emotionality in Responses to Racialized Incidents

Dr. Annie Mullarkey Sawa (she/her/hers) Duquesne University

The current sociopolitical climate regarding race has resulted in an increase in incidents of bias at universities, leaving student conduct significantly impacted. Therefore, this timely and interactive session will delve into the challenges and strategies for responding to racialized incidents on college campuses. Drawing on a qualitative phenomenological study, the presenter will share critical findings. Attendees will then engage in small group discussions to share their experiences, reflect on their practices, and collaboratively develop possibilities for implementing restorative approaches that promote a more inclusive campus culture.

Concurrent Block 3

Thursday, February 6 | 1:45 - 2:45 PM

Building & Implementing a Tier I Restorative Justice (RJ) Training on Your Campus

Kristin Shimko (she/her/hers) University of Kentucky

Among the spectrum of resolution options is the practice of Restorative Justice (RJ), but where should a professional start when hoping to incorporate RJ into the greater campus community? One way is by developing and presenting an RJ training centered around Community Building, otherwise known as Tier I RJ Circles. Approaching RJ training in this way can seem less daunting than implementing a full RJ program, and allows for students, faculty, and staff to feel comfortable with the RJ process prior to attempting to repair harm through circles. The goal of this presentation is to allow you to understand how you may craft a Community Building based RJ Training for your campus.

Do Suspensions Work?

Dr. Adam Jones, Indiana University of Pennsylvania

We seek to be developmental in every aspect of their disciplinary process. Students going through the disciplinary process face a wide array of sanctions, including suspension. The reviewed literature suggests suspension is not effective in the K-12 setting, but very little work exists around the use of suspension in the post-secondary context. This presentation will summarize a dissertation which examined the sanction of suspension and the developmental effect on students who re-enroll after their suspension. We will talk about the results of the study as well as discuss the methodology as a valid and effective evaluation tool.

Navigating Emerging Forms of Technology-Facilitated Violence

Adam Dodge (he/him) EndTAB

The online spaces, apps and devices relied upon by students also consistently manifest emerging threats to their digital safety and well-being - including synthetic nude images, AI-powered catfishing scams, exploitative chatbots, nonconsensual tracking, image-based stalking and more. To address student harms, we must be familiar with how to navigate these modern threats. The good news is that we needn't be tech experts to act when this happens.

This session offers a comprehensive exploration of these digital challenges, including the impact on marginalized victims, and will equip participants with practical strategies to confidently discuss and strengthen the emotional, physical, and digital safety and well-being of modern victims. Attendees will walk away with actionable steps and tools to effectively discuss and respond to these emerging threats and foster confidence in victims and survivors when interacting with the technology they need to survive and thrive.

The Heart of the Matter: Holistic Rapport Building within the Community College Conduct Process

Megan Rogers (she/her/hers) Valencia College; Darius Adams, Valencia College

Rapport building is an essential part of the holistic student success model among community colleges, but more importantly, it can be an essential part to the conduct process as well. Effective rapport building can serve as the basis to addressing behavioral and academic integrity issues and can also promote the student's overall wellbeing. Models such as the Appreciative Advising Framework seek to look past procedures and instead focus on the whole of the person. This session aims to show how rapport building can be the foundation to a holistic approach to Student Conduct among a college environment with limited resources.

Reimagining Assessment & Compliance: Auditing Conduct Cases

Tristan Hilpert (he/him/his) Chapman University; Rachel Bargoot (she/her/hers) Chapman University

Chapman University has conducted case audits since 2023 to review conduct officer performance, minimize institutional liability, and increase equity for students within the conduct process. Audits allow the Dean of Students and Residential Life to ensure that individual conduct officers uphold the values and policies of Chapman. Auditors use a Microsoft Form to assess case information, including timeliness and note quality. Presenters will highlight that the auditing process allows student affairs leadership to clearly and systematically review data-informed assessments of conduct proceedings. This presentation will explain steps institutions can utilize to implement and execute audits by illustrating Chapman's process and data.

Student Soundwaves: Amplifying Student Voices to Polish your Code of Conduct, Letters, and Procedures

Sydney Coons (she/her) UT Arlington; Dr. Daniqua Williams (she/her) UT Arlington

Discover how the University of Texas at Arlington implemented a student-led review process to refine the Student Code of Conduct and Summons Letters for clarity and grammar. In this session, we'll guide student affairs practitioners through the step-by-step approach, from student involvement to final document revisions. Learn how to create a similar initiative at your institution to enhance accessibility, understanding, and student engagement in policy development.

A Holistic Care Team Model: Blending Care, BIT, and Academic Alerts

Dr. Justin Stern (He/Him/His) Saint Martin's University

At Saint Martin's University, the Saints Care team takes a holistic approach to supporting students by blending our BIT, Care, and Academic Alert efforts to create a literal "one button" solution for student support. This team was created in spring 2020, only a few months before the COVID-19 outbreak, and served as a significant contributor to the University's ability to support its students during this unique time.

Past, Present, and Future: An Overview of the History of the First Amendment on College Campuses, the Current Landscape, and Considerations for the Future and How We Continue Forward

Daniel J. Foster (Danny) (he/him) Emerson College

Building upon the PPLI Committee's resources related to the First Amendment, this presentation will discuss the history of the First Amendment as well as its current implications for and influence on college campuses. This presentation will not only critically evaluate the current moment but also lead discussions to help participants build confidence around entering conversations with First Amendment implications, regardless of who is engaged in the conversations. Through practical application of jurisprudence, this program aims to provide knowledge, understanding, skills, and confidence related to the First Amendment that will help participants traverse even the most tense moments on our campuses.

Preserving Tradition, Preventing Hazing: Navigating Challenges in Tradition Heavy Institutions

Asia Smith (she/her) Texas A & M University; Jeanae Doughty (she/her) Texas A & M University; Skylar Latham (she/her) Texas A & M University

This session will explore the complexities of hazing in a historic university with deeply rooted traditions. Despite efforts in hazing prevention, including workshops, educational sanctions, and a hazing prevention week, addressing these behaviors remains a challenge. This presentation will share our institution's approach, review current research on hazing culture, and provide practical strategies for designing educational programs that resonate with students from tradition-heavy environments. Attendees will leave with actionable insights to apply to their campuses.

So you think you can dance: Pathways to a Directorship in Student Conduct

Erin Kaplan (she/her) Swarthmore College; Dave Gilbert (he/him/his) William & Mary; Lisa Martin (she/her) Marshall University; Heather Brake (she/her/hers) Indiana University Indianapolis

So you want to be a Director…what skills, proficiencies, and experiences do you need to be a viable and attractive candidate? What comes with a Directorship? What are the benefits and costs of being a Director? What might be standing in your way, and how can you mitigate these obstacles? This program features panelists who have (or currently) serve(d) in Director roles with over 65 years' of cumulative experience in Student Affairs. Panelists will share considerations for the pathways to directorships. Through personal stories, participants will leave with a deeper understanding of what next steps they may want to consider.

Elevating Student Conduct Administration: Harnessing AI for Greater Efficiency

Dr. Brittany Bell (she/her/hers) Lawrence University

In today's fast-paced educational environment, efficient student conduct administration is crucial for effective communication and resource management. This program, "Elevating Student Conduct Administration: Harnessing AI for Greater Efficiency," explores how artificial intelligence (AI) enhances administrative tasks. Participants will discover AI tools that streamline

communication, optimize resources, and improve workflow efficiency. Research shows that AI adoption in higher education reduces routine tasks, freeing up time for strategic work and driving significant efficiency gains (McKinsey, 2022). Through demonstrations and hands-on activities, attendees will learn how AI can transform student conduct administration and enhance collaboration.

Navigating the Leadership Labyrinth: A roadmap for New Directors

Dr. Bonnie Taylor (she/her/hers) Taylor Strategic Consulting

This presentation offers a comprehensive guide for newly appointed directors navigating the complexities of their roles. Drawing from research and real world experiences, the presentation will offer practical strategies for a successful leadership transition, effective team management, and long term organizational success. Attendees will gain invaluable insights into avoiding common pitfalls.

Concurrent Block 4
Friday, February 7 | 8:30 - 9:30 AM

Creating Campus Partnerships with Title IX: Balancing Visibility with Confidentiality

Katie Newcomb (she/her/hers) Syracuse University; Michaline Younis (She/Her/Hers) Syracuse University

One of the challenges of serving in any Title IX role is the need to remain impartial and confidential while also promoting the resources and processes that are meant to support students. This presentation discusses how Title IX offices can provide educational resources, promote visibility on campus (particularly with diverse student populations) and encourage faculty and staff participation in educating and supporting students throughout all stages of a Title IX process.

D^2 Supervision: A focus on delivering deliberately developmental supervision

Dr. Mfon B. Nwabuoku, Grinnell College

Effective supervision is a necessary cog in the achievement of organizational goals. However, not every person in a supervisory role is an effective supervisor. When supervision fails, it is usually because there is a competency gap- i.e. the supervisor lacks the requisite supervisory knowledge, skills or behaviors and/or there is an accountability gap- i.e. no one is holding the supervisor to standards of effective supervision. Bridging these gaps involves embracing and enforcing a framework for supervision that classifies supervision as being effective only if it is deliberately developmental and then creating a culture (and system) that drives its delivery. This session will challenge and encourage those tasked with supervisory responsibilities to improve their effectiveness by becoming deliberately developmental in their approach.

Concurrent session follow-up to the case law update

Brian M. Glick (he/him) Adelphi University; Kristi Patrickus (she/her) Penn State University

This session will allow participants to speak with the presenters from the case law plenary session more in-depth about the cases and information presented during the plenary session.

4 Jurisdictions, 3 Parties, 2 Colleges, and 1 Campus = Mayhem

Mary Zuchovicki (she/her) Valencia College

This session highlights the unique collaborative efforts among multiple internal and external stakeholders committed to one goal: transfer success. One out of every four University of Central Florida graduates come from Valencia College through the DirectConnect initiative. The DirectConnect initiative required building ONE urban academic/residential facility to house students from TWO institutions of higher education. A THIRD-party vendor was called upon to assist with managing both student populations co-existing in the same residential building. Join this session to learn about the internal and external partnerships built to navigate FOUR policy jurisdictions that are addressed in ONE bi-weekly meeting.

Start with Why - Developing Better Outcomes for Organizational Hazing Cases

Gentry McCreary, Ph.D., Dyad Strategies LLC; Jonathan Sanders, Ph.D., Louisiana State University

One of the toughest challenges for campus conduct officers is developing meaningful outcomes - outcomes that actually change group behavior - at the end of hazing investigations. This

session will dive deep into the psychology of hazing to provide a framework for developing outcomes designed to address the root motivations and causes of hazing.

Cultivating a Culture of Care for Conduct Staff

Melissa Graham (she/her) University of South Florida

This session will explore the importance of cultivating a culture of care within student conduct offices, emphasizing strategies for staff to support one another and build camaraderie. Recognizing the challenges of student conduct work—such as conflict resolution, stress management, and high-stakes decision-making—this session offers a framework for creating an environment where staff feel valued and supported. Attendees will gain practical tools, including team-building strategies, feedback mechanisms, and engagement opportunities, all aimed at fostering a compassionate workplace that prioritizes staff well-being and enhances overall office effectiveness.

Equity in Action: A Conversation on Supporting Marginalized Communities in the Conduct Process

Paul J Bresnahan (he/him/his) University of California, Berkeley; Aisha (aye-zhuh) Younis (she/her) University of California, Berkeley

This session will explore how marginalized students navigate the challenges presented when engaging with the student conduct process. Drawing insights from UC Berkeley leaders who support identity-based student groups, the presenters will facilitate dialogue on how to support these communities best and ensure the conduct process is educational, trauma-informed, and restorative for all students.

Creatively Restorative: Leaning into restorative practices in an increasingly punitive landscape

Michael Ryan (he/him), University of Michigan

A shifting landscape in higher education is pushing conduct offices to increasingly punitive measures aimed at controlling student populations. This session aims to provide an introductory overview of restorative justice in student conduct and some tangible ways that the University of Michigan continues to find creative ways to expand and implement restorative practices, in spite of pressure to the contrary. Audience members should have a basic understanding of what

restorative justice is, and be looking to take meaningful and tangible steps to implementing those practices on their own campuses.

Integrity in Focus: Rebranding Conduct for Impact

Maria Bonifacio-Sample (she/her/ella) Western Oregon University; Antonia Scholerman (she/her/hers) Western Oregon University

Integrity in Focus: Rebranding Conduct for Impact explores the vital role that student culture and student voice play in enhancing brand reputation. This program offers practical strategies for rebranding conduct programs, emphasizing accountability and transparency. Participants will engage in interactive discussions and learn how Western Oregon University has started our rebranding process and what we still need to tackle in our journey. By fostering a culture of integrity, Conduct Programs can not only navigate challenges but also position themselves as leaders within their institutions. Join us to explore strategies for rebranding your conduct program and find out ways on how rebranding conduct can drive meaningful change and inspire impactful outcomes.

Maximizing Your Maxient for Annual Reporting

Shalin Shah (he/him) Maxient, LLC; Lance Watson (he/him) Maxient, LLC

To many stakeholders and community members, the work of student conduct can be opaque, confusing and frequently misunderstood. Your annual report is a public window into your previous year's achievements, challenges and progress. This presentation will be discussing the current practices of attendees, creating a workflow around annual reports, using your Maxient case management system to collect and analyze meaningful data to share, and discuss tips, tricks and pitfalls around annual reporting collected by your presenters.

Restorative Practices on a Thread: Stitching Solutions with Little to No Budgets

Mrs. Laura Mack (she/her) Moravian University

Building a restorative practices program on a small campus with a tight budget presents challenges, but it is entirely possible. This session will explore creative, cost-effective strategies for implementing restorative tools that prioritize meaningful student engagement and foster community building across campus, including with faculty and staff. Participants will gain

actionable insights, from quick wins to long-term approaches, designed to work without costly software or extensive resources.

Presented by a small institution, this session offers practical ideas and adaptable strategies that can be applied to campuses of any size. Attendees will leave with tools to stretch limited resources while ensuring restorative practices remain meaningful and impactful.

Concurrent Block 5

Friday, February 7 | 9:45 - 10:45 AM

IR Layouts: More than Just Incident Reports

Kyle Wilson (he/him/his) Wichita State University

Using Incident Report (IR) Layouts in Maxient, can be so much more robust than just creating a variety of Incident Reports. Have you wanted to create a fully digital conduct process, or come up with creative sanction ideas? Look no further than this presentation which will discuss innovative ways Wichita State University has leveraged IR layouts in Maxient!

Strategic Sanctioning: Creating an Academic Integrity Course to Promote Reflection, Education, and Accountability

Sydney Coons (she/her) UT Arlington

This presentation explores one institution's innovative approach to developing and implementing an academic integrity course. The presenter will address common challenges associated with sanctioning in academic misconduct cases, and empower attendees to consider implementing a similar sanction model. The presentation will cover the theoretical basis for the creation of an academic integrity course creation, the successes and challenges encountered, data from the students in the course, and the practical adjustments made along the way.

Leveraging Interim Roles for Professional Advancement

Marquita Morgan Jones (she/her) George Mason University

Faculty/staff departures, specifically those in senior leadership happen often. These departures usually result in mid-level professionals serving in those senior leadership roles on an interim basis to provide leadership and stability to university offices. An interim position is ripe with

opportunities for new experiences, which make it an opportune time for mid-level professionals to engage in self-exploration to chart a new course in their professional journeys. This presentation shares how one student conduct professional engaged in self-exploration of her personal and professional interests while in an interim role and leveraged the insights and experience gained to advance in the field.

Harnessing Survey-Free Analytics to Enhance Educational Programming

Lauren Ready (she/her) University of South Florida

This session highlights the University of South Florida's innovative approach to conducting a needs assessment through an interactive tabling activity, gauging students' understanding of the Code of Conduct. Attendees will gain insights into this quick and survey-free strategy for collecting valuable data to inform educational initiatives and demonstrate the impact of programming efforts.

Planning for Kenergy: Engaging Men in Sexual Violence Prevention Work

Seuth Chaleunphonh (He/Him) Indiana University Southeast; Danielle White (She/Her) Indiana University Southeast

The workshop helps campuses explore best practices for involving men to improve attitudes and to reduce risk of men committing sexual misconduct. Hear about effective forms of engaging men from the literature, including logistics of planning a healthy masculinities conference. Key features of successful interventions are shared as well as a recent full toolkit to takeaway for your campus implementation.

Feeling Burned Out? You're not alone

Trae Yeckley, LMFT (they/he) Allegheny College

The work of Student Conduct Administrators is stressful, time consuming, and oftentimes misunderstood by others both on and off campus. Changes in college policies, state and federal law, as well as the political climate can add extra layers of stress to an already stressful job. Interacting with students that are generally not at their best can take a toll on the wellbeing of conduct administrators. This session will explore the impact of burnout on our work; ways to

identify warning signs of burnout; and learn ways to help mitigate, and hopefully prevent, burnout for conduct administrators.

What Partnership Between Campus and National Fraternities Looks Like (and sometimes doesn't): Reducing Risk and Increasing Student Learning

Dr. Dawn Wiese, FRMT, Ltd.; Dr. Anna Edwards, University of South Carolina; Rob Derdiger, Alpha Epsilon Pi Fraternity; Mike Mayer, Theta Chi Fraternity

Colleges and universities and national fraternities have a shared goal of promoting both student learning and safety. Using case study examples and conflict resolution theory, this program will review how campuses and national fraternities can work together to both enhance student learning and reduce risk.

Getting to Know the ASCA Gehring Academy: Goals, Roles, and What to Expect in 2025

Léna Crain, Ph.D., 2025 Gehring Academy Chair; Dr. Stephanie Wright, 2025 Gehring Academy Assistant Chair

ASCA's Gehring Academy is the premier learning environment for topics related to student conduct and conflict resolution. In this session, the 2025 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 2025 Academy site in Detroit, Michigan. Feel welcomed to join the session with your questions and ideas!

Bridging the Gap: Collaborative Approaches Between Residential Life and Student Conduct Offices

Janelle Freire, M.Ed. (she/hers/ella) Florida Atlantic University; Kaity Eber, MSW (she/her(s)/her) Florida Atlantic University

Effective collaboration between Residential Life and Student Conduct offices is essential for fostering accountability, community standards, and student development. This session will provide actionable strategies to streamline communication, enhance case management, and develop shared educational initiatives between these key campus units. Participants will explore

models of successful collaboration across different institutional types and leave with practical tools to apply at their own institution.

A California Community College's Approach to Embracing a Culture of CARE and Combating Implicit Bias in Student Conduct Reporting

Terrence Shaw (he/him/his) MiraCosta College; Mitra De Souza (she/her/hers) MiraCosta College; Devon Boone, LCSW (he/him/his) MiraCosta College

This session will highlight how implicit bias and anti-Blackness impact the reporting of student behavioral concerns. As student conduct administrators, we must dismantle oppressive structures and be co-conspirators in advancing racial justice and equity for students. We have a responsibility to educate our colleagues as well as examine our own biases when addressing student behavior. Because community colleges often serve students experiencing severe and persistent basic needs, it is vitally important for our processes to be trauma-informed and anti-racist. Our session will include a review of a Canvas course we created for faculty and staff to respond to a variety of student concerns, including basic needs, disruptive behavior, and student well-being, while embracing a culture of care.

Walking the Talk: Building Trust and Accountability Through Restorative Supervision

Danielle Woody (she/her) Towson University; Dr. Allison Peer (she/her) Towson University

Ready to shake up how you lead your team? This session dives into restorative supervision, an approach that blends restorative practices with the practical realities of supervising in student conduct. Think less top-down management and more building trust, fostering open communication, collaborative decision-making, and creating a work culture where everyone feels empowered and accountable. We will explore how to tackle real-world challenges like staff burnout, conflict, complex cases, and decision-making while keeping things equitable and supportive. You will leave with actionable strategies to transform your leadership style, creating a more inclusive, resilient, and cohesive team dynamic that enhances staff development.

The Essential Role of Mentorship for Women of Color in Higher Education and Student Conduct Administration

Tamara Greenfield King, J.D. (she/her/hers) University of Pennsylvania; Hortense S. Rascoe (she, her, hers) George Mason University

This program will explore the value and essential role that mentorship plays for women of color (WOC) in the area of higher education and specifically, the student conduct arena. Given the potential permanent or temporary loss of an educational opportunity for a student, the women of color who sit in the decision-making seat are uniquely poised to come under strict scrutiny. It is a role that has many onlookers and critics from a multitude of stakeholders. Hence it is imperative that WOC develop and engage in proactive mentorship to aid in their professional growth, mental wellness, and happiness.

Concurrent Block 6

Friday, February 7 | 11:00 AM - Noon

Developing a Conflict Resolution Program at a Jesuit/Catholic Institution

anton ward-zanotto, Ph.D. (he/him) Seattle University

In response to continued interpersonal challenges amongst students, our campus worked to develop a conflict resolution program. The intersection of this program with our Jesuit and Catholic values lends an important nuance to the development of this program. The presenter will discuss the process for soliciting approval for this program, the gathering of information and scholarship around conflict resolution, the development of the program, and the ongoing assessment that we are using to engage in process improvement.

The Hidden Curriculum of Student Conduct: Equity for First-Generation Students

Dr. Kristin Ridge (she/her/hers) University of Rhode Island

First-generation college students are a growing population on our campuses. Among the unique challenges they face is the burden of navigating the hidden curriculum of college life. The hidden curriculum can show up throughout the student conduct process, resulting in an

inequitable learning and growth experience for these first-generation students. Join us for an interactive discussion focusing on ways to assess and refine our policies and procedures to enhance first-gen students' access to and growth from interacting with our conduct systems.

Lessons Learned While Transitioning to a Mid Level Manager

Andrew Castro (he/him/his) California Lutheran University

In this session we will examine the challenges faced by a professional transitioning into a mid-level management. The conversation will center around identifying institutional context, developing a professional development plan, leveraging campus relationships, all while navigating the internal struggle of overcoming imposter syndrome. This session is intended for new professionals hoping to take the next step in their student conduct career. The hope is that new professionals will be able to advocate for themselves, identify a space in which they belong and feel included, and create an educational plan that promotes their professional and personal wellness… all components of the ASCA mission.

Why can't we be friends? Learning to play in the sandbox with external stakeholders in organizational conduct

Tamera Dunn-Perry, Michigan State University; Christine Nye, Cornell University; Ethan Bell, Beta Theta Pi

Addressing student organizational misconduct requires careful coordination among diverse stakeholders. This session will focus on strategies for effective collaboration between student conduct offices and internal and external partners in handling cases involving student organizations from run of the mill to complex. Participants will explore methods for managing stakeholder relationships, aligning expectations, and maintaining transparency in the resolution process. Presenters from a private university, public university, and fraternity headquarters will share strategies for fostering strong communication and collaboration–ensuring a fair and timely approach to organizational accountability.

Tales from DOE Audit Survivors – Best Practices & Procedures Surrounding Clery Compliance

Dr. Richelle Keilholz (she/her) University of North Georgia; Brooke Smith (she/her) University of North Georgia ; Misty McDonald (she/her) University of North Georgia

This session offers a comprehensive overview of Clery Act compliance, focusing on key areas for institutional success. Learn how to establish a Clery Act Committee and a Clery Classification Review Workgroup, including identifying stakeholders and defining roles to ensure accuracy and transparency in reporting. Understand how to designate and train Campus Security Authorities (CSAs) and maintain ongoing communication for compliance. Explore best practices for tracking Clery Act crimes and managing data using tools like ARMS, Maxient, and Clery Management Systems. Additionally, discuss Clery geography, victim support under VAWA, timely warnings, and report writing essentials to maintain federal compliance and campus safety.

Hazing Prevention for Safer Communities

Alex Salemme (he/him) University of Washington; Zoie Hancock (she/her) University of Washington

Launching a hazing prevention program from scratch comes with its challenges and an opportunity to reshape the culture on your campus. In this session, you will have the chance to reflect on your institution's current practice, learn about key foundational items to build your hazing prevention program and start to develop an action plan to take back to your campus.

Who's my Supervisor Right Now?

Maurice Cortes (he/his/him) University of Cincinnati

As a new professional, I have had 6 different supervisors within a 2-year span. Some supervisors left without notice, did the best they could in interim, and serve as a bedrock in a time of instability. Navigating how to work with these different individuals and styles can sometimes be as much work as the conduct work itself. Through this experience, I have developed resiliency, adaptability, and self-awareness of my needs. The presentation will consist of my personal journey, experiences from other colleagues in the field, a reflection on the strategies we utilized, audience engagement, and an opportunity for individuals to build solidarity with one another.

Time is of the essence, let's MAXimize it!

Paige Townley (She/Her/Hers) Old Dominion University; Shalin Shah (He/Him/His) Maxient, LLC

Today's conduct educators are asked to do more work with minimal resources, and be able to tell their story in the process. In meeting these demands, institutions utilize software, such as

Maxient, to manage cases, centralize record-keeping, streamline workflow, and make data available. This presentation aims to help professionals understand how to make Maxient fit within your process, as well as the benefits of open collaboration and communication with campus partners to maximize the efficacy of the system. This session's learning outcomes will provide conduct educators with the opportunity to see real-world examples and solutions from a variety of institutions.

Imposter Syndrome as a New Director: How to Manage Self Expectations

Gino Simione (he/him/his) Southern Methodist University; Heather Tunnell (She/Her/Hers) University of North Texas

As a new director, there is quite a bit to learn while also holding the importance of building the bridge for the next generation of student conduct professionals. This session will dive into what we thought we knew as new directors vs what we had to learn, the transition to becoming a director and what that meant, and how to manage those self-expectations, even when they don't go as planned. This session will be full of firsthand experiences, tips, strategies, and conversations among attendees for having a successful transition into a new director role.

How to Train your Dragon: Preparing Attorneys and Parents for the Conduct Process

Scott Levitt, Sanctionite; Kristi Patrickus, Penn State University

It's 2025 and attorneys are still giving you headaches. What's the antidote? Join Kristi Patrickus and Scott Levitt as they demonstrate how to best communicate, prepare, and educate attorneys, parents, and other advisors, on your student conduct process. Bringing in real-world practitioner proficiency with technical expertise as current and former conduct pros, Kristi and Scott will show you how to create your own short-form video content to deliver and manage advisor training. The goal, of course, is to make your life as a conduct professional easier by educating you on informed practices in training content and delivery.

Navigating Organizational Misconduct

Gentry McCreary, Ph.D., Dyad Strategies LLC; Jonathan Sanders, Ph.D., Louisiana State University

Navigating the complexities of the student organization misconduct process can be among the most challenging aspects of student conduct work. In this session, we will unravel those complexities by providing a framework for how we should be approaching student organization conduct and providing a number of best practices within that framework. Topics covered will include policy/process best practices, managing cases that overlap with Title IX, working with external stakeholders, navigating campus partnerships, and developing meaningful outcomes.

Concurrent Block 7

Friday, February 7 | 2:00 - 3:00 PM

Working with Respondents in Sexual Misconduct Cases: Perspectives from Practitioners

Chris Linder (she/her) University of Utah, April Pavelka (she/hers) University of Utah

As more campuses move toward providing support services for respondents in campus sexual misconduct processes, it is important to identify effective strategies for this work. In this session, we discuss the findings and implications from a qualitative study with 24 practitioners who work with respondents. After sharing an overview of the study, including discussing the methodology and findings, we will dialogue with session attendees about the implications of the findings for their work and contexts.

Conducting Complex Investigations with Organizations

Michelle Rauch (she/her/hers) Towson University

Complex investigations may not happen very often, but when they do, it can be challenging to navigate. They take a lot of time, energy, and staffing power to complete effective, efficient, and fair investigations and accountability processes at institutions of higher education, but especially in conduct departments with smaller staffing sizes. This program will demonstrate how to lead and navigate complex investigations involving student organizations, multiple individuals, and/or individuals or organizations who are facing multiple allegations, while also maximizing on incorporating campus partners.

Beyond the Paycheck: Know Your Worth, Then Add Taxes

Brownishia Clark (she/her/hers) North Carolina State University

In today's diverse and dynamic work environments, understanding one's worth and actively contributing to the growth and success of the organization is essential for both personal fulfillment and professional success. However, many staff and faculty members face challenges in recognizing their value, especially in environments that may unintentionally neglect inclusivity or promotion. This program aims to empower faculty and staff to know their worth while fostering a culture of contribution, equity, and intentional inclusion. By focusing on self-assessment, education, and equitable practices, I seek to enhance both individual and organizational growth.

So, You Are Wearing Two Hats! What Now? The Overlap of Conduct and CARE Teams

Leon Minor, Tarrant County College; Belinda Lopez, Tarrant County College

Student conduct and CARE Teams often address overlapping issues, highlighting the need for discussion and planning on their intersection. This session will share Tarrant County College's initiatives to bridge the gap between Student Conduct and the CARE Team, focusing on accountability, support, and community safety. These efforts aim to provide adequate support and align with best practices.

Leading in the Margins: Navigating Identity and Power in Organizational Structures

Tamara Greenfield King, JD (she/her/hers) University of Pennsylvania

This comprehensive program aims to explore the challenges faced by leaders from marginalized backgrounds and empower them as they navigate complex organizational systems. It will address the unique challenges faced by individuals whose identities may be underrepresented in leadership roles. The program will explore critical themes such as adaptive leadership, recognizing and responding to microaggressions, fostering authentic inclusion, and effectively using organizational resources. Through expert led sessions, interactive workshops, and discussion, participants will develop strategies to overcome systemic barriers and lead with authenticity.

I didn't sign up for this: A case study on workplace safety in the face of direct and violent threats

Bill McKenney (he/him) Montana State University; Erin Macdonald Peck (she/hers) Montana State University

Student conduct officers have a challenging role on campus, which can lead to heated reactions from students. But what happens when you wake up to an email saying, "I will hunt every one of them down including you and kill evert [sic] last one of you?" Join us as we do a case study of a direct threat towards a conduct officer. The incident will be reviewed from the initial report to the ongoing criminal process. The presenters will share how the process played out, lessons learned, and steps you can take to increase safety in the workplace.

Under Resourced but Thriving: Strategies for Student Conduct Success as a One-Person Operation

Erin Kaplan (she/her) Swarthmore College; Sarah Shupp, D.Ed (she/her) Lebanon Valley College

Are you part of a one-person and/or under-resourced office at a small institution, and identify as deeply passionate and collaborative about your work? Are you looking to work smarter not harder, make your processes smoother, and find new campus partners to collaborate with? If so, consider joining two successful alumni of one-person offices, at under-resourced and/or small institutions, who both successfully navigated directorships under these circumstances, as they share tips and tricks for turning chaos into compliance. The presenters will talk about "making things work within the system" you are operating in, through interdisciplinary, solution-oriented approaches.

License to Pretend: Addressing FAKE IDs through Partnerships and Education

Chris Miller (he/him/his) Colorado State University; Alejandra Sullivan (she/her/hers) Colorado State University

This presentation explores the collaborative efforts between Colorado State University and the City of Fort Collins to address the growing issue of fake IDs amongst CSU students. Through strategic partnerships, we have implemented educational campaigns aimed at raising awareness about the risks associated with using fake identification. During this presentation you

will learn about the programs and methods of addressing Fake IDs, while learning how to implement these strategies within your own community.

The Intersections of Trauma-Informed Care and Conduct

Christina Shafer Ed.D. (she/her) Portland Community College; Amanda Sanford (she/her) Portland Community College

Trauma-Informed Care seeks to understand how lived experiences shape our way of navigating the world, and how individuals and systems play a role in creating a healing environment for people who have experienced trauma. Understanding the importance of expanding knowledge and skills as conduct professionals, particularly while balancing accountability and resisting re-traumatization, this session will focus on how we can utilize Trauma-Informed Care principles throughout our work. This session will also include a bigger-picture discussion around the intersection of Conduct and Trauma-Informed Care, including a look at how policies, processes, and practices can be shaped through a Trauma-Informed Care lens.

HECMA Sponsored Program: Bridging Conduct & Case Management: Supporting Students of Concern

Dr. Rachael Stark (she/her/hers) Temple University; Dr. Lynsey Listau (she/her/hers) Pensacola State College; Dr. Kyle Williams (he/they) Oberlin College & Conservatory; Dr. Bryan Koval (he/him/his) Carnegie Mellon University

Collaboration between conduct officers and case management professionals is crucial for fostering a supportive and holistic environment for students. This session explores how these two roles can collaborate to support students effectively. By combining their expertise, they can address student needs comprehensively, enhancing both academic success and personal well-being. Participants will learn about the benefits of a unified approach, including improved communication and streamlined processes, through case studies and interactive discussions.

Intersectionality in Action: The Experiences of Women of Color in Student Conduct Officer Roles

Asia Smith (she/her/hers) Texas A & M University; Joy Mitchell (She/her) Northern Illinois University; Yihra Peralta (She/her/ella) Wentworth Institute of Technology

This panel will delve into the experiences of women from diverse racial and ethnic backgrounds working in student conduct officer roles within higher education. Panelists will share personal stories that reflect how their intersectional identities shape their work and interactions with students. The discussion will examine institutional structures, cultural barriers, and strategies for fostering inclusive environments that support women from various racial backgrounds.

Concurrent Block 8

Saturday, February 8 | 8:30 - 9:30 AM

Barking for Integrity: A Husky's Guide to Marketing Student Conduct Initiatives

Alyssa Galmish (she/her) University of Washington; Alex Salemme (he/him) University of Washington

The Office of Community Standards & Student Conduct at the University of Washington recognized a need to expand its promotion of academic integrity and understanding of the Student Conduct Code in the university community. This session will review our strategies to market and inspire a culture of academic integrity through programs, campaigns, and branding techniques. Key strategies included pre-arrival activities, orientation, tabling events, newsletters, social media, and Academic Integrity Week. We'll share successes, challenges, and review data and feedback to demonstrate our campaign's effectiveness. Participants will engage with creative worksheets and group discussion to strategize marketing of their own initiatives.

Community Conversations: Implementing Restorative Practices in an Informal Resolution Process

Lindsay Ferguson (she/hers) Tufts University; Lindsay Walcott (she/hers) Tufts University; briana Sevigny (she/they) Tufts University

Have you been wanting to infuse restorative practices into your process, but you're unsure how? This may be the presentation for you. Based on University initiatives and student feedback, a new informal resolution pilot project was introduced by The Office of Community Standards (TOCS) at Tufts University called Community Conversations. Community Conversations seeks to engage students in reflection on their behavior and thinking to identify impact on self and community, opportunities for change, and resources that may benefit their

holistic development during their time at Tufts. The conversations infuse evidence-based and harm-reduction focused practices rooted in Restorative Justice, Motivational Interviewing, and other Community Standards-oriented processes. In this program, the presenters will share more about the development of Community Conversations and how buy-in was received from key stakeholders. Presenters will highlight what they've learned through the rolling out the pilot program and best practices when deciding how to implement a similar process.

Shifting Student Conduct Board Culture at a Large Community College

Darius Adams (he/him) Valencia College; Megan Rogers (she/her) Valencia College

Working with student conduct boards at any institution will require intentional planning and structure to meet the ever-evolving needs of students, institutions, and board members. Student conduct boards at community colleges play a major role in ensuring there is consistency across the student conduct review process. In this session, attendees will learn how one large community college transitioned from a system with multiple campus-based boards to one single college-wide board, how to keep student conduct board members engaged through major leadership transitions, and how to garner institutional support to show appreciation for the work of student conduct board members.

Finding your line: Interrogating our values to get honest about our power

Becca Lopez (she/her) University of California, Berkeley; Reese Havlatka (she/her) University of California, Berkeley

The field of student conduct has evolved to focus on education and growth. Despite these efforts, the roots of conduct as punitive action can re-emerge when an institution faces difficult events. This session will explore the impact of relying on discipline as a means of control and will engage participants in activities designed to identify and grapple with the power that conduct professionals hold. Presenters will facilitate a reflection on personal values and provide a framework for decision making that participants can utilize when they may not feel aligned with the actions they are being asked to take.

Building a Stronger Future: Collaborating to Enhance Title IX and Student Conduct Volunteer Efforts

Amanda Berry, Texas A&M University-Commerce; Marcy Louis, Ph.D, Texas A&M University-Commerce

In today's community landscape, engaging Title IX/Civil Right and Student Conduct volunteers are crucial for driving positive change and fostering collaboration. The Title IX Coordinator and Office of Student Rights & Responsibilities have partnered to build a dedicated volunteer team through effective recruitment, training, and ongoing support, ensuring a sustainable and impactful volunteer experience.

Consequences, Compassion, CARE and Common Sense

Dr. Veneta Fricks (she/her/hers) University of Central Arkansas

Consequences, compassion, CARE, and common sense are four essential C's in case resolution. Whether addressing policy violations, mental health concerns, or specialized support needs, these elements are crucial. While consequences and sanctions are important, understanding each student's unique story is vital. How can adjudicators balance accountability with compassion? How do we encourage students to use common sense to access resources? This session will engage participants in discussions and scenarios, demonstrating how conduct and CARE professionals can hold students accountable, provide support, and foster self-efficacy, all while maintaining a compassionate approach in their interactions.

In theory that could work: How Ecological Systems Theory and Critical Theoretical Perspectives Can Apply to Student Conduct

Daniel J. Foster (Danny) (he/him) Emerson College

Teachings of student development theories are common in many programs that train student affairs professionals. However, many professionals lack confidence in applying theory to their work or see theory as tertiary. This presentation will focus on demystifying the application of theory to our practice while building knowledge of both Ecological Systems Theory and Critical Theory (an umbrella term that includes different theoretical perspectives and applications). This presentation will focus explicitly on the application of theoretical frameworks to student conduct work, which will provide a path that encourages proactive planning rather than simply reacting to changing demographics and political turmoil.

Bridging the Gap: A collaborative approach between Student Conduct and Non-Clinical Case Management for Holistic Student Support

Danielle Woody (she/her) Towson University; Jimmy Thren (he/him) Towson University

This presentation explores how Student Conduct offices and non-clinical case management teams can work together to provide holistic support for students. Through collaboration, conduct professionals can more effectively identify systemic issues impacting the student experience, recognize early signs of distress, and tailor accountability outcomes to individual needs. Participants will gain practical strategies to close gaps in student care, including shared frameworks, efficient information-sharing protocols, and a unified approach to crisis and risk management. We will also highlight the role of Restorative Practices in fostering a culture of belonging and wellness in our collaborative efforts.

Concurrent Block 9

Friday, February 7 | 9:45 - 10:45 AM

You're the Problem, It's You: Difficult Process Participants

Matthew Meyers (he/him/his) Vanderbilt University, Michael Fazi (he/him/his) Vanderbilt University

Conduct and Title IX Offices often face difficult process participants when working through a case lifespan, both internally and externally. This presentation will explore policy considerations for dealing with difficult parties, how to engage with difficult campus partners, and shaping adviser or attorney participation to reduce conflict. Participants will learn practical strategies to address these topics and will be given the opportunity to reflect on their own current practices.

Pathways – Designing and Implementing a Cooperative Educational Sanctioning Model

Dr. Aaron Sparkman, Liberty University; Mr. Joe Ruiz, Liberty University; Ms. Drew Pelkey, Liberty University

Student Conduct focuses on upholding university standards outlined in the honor code by educating students on policies and the potential consequences of violations. The Pathways

program at Liberty University is a collaborative process where students and university representatives agree on personalized educational outcomes to aid the student's holistic development and reduce recidivism. The Pathways program serves as a middle ground between punitive sanctions and restorative conferencing. This presentation reviews Liberty University's process for designing, implementing, and assessing a dynamic educational sanctioning model in a way that maximizes its impact on student development.

When Academic Integrity Meets Student Conduct

Noelle Sweder (she/her/hers) Northeastern University; Joshua Kolodziejski (He/Him/His) Northeastern University

This presentation will inform student conduct professionals about the knowledge and skills needed to effectively promote and manage academic integrity cases within their institutions and gain understanding of collaborating with the course material experts when making a determination of responsibility. The session will explore the challenges regarding hearing academic integrity cases faced by Office of Student Conduct and Conflict Resolution at Northeastern University and the solutions being implemented to address them.

Stop Hazing Act: ASCA Webinar Recap

Kyle McCoil, Maleta Wilson, Brian Glick, Christina Parle, Danny Foster

Wondering about the federal Stop Hazing Act and what you need to know? This session provides a recap of information shared during the January 2025 ASCA webinar on this topic. Learn the Act's key components, including the incorporation of hazing statistics in annual security reports, the implementation of robust policies, and the creation of transparency reports to measure the effectiveness of prevention strategies. This session aims to equip campus-based professionals and partner organizations with the knowledge and resources needed to promote awareness and foster a safer campus environment.

Institutional Double-Think: Holding Students Accountable while using Gen. A.I. in Daily Work

Toshia Johnson, M.Ed. (she/her) George Mason University

During this session, attendees will view a brief PowerPoint presentation then engage in a roundtable discussion about generative artificial intelligence (gen-AI) tools. We will discuss implications of using gen-AI tools in the classroom, ways we use gen-AI tools in our work, the

ethical implications of using these tools while also holding students accountable for using them. Participants will evaluate their comfort with gen-AI tools, increase awareness of benefits/drawbacks to using gen-AI tools, strengthen their personal ethics about gen-AI, and learn how to more effectively hold students accountable for using gen-AI tools when we often use it in our work.

Gathering & Incorporating Student Voices in the Conduct Process

Zoie Hancock (she/her) University of Washington; Alyssa Galmish (she/her) University of Washington

Your office is interested in evaluating your practices from the student perspective! But where do you begin? This session provides a case study example of implementing continuous feedback practices and developing an implementation plan. This session includes various opportunities for discussion to support peer learning.