CONFERENCE TRACKS

ASCA ANNUAL CONFERENCE
February 10 - 13, 2027
Washington, DC

EQUITY, INCLUSION, OR BELONGING

"I WANT THEM OUT!": TRAUMA, CONDUCT, AND FACULTY AND STAFF SUPPORT

Presenters: Jill Childress, EdD, Linn-Benton Community College; Charisse L. Watts, M.S., M.A., Mott Community College; James Bond, J.D., University of Maryland

This interactive session equips student conduct professionals with trauma-informed and legal frameworks to navigate complex crisis situations. Through both presentation of material using a slide deck as well as group discussion and other application-based activities, participants will explore the neurobiology of dysregulation ("flipped lids"), practice real-time de-escalation strategies, and learn to effectively guide faculty or staff demanding immediate student removal—balancing individual rights, community safety, and least-restrictive accountability.

BEYOND THE SANCTION: REIMAGINING STUDENT REENTRY TO FOSTER BELONGING, SUPPORT, AND SECOND CHANCES

Presenters: Dr. Erin Kaplan, Swarthmore College

Suspension is often viewed as the end of the conduct process, yet a student's return may be the most important opportunity for learning and success. This session explores practical strategies for creating intentional reentry experiences that help returning students feel supported, connected, accountable, and prepared to persist toward graduation.

BUT WHY? NAVIGATING CONDUCT WITH GEN Z, GEN ALPHA AND BEYOND

Presenters: Kristin Pendergast, M.Ed, Johnson & Wales University

Universities are in the midst of welcoming Gen Z to college, with Gen Alpha right behind. As generations evolve, we must rethink how new generations of students (and their families) perceive the conduct process, and how we communicate expectations, navigate accountability, and build relationships with students who are living in a much different world than we went to college in. This session explores generational differences through the lens of conduct and will offer strategies and best practices for engaging with students, building trust, and balancing the needed empathy for this generation with accountability and standards.

FACULTY-STUDENT FIGHTS ABOUT AI AND CONDUCT: WHAT IF IT'S CULTURAL?

Presenters: Dr. Christy Anthony, Calibrated Educational Consulting

Faculty report students disrupt learning environments. Students express confusion regarding faculty expectations on artificial intelligence and academic integrity. What if these are cross-cultural conflicts? This session examines how to assess these scenarios for cultural conflict and how to address it with both faculty and students, including settings with heightened political scrutiny regarding cultural inclusion.

ASSESSMENT

FOR BLACK GIRLS WHO CONSIDERED PROFESSIONALISM WHEN WELLNESS IS ENOUGH

Presenters: Dr. Stephanie M. Wright, Wright Insights & Solutions; Dr. Bonnie Taylor, Taylor Strategic Consulting

Black women disproportionately carry the weight of chronic workplace stress, leading to higher morbidity rates. In higher education, Black women professionals are often expected to absorb institutional labor, code-switch, and manage crises for others while receiving little space for their own wellbeing. Using case studies, the attendees will gain alternative ways to navigate workplace complexities by centering wellness techniques.

HOW THE STUDENT CONDUCT PROCESS IMPACTS STUDENT SENSE OF BELONGING

Presenters: Dr. Erin Kaplan, Swarthmore College

Dr. Erin Kaplan will present her doctoral research, “How the Student Conduct Process Impacts Student Sense of Belonging”. This presentation will include summaries of qualitative interviews with 17 student participants, share the major findings of this study, and address recommended areas of future research. Additionally, this presentation will address best practices for relationship-focused student conduct practice.

UTILIZING TRAUMA INFORMED PRACTICES DURING THE STUDENT CONDUCT PROCESS

Presenters: Vanessa M. Almanza, M.A., San Jose State University (SJSU); Nuria Gamarra, Linn-Benton Community College

This presentation explores how trauma-informed principles can transform student conduct processes from primarily punitive experiences to opportunities for accountability, learning, and growth. Participants will be learning practical strategies centered on safety, transparency, trust, collaboration, voice, and choice that support students while maintaining institutional accountability and community standards.

WHO DEFINES “DISRUPTIVE”? RACE, POWER & THE LANGUAGE OF STUDENT CONDUCT POLICY

Presenters: Alyssa Jennings, Law Office of Kristie McCann

Who defines “respectful,” “professional,” “appropriate,” “disruptive,” “aggressive,” and “threatening”? This interactive workshop examines how racialized norms and power can operate through facially neutral student conduct policy language. Participants will critically analyze common policy terms and explore how more intentional policy writing can reduce opportunities for racialized assumptions and promote greater equity in conduct processes.