SANCTIONING

APPLYING AN ONLINE LEARNING CURRICULAR MODEL WHEN DEVELOPING SANCTIONS

Presenters: Dr. Rica Clements, Towson University

A presentation discussing the creation of new sanctions (Blackboard courses/ modules) at Towson University using an online learning curriculum framework. The courses assisted in alleviating staff during staffing shortages, deterring students from using generative AI, created an asynchronous alternative to in-person workshops, and encouraged meaningful reflection among students enrolled in the course(s).

BUILD YOUR BARK WITH GRIT: UGA'S RESILIENCY APPROACH TO EDUCATIONAL SANCTIONING

Presenters: Ashley Baxter, University of Georgia

The University of Georgia's Office of Student Conduct collaborates with University Judiciary to facilitate the Georgia Resiliency and Integrity Training (GRIT), an educational sanction and personal development opportunity for students. The program will allow for the reflection and understanding of how resilience can be fostered within institutions, assessment data covering student learning, and experience elements of the GRIT workshop firsthand.

CONDUCT AND COMPASSION: A TRANSFORMATIVE JUSTICE APPROACH

Presenters: Rev. Dr. Andre L. Clanton, Clayton State University

This presentation explores transformative justice as an approach to student misconduct that moves beyond punishment toward meaningful accountability, restoration, and behavioral change. Participants will examine how conduct administrators can address harm, develop student learning, restore community, and identify conditions contributing to misconduct while balancing institutional responsibility with student development and care.

CREATING A MORE COMFORTABLE CONDUCT PROCESS: RETHINKING FIRST-OFFENSE VIOLATIONS THROUGH NO-CONTEST RESOLUTIONS

Presenters: Christopher Winn, M.Ed, Coastal Carolina University; Andrea Stackpole, Coastal Carolina University; Noëlani Figaroa, Coastal Carolina University

This presentation will explore the development, implementation, and outcomes of incorporating no-contest resolutions into the student conduct process. Participants will learn how this approach supports educational outcomes while promoting procedural fairness, reducing barriers to participation, and creating a more student-centered experience.

CONFERENCE TRACKS

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

SANCTIONING

CREATIVE SANCTIONING IN THE AGE OF ARTIFICIAL INTELLIGENCE (AI)

Presenters: Kelly Freiberger, Butler University

As AI enables students to outsource traditional reflection essays, student conduct administrators must rethink developmental sanctioning for non-academic policy violations. Join this interactive session to reconsider current sanctioning practices, discuss front-line challenges across campus, and brainstorm high-impact, experiential alternatives that are less susceptible to AI while restoring authentic self-reflection, accountability, and student growth to the conduct process.

SANCTIONS, SKILLS & SUCCESS: DESIGNING CONDUCT INTERVENTIONS THAT HELP STUDENTS THRIVE

Presenters: Dr. Kupenda Palmer, Stony Brook University

The purpose of the student conduct process is to facilitate learning through reflective conversations that allow students to make connections that lead to their overall growth. After the meeting they are given interventions or sanctions that support their overall growth. This interactive session will explore how conduct professionals can move beyond compliance focused sanctions, and intentionally design interventions that promote accountability, learning, behavioral change, and student success. Participants will examine common conduct outcomes, identify the skills students may need to develop, and practice transforming traditional sanctions into meaningful educational interventions.

WRITING DEFENSIBLE, EDUCATIONAL, AND EQUITABLE CONDUCT DETERMINATIONS

Presenters: Omar E. Torres, Ed.D., Grand River Solutions

Moving from evidence review to a written determination requires more than announcing an outcome. This interactive session helps student conduct professionals separate facts, credibility assessments, policy analysis, and conclusions; apply the preponderance standard; explain evidentiary decisions; and connect findings and sanctions to institutional values. Participants will revise a weak rationale using a practical writing framework.