

ASCA 2010 Annual Conference Program Session Titles and Abstracts

February 4-7, 2010

TradeWinds-St. Pete's Beach, FL

Thursday, February 4, 2010 10:15 a.m. - 11:30 a.m.

1.2 Lessons Learned from a Clery Audit

The University of Utah underwent an audit for compliance with the Clery Act by the DOE in August of 2009. This session will review the lessons learned in preparing for, undergoing, and responding to the audit with suggestions for compliance and reflections on the necessary collaboration between campus offices for this process. Participants will have an opportunity to share thoughts and strategies.

1.3 What's in a Name Change: JAMS to Student Conduct?

In parallel with ASCA, our office at American University recently changed our name from Judicial Affairs and Mediation Services (JAMS) to Student Conduct and Conflict Resolution Services. In this year-long process, our office processed logistical changes, integrated shifts in our philosophy expression, and learned a great deal about how the community viewed our office.

1.4 A Sampling of Ideas: Designing and Implementing Conflict Resolution and Restorative Justice Programs

Restorative justice and/or conflict resolution programs. Since every university designs their office and programs differently, a variety of strategies exist. This panel session features five universities, their conflict resolution and restorative justice programs, and how and why each university chose the structure for their programs.

1.5 Discovering How Others Perceive Your Communication Style and Respect for Cultural Diversity

When a person looks in a mirror, they do not always see what others do. When they hear themselves from a recording, they do not always think they sound like they actually sound. This presentation will assist you in understanding how you are perceived by others in your role as a Student Conduct officer.

1.6 Legal High Me Part I: A Look at Generation Rx

Participants will learn about the growing trend of prescription (Rx) drug use and abuse among young adults. New research demonstrates a strong correlation between alcohol users and Rx abusers. Alcohol has quickly become one of the most pressing issues facing conduct administrators and college campuses. Prescription drug use and abuse is becoming the next progression of substance abuse among students.

1.7 Violence Prevention: Answering the Call

In an effort to identify and assist distressed individuals on campus, the University of Texas at Austin created the Behavior Concerns Advice Line (BCAL). An overview will be provided of this 24-hour telephone and online reporting system which provides support, advice and referrals to students, faculty and staff who have concerns regarding the behavior of a member of the community.

1.8 Institutional Values, Health and Safety, and Accountability Embedded in Alcohol Points Systems

A points system for alcohol and other drug violations provides students with clarity about consequences for decisions they may make and reframes the role of institutional responses from discipline and education to health and safety with accountability. This session will review the implementation of points systems at three institutions, provide lessons learned and outcomes achieved.

1.9 Civic Learning and Student Conduct: Judicially Sanctioned Mentoring and Service-Learning Experiences

JMU's award-winning Civic Learning Programs incorporate mentoring, service-learning, and values-based sanctions that address student needs from a holistic perspective. These assessment-driven programs are grounded in Involvement and Change theories. We will share the specifics of these interventions, recommended

strategies for implementation on your campus, and how we have recruited and retained over 100 faculty and staff volunteers.

Thursday, February 4, 2010 2:15 p.m. - 3:45 p.m.

2.1 New Day, New Code: Using Educational Practices to Evaluate HBCU Conduct Codes

Case law and CAS Standards compel Colleges and Universities to use sound conduct procedures to ensure legal fairness. If a code's procedures are too complex, are the procedures fair? Are HBCU codes too complex? Several HBCU codes were reviewed for complexity using goals detailed in the book: Student Conduct Practice, endorsed by ASCA. This session will reveal preliminary results.

2.2 Accountability Alliance: Enlisting Greek Letter Organizations in a New Conduct Partnering Process

Greek Letter organizations epitomize the highs and lows of collegiate behavior- their activities range from philanthropy and leadership events, to binge drinking and hazing. LSU developed an innovative partnership process to address the behavior that violates community standards, while simultaneously promoting positive cultural change within the chapter. This presentation outlines the partnership process; its mechanics, implementation strategies, and success stories.

2.3 Getting the most from due process: Learning through appeals

Common words said by students after hearing a sanction is, "Can I appeal?" Conduct Officers respond many times with a quick "yes," followed by a roll of the eyes. This program will assist conduct officers and professionals working with appeals in seeing the numerous opportunities for students to learn from fully utilizing due process rights.

2.4 Impacting Graduate Student Development through the Growth of Undergraduate Student Leaders

Development of the whole student is often seen as a task best addressed when working with undergraduate students. As graduate assistants in student conduct grow and develop as student affairs professionals, intentional practices can be used to establish core competencies for these professionals through the development of undergraduate student leaders within a conduct office.

2.5 Consumerism vs. the Mission, Who wins today?

Institutions are under pressure to conserve spending while still maintaining education, fairness and consistency to students. This Residence Life MIC program discusses the relationship between business responsibilities and the institutional mission while addressing how to maintain the focus on education and development in student conduct process.

2.6 When Conduct and the Law Collide: Fight vs. Flight

As we study college student behavior campuses are now beginning to examine off- campus conduct as an area needing attention. College professionals have been deeply submerged in dialogue around students' high risk drinking and safety issues. Recent incidents involving such have sparked student development colleagues to actively seek resolution and the development of good practice.

2.7 Quantifying Conduct - The Points System

In 2006, Union College developed a Behavioral Points System. The goal of the Points System was to give students and parents a clear picture of where the student was in the campus discipline process. The result has been a positive shift in campus behaviors and a decrease in misconduct.

2.8 A Collaborative Approach to Developmental Student Sanctions Requiring Service

Community service frequently is assigned to students who commit behavioral violations at Indiana University. Using a student development and strengths perspective model for service placement, the offices of Student Ethics and Student Activities maximize the benefit of service sanctions to students, agencies, and the campus.

This collaborative approach is adaptable to various conduct systems, including traditional, restorative justice, and mediation.

2.9 Gung Ho! The Student Veteran/Higher Education Relationship: Implications for Practice

In an interactive setting, attendees will learn about current research pertaining to student veterans who return to college. Specifically, the presenters will highlight (a) the history of the relationship between the military and higher education, (b) the implications a resurgence of student veterans has on college campuses, and (c) the role conduct officers can play in supporting this population.

Friday, February 5, 2010 12:30 p.m. - 1:45 p.m.

3.2 African American Male Student - How can the judicial process be a resource for them in the new era?

This workshop is designed to engage conference participants in a candid discussion about the unique challenges that our African American Students face on our campuses. We will discuss what those challenges and trends are and identify and share strategies to address them.

3.3 A New Day, A New Way: Fostering Renewed Commitment to Campus Civility

University professionals often lament that civility is no longer valued or exhibited by students. As conduct administrators, how we can take this age-old concept and make it relevant to current students? This session will examine the impact of student incivility, our role in addressing this issue, and methods for collaborating with campus partners to integrate civility-themed initiatives into our practice.

3.4 Making the Best of Your Time with Students Each Day

How does the professional conduct administrator invest the limited resources of their office so as to appropriately prioritize, plan and reflect in the face of competing concerns? This session examines the question of how conduct administrators spend their time and energy, their reasons for this investment of resources, and offers possible alternatives for transforming their practice.

3.5 Developing Best Practices for Educating Students about Marijuana

Educating students who violate policy by smoking marijuana has many challenges for conduct offices. As more states decriminalize marijuana, universities have an opportunity to develop new ways of educating students and staff about marijuana. This session will look at one University's sanction session while simultaneously exploring how conduct officers can develop best practices for educating students about marijuana.

3.6 Forging Town-Gown Partnerships to Promote Off-Campus Student Rights and Responsibilities

Participants will learn new approaches to addressing alcohol related problems traditionally associated with college rentals in residential neighborhoods. Through partnership with the City of Mankato and neighborhood associations, Minnesota State University, Mankato developed effective strategies for educating students and stepping up enforcement of campus policies and local laws. Practical ideas will be shared by the presenter and audience members.

3.7 Developing a New Vision for Discipline: The E.P.I.C. Journey Sanctioning Model

Universities infuse the judicial process with encounters that take students on intentional personal journeys aimed at transforming decision-making patterns. The University of Texas at San Antonio has accomplished this by assessing Engagement with the university, Personal development, Interpersonal development and Community membership using multiple theoretical backgrounds. The E.P.I.C. Journey will move your institutions' behavioral processes to the next level.

3.8 A New Day for Mediation Skills: Applying Mediation Training to Conduct Hearings

Many student conduct professionals have received mediation training, but don't think about applying those skills to conduct hearings. Active listening, reframing and uncovering interests can be effective in helping the student

learn during their hearing. Using role-plays and interactive discussion, we will review what you have learned in mediation training and apply those skills to the administrative hearing setting.

3.9 Students Engaging Students about Community: Implementing a Civility Peer Education Program

Peer education can be a powerful tool in student learning. This session will explore the implementation of a peer-led workshop focusing on student civility. Administrators wishing to develop similar sanctions will examine this program's design, learning outcomes, interactive content, and assessment. Participants will discuss the process of empowering students to facilitate dialogue concerning one's contributions to a civil campus community.

Friday, February 5, 2010 3:30 p.m. - 5:00 p.m.

4.1 For Senior SC Officers: Grant Resource for Problem Solving AOD Campus Programs

Have budget cuts forced you to reduce services or cut back on student conduct programs? If so, don't miss this chance to learn about a relatively unknown grant resource that may help your campus student conduct office implement collaborative problem solving intervention strategies for substance-abusing students.

4.2 Adaptable yet flexible: Crisis Management plans in Higher Education

The federal government has viewed emergency management as a government function. However, the government does not include colleges and universities in the national response plan. Due to this lack of guidance, higher education institutions have had to develop their own crisis management plans.

4.3 Meeting Our New Day Head On – Tracking Legislation for Best Practices

State and the federal legislatures continue to propose laws relative to our field. Keeping abreast of proposed legislation can help you prepare for changes and provides a professional development opportunity for the conduct professional. This presentation discusses the reasoning and benefits for tracking legislation, ways to effectively use the information, and free resources available to track and view proposed legislation.

4.4 Student Conduct Boot Camp 101

This session which is designed for the new professional just entering the field of student discipline will provide participants with a basic overview of the numerous resolution techniques available when resolving incidents of student misbehavior. Furthermore, distinctions will be made between best practices at public and private as well as 2 and 4 year institutions. Finally, information will be provided that links the importance of student development theory and institutional philosophy with the day to day practices of our profession.

4.5 NASCAP Project: Increasing understanding of student learning in the student conduct process

Currently in its third year of data collection, the National Assessment of Student Conduct Adjudication Processes (NASCAP) Project assesses student learning that occurs in the conduct process. In this session, the creators of the NASCAP Project will discuss how the project works, provide an overview of the findings, and discuss the early research using the data collected through the project.

4.6 Students disciplining peers: A study of student involvement when adjudicating misconduct infractions

This presentation reports the results of a recent national study conducted by the presenter specifically focused on the extent of direct student participation in misconduct resolution. A focus on major conclusions and implications for practice will challenge attendees to consider the role that peers can/should play in the future of conduct administration.

4.7 OCR, Title IX and Sexual Assault: An Insider's View

Wendy Murphy is an activist who has filed OCR complaints and Title IX lawsuits against colleges. Brett Sokolow is an attorney who has defended OCR complaints and Title IX lawsuits. This session offers their perspectives on what can get us into trouble, what can keep us out of it and what we can learn from Title IX cases and complaints.

4.8 Anatomy of a Lawsuit: When “Doing the Right Thing” Still Gets You Sued

Student affairs professionals who have responsibilities within their campus disciplinary system are subject to a very real risk of litigation. This workshop will examine one institution’s recent investigation by the U.S. Department of Education – Office of Civil Rights and ongoing defense of the related civil suit.

4.9 Reframing Campus Conflict: Student Conduct Practice through a Social Justice Lens

ASCA celebrates the release of Reframing Campus Conflict (Stylus, 2009) with a panel discussion and book signing featuring co-editors Jennifer Meyer Schrage and Nancy Geist Giacomini together with contributing authors. Panelists will review the groundbreaking Spectrum Model (Schrage & Thompson, 2008) and discuss conflict resolution pathways, restorative principles, and social justice theory shaping a new day in student conduct practice.

Saturday, February 6, 2010 10:15 a.m. - 11:30 a.m.

5.2 Student disciplinary background checks: how history informs others

A student’s disciplinary record informs the admission process of medical and law schools, a variety of other professional schools, learning abroad programs, RA selection and various careers. Does having a disciplinary file affect a student’s chance of acceptance into these desired programs? Presenters from two large universities will bring their experience and lessons learned from a survey of decision makers.

5.3 How Campus Culture Transforms Your Student Conduct Practice

UWF has gone through a cultural shift over the past five years with immense population growth in traditional aged students. By fall 2010, our residential population will have grown by 550 students to over 1900. This cultural shift has dramatically impacted our student conduct practice. This program will highlight the efforts UWF has undertaken to accommodate the cultural shift of our student body.

5.4 A New Day to Address Alcohol Abuse and Misuse on College Campus

This program will describe the development of a comprehensive alcohol action plan that has provided an effective strategy to address alcohol abuse. Current research and innovative approaches to reduce alcohol misuse will be discussed. Involvement of student leaders in the educational component of this alcohol plan will be explained as will the impact of various alternative social and judicial programs.

5.5 Reducing Your Caseload: A New Day in Group Adjudication

Heavy caseloads are common for student conduct administrators. As we move forward into a new day, how can we balance managing caseloads with effectively educating our students? This session explores CORE, a weekly group adjudication session at the University of Hartford that saves time for hearing officers, reduces recidivism, provides rapid case resolution, and promotes community engagement.

5.6 Conduct Counselors: A New Day, A New Way for Conduct Meetings

Research in the field indicates that the conduct meeting itself may be the most impactful piece of the conduct process. It’s a new day; it’s time for a new way to hold conduct meetings! In this session we will discuss moving from being conduct officers to “Conduct Counselors” who are motivational interviewing, student development theorizing, and learning style assessing gurus.

5.7 Reporters at Your Door: Effective Media Relations

Conduct officers regularly deal with sensitive or high profile events that may trigger media interest. Balancing the needs of the institution, students, confidentiality, public interest and the speed with which news travels can be challenging. Being faced with reporters can be intimidating. This will be a practical multi-media program on conducting effective media relations.

5.8 Concerning Behaviors on Campus: IUPUI's Approach – The Behavioral Consultation Team (BCT)

Many behavioral intervention teams on campuses across the nation focus only on student behavior that is troubling. What about faculty and staff behavior? Come learn about IUPUI's approach and how the BCT receives referrals on not only troubling student behavior, but also faculty and staff behavior. Presenters will share the BCT structure and development, and the referral process and evaluation methods used.

5.9 Educational Sanctioning: Bridging the Gap between Actions and Ethics

How do you convince students that their one-time, lapse-in-judgment, impulse actions are actually a reflection of their character and values? This program will explore one example of a successful educational sanction created to assist students going through the conduct process, with connecting the dots between their actions, decision making processes and values.

Saturday, February 6, 2010 12:30 p.m. - 1:45 p.m.

6.1 Program Review Power: Leveraging Assessment to Improve Office Quality and Secure Resources

Program review provides a comprehensive, peer-reviewed departmental assessment through self-evaluation and internal and external reviews. Based on two student conduct offices' recent experiences, this presentation will outline the program review process and offer insights into how other offices can use program review to increase quality, improve strategic planning, and possibly even attract institutional resources even in these lean times.

6.2 Beyond the Civility Conversation: Introducing V.A.L.U.E.S. education to your campus

The civility conversation is one that we have had repetitively around the water cooler and conference tables in recent years. However, many institutions have not moved beyond the conversations into action. We will share with you our path to introducing V.A.L.U.E.S. education to our campus community and the response from our community.

6.3 Surviving a Clery Audit: What you need in order to succeed

UW Green Bay was selected to undergo a quality assurance audit by the U.S. Department of Education for Clery compliance. This meant submitting pre-audit materials, two days of interviews with staff, and providing post audit materials. Will you be ready if selected by this expanding program? There are two ways to find out. One of them is attending this program.

6.4 Student Judicial Boards: Connecting, Developing, and Succeeding

This interactive presentation will focus on training, developing, and connecting with student judicial/hearing boards from the perspective of student conduct professionals at two public institutions. Participants will review, reflect, and discuss common challenges and successes related to working with hearing boards, while focusing on traditional and innovative training practices. The information may be particularly helpful for new and developing professionals.

6.5 Common Mistakes in University Speech Policies: FIRE Presents Campus Speech Rights 2010

William Creeley, Director of Legal and Public Advocacy for the Foundation for Individual Rights in Education (FIRE), and Azhar Majeed, Associate Director of Legal and Public Advocacy for FIRE, will teach participants to identify and correct common mistakes prevalent in university speech codes in order to ensure schools fulfill their legal obligations to protect speech on campus.

6.6 A new approach to hazing investigations: Collaboration across student affairs

Looking for ways to demystify the hazing resolution process, encourage professional development across student affairs, and create hazing investigation procedures that enable you to conduct concurrent interviews of your largest student organization's membership? If so, join us and learn about The University of Texas at Austin's "I-Team" approach to hazing investigations and how it is helping change the campus culture.

6.7 African American/Black Males in Judicial Affairs Summit

This program is designed to have a candid discussion regarding critical issues that face African American/Black Male Judicial Administrators.

6.8 Making the Connection: Conflict Resolution Education, Learning Outcomes Assessment and Student Conduct

Learning is a transformative activity that integrates learning and student development. Often students are expected to handle conflict without being taught skills; thus, student conduct could be affected. A Senior Student Affairs Administrator will present student learning assessment results from a Conflict Resolution course. The audience will receive a newsletter produced by students indicating changes in attitude and self-perception.

6.9 Framing Student Learning through Discipline and Conduct for Fraternity and Sorority Life

One of the most meaningful opportunities for student learning can be found through the process of conduct and discipline in the context of the fraternity and sorority experience. This session will challenge participants to consider the effects of holding both chapters and individuals accountable for organizational misconduct while analyzing the application of King and Kitchener's Reflective Judgment Model (1994) to the development of beliefs and decisions made by college students. We will also review strategies for accountability and values congruence through conduct and discipline as it applies to fraternity and sorority life.

6.10 DOUBLE SESSION: Civility and Sportsmanship by National Intramural-Recreational Sports Association (NIRSA)

How do Campus Recreation programs collaborate with Student Conduct Officers to address issues such as: hazing, aggression, stress management, civility, and sportsmanship? After attending this session individuals will have a greater understanding of the various functions within campus recreation programs and will be able to recommend intervention and educational opportunities as well as provide structure for disciplinary action.

Saturday, February 6, 2010 2:00 p.m. - 3:15 p.m.

7.1 A New Day . . . A New Way: Becoming an Effective "Ed-judicator"

While many Res Lifers attending ASCA conference enjoy the opportunity of providing opportunities for the "ed-judication" of students, other staff members fall back on traditional practices or seek a consistent standard in meeting with all students. This presentation will allow for "Res Lifers" to view themselves as effective "Ed-judicators" and become more confident in offering educational actions to students.

7.2 Legal High Me Part II: When Medical Marijuana Comes to Campus

With 13 US States now recognizing marijuana as an approved drug for medical use, campuses are seeing students come to school with medical marijuana licenses. Common practices, though not necessarily best practices, have been established in this area. This program will explore the limitations of medical marijuana for students and for campuses as well as provide a round table forum for a best practices discussion.

7.3 What Color is Your Elephant? Building Multicultural Competence in Student Conduct Practice

Self-awareness is vital as conduct administrators confront issues of power, privilege, and social justice within their work. Join the 2009 Gehring Diversity Scholarship recipients in relating multicultural competency models to student conduct practice. Participants will conduct a self-evaluation and develop their own knowledge, awareness, and skills. Increase your multicultural competence as we "begin a new day" in student conduct.

7.4 Creatively Presenting Student Conduct Information at New Student Orientations

How many of us struggle to describe our rules to incoming students in a way that is clear, promotes campus values, and is also enticing and exciting for students? The University at Buffalo utilizes an interactive presentation that is stimulating and self-reflective. Time will be allotted for others to share their successful strategies.

7.5 Connecting Residential Students to Accountability: Incorporating the Community Standards Model into Residential Communities

Is your residence hall community having difficulty with vandalism, trash, and other “community-living” issues? Are false alarms and community damage billing on the rise? The Community Standards Model has been implemented at numerous universities across the country with largely positive results. Learn about the model and how you can take it back to your Residence Life department!

7.6 Restorative Justice: An Introduction

Restorative Justice (RJ) is based upon an understanding that wrongdoing is a violation of people and relationships, and creates a primary obligation for the offender to repair any harm done. Participants will be introduced to RJ as an approach that restores individuals and communities, is often more satisfying to victims, and can be more effective at correcting behavior.

7.7 A New Day for Student Organizations: Reducing recidivism by using educational, learning-outcome based sanctions

With millennials, the proverbial “rule dodgers,” assembled on our campuses coupled with additional emphasis on learning outcomes, do we need to adjust our sanctioning practices for student organizations? During this session, we will examine the need to transform our procedures to include relevant theories, educational sanction options and learning outcomes for student organizations to affect change in these groups.

7.8 Who Are Our Suspended Students?

This presentation is based on data tracking disciplinary suspended students at a large, public university over 5 years. The presenters will highlight profiles of these students, including incident types, and characteristics of returners. Discussion will follow on how this information can be used within current practices, ideas for improving student return rates, and recommendations for further study.

7.9 Cultivating a Peer Conduct Review Board and Helping an Existing One See a “New Day”

Has your institution considered developing a Peer Conduct Review Board comprised solely of students? Are you trying to bring one back from the dead and into a “New Day?” Learn about the experience at the University of Redlands. Explore ways to give a board life and train new members. Bring your experiences and start developing your plan of action now!

7.10 *DOUBLE SESSION*: Civility and Sportsmanship by National Intramural-Recreational Sports Association (NIRSA)

See abstract above 6.10.