



Reflections

ASCA EDUCATIONAL MAGAZINE

*Navigating Student
Conduct Through the
Lens of a Sole
Conduct Coordinator*

***The Cycle of
Negativity***

**The Complexity of Being a
Black Conduct Officer**

OCTOBER 2020
VOLUME 3 | ISSUE 1

Upcoming Blogs

Navigating Student Conduct Through a Virtual Lens by Katie Newcomb

2020 Elections and Student Conduct by Saadia Ahmad

Facing and Combating Implicit Biases in Student Conduct by Ange Concepcion

Care over Compliance: Recentring the Profession on Human Experience by James Lorello and Jim Lancaster

In the Face of Social and Racial Injustice Restorative Practice Answers the Question: "What Kind of Community Do You Want?" by Lauren Mauriello

Safety for Women-Identified Individuals in Student Conduct by Amanda Mesirow

An Examination of White Supremacy in Student Conduct by James Lorello

Using Moral Foundation Theory and the Moral Foundations Questionnaire for Sanctioning of Student Respondents in Hazing & Hazing-Related Cases by Michelle Horvath

Note to Our Readers

The student conduct profession has always had a tension between mimicking criminal justice process and being educational, working to develop our students. Student conduct professionals have been managing these spaces for years. However, recent pushes from the US Department of Education and various circuit courts to make the campus conduct process more legalistic have impacted the experiences of conduct professionals. Please join us as we explore the stories of our colleagues as they navigate this current environment. I want to say a huge thank you to Valerie Glassman for serving as the editor for this issue and working with the multiple authors throughout this process.

Happy Reading,
Jennifer Waller
ASCA Executive Director

Introduction

This is not the Editor's Letter I had expected to write. When work on this issue of Reflections began over six months ago, campus life was thriving and spring break was still a few weeks ahead of us. The Final Rule on Title IX was two months from public release. We were overcome with grief by the racial profiling and murder of Ahmaud Arbery, and Breonna Taylor and George Floyd were still alive. I was in my thirteenth year at Duke University in the Office of Student Conduct, overseeing the recruitment of students to the Undergraduate Conduct Board and starting the implementation of a long overdue program of restorative practices into our student conduct program.

Student conduct administration, and consequently, the lived experiences of its practitioners, has never looked the way it does now. The novel coronavirus and America's reckoning on racial and social justice have upended the traditional notions of what higher education means, and have indelibly impacted both how we interact with students and how students interact with one another. The added burden of having only 100 days this summer to rewrite our definitions and responses to allegations of sex- and gender-based harassment only intensified our anxiety as America debated – once more – whether colleges and universities are equipped or should even be required to address such behavior.

My dissertation research reveals that we are a resilient and deeply caring bunch of campus professionals, and it is this heightened sensitivity that both allows us to connect more intimately with our students and feel more harmed when they blame us as instruments of a system they believe is inherently against them. Several of this issue's articles address the multiple identities we possess and their intersection with our work in student conduct. As you read, I encourage you to pause and reflect on how you are contributing to or dismantling systemic oppression through your work and also to engage in meaningful self-care that will allow you to sustain your focus on your work for the long haul.

I conclude this letter from the other end of Tobacco Road, at UNC's School of Nursing where I am currently serving as the Interim Director of the Clinical Support Division. After leaving Duke to finish my dissertation - I will defend in early November - and absorbing some of Charles Schnur's words of wisdom (see Koshier Conduct on page 44), I have finally realized that student conduct is not who I am, it is something I did because of who I am. My commitment to strengthening community and creating a climate of inclusivity has always been a fundamental value for me and persists even into this next phase of my career.

In peace,
Valerie Glassman



Contents

Take A Look What's Inside

- 3 Introduction
- 6 The Cycle of Negativity
- 12 Examining the Impact of Title IX Regulations, Investigations, & Public Scrutiny in Higher Education
- 27 The Complexity of Being a Black Conduct Officer
- 34 A Call to Action: Understanding the Role of White Supremacy in Student Conduct
- 37 Navigating Student Conduct Through the Lens of a Sole Conduct Coordinator
- 44 Kosher Conduct
- 53 Juxtaposition or Disconnect? Can the Role of a Conduct Officer Live Beside That of a Recovery Ally, Successfully?

The Cycle of Negativity

*Paul W. Bell | Assistant Dean of Students
Embry Riddle Aeronautical University*

Ask yourself these questions: How do I break the bonds of my own cycle of negativity in order to model the way for colleagues and those I mentor? Am I authentically a positive example to the students to who I have dedicated my career? Do I recognize my own pattern of personal negativity? Certainly we see it in our student populations with those who continually stumble into multiple student conduct incidents or find themselves on our Behavioral Intervention Team's growing radars of surveillance for students at risk. Professionally as a conduct officer, negativity may manifest as feelings of anger, anxiety, frustration, powerlessness over situations beyond your control, and disillusionment with your career choice. When students are in conflict with Honor Codes and making poor personal decisions, they are showing the same signs of negativity as we do, but this is likely due to a lack of self-awareness and the development of constructive coping mechanisms up to this point in their young adult lives. This is where we

as student conduct officers have the opportunity to teach adaptation and recovery from negative situations to the students we aim to serve by also recognizing it in ourselves. As SA practitioners (SAP), we tend to be workaholics by

nature. We come to work every day with mountains of papers on our desks that we never seem to get through, a stack of journals and books we should read eventually to keep up to date on the latest trends and academic research on the work that we do. We have a calendar booked solid with appointments and about 50 emails demanding attention since we left work last night. Then there are our precious students who drop in and to see us so that we can be their ad hoc one-minute counselor, supervisor, mentor, and friend.

There is always another deadline, another event, meeting, or project. Factor in the near-daily crisis and it spells the perfect environment for promoting poor mental and physical health, poor attitudes, and by some estimates, poor work performance. It seems like we have a guaranteed cycle of never-ending negativity in student affairs and student conduct.



Photo by JESHOOTS.COM on Unsplash

It is the responsibility of the SAP to assist them with this task. Here is a personal observation I have made to help you as you become frustrated with students: "It is new to them." We have to remember that students come to college

sometimes ill-equipped to handle adult responsibility. From the simplest of tasks like taking medication, doing laundry, going to class, preparing assignments, living with strangers, and sharing resources, they now are responsible without being aided by a parent or other familiar support system. Nevertheless, parents and others, with the assistance of technology, continue to be involved daily with their adult-age children/friends hoping to protect them from making mistakes. Sometimes the motivation is financial: It isn't inexpensive to support a college education, and many families cannot afford a mental health breakdown and/or a costly adolescent decision.

It often feels like each year a larger subset of new students struggle to meet their personal academic expectations and balance their desire to assimilate or successfully adapt to a new group environment where making friends and finding their place is perceived as being more important than academics. As a result, many retreat to residence halls not knowing how to connect and thrive, secluding themselves and actively avoiding all the resources made available to them on campus that offer support. Those who do seek support, for example in Counseling Centers, may face waiting lists as more and more students seek out the same service. This increase in counseling clientele is most notably seen by behavior intervention teams and student affairs staff who are increasingly being asked to look in on students and offer appropriate additional support.

As an SAP I have the expectation of myself and those I mentor to help absorb the shock students feel from personal failures and emotional pain. My personal connections with students and coaching encouragement are evidenced by anecdotal statistics of students' retention and ultimately their graduation and career advancement, so they have told me over 30 years. Somedays through social media, I talk with just as many alumni as I do with current students. Listening, empathy, and challenge are tools in the SAP resource skills toolbox to help students be successful and recognize negative patterns. Simple things like asking

my students to go to class, attend a program on skill development, or a sporting event is designed to be an effort to get them engaged, soften the blow of independence, and reinforce adult positive behaviors. Hopefully the resulting effort of guided support facilitates maturing and developing coping skills, staving off independence pains and life's disappointments.

Are your students getting your best?

As SAPs, specifically as conduct officers, we can fall victim to being overworked and feeling underappreciated. You may think, "I do my best, I work hard, I work late, and it seems that's all I do; and I do it for the students." Really?

Are your students getting your best? If your best is feeling fatigued, stressed out, and worried about what isn't getting done, then how can your students be getting your focus, and consequently, your best you? How do you do it all and move forward and meet your supervisor's evaluation goals and your own career goals? The answer is you don't. You just cannot do it all.

When our work performance suffers us, we only can feel more pressure to work harder, faster, leaner, and perhaps even meaner. Constant interruptions are our normal. In the age of technology, we text, tweet, Facebook, web crawl, Zoom, and email constantly. We are given the tools to do this work more efficiently, yet from experience, sometimes the simpler activities of getting out of the office, socializing with work peers, helps to improve our performance more than technology.

We are afraid to disappoint people and say no, afraid of stating the obvious that there isn't enough time or resources to get done what needs to be done, at least to the standards set for ourselves, not unlike our peers in similar positions. We are afraid of speaking out that our work matters to the point that we stop doing it effectively and just go through the motions. Anecdotally, we hear more and more that new student affairs professionals are fleeing the field of student affairs for more lucrative positions outside of education with different expectations and different, less personal stress.

Attending this past February 2020 ASCA conference, I stumbled across student conduct professionals discussing casually over a shared meal about there is a call to reduce the number of graduate programs in higher education because universities are hiring personnel outside the traditional disciplines to get a fresher perspective on student conduct and Title IX. I conducted a cursory internet search for student affairs and student conduct positions, and sure enough I found the “skills preferred” section seeking law degrees instead of a master’s in student affairs.

Breaking the General Cycle of Negativity

Negative attracts negative, like attracts like, stress attracts stress. Get the point? Everyone knows at least one person who seems to always have a “black cloud” of disaster and pain following them around. What these people don’t see is the tether from their arm to this cloud. Always gloom and doom, always drama to the third degree. Why? Do they cause this to themselves with their choices in life? That’s a 50/50 answer; yes, sometimes they invite the drama into their lives by allowing poor decisions to drive them forward, or in most cases, backwards. But what of the other 50 percent of the time that drama just seems to follow them around like a puppy? How, then, do we help?

All the time in the world to read the self-help books may help the reader in recognizing the symptoms of self-inflicted negativity and the need to reframe one’s thinking and outlook on life. I’ll bet that you don’t have the time to read these books and programs when you are drowning in the circumstances and the cycle of negativity. Obviously some people numb themselves to life through drugs and alcohol. Some take their frustrations out on their family and friends, which ultimately drives people away. Compassion fatigue causes one’s mental and physical health to suffer for those who try and help, whether it be a friend or a professional. SAPs by nature seek out others to rescue. It fulfills our need to be needed and can ultimately contribute to our cycle of

personal negativity. This has to be a subconscious need or pattern; nobody would seek this negativity out on purpose. The question then is, “How do you break the negative cycle?” How do you become that person who seems to let things wash over them in seemingly blissful ignorance, attending to the situation and circumstances without a negative impact, and moving on to the next situation?

Negative attracts negative, like attracts like, stress attracts stress.

Notice people who can detach: They don’t jump to answer phones, emails, texts, and other communications when they are called to respond by a work colleague, family member, or friend. Disconnection is a survival technique no doubt long since built into their DNA. Darwin’s theory of survival of the fittest may explain how people who have a defined tempo regulating empathy to response time. This survival advantage gave people the ability to move on quickly from a stressful situation without the guilt, anxiety or fear. This behavioral ability doesn’t sound all that appealing for the nurturer. The stereotypical SA practitioner cannot just leave a problem or situation unaddressed.

On to answering these questions mentioned earlier with simple skill development. Everyone stands to gain when a practitioner works to combat their own doubt, negativity and anxiety. The good news is we are not alone in these feelings and there is of course our colleagues who have figured out the survival balance and our mentors who want to help. We have to ask though, they cannot read your mind on how you are feeling.

How you face everyday living is in question here. Consider whether you are a glass half empty or glass half full person. When you are a child your glass is full of optimism because the glass is child sized. As you get older, the glass gets bigger and if you don’t add more optimism, the amount in the glass gets smaller. Exchange the word optimism for the concept of positivity. This is synonymous with negativity, only in reverse. You are holding on to a child’s glass and adding the adult negativity to it overwhelming the glass. Time to

buy a new tumbler, or practice putting the positive back in the glass more often than the negativity. Negativity is a bad habit, but it is sometimes one that you are comfortable in sharing and relishing having because it is so familiar. Let us begin by pointing out the obvious in ourselves. Do an inventory of the negative people and situations in your life, and actively develop and execute a plan to wean yourself off the negativity and drama. It begins with you. Making the negative list is easy, now make your positive list and you may find it twice as hard to do because we tend to assign a lower value to each positive item when it should be the opposite for life’s positive things.

Our work in student conduct requires a certain amount of self-help therapy. Self-compassion, empathy, and renewal for the SA practitioner must now be our priority. What are we supposed to do? Breathe! Close the door to your office. Take a long lunch break regularly with a friend, or take personal leave if you must. Leave work at the prescribed time. You are thinking, “That works for a week maybe, but then I’ll be back to old habits of running around with my black cloud of doom.”

The first step is to acknowledge that you are not superhuman and there are limits and most of all you are not alone. Next, give up the guilt. Guilt itself is a negative emotion you cannot afford to hold onto if you want to move forward positively. Third, decide what “forward” means to you! Where is it you are going exactly? Demand of yourself five minutes of your day, every day, to think and do nothing. Then, ask yourself the questions: “What are my goals? Why am I doing this? Where do I want to be in a year?” Does this sound like a job interview? Well, it is; your job is to pay and nurture yourself first before you ever try to help your students. Supervisors want you to be successful most with a host of experience similar to yours. But again you must ask to receive this knowledge of survival through positivity.



Here is the simpler plan. Write down four goals you want to accomplish in the next six months. Make an appointment with your supervisor and enlist their support in achieving these professional goals. The conversation will hopefully end with a positive result of better focus and output on your part. Be prepared to answer potential questions from your supervisor. If monetary support is needed, provide an estimated budget for conferences or training. Discuss taking some pre-planned time off from work without interruption. You should be able to plan your schedule around events and programs that require your attendance. Use common sense so that you aren’t taking time away during critical events or periods when you know students will be looking for you. Take the guess work out of your rejuvenation professionally and personally. Setting agreed-upon milestones and work life boundaries is a must. If you are on 24 hours call/365 days a year, that isn’t going to work! Lastly, plan your reading and quiet time so you will not be interrupted. This can take place by placing a hold on your calendar and you physically go to the library to read, research, and/or catch up on paperwork: out of sight, out of mind! Work from home one day a week to do this reading if possible. You have to take care of you, nurture you, and feed your desire to move forward.

Students are facing the same challenges we did when we first went to college but we have to remember “It’s new to them.” The Honor Code is written for student’s understanding, if they aren’t understanding then we have to adapt the approach to one they will understand. Enlisting peer involvement from student groups like student court and student government demonstrates our level of respect as SAPs to seek out their contemporary knowledge and experience to help educate their classmates. When you can also tie the current conduct incident a student is facing to a future employment opportunity, poor decision making becomes even more evident from the positive/negative point of view.

GROWN-UP CARD

I am a full time adult and have all the rights and responsibilities appertaining there unto.

- ☐ I am responsible first to be a university student; this is my full-time job above all others; my success is dependent upon me.
- ☐ I am responsible for my behavior, good and bad no matter where I go.
- ☐ I am responsible for my expenses, debt, income and credit.
- ☐ I am responsible for my health; this includes my sexual, mental, and physical health.
- ☐ I am responsible for doing my "homework" and figuring out how to navigate the adult world on my own without dependent assistance from my family. I am responsible for knowing what is appropriate and not appropriate in an adult environment such as the use of profanity, sexual harassment, all forms of diversity from ethnic, political, sexual, religions to gender, age, and culture.
- ☐ I am responsible to know and to utilize all resources available to me and not complain when I don't chose to use them or purposely ignore the advice given to me by professionals.
- ☐ I am responsible in making the most out of my time in college, if not life; this involves balance, knowing when to say no, when and whom to ask a question, and to appreciate the experience both the positive and the negative.
- ☐ I am me, powerful, competent, amazing, unique, responsible, ethical and completely ordinary for an ERAU student. I AM "FOREVER AN EAGLE!" Watch me soar.

Name: _____ Date: _____ © bellp@erau.edu

An example I use with the students I've mentored: I give students permission to make mistakes. I point out this is their life and they own the consequences of their decisions both good and bad. I also point out that experience will likely outweigh the coaching they have received in the past from family and friends, and they are fast becoming their own coach, if not an example to coach others who look to them as an example of success.

As a professor, adviser, or conduct officer, leading students to answers by asking questions is not a new concept. Ask

students to keep this reminder in their room. It is index card-sized, so many will keep it with them in a wallet or backpack until graduation. Many of my former students have returned their card at the commencement ceremony back to me acknowledging they no longer need to be reminded, that they themselves are in charge of their adult life. As student affairs practitioners we are reminded by this small gesture that we do indeed make an impact -- however small -- but exponentially a great lesson just as important as from other life's teachers past and future about lessons yet to be learned.



2021 ASCA
ANNUAL
CONFERENCE
VIRTUAL

2021 ASCA ANNUAL CONFERENCE

FEBRUARY 9 - 12, 2021

WE'RE
GOING
VIRTUAL!

Examining the Impact of Title IX Regulation, Investigation, and Public Scrutiny in Higher Education

Nathan Miller | Senior Associate Dean of Student Life
Swarthmore College



Over the last decade, the issue of campus sexual violence and the term Title IX have become all too familiar with the majority of college-aged individuals within the United States. This time of increased regulation reached a crescendo with the U.S. Department of Education (U.S. DoE) and the Office for Civil Rights (OCR) Dear Colleague letter of April 2011, which was enhanced by the reform of the Campus SaVE and VAWA Acts and the 2014 Question and Answers guidance documents. This guidance resulted in a significant increase in the number of institutions under federal investigation by the OCR of alleged violations of Title IX, with a rising number of students also engaging in formal litigation with their institutions.

Today, student conduct administrators and Title IX coordinators once again find themselves scrambling to interpret and implement new federal Title IX regulations. In September 2017, U.S. Secretary of Education Betsy DeVos and the U.S. DoE withdrew the Dear Colleague Letter of 2011 and the 2014 Question and Answers guidance documents (U.S. Department of Education, 2017). After a period of public comment, which began shortly after the newly proposed regulations were first published in November 2018, it took the OCR over a year and half to review and respond to the over 124,000 comments received. The end result: An over 2000-page explanation document of the Final Rule issued by the U.S. DoE and OCR (Anderson, 2020; Melnick, 2020; U.S. Department of Education, 2020). On May 6, 2020, the U.S. DoE took historic action by issuing new Title IX regulations for educational institutions in the United States (U.S. Department of Education, 2020). Student conduct administrators and Title IX coordinators worked feverishly to review, amend, and update policies and procedures to become compliant with the newly issued Title IX regulations (Anderson, 2020; Brown, 2020; Gersen, 2020; Melnick, 2020) by the August 14, 2020 deadline.

Higher education institutions were given exactly 100 days to implement the new regulations. As the past decade has demonstrated, this was no minimal task. American Council on Education (ACE) President Ted Mitchell summarized the impact of this historic moment best by stating, “Today’s release of these regulations, with an incomprehensible mandate to fully implement them by August 14 is as cruel as it is counter-productive” (American Council on Education, 2020). This required implementation was to occur while U.S. institutions of education were already scrambling to address their uncertain future caused by a global coronavirus

pandemic. U.S. Speaker of the House Nancy Pelosi (2020) openly criticized the timing of this release, stating “that the Department of Education has spent its time finalizing the out-of-touch rule rolling back decades of progress instead of helping students and educators weather the coronavirus crisis highlights the staggering depths of [the Trump] Administration’s contempt for survivor justice and campus safety” (p. 1). Yet others applauded the U.S. DoE new regulations, highlighting that for too long the previous Title IX regulations violated respondents’ due process rights (Anderson, 2020; Johnson & Harris, 2020).

This article is based on a qualitative study, conducted in 2017, that set out to better understand the impact of addressing campus sexual violence and sexual harassment, public scrutiny, and a U.S. DoE and OCR investigation of an alleged violation of Title IX on 19 student conduct administrators or Title IX coordinators at 11 Association of American Universities (AAU) institutions who were responsible for administering, enforcing, and reporting incidents associated with Title IX. Additionally, this article seeks to give a voice to a U.S. higher education professional staff population that is often silent, either because of federal regulations or due to the social stigma associated with their work.

8 Main Impacts were identified:

- (a) lack of clear guidance;
- (b) shifts in institutional organization structure and staffing;
- (c) legalization of the student conduct processes;
- (d) staff feeling on trial;
- (e) greater public scrutiny;
- (f) changes in relationships with students;
- (g) personal impacts; and
- (h) shifts in career ambitions

Overall, the process of addressing and responding to campus sexual violence and sexual harassment of student conduct administrators and Title IX coordinators has fundamentally changed. Ultimately, this article demonstrates how the practitioners who deal most directly with campus sexual violence and sexual harassment experienced both positive and negative impacts in regard to addressing and responding to campus sexual violence and sexual harassment in this ongoing period of heightened U.S. federal regulation, guidance, and public scrutiny.

Literature Review

Student conduct administrators’ and Title IX coordinators’ work within higher education often results in educational and developmental gains for students, but can also at times be stressful and taxing on these professionals. The increased scrutiny, regulation, and external pressure from the federal government, national news, and social media, and the landscape of the student conduct system within higher education continue to evolve, directly affecting student conduct administrators and Title IX coordinators. Maslach (1998) wrote, “For many years, burnout has been recognized as an occupational hazard for various people-oriented professions, such as human services, education, and healthcare. The organizational environments for these jobs are shaped by various social, political, and economic factors (such as funding cutbacks or policy restrictions) that result in work settings that are high in demands and low in resources” (p. 68).

After the Great Recession of 2007-2008, many college and university budgets were drastically reduced, including cuts in state funding. This, coupled with additional regulations from the U.S. DoE and the OCR, as well as increased OCR investigations of alleged violations of Title IX, resulted in augmented pressures in tandem with more demands on professionals in higher education (Ali, 2011; U.S. Department of Education, Office for Civil Rights, 2014; Zumeta, Breneman, Callan, & Finney, 2012). Initially, student conduct administrators and Title IX coordinators were routinely expected to do more with less (Bradley, 2011). Between the increases in incident reports and the complexity of cases, almost all participants indicated that there were always incidents under investigation, cases in review, and ample work for employees.

As long as higher education has existed in the United States, so too has the concept of developing students through student discipline, which has taken on as many different forms as there are institutions of higher education. With increased federal compliance expectations and guidance, student conduct work, particularly as it relates to sexual assault and sexual harassment, is a balancing act between adhering to

federal regulations and compliance and influencing the educational development of students (Fischer & Zacker, 2013; Triplett, 2012; Waryold & Lancaster, 2008). In the spotlight of this intense scrutiny are student conduct administrators and Title IX coordinators, the individuals responsible for addressing and responding to college sexual violence and sexual harassment, and who often are at the center of the matters being examined as potential violations of Title IX by the U.S. DoE and the OCR.

With the dual births of the United States and the U.S. higher education system, so too began the practice of addressing student behavior, a system influenced by both British imperialism and the religious institutions of the time. Driven by a calling to educate clergymen and the youth of the new country, colleges’ and universities’ approach to student conduct was born out of the desire to educate the whole student, committed to social development and addressing any behaviors deemed antisocial (Smith, 1994; Thelin, 2011). Beginning with an approach grounded in the concept of in loco parentis, colleges and universities were expected to serve as a replacement for students’ parents (Chernoff, 2016; Dannells, 1997; Lee, 2011; Rhatigan, 2009; Smith, 1994). When faculty expressed concern over their dualistic roles of being both educators and student disciplinarians, most faculty and college and university presidents welcomed the transition in academic pedagogy to the Germanic influence of the late 1800s. Shifting the academic focus of faculty to advancement in scholarship, graduate and doctoral programs, and professor expertise, faculty no longer had time to serve in a dual role, which resulted in the creation of the first full-time college administrators, who did not have primary teaching responsibilities (Smith, 1994; Thelin, 2011).

This shift also created a change in the overall educational philosophy away from in loco parentis to a more democratic system of student governance. Although no one uniform model exists in U.S. higher education today, fundamentally, much has changed since the creation of formal student conduct processes. Even with such variance, there remains one uniform aspect representative of almost all student conduct systems: the aspiration of developing the “whole student,” creating a philosophy that places an emphasis

“upon the development of the student as a person rather than upon [their] intellectual training alone” (American Council on Education [ACE], 1937, as cited in Smith, 1994, p. 82).

Beginning with the enhanced regulation and enforcement of the Clery Act, federal regulation would reach a crescendo in 2011 with the infamous Dear Colleague letter of April of that year (Ali, 2011). Sending a major ripple through colleges and universities, the 2011 Dear Colleague letter substantively shifted the approach of student conduct administrators to a new model of compliance (Lake, 2013). Through the Dear Colleague letter, OCR decreed that colleges and universities have a duty to act on reports of sexual harassment, including sexual assault. This federal regulation created an expectation that college administrators act on all incidents of sexual harassment of which an institution “knows or reasonably should know about student-on-student harassment that creates a hostile environment” (Ali, 2011, p. 4). The new guidance directly increased the already-existing pressure placed on student conduct administrators and Title IX coordinators, who are typically responsible for addressing issues of sexual harassment on higher education campuses.

The issue of campus sexual violence and sexual harassment has long been a concern on U.S. college and university campuses, and many argue that these concerns are just beginning to get the attention needed to address a long overdue issue in U.S. higher education. As a definitive point in time within U.S. higher education, the Dear Colleague letter of 2011, marked an identifiable shift in the landscape of U.S. colleges’ and universities’ approach to responding to and addressing campus sexual violence and sexual harassment. Typically viewed as the starting point of the recent social movement to shed light on the often-hidden issue of campus sexual violence and sexual harassment, the Dear Colleague letter and subsequent federal guidance and regulation, coupled with increased OCR investigations and greater public scrutiny, created a domino effect within U.S. colleges and universities that is still felt today. This movement has fundamentally changed U.S. college and university student conduct processes and institutions’ approaches to addressing and responding to incidents of campus sexual violence and sexual harassment.

The Dear Colleague letter of 2011 foreshadowed a near decade-long build-up of increased regulation and oversight from the federal government and heightened influence and scrutiny from the national media and social activism, and has sparked an ongoing debate over the role of student



development in adjudicating sexual harassment matters and a more legalistic approach mirroring a criminal justice process. Koss, Wilgus, and Williamsen (2014) wrote, “Compliance fosters a quasi-criminal justice approach not suited to all sexual misconduct and inconsistent with developing practice in student conduct management” (p. 242). Student conduct administrators and Title IX coordinators carry with them the fear and threat of investigation from the U.S. DoE and the OCR based on the decisions they have made adjudicating these cases. The consequences of being held responsible for problematic investigations or findings include possible fines of millions of dollars, as well as the loss of an individual’s employment. Student conduct administrators and Title IX coordinators, who have always been scrutinized by students and campus colleagues for the decisions they make, now face increased examination and exposure by the federal government, not to mention national media and social activists (Cantalupo, 2012).

Using the 2011 Dear Colleague letter as a road map, neither the stakes nor the pressure had ever been higher for student conduct administrators and Title IX coordinators to accurately interpret the at best vague, and at times, inconsistent, guidance provided by this document (Association for Student Conduct Administration [ASCA], 2014; Bolger, 2016; Carle, 2016; Koss et al., 2014; U.S. Department of Education, Office of Postsecondary

Education, 2016), as well as The Handbook for Campus Safety and Security Reporting, 2014 Questions and Answers, the Violence Against Women Reauthorization Act of 2013, and President Obama’s Presidential Memorandum on January 22, 2014. Creating an environment of expected failure and reduced personal accomplishment, student conduct administrators and Title IX coordinators may often feel like they are incapable of helping students, which may then cause these practitioners to experience a greater sense of reduced personal accomplishment.

With an increase in the number of institutions under investigation by the OCR for an alleged violation of Title IX, U.S. colleges and universities quickly worked to become in compliance with the guidance and regulations provided by the Dear Colleague letter of 2011, the Campus SaVE and VAWA acts, and the 2014 Question and Answer guidance. Though the guidance was at times open to interpretation, no institution wanted to become an example through an OCR resolution agreement of what not to do. Similarly, the topic of campus sexual violence and sexual harassment came into the mainstream, both within higher education and in the media and public eye. Powered by student activism, campus sexual violence and sexual harassment is debated on-campus, in the media, and within U.S. politics.

An additional result of the Dear Colleague Letter of 2011 was an overhaul of student conduct administrators’ roles and the creation of a dedicated Title IX coordinator position at many institutions. Though the work of student conduct administrators and Title IX coordinators has never been easy, the increased level of scrutiny, threats of litigation or federal investigation, and increased levels of stress, anxiety, and fatigue have changed some of the fundamental work of student conduct administrators and Title IX coordinators. With the increasing complexity associated with incidents of campus sexual violence and sexual harassment, student conduct administrators and Title IX coordinators are facing new challenges that did not exist prior to this period of increased federal regulation, OCR investigations, and public scrutiny.

As of April 29, 2017, the U.S. DoE and the OCR had engaged in 391 investigations into alleged violations of sexual harassment under Title IX. Sixty-two cases were resolved, meaning that 329 cases remained open and were actively under investigation by the federal government (“Title IX: Tracking Sexual Assault Investigations,” 2016).

With an average investigation period lasting over two years in length, colleges and universities under investigation often remain in perpetual limbo. It is often direct decisions of student conduct administrators, or from panels or other adjudication bodies overseen by these administrators in collaboration with Title IX coordinators, that are at the heart of these federal investigations. These administrators are put on notice that their decisions, failure to report Clery statistics accurately, and/or the policies they have developed or employed are deemed problematic, or worse, in violation of federal regulation. This could result in resolution agreements, typically costing institutions thousands, if not millions, of dollars.

Since 2011, several studies have examined the impact of college and university sexual violence on victims and victim advocates, and countless media articles have scrutinized and often criticized colleges’ and universities’ handling of these matters. There is also an increasing debate on the ability of colleges and universities to appropriately address these important issues. Yet, little to no research exists that examines the impact that increased federal regulations, internal and external scrutiny and criticism, and greater expectations have had on the student affairs administrators responsible for accurately administering, enforcing, and reporting on all aspects of student sexual violence and sexual harassment while under investigation by the U.S. DoE and the OCR.

Methods and Analysis

A qualitative research study conducted in 2017 explored the effects of increased federal regulation, investigation, and public scrutiny and criticism on student conduct administrators and Title IX coordinators at 11 Association of American Universities (AAU) member institutions. This study set out to better understand the impact of addressing campus sexual violence and sexual harassment, public scrutiny, and a U.S. DoE and OCR investigation of an alleged violation of Title IX on U.S. college and university administrators responsible for administering, enforcing, and reporting incidents associated with Title IX. Specifically, beginning with the Dear Colleague letter of 2011, and examining the period of time of increased public scrutiny, greater federal guidance and regulation in the form of referendums to the Campus SaVE and VAWA acts, the 2014 Questions and Answers guidance, and an investigation

by the OCR for alleged violations of Title IX, this study examined the impact of addressing and responding to campus sexual violence and sexual harassment on 19 student conduct administrators or Title IX coordinators at 11 AAU institutions.

Individual Zoom video interviews were conducted with student conduct administrators and Title IX coordinators at 11 AAU member institutions. The interviews were digitally recorded and transcribed. Once transcribed, the data was analyzed using Moustakas’ (1994) horizontalization method

Table 1
Research Participant Demographics

Date	Participant	Position	Public/Private	M/F	Tenure
09/26/17	1	Student Conduct	Private	M	4 years
09/27/17	2	Title IX	Private	M	2 years
09/27/17	3	Student Conduct	Private	M	19 years
09/28/17	4	Student Conduct	Private	M	4 years
10/02/17	5	Student Conduct	Private	M	4 years
10/06/17	6	Title IX	Private	F	3 years
10/07/17	7	Title IX	Private	F	4 years
10/19/17	8	Student Conduct	Private	F	7 years
11/09/17	9	Title IX	Public	M	1.5 years
11/10/17	10	Student Conduct	Public	M	2.5 years
11/15/7	11	Student Conduct	Private	F	2.5 years
11/16/17	12	Student Conduct	Public	F	10 years
11/16/17	13	Student Conduct	Public	F	7 years
11/17/17	14	Student Conduct	Private	F	3 years
11/20/17	15	Student Conduct	Public	M	3 years
11/20/17	16	Title IX	Private	F	6 years
11/21/17	17	Student Conduct	Public	F	11 years
11/21/17	18	Student Conduct	Public	F	6 years
11/30/17	19	Title IX	Public	F	3.5 years

Summary		13 Student Conduct	54% Private	54% Female
			46% Public	46% Male
		6 Title IX	67% Private	67% Female
			33% Public	33% Male



to give each statement equal value to identify commonality within statements collected by participants around various different effects that have resulted from addressing college student sexual violence and sexual harassment in relation to adhering to federal regulations and navigating a U.S. DoE and OCR investigation related to Title IX.

A few limitations should be noted. Since the study examined the impact of addressing college sexual violence and sexual harassment, increased federal regulation, public scrutiny and criticism in the wake of a U.S. DoE and OCR investigation, research participants were limited to only those AAU member institutions that were or previously had been under investigation by the U.S. DoE and OCR. By relying on professional relationships to gain access to research participants who were willing to engage in this study, the variability and transferability of this study was limited by only examining AAU member institutions. Additionally, given the stigma, sensitivity, and, at times, outright hesitation to discuss ongoing investigations by the U.S. DoE and OCR, student conduct administrators and Title IX coordinators may have been cautious about what information they shared during the research study.

During this period of increased federal guidance, regulation, and investigation by the U.S. DoE and the OCR, the impact on student conduct administrators and Title IX coordinators was measurable.

Due to these impacts, the process of addressing and responding to campus sexual violence and sexual harassment of student conduct administrators and Title IX coordinators has fundamentally changed.

All participants discussed having experienced a multitude of the eight impacts identified within this study, many of which occurred concurrently. Furthermore, almost all participants identified that they had experienced all eight impacts. No participants indicated that they had only experienced one or two of the eight impacts. Similarly, almost all participants described a correlation between the eight impacts. It was difficult for participants to discuss or even describe one impact independently from the other seven, given the complexity and evaluation of each impact and the overall demands of addressing and responding to campus sexual violence and sexual harassment on student conduct administrators and Title IX coordinators. As a result, it was difficult to determine if one impact was more significant than another within this study. Participants often described some combination of all eight impacts, resulting in interviewees articulating increased feelings of stress, anxiety, fatigue, and questioning their own longevity in doing this work.

Overall, there did not appear to be a significant difference between student conduct administrators or Title IX coordinators in either the number of impacts experienced or the overall effect that the impacts had on them as practitioners. In addition, there was little distinguishable difference between participants from public or private AAU institutions. One of the only identifiable distinctions between participants based on institution type—public or private—was participants’ comfort level related to the possibility of again becoming an institution under investigation by the OCR for an alleged violation of Title IX. As all participants were selected from AAU institutions that were either currently or had been under investigation by the OCR for an alleged violation of Title IX, several participants

from public AAU institutions identified a greater concern associated with a future investigation by the OCR than participants from private AAU institutions. Specifically, one participant from a public institution stated, “If for whatever reason we were to get on the . . . list, that could negatively impact my job security...”

(Miller, 2018, p. 97). It appears that institutional size and reporting structure may play a greater role in the impact of an OCR investigation on participants than whether an institution is a public or private AAU institution. Participants whose supervisors had a greater understanding of the comprehensive issues associated with addressing campus sexual violence and sexual harassment demonstrated slightly diminished impacts comparatively. Similarly, those participants who had greater access to resources, both financial and in personnel, described an easier time navigating a response to an OCR investigation and also an ability to more effectively cope with the various impacts of addressing campus sexual violence and sexual harassment, with increases in personnel providing the greatest impact. This supports why, even seven years after the Dear Colleague letter of 2011, many participants were still actively hiring new staff, and almost all participants articulated a desire to hire new staff.

In the wake of increased federal guidance, regulation, and formal investigation by the OCR for alleged violations of Title IX, U.S. college and universities scrambled to develop new policies and protocols associated with responding to and addressing incidents of sexual violence and sexual harassment. Even in the aftermath of the Great Recession of 2007-2008, U.S. colleges and universities were developing Title IX offices and adding new staff members to student conduct offices at an unprecedented rate. In an attempt to both respond to the increased number of reports being received associated with Title IX, and as a means to attempt to thwart becoming one of the growing number of institutions under investigation by the OCR for an alleged violation of Title IX, institutions were actively adding resources and support. Years later, institutions are still

examining organizational structures and actively growing staff in response to this issue. These increases in staff have allowed institutions to better serve and support students through a process that often was under-resourced.

Lack of Clear Guidance

Though introduced as guidance documents by the federal government, many practitioners felt the Dear Colleague letter of 2011 and subsequent guidance and regulation documents—Campus SaVE, VAWA, and the 2014 Question and Answers issued by the U.S. DoE and the OCR— actually provided little clear guidance and, at times, created more questions than answers. In an era of heightened enforcement, often through an OCR investigation of alleged violations of Title IX, practitioners relied on resolution agreements more than these federal guidance documents (Carle, 2016). A great debate and analysis began regarding the statements of should and must within the letter. One student conduct administrator interviewed shared:

We were trying to figure out what we were supposed to do, but it wasn’t entirely clear. It wasn’t clear exactly what forms of harassment were covered underneath [the Dear Colleague letter]. I felt like there was a mark we were trying to hit, but it wasn’t exactly clear what mark that was (Miller, 2018, p. 53).

With so much confusion around the interpretation of the Dear Colleague letter, and a dramatic increase in the number of institutions under investigation by the OCR, institutions and individuals scrambled to interpret and adjust campus policy and procedure in response to the Dear Colleague letter.

Shifts in Institutional Organization Structure and Staffing

With the demonstrated increase in litigation and investigation, coupled with U.S. federal guidance and regulation that restricted processes such as mediation or restorative justice to address incidents of sexual violence and sexual harassment, many participants articulated that a fundamental shift in focus occurred with a greater emphasis on ensuring compliance and avoiding litigation or investigation, and away from the educational development

of the student or repairing the harm felt within a community. While many participants discussed the addition of new staff members often as a result of the Dear Colleague letter of 2011 and the subsequent federal guidance and regulation, or after an OCR investigation, there were at times also direct shifts in responsibilities. The most common examples that several participants highlighted were not only the creation of a Title IX office, but also the shift of the investigative processes associated with campus sexual violence and sexual harassment cases.

Many participants continued to highlight that their areas, both within student conduct and Title IX, are understaffed. Despite the demonstrated addition in staffing for many of them, given the increased volume of reports received annually, and the demand on resources, most participants shared that they need additional staffing to meet the demands associated with responding to sexual violence and sexual harassment. As an example, one student conduct administrator during their interview stated:

Within the last 5 years, we’ve hired full-time investigators that have come out of the Title IX office, we’ve hired an associate dean, who works with case intake and processing those cases specifically, and now on Monday, I have a new staff member coming in (Miller, 2018, p. 59).

Legalization of Student Conduct

The shift in investigation models demonstrated an overall philosophical approach to addressing campus sexual violence and sexual harassment from what was routinely an educational-based model to more of a legalization of the field of student conduct. With increased federal investigations, as well as the requirement to allow attorneys as student advisors within the student conduct process and more institutions finding themselves in litigation related to incidents of campus sexual violence and sexual harassment, the entire Title IX process within U.S. higher education became more legalistic.

As Title IX-related incidents on U.S. college and university campuses became more complex, the external pressures of federal regulation, investigation, and public scrutiny directly impacted the work of student conduct administrators and Title IX coordinators. U.S. colleges and universities saw

an influx of Juris Doctor-educated staff to investigate, adjudicate, and even at times serve as Title IX coordinators. One student conduct administrator shared that:

The process has become one hundred thousand times more legalistic. We [had] a process that whatever flaws [were] based in education and a knowledge of student development, and a knowledge of our community, and we ended up with an extremely legalistic process that lost a lot of those things (Miller, 2018, p. 61).

At times, several student conduct administrators and Title IX coordinators shared that they felt their positions have morphed into trial judges, continually responding to motions and objections. Similarly, as one student conduct administrator shared:

I think it’s an unfortunate thing that, because of the rise in litigation, and because of the rise in the media attention that stereotypes how colleges are responding, you have that learning opportunity lost; because the focus has become, how can I get off the allegation, rather than, what can I learn from this situation (Miller, 2018, p. 61).

What resulted was a legalized process that was frequently focused on ensuring compliance and avoiding litigation or federal investigation and moved away from the educational development of the student or repairing the harm caused to the community. A benefit of the increased regulation and formalization of these processes was that in some cases it reorganized the process to better provide accommodation and support students.

Changes in Relationships with Students

With the formalization of the student conduct process, absent any educational development for students or an ability to repair the harm that had occurred, student conduct administrators and Title IX coordinators struggled to make any significant forward progress in addressing or eradicating campus sexual violence, which was the goal of the increased guidance and federal regulation of the Dear Colleague letter of April 2011 and subsequent legislation of the Campus SaVE and VAWA acts. These regulations have

restricted processes such as mediation or restorative justice as methods to address incidents of sexual violence and sexual harassment, creating a fundamental shift in these procedures.

Describing a perpetual state of unrest, coupled with expectations that an error will occur, many interviewees believe that the U.S. federal guidance, regulation, increased investigations, and continual public scrutiny have developed an environment seeped in a lack of trust. Students often don’t trust their own institution or the student conduct administrator or Title IX coordinator working to assist them to address and respond to an incident of sexual misconduct. Adding to the environment of mistrust, many participants described an underlining caution when interacting with students involved in a campus sexual violence or sexual harassment incident, describing a perpetual concern that each student they meet with could be looking for them to make a mistake or forget to mention a specific resource.

Several participants shared examples where students would make demands of both student conduct administrators and Title IX coordinators, citing the Dear Colleague letter or other federal guidance or regulations, insisting that administrators respond in specific ways, threatening that if a specific response did not occur, the student would report that administrator and the institution to the OCR. A Title IX coordinator highlighted this fear, stating:

It does feel like there are some students out there that sort of want us to mess up, so that they can go make a big public whatever about it. You never know who those students are, and so every time I meet with someone, it’s in the back of my head, like is this going to be the student that’s looking for me to forget to say this one thing that technically we’re supposed to say, and did I make sure that I told them, did I document that I did all of this, and it’s stressful (Miller, 2018, p. 72).

Almost all student conduct administrators and Title IX coordinators shared that they experienced increased levels of stress, anxiety, and a shift in their relationship with students the likes of which they had never seen before.



Photo by JESHOOOTS.COM on Unsplash

Staff Feeling on Trial

In the midst of greater federal regulation, investigation, and institutional litigation related to incidents of campus sexual violence and sexual harassment, student conduct administrators and Title IX coordinators experienced increased levels of stress, anxiety, and pressure. Routinely feeling like (even in the absence of a mistake) a decision they make will result in a new OCR investigation or lawsuit, Title IX coordinators and student conduct administrators find themselves frequently checking in with institutional general counsel and experiencing moments of unrest and anxiety. Highlighting these feelings of stress, a participant shared:

Lots of us lost many nights of sleep worrying about the next shoe to drop and the next article to write, and we were at the mercy of, and still are largely at the mercy of, what students wanted to say or write (Miller, 2018, p. 77).

With a demonstrated increase in litigation, federal investigation, and public scrutiny, student conduct administrators and Title IX coordinators constantly found themselves on edge, anticipating notice that they were getting sued or were under investigation. Most participants described this as a perpetual state of limbo or a feeling of anticipation of a negative outcome, where most interviewees stated it was no longer if their institution would be sued or become under investigation, but when.

Greater Public Scrutiny, Personal Impacts, & Shifts in Career Ambitions

With increased public scrutiny, and in a job where sleepless nights are commonplace, many student conduct administrators and Title IX coordinators wonder if the next student incident will result in their termination. Specifically, one student conduct administrator highlighted the impact of the work, sharing:

You go to sleep and you wake up at 2:00 a.m. and you can't go back to sleep because it's on your mind and you're wondering about, should I do this, or should I have done that, or what could I have done different, or what should we do better (Miller, 2018, p. 75).

With a need to develop a greater self-awareness and self-care, the makeup of student conduct administrators and Title IX coordinators is evolving, evident by a period of increased turnover in many of these positions. Several participants discussed the labor of not letting scrutiny or criticism—valid or not—get to them as a way of preserving their longevity as a student conduct administrator or Title IX coordinator. As examples, two different participants shared, “You really have to have thick skin, but it’s a very unique job, in that it’s kind of always bad news all the time. I don’t know that it would be sustainable for decades,” and “I sometimes [feel] like I’m the punching bag of the school” (Miller, 2018, p. 80-81).

Further, a few participants also disclosed that they had either recently left an institution or were actively looking to leave their current position, highlighting the stress and pressure that is not only caused by addressing and responding to campus sexual violence and sexual harassment, but also that which can be caused by an institution. As an example, a Title IX coordinator shared this as one of the main reasons why they left their prior institution:

Part of why I left my previous position was the stress of the hotly debated administration, students, federal government, [and] feeling caught in the middle. Personally, I felt that I was being pulled in a lot of different directions and was not being very authentic or allowed to be very authentic with what I myself felt or believed or wanted to see happen, and it caused so much stress that I left (Miller, 2018, p. 82).

Several other participants identified the stress of the unknown and the ambiguous nature of a federal investigation as some of the reasons they were looking to leave this work. Many participants described the frustration, and at times, vulnerability they felt by having their success measured, often inaccurately, by internal and external individuals through an OCR investigation who did not really understand this work.

These defined shifts, evident from the study, show that to some significant extent the essence of developing students outside of the classroom has been lost within the U.S. higher education system of addressing campus sexual violence and sexual harassment. The primary focus of addressing campus sexual violence and sexual harassment now is on avoiding litigation or investigation and not on developing students. In a society where many question the success of the criminal justice system in confronting the issue of sexual violence, so too can one question the current success of addressing campus sexual violence and sexual harassment. What has evolved is an environment where both student conduct administrators and Title IX coordinators often feel on trial, not only from the involved students and their attorney advisors, but also at times from their own institutions. Frequently on guard, and often waiting for the next shoe to drop in the form of a new OCR investigation or formal litigation, student conduct administrators and Title IX coordinators find themselves in a work environment seeped in pressure, stress, and scrutiny. These factors make the work of student conduct administrators and Title IX coordinators truly challenging and force individuals to routinely question their own longevity of continuing in this field.

Though the process is far from perfected, the guidance of this legislation and increased regulation has finally begun to address an issue that has long been a problem in U.S. higher

education. All of these changes are aimed at reducing harm and increasing awareness around the topic of campus sexual violence and sexual harassment, which is a shared goal of student conduct administrators and Title IX coordinators. What tends to get lost is the reality of how difficult a job this is.

Ultimately, this study demonstrated both the positive and negative effects of addressing and responding to campus sexual violence and sexual harassment on the practitioners who deal most directly with this misconducting this post era of heightened U.S. federal regulation, guidance, and public scrutiny. These voices strengthen the evidence of what is working and bring attention to what needs to be reworked in the midst of the ever-evolving federal guidelines, helping to answer the question: Where does U.S. higher education go from here?

Recommendations

The Dear Colleague letter of 2011 narrowed the focus on college sexual violence and sexual harassment. The missed opportunity was not including Title IX coordinator and student conduct administrators, those who would ultimately be responsible for implementing and adhering to the needed increased guidance from the U.S. DoE and the OCR, in the conversation. Critics state that evidence had shown that U.S. colleges and universities were not taking this issue seriously, which therefore required intervention from the U.S. federal government (Carle, 2016; Triplett, 2012). Overgeneralizing the failures of student conduct administrators and Title IX coordinators eliminated an opportunity for collaboration in addressing this important topic and methods for more holistically creating the needed change within U.S. higher education institutions. The way this issue was approached, in isolation with only the U.S. DoE and the OCR, was misguided. Though there was some perspective that a few institutions were intentionally trying to skirt this issue (Bogdanich, 2014; Bolger, 2014; Cantalupo, 2011; Coronel, Coll, & Kravitz, 2018; Sports Illustrated, 2010), to believe that there was not an opportunity to engage in discussion or an ability to provide some insight or perspective from any student conduct administrators or Title IX coordinators in responding to campus violence and sexual harassment,

limited the ability to more thoroughly address this issue. It is not a debate of whether the U.S. DoE and the OCR or U.S. higher education should have led the discussion, but more a critique of not having student conduct administrators and Title IX coordinators as part of the discussion at all. How could the U.S. federal government make that decision and then expect those same practitioners to address and improve a system when they are absent from the conversation? If the true goal is to address the

How do we better support the student conduct administrators and Title IX coordinators who do this work every day?

issue of campus sexual violence, then moving forward, and in consideration of the Dear Colleague letter of 2017, the U.S. DoE and the OCR need to allow student conduct administrators and Title IX coordinators to contribute to the final expectations to which they will be held accountable.

This study also identified another pressing issue: How do we better support the student conduct administrators and Title IX coordinators who do this work every day? A rubric or guideline document should be made, not only as a support roadmap for practitioners, but also as a guidance document for the senior administrators or presidents who most often supervise these positions. Often, many of these upper-level administrators or presidents come from the academic arm of their institutions and do not have a working knowledge of the full complexity of these issues. Greater emphasis needs to be placed on the physical and mental stress that is beginning to be identified within these positions. Issues around burnout, stress, and anxiety need to be explored further, and recommendations for ways to avoid these issues should be understood and supported by supervisors. These best practices should also be incorporated into future guidance documents from the U.S. DoE and the OCR. Developing a roadmap or guidance document will allow these supervisors to better understand the nuanced complexities around this topic, and ultimately, provide better support to those practitioners doing this work daily.

Additionally, it is recommended that student conduct administrators and Title IX coordinators partner at their respective institutions to develop a working presentation to help explain why data in the institution’s annual safety



Photo by Cytonn Photography on Unsplash

and security report (Clery Report), which is based on calendar year, might be different from a student conduct office’s annual report, which is often based on academic year. This type of presentation can also address definitions or terms frequently used in policy (i.e., “report” or “complaint”) to highlight differences between those terms, which can often be misused within the media or outside of the institutional process. If someone does not know the nuances of the various complexities around these issues, the impact can be significant. Creating this package of information would allow student conduct administrators and Title IX coordinators to help educate both supervisors and their overall community.

Also, this study identified that access to institutional resources can play a significant role in an institution’s ability to more successfully address and respond to campus sexual violence. Though all participants were at arguably well-resourced institutions as they were all AAU member institutions, even within AAU there was an identifiable discrepancy between the resources available among some of these institutions, which had a direct correlation to the number of staff dedicated to addressing this topic and the mechanisms of support for students, staff, and faculty. It is important to understand the role that access to resources can have on an institution’s successful navigation of this difficult topic, and that there can be a great discrepancy between the resources available by institution. This discrepancy shows that it would be beneficial to further explore the concept of a cooperative adjudication process. In response to both the issues of limited resources and in consideration of the

variability and difficulty of responding to campus sexual violence and sexual assault, a discussion has begun on the development of localized adjudication centers that multiple colleges and universities would use for the investigation and adjudication of allegations of campus sexual assault and sexual harassment (Smith & Gomez, 2016). Though not a criminal court system, this model could also address some critics’ beliefs that campus sexual assault and sexual harassment is a crime that colleges and universities should not be addressing. Having a regional center that addresses campus sexual violence could also begin to standardize the national response to sexual violence on college and university campuses and help implement some of the variable interpretations of the federal guidance.

Lastly is a recommendation for allowing for grace and fortitude. One of the biggest impacts affecting student conduct administrators and Title IX coordinators is that frequently individuals jump to conclusions regarding the work done dealing with campus sexual assault and sexual harassment. So often individuals believe what they read in the media is perpetually true. Individuals want to believe that student conduct administrators and Title IX coordinators are acting with a disregard for the feelings of victims, respondents, or both. Often, there is an unwillingness to forgive or examine with compassion those directly responsible for addressing campus sexual violence and sexual harassment. Today’s student conduct administrator and Title IX coordinator have to be extremely competent practitioners who approach their work with grace and fortitude, often traits not reciprocated to them. Ultimately, what needs to be further examined is how we hold these practitioners accountable when change is necessary, but in a manner that does not create more harm.

There was an identifiable discrepancy between the resources available among some of these institutions...

Future Research

There are few studies that examine the world of professionals associated with campus sexual violence and sexual harassment and therefore there are several recommendations for future research. As this study did not have an equal number of student conduct administrators and Title IX coordinators, the researcher encountered limitations in direct comparable analysis between these two positions. Though similarities in

impact appear to have occurred between student conduct administrators and Title IX coordinators, a study with strict requirements of equal ratios of student conduct administrators and Title IX coordinators from the same public and private AAU institutions could allow for greater comparable analysis.

Additionally, with so many of the Title IX positions within this study having been newly created, and a perception that these positions could be subject to a high level of turnover, a study that examines the attrition rate of both student conduct administrators and Title IX coordinators could provide a greater understanding of the length of time individuals hold each of these positions and its relation to new regulations.

As this study identified a demonstrated shift in the perceived legalization of addressing campus sexual violence and sexual harassment, a study that examines alternative resolution processes within campus sexual violence and sexual harassment could provide insight in comparable differences between potential models. Specifically, such a study could examine what role restorative justice or other non-adjudicative based models have in addressing and responding to campus sexual violence and sexual harassment.

It remains to be seen how the most recent Department of Education regulations, implemented during a global pandemic already changing the landscape of higher education, will affect the process of adjudicating campus sexual violence and sexual harassment, and in turn, those responsible for assuring due process to both respondents and complainants. A future study will be needed to reexamine these same research questions in light of the new regulations, and hopefully give voice to those responsible for upholding such policies.

References

Ali, R. (2011). Dear colleague letter: Sexual assault. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>

American Council on Education (ACE). (1937). The student personnel point of view. Washington, DC: E. G. Williamson.

American Council on Education (ACE). (2020). Statement by ACE President Ted Mitchell on Final Title IX Regulations. Retrieved from <https://www.acenet.edu/news-room/Pages/Statement-by-ACE-President-Ted-Mitchell-on-Final-Title-IX-Regulations.aspx>

Anderson, G. (2020, May 07). Education Department releases final Title IX regulations. Retrieved from <https://www.insidehighered.com/news/2020/05/07/education-department-releases-final-title-ix-regulations>

Association for Student Conduct Administration (ASCA). (2014). Student conduct administration & Title IX: Gold standard practices for resolution of allegations of sexual misconduct on college campuses [White paper]. Retrieved from <http://www.theasca.org/Files/Publications/ASCA%202014%20White%20Paper.pdf>

Bogdanich, W. (2014, April 16). Errors in Inquiry on Rape Allegations Against FSU’s Jameis Winston. Retrieved from <https://www.nytimes.com/interactive/2014/04/16/sports/errors-in-inquiry-on-rape-allegations-against-fsu-jameis-winston.html>

Bolger, D. (2014, July 06). Where rape gets a pass. Retrieved from <https://www.nydailynews.com/opinion/rape-pass-article-1.1854420>

Bolger, D. (2016). Gender violence costs: School’s financial obligations under Title IX. The Yale Law Journal, 125, 2106-2130. Retrieved from <https://www.yalelawjournal.org/feature/gender-violence-costs-schools-financial-obligations-under-title-ix>

Bradley, K. (2011). Campus safety grants: It’s not all doom and gloom. Campus Safety Magazine, 19(1), 40-41.

Brown, S. (2020, May 06). What Colleges Need to Know About the New Title IX Rules. Retrieved from <https://www.chronicle.com/article/What-Colleges-Need-to-Know/248717>

Cantalupo, N. (2011). Burying our heads in the sand: Lack of knowledge, knowledge avoidance, and the persistent problem of campus peer sexual violence. Loyola University Chicago Law Journal, 43(1), 205-266.

Cantalupo, N. C. (2012). ‘Decriminalizing’ campus response to sexual assault. Journal of College and University Law, 38, 483-526. Retrieved from <https://ssrn.com/abstract=2316533>

Carle, R. (2016). The strange career of Title IX. Springer Science+Business Media, 29, 443-453. doi:10.1007/s12129-016-9590-8

Chernoff, C. R. (2016). The crisis of caring: Compassion fatigue among student Conduct and behavior intervention professionals (Doctoral dissertation). Retrieved from <http://scholarcommons.usf.edu/etd/6066/>

Coronel, S., Coll, S., & Kravitz, D. (2018, June 25). Rolling Stone & UVA: Columbia School of Journalism’s Report. Retrieved from <https://www.rolling-stone.com/culture/culture-news/rolling-stone-and-uva-the-columbia-university-graduate-school-of-journalism-report-44930/>

Dannells, M. (1997). From discipline to development: Rethinking student conduct in higher education. ASHE-ERIC Higher Education Report, 25(2). San Francisco, CA: Jossey-Bass.

Fischer, W., & Zacker, J. (2013). Foundations of practice. In D. M. Waryold & J. M. Lancaster (Eds.), The state of student conduct: Current forces and future challenges revisited (pp. 52-58). College Station, TX: Association of Student Conduct Administrators.

Gersen, J. (2020, May 16). How Concerning Are the Trump Administration’s New Title IX Regulations? Retrieved from <https://www.newyorker.com/news/our-columnists/how-concerning-are-the-trump-administrations-new-title-ix-regulations>

Johnson, K., & Harris, S. (2020, June 01). New Title IX Regulations in Sexual-Assault Cases Are Vindicated in Court. Retrieved from <https://www.nationalreview.com/2020/06/title-ix-regulations-sexual-assault-cases-court-upholds-due-process/>

Koss, M., Wilgus, J., & Williamsen, K. (2014). Campus sexual misconduct: Restorative justice approaches to enhance compliance with Title IX guidance. Trauma, Violence, & Abuse, 15, 242-257. doi:10.1177/1524838014521500

Lake, P. F. (2013). The rights and responsibilities of the modern university: The rise of the facilitator university. Durham, NC: Carolina Academic Press.

Lee, P. (2011). The curious life of in loco parentis in American universities. Higher Education in Review, 8, 65-90. Retrieved from https://scholar.harvard.edu/files/philip_lee/files/vol8lee.pdf

Maslach, C. (1998). A multidimensional theory of burnout. In C. L. Cooper (Ed.), Theories of organizational stress (pp. 68-85). New York, NY: Oxford University Press.

Melnick, R. (2020, June 11). Analyzing the Department of Education’s final Title IX rules on sexual misconduct. Retrieved from <https://www.brookings.edu/research/analyzing-the-department-of-educations-final-title-ix-rules-on-sexual-misconduct/>

Miller, N. P. (2018). Dear Colleagues: Examining the Impact of Title IX Regulation, Investigation, and Public Scrutiny on Higher Education Administrators (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/2099202194>

Moustakas, C. E. (1994). Phenomenological research methods. Thousand Oaks, CA: Sage.

Obama, B. (2014, January 22). Memorandum -- Establishing a White House Task Force to Protect Students from Sexual Assault. Retrieved from <https://obamawhitehouse.archives.gov/the-press-office/2014/01/22/memorandum-establishing-white-house-task-force-protect-students-sexual-a>

Pelosi, N. (2020, May 6). Pelosi Statement on Trump Administration’s Rule Dismantling Title IX Protections for Students and Survivors. Retrieved from <https://www.speaker.gov/newsroom/5620>

Rhatigan, J. J. (2009). From the people up: A brief history of student affairs administration. In G. S. McClellan, J. Stringer, & Associates (Eds.), The handbook of student affairs administration (pp. 3-18). San Francisco, CA: John Wiley & Sons.

Smith, D. B. (1994, Winter). Student discipline in American colleges and universities: A historical overview. Educational Horizons, 72, 78-85. Retrieved from <http://www.jstor.org/stable/442925047>

Smith, G., & Gomez, L. M. (2016). The regional center for investigation and adjudication: proposed solution to the challenges of title ix investigations in higher education. Penn State Law Review, 120(4), 977-1000.

Sports Illustrated (2010, May 11). Why did Yeadley Love have to die? Retrieved from <https://www.si.com/more-sports/2010/05/11/virginia-lacrosse>

Thelin, J. R. (2011). A history of American higher education (2nd. ed.). Baltimore, MD: Johns Hopkins University Press.

Title IX: Tracking sexual assault investigations. (2016). The Chronicle of Higher Education. Retrieved from <http://projects.chronicle.com/titles/>

Triplett, M. R. (2012). Sexual assault on college campuses: Seeking the appropriate balance between due process and victim protection. Duke Law Journal, 62, 487-527. Retrieved from <https://dlj.law.duke.edu/article/sexual-assault-on-college-campuses-seeking-the-appropriate-balance-between-due-process-and-victim-protection/>

U.S. Department of Education, Office for Civil Rights. (2014). Questions and answers on Title IX and sexual violence. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/q-a-201404-title-ix.pdf>

U.S. Department of Education, Office for Civil Rights. (2015). Title IX resource guide. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>

U.S. Department of Education, Office of Postsecondary Education. (2016). The handbook for campus safety and security reporting. Retrieved from <https://ed.gov/admins/lead/safety/handbook.pdf>

U.S. Department of Education. (2017). Department of Education issues new interim guidance on campus sexual misconduct. Retrieved from <https://www.ed.gov/news/press-releases/department-education-issues-new-interim-guidance-campus-sexual-misconduct>

U.S. Department of Education. (2020). Secretary DeVos takes historic action to strengthen Title IX protections for all students. Retrieved from <https://www.ed.gov/news/press-releases/secretary-devos-takes-historic-action-strengthen-title-ix-protections-all-students>

Violence Against Women Reauthorization Act of 2013. (2013). Pub. L. No. 113-4, §§ 303-304.

Waryold, D. M., & Lancaster, J. M. (2008). The professional philosophy of student conduct administration. In J. M. Lancaster & D. M. Waryold (Eds.), Student conduct practice: The complete guide for student affairs professionals (pp. 6-13). Sterling, VA: Stylus.

Zumeta, W., Breneman, D., Callan, P., & Finney, J. (2012). Financing American higher education in the era of globalization. Cambridge, MA: Harvard Education Press.

Meet ASCA Viewpoints
Podcast Host
Alexandra Hughes

Ms. Alexandra Hughes, M. Ed., is the current Assistant Director for Student Rights and Responsibilities, at the University of Texas Rio Grande Valley. As a member of the university's administration, in this role she works to manage student conduct and ensure the safety and security of all students, staff, and faculty at the institution. Ms. Hughes also serves UTRGV's campus as a part time faculty adjunct for master's students, teaching classes on cultural humility and competencies.

Talk to Us! We Talk Back!

- ✉ ascapodcast@gmail.com
- 🐦 [@alexandrasview](https://twitter.com/alexandrasview)
- 🐦 [@ascapodcast](https://twitter.com/ascapodcast)

ASCA Huddle
Register Today!

Join us for an informal check in with your colleagues across the country to connect, hold space, and gather ideas.

- October 7th
- November 6th
- December 8th
- January 14th

For more information please email us at asca@theasca.org



The Complexity of Being a Black Conduct Officer

Stephanie Wright | Assistant Director of Student Conduct
Rutgers University- New Brunswick

Purpose in Position

I have spent most of this year with Wale's 2019 album *Wow... That's Crazy* on repeat and in tears. Tracks 4, 9, and 12 hold key phrases to describe the feelings I have not found my own words to express, which is why I cry out. And although the student affairs profession pretends that this is the first time we have been living through working while Black in the rise of white supremacy, we can pretend for the sake of this article. How short our memory becomes when it does not impact our psychological fortitude. And while the prompt is to speak on my own lived experiences as a conduct officer, I would be remiss if I did not start with the overall truth about being Black in America. To quote Dr. Rheeda Walker, "People of African descent in the United States and around the world (individually and collectively) need high psychological fortitude. You need so much more than mental health or 'well-being' in this era of discrimination, invisibility, and psychological warfare. You need an impermeable web of protection for your mind" (p. 7). Unfortunately for me, I have not developed an impermeable web of protection and I struggle each day with my purpose in my position.

Humble Beginnings

I started my journey in student conduct during November 2015. The experience differed greatly from what I was accustomed to from my previous institution. Serving on hearing boards and co-adjudicating fraternity and sorority cases gave me a sense of pride and purpose. I truly felt that



I was making a difference within the campus community. My first major case in my new role would be the first time I would discover my purpose within my position.

A young Jewish woman accused her two roommates, a Black man and a Brown man, of harassment and putting up a swastika in their apartment. Before receiving this assignment, my director said, "They need one of your Black Momma conversations." In a short amount of time, I had gained a reputation for having no-nonsense and direct conversations with the students I was assigned in order to help them navigate through their moment of questionable decision making. This young woman's complaint reached the president's office and the family was calling for these two young men, only months from graduation, to be expelled. Both young men said to me that their mothers would kill them if they were kicked out of school. With threats of

lawsuits, going to the press, and pressure to wrap the case expeditiously looming over my head, I did not waiver. And while the outcome of their case did not result in their removal from the institution, I had to wonder what would have occurred had I not been in that position. My next thought was, “Why is this level of urgency not exhibited when obscenities are alleged to be posted against Black and Brown students?”

Finding My Purpose

I believed my purpose was to even the playing field. I was to use my voice and reputation to shed light in the dark corners of the system, but at what detriment to myself? How long will I be able to take on this battle without making a change in the system? Who would listen to the new kid? Who would listen to the no-nonsense Black woman without viewing her as aggressive and unprofessional? As the country revisits a time of racial unrest, student activism is rising, COVID-19 threatens Black and Brown communities disproportionately, and administrators beg to be educated on issues of racism, I have stopped asking myself those questions. At this stage in my life, I can no longer concern myself with small opinions when I have been given a large task.

Two years after the swastika case was closed, the young Black man returned to my office. He had graduated and began his career. He was finally able to get out of work early on a Valentine’s Day and brought me a bar of chocolate and a rose. He came to thank me for ensuring he had a chance to chase his dreams. It was both the compliment and the affirmation I needed to move forward.

The Attack on My Psychological Fortitude

In 2019 I reviewed several videos of students saying “n*gga” with smiles on their faces. I was tasked with meeting with these students to have a developmental conversation. No one thought that another staff member should sit with these

students to have a conversation about why white people should not use this word, even if their favorite rapper says it over and over. The cases I was managing, coupled with the silence and lack of support, raised my anxiety to the point that it began to manifest in my body physically. I was experiencing chest pains and shortness of breath almost daily. I was experiencing panic attacks. After being given the ultimatum to find alternatives to reduce my stress and control my anxiety or be placed on medication, I decided to turn lemons into lemonade. I moved those emotions into a presentation titled “Trigger Warning: When Conduct Reports Include Hate Speech.” A Black colleague of mine from Fraternity and Sorority Life, with whom I investigated these matters, and I presented this workshop at the Association of Fraternity/Sorority Advisors’ Annual Meeting. But this was simply a bandaid placed on the wound inflicted by racism and the invisibility of Black professionals in higher education. As COVID-19 arrived in New Jersey in March and its symptoms mimicking my yearly allergies and asthma symptoms, my anxiety was through the roof and I wondered if 2020 could get any worse. It could, and it did.

Can We Get a Break?

On Friday, May 8, 2020, I finished the 2.23 mile run for Ahmaud Arbery in the rain to hide my tears and returned to a text from my mother saying “Please be safe.” Working to release the images from my head of Arbery being hunted and murdered like an animal, I learned of Breonna Taylor’s murder by police a few weeks after Arbery, and then watched the heartbreaking murder of George Floyd. Floyd’s death was followed by news of Tony McDade’s murder at the hands of Tallahassee, Florida, police. As each report of these murders flooded social media timelines and news channels, I watched my colleagues cry out on social media for justice and I saw my institution remain silent. But they were not silent about the need for us to send in our weekly productivity reports.

I should not be surprised by the silence, as they were silent during the summer of 2016 when the country watched countless videos of Black bodies being executed in the streets, but we were running business as usual. I recall an



individual within executive leadership ask “Why are they [Black people] wearing black?” and when they were told why, the response was, “Oh, that,” and they proceeded with their conversation about their vacation. Four years later, I was not going to accept another “Oh, that” and made my position on leadership’s silence very clear on my social media outlets. Eventually, a few members in leadership made contact in what appeared to be a calculated way, but I took the opportunity to express my disappointment with the institution’s lack of response to the murders of unarmed Black people and the impact on the Black professionals within the division. The urgency to learn, unlearn, engage, and make change was short-lived, forcing me to rethink my role and my desire to be in higher education.

Have you ever sat stone-faced while screaming at the top of your lungs in your head? That is how I felt each day reading reports from Black and Brown students calling out their peers and demanding justice. Watching your own students peacefully protest throughout the university streets but you cannot join them because you are a conduct officer, let alone protect them from counter-protestors. To read reports and know that you have no authority to address the behavior and watch it go into the abyss of the Bias Intervention and Response Team... I am left looking at myself in the mirror and asking myself, “Black woman, how are you evening the playing field?”

The Disrespect

I wish I could tell my students that I see them, I feel them, and I am with them, but I cannot afford to get too loud. As a Black woman who identifies as queer, I am one of the most

at-risk people in the world. My three identities are invisible and unprotected. And while I knew this intellectually, it became apparent to me through conduct work. I recall an incident with an extremely irate student. I met with this student and his support person on a summer afternoon. The student, like most, was unhappy to have this meeting. He began to raise his voice and behave aggressively toward me; the sounds could be heard into the waiting room where many of my colleagues were standing around. To protect myself, I stood up and worked my way to my door to open it and point the student in the direction out of my office. The student refused to leave my space and my colleagues just watched. I am thankful that one member heard the commotion in her office and came to assist. The assumption that I, the strong Black woman who presents in a masculine way, could handle this escalating situation herself was hurtful and eye-opening. I became more aware that white men felt that they could disrespect me without consequence, and there would be no one to tell them otherwise.

What is it with white men?

A major part of my role is to adjudicate organizational misconduct. I pride myself on offering my student organizations the opportunity to grow from their missteps, even if it means a temporary separation from the university. Most of the conversations I am having around organizational misconduct happen to occur with fraternities. These conversations are usually with white fraternity men, namely chapters within the Interfraternity Council. When incidents of misconduct occur and the chapters are placed on interim action or charged with violations, most times there are swift responses from alumni members. These individuals are

either interested in a “partnership,” but directing questions related to the conduct process to the white woman in charge of fraternity and sorority life (FSL), or they jump right to senior student affairs leadership to bargain the outcome of the process rather than letting the process play itself out. While annoying, I have tried to be understanding that they are simply advocating to maintain the chapter. February 2020 changed that thought process for me.

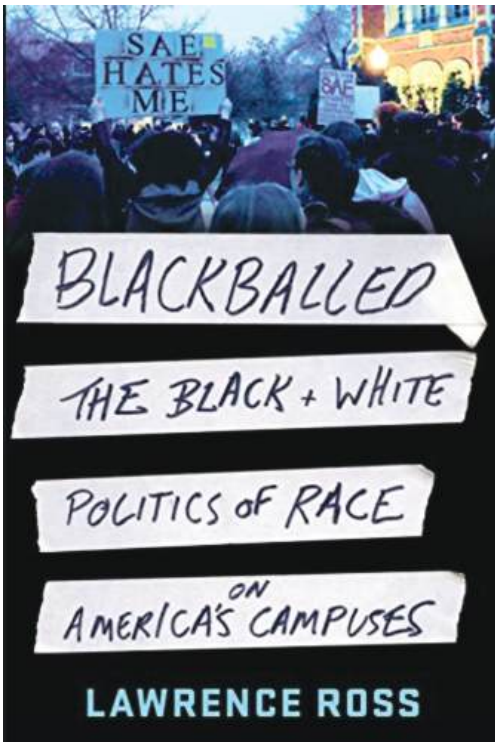
An allegation of hazing was presented to the FSL office and I was contacted to meet with the individuals making the complaint. As I began to investigate this complaint further with my intern, we discovered that the chapter had been engaging in serious misconduct. I asked the FSL director to set a meeting with the chapter’s national representative so that we could collaborate on the best way to address the chapter’s behavior. An alum of the chapter who donates to the FSL office was invited to the Zoom meeting. I am not sure if this man was the chapter advisor or if he was invited because he is a donor to the office and his chapter was facing the conduct process. As the director introduced everyone and explained the purpose of the meeting. We had planned to share some photos we found during our search, but we never made that far. This white man was quiet and attentive. The moment I began to speak, that changed.

Throughout my attempt to walk the group through the investigation and what we had uncovered thus far, this white man continued to interrupt me and talk over me. I watched as this director nervously laughed, and then I realized she had no intention of checking her guest. So I did. It felt great standing up for myself. He informed us that he would handle the matter and speak with the chapter. He wanted me to send him all of my information and dismiss the work that I was engaging in with my intern. After the meeting concluded and I prepared to debrief with the director, I started by expressing my frustration with this man’s disrespect. I was told, “Well, that’s just [insert his name], so you have to just let it go.” Dumbfounded, my face said, “Let it go? That is just him? I do not think so.”

Why is it okay for white men to talk to women, especially Black women in such a condescending manner? Why was it okay for this white woman to allow her guest to speak to me as if I am not a professional staff member with three

degrees (working on my fourth), or as if I am beneath them both and could not possibly have a clue of what I am doing? And then it dawned on me: white fragility. To paraphrase Austin Channing Brown, white fragility is dangerous. White fragility “ignores the personhood of people of color...and forces Black people to fend for themselves” (p. 89).

This feeling was perpetuated when I was invited to participate in a meeting with the North American Interfraternity Conference (NIC). The NIC leadership is made up of white people. Members of this leadership team drafted a statement including their expectations for the student organization conduct process on campuses. The expectations included how campus-based professionals should communicate with member organizations, but neglected to include any thoughts on how to hold their member organizations’ leaders accountable throughout the process. While I appreciated being invited to the table, I recognized during the days leading up to the meeting that I was becoming annoyed with the document. I wondered who permitted them to draft this document, especially when their own house is not in order? The short response to my question -- society. And yes, I understood the intent and appreciate the person who invited me to the table, but if we are being honest, that meeting should have never occurred. And if there is confusion around why I say this meeting should have never occurred, then I urge you to read “Blackballed” by Lawrence Ross.



Part of the Problem or the Solution

Everyday society reminds Black people that the systems in place were not designed for us to succeed, yet we persist. We understand that if we are ever going to effectively change the system, we must enter the system to make an meaningful change from within. It is that persistence that allows us to show up and show out in spaces such as politics, health care, and education. Silly of me to forget that higher education has been and continues to be a system we must dismantle and rebuild. For some reason, I expected all higher education professionals to be relatively woke and find myself heartbroken each year that we must revisit the conversation about police brutality, racism, and systemic oppression. Now that I am within the system and on occasion have the ear of those in leadership, I ask myself, how do I push for change and fulfill my purpose?

Am I Complicit?

I have been given great opportunities to change the system, or so I thought. I have written organizational policies utilized at all three campuses of my institution to ensure a fair and equitable process for all student organizations. This is a source of pride for me, as I believed that my

policies would prevent culturally-based fraternities and sororities from being over-sanctioned and removed from campuses at a disproportionate rate, but my process means nothing if departmental policies are not inclusive of these groups. And since I must remain in my lane, I am forced to adjudicate cases using policies that were designed to make these groups fail, which practically necessitates over-sanctioning. It becomes mentally and emotionally taxing, needing to justify my decision to place a culturally-based organization on a plan of action rather than suspending them, especially when the initial suggestion to me for an IFC organization is a plan of action when a suspension is warranted.

When I was allowed to lead the changes to our code of student conduct, I was honored. I knew this would be a space where I could scrutinize the language and process to make a change. I was hoping this work would not just provide professionals and students with a better process, but also impact how we managed drug cases, namely marijuana. I quickly realized that the place to make that change had nothing to do with the conduct process, but the processes which take place before the police report arrives in my inbox. I recall begging my former director to set up a meeting with the university police to have a real discussion about the over-policing of Black and Brown students when it came to marijuana. I was told we needed to maintain our relationship and not rock the boat. I knew that having the data would be the best source to convince him and possibly our police to have this conversation so I requested that our fieldwork research project include the assessment of our marijuana data. I was supposed to supervise this project, but it was hijacked. I received the raw data from this project (which was conducted well over a year prior) only weeks before writing this article. Maybe it was hijacked from me because my director believed that what he perceived to be a “soft spot for Black men” would have negatively impacted the research project. “Soft spot for Black men?” Stephanie, what does that mean? To be honest, I have no clue what he was insinuating but as I continue to reflect on it, maybe I do because the educational and legal systems Black men must navigate daily do not hold a soft spot for them. They were designed to keep them oppressed and stressed.

I reflected more and more on that statement because I had to analyze if I was being consistent in my work or too lenient on these men. I became more concerned about how I was being perceived than I was about the development

of my students. It greatly impacted how I did my job and paused my pursuit of my purpose. It also did not help that my director had painted me as the angry Black woman in the department. Then came the one case that broke that pattern. A young man had been arrested on some very serious charges and was interimly suspended. Due to the nature of the allegations against him, I was asked if I wanted a plainclothes detective in the building. I declined. After my investigation, I was asked by my director which sanction I was considering. When I provided this information and my rationale he looked at me and shouted, “What? Are you serious? You have to go for expulsion.” I responded: “The judicial system will do much worse to him, I don’t need to pile on.” I remembered breaking down crying when I got home that day. Even now, it becomes emotional for me because it forces me to ask myself, Am I a part of the school-to-prison pipeline issue? How many Black and Brown men have I overcharged? Oversanctioned? What world am I preparing my students to enter? What am I telling them to expect despite their pursuit of higher education? I no longer wanted to be a part of the problem, but I continue to seek how to be a part of the solution.

Earlier this year student leaders from Syracuse University occupied an administration building making demands for thorough investigations into racist acts occurring on campus. These students were seeking justice and were longing to be heard. They were greeted with the denial of access to food, water, and sanitary napkins while occupying the building as well as given blanket interim suspension notices for exercising their First Amendment rights. As an activist associate of mine posted on his social media what he knew

to be true from his own experiences while on the campus during the protesting, he informed us all of the suspensions and asked for help. With the fear of consequence but the conviction of my purpose in my position, I connected with some of the student leaders to provide them with talking points to address the procedural errors which occurred based on the university’s code. Even now, exposing this, I am aware that I could face consequences. But I cannot be concerned with that. I have to make it known that we cannot sit in these roles and continue to practice the dismissal of Black and Brown students, ignoring their needs to be safe and seen on their campuses. If being vocal about supporting our students and protecting them when necessary means I suffer consequences, then that is my path.

Finding Purpose, Again

I currently hold the position of Vice-Chair of Education for ACPA’s Commission for Student Conduct and Legal Issues. During the commission’s June 2020 call I expressed how I have been failing to find purpose in my role, in my career. Wondering how I could remain in a field that was not interested in seeing me, supporting me. Working in a field that consistently expects Black folk to push down their emotions and hide their reactions to what is occurring in the world around us to keep cranking out work, wiping white tears, and educating the awakening. Working in a field that asks how they can help, takes notes but no action, or provides excuses on why the system cannot be changed. At the end of the meeting, our commission chair gave each of us a simple task: Reflect on why we are doing this work. I wanted to find my way back, back to the love and the purpose, but I struggled. Unmotivated, but still working, I was given a case deemed urgent.

Two incoming first-year students – one white woman and one Black woman - engaged in an encounter at home before arriving to campus. The white student and her family escalated the issue to the president’s office. They claimed that the Black student threatened to attack her once they were on campus in the fall – and claimed that this threat was on video. They wanted to rescind this Black student’s admission, but after review, she had said nothing of concern on the video. During my investigation, I had the opportunity to speak with both women and found that no violations of



the code had occurred. What broke my heart during this phone call was the way this young Black woman and her mother begged for the student’s opportunity to receive her education. They believed they were speaking with a white administrator. Eventually, I disclosed that I was a Black woman as well, and I could hear the relief in her voice. She was found not responsible.

The investigation did turn up some interesting information: the white student in a video threatening to shoot up the school upon her arrival, which I shared with my supervisor and expressed concern. But there was no talk of rescinding her admission. It was at that moment that I remembered my purpose in my position. With such clear information, how could the university consider denying this young Black woman the opportunity to chase her dreams? How could there be no consequences for terroristic threats? But this is the system in which I have chosen to insert myself to be a change agent. And while I have not been successful in changing the system, I am consistently working to even the playing field.

Conclusion

I like to end every meeting with an actionable item and this article is no different. So I am leaving you all with the following challenges: to my Black and Brown colleagues,

share your truth. Use your voice to express how the actions or inactions of those around you has caused you harm. Do not become so consumed with saving everyone else, that you forget to save you first. As my classmate reminds me often, “Put your mask on first.” And sometimes putting your mask on first means saying no, advocating for yourself and your students, or walking away from toxic environments.

To my white colleagues, do better. Do not read the book and watch the webinar in the moment and then move on. Be intentional about your own education, acknowledging your privilege and biases. Stop apologizing verbally while maintaining the same behaviors. Show up for your colleagues of color and commit to doing some of the heavy lifting in this work of equity and inclusion, because we are tired of doing it all.

Stop apologizing verbally while maintaining the same behaviors.

Institutional leaders, mean what you say. Put real action to your claims of commitment to diversity, equity, and inclusion. Stop and take a look around your executive leadership team, ask more questions to gain understanding, and make change when you see a mass exodus of Black and Brown employees. These are just starters as I am sure we could add to the list. I encourage you to take the time to reflect on why you work in student conduct or higher education. Ask yourself what your purpose is in your position and whether you are living that purpose or at least making strides toward it. If you are not, I urge you to re-evaluate your current life mission.

References

Brown, A. (2018). I’m Still Here: Black Dignity in a World Made for Whiteness. Crown Publishing Group.

Ross, L. (2017). Blackballed: The Black and white politics of race on America’s campuses. MacMillan.

Wale. (2019). Wow... That’s Crazy [Album]. Warner Records Inc.

Walker, R. (PhD). 2020. The Unapologetic Guide to Black Mental Health. New Harbinger Publications, Inc.



https://answers.syr.edu/display/itslemp/Crouse-Hinds+Hall?preview=/52298709/61899572/Crouse-Hinds_Resize%20copy-min.jpg

A Call to Action

Understanding the Role of White Supremacy in Student Conduct

Anton Ward-Zanotto | Ph.D. Student, Higher Education Leadership
Colorado State University

Student conduct research and discourse often focus on legal compliance, training opportunities for conduct officers, and the use of alternative resolution options. Bradboy (2003) calls for wholesale revisions to underlying structures to create systemic change. Gusa (2010) highlights that “when whites neglect to identify the ways in which white ideology homogenizing practices sustain the structure of domination and oppression, they allow institutional policies and practices to be seen as unproblematic or inevitable and they thereby perpetuate hostile racial climates” (p. 465). This call to action challenges our profession to continue to advance the good work of conduct practitioners expanding student conduct to include informal strategies for resolving conflicts (Giacomini & Schrage, 2009; Kalagher & Curran,

2020). In alignment with the current strategic imperatives for structural changes, this article calls for an outright reconsideration of student conduct processes and policies rather than attempting to work around existing systems that reinforce whiteness and white supremacy. The use of formal adjudicative processes that mirror legal systems, regardless of how often they are talked about as being “educational,” still creates harm for BIPOC students (Skiba et al., 2011). The history of higher education institutions is filled with instances of discipline as a form of social control and indoctrination that forces BIPOC students to conform to white norms (Wilder, 2013). In my own experiences, addressing structural whiteness and white supremacy in student conduct involves incremental

Addressing structural whiteness and white supremacy in student conduct involves incremental changes.

changes and adjustments to myself and the machinery of the institution, a reusing of scraps of the system that can be turned inward on the system to create transformational change (la paperson, 2017). Throughout conversations about operationalizing a new student conduct code, I experienced the tensions between compliance and student care and development. Regularly bringing in student development as part of the learning experience helped frame for our compliance colleagues, all of whom lacked a student affairs background, that student conduct was more than just legal compliance. Lacking positional power in the discussion made it challenging to create rapid change, so I had to push incrementally in those discussions, and use what power I had in my immediate sphere of influence to make changes in practice that centered equity and holistic support for students.

Additionally, my own educational journey has helped me better understand my own identities and how they play into how I operationalize student conduct systems. I move through the world as a white, able-bodied, gay cis-male. I represent for students in the process exactly what they would expect from a disciplinarian – “the man.” For white students, this may bring comfort that they will be treated fairly by “one of their own.” For BIPOC students, the literature about = discipline systems in K-12 along with my own experiences with these students tells me that I represent an oppressive system that is tilted against their success. Constantly reflecting on my own whiteness and “doing my work” helps me reframe my practice and begin to urge my other colleagues to do the same. Having these conversations and pushing back against existing structures is challenging, so finding allies and colleagues who support these changes makes slow deconstruction and reconstruction possible.

So what can we all do? We must now consider thinking beyond the “model code” (Stoner & Lowery, 2004):

- 1.** Use data to understand your prohibited conduct. Take a deep dive into your cases to identify whether there are particular behaviors and policies in which BIPOC students are overrepresented in community or staff reporting.
- 2.** Deeply examine your prohibited conduct and its roots. Do you have policies that have been around since the before-times? Why? Are things like guest policies vestiges of gendered guidelines for single-sex buildings?

Does your free-speech policy fail to recognize methods by which BIPOC students are victimized by certain hate speech?

- 3.** Tie your changes to your values. There will be resistance to this change. Seek allies and partners in the work, but most importantly tie these policies to your institutional values.

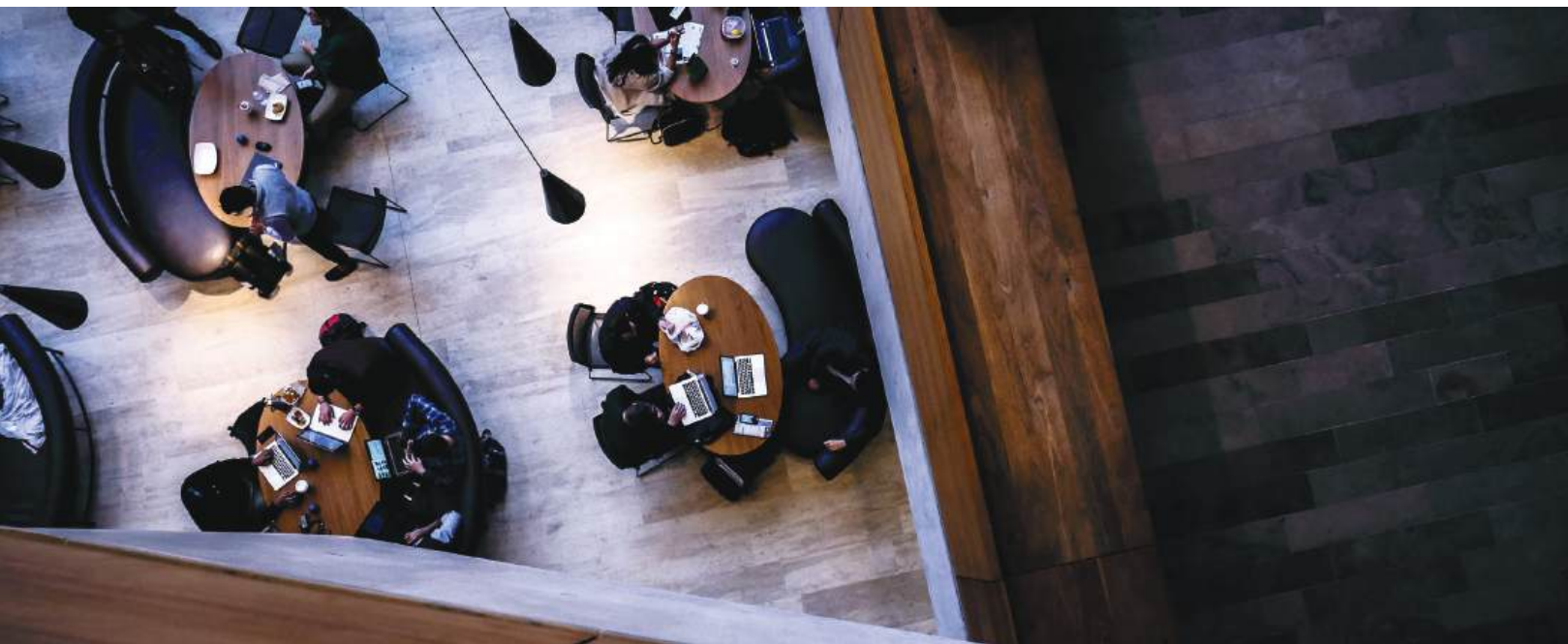
- 4.** Continue the training, with additional self reflections. As products of racist systems, many of us work to reinforce systems of whiteness and white supremacy both intentionally and unintentionally through our work and personal choices. We must continue to engage in thoughtful training, and begin to emphasize individual work to identify our own ways that we perpetuate these systems.

- 5.** Have a cohesive approach. Reliance on only formal adjudicative processes represents a problematic way of engaging in this work, as it fully realizes a system most closely aligned with whiteness and white supremacy. We must seriously consider an approach that links a variety of forms of proactive and reactive intervention in a cohesive system.

Institutions must make choices regarding levels of risk. While there are clearly some policies that require compliance with federal and state laws, the ways that these policies are enacted may be subject to different forms. Institutions need to decide what methods they can take to address conflicts between values and compliance risks through litigation, lobbying, and/or imagining new ways of working with these policies. Conduct professionals have an opportunity to be leaders in this work, and help move forward our conduct processes to be transformative for our campuses.

References:

- Brayboy, B.M.J. (2003). The implementation of diversity in predominantly white colleges and universities. *Journal of Black Studies*, 31(1), 72-86.
- Giacomini, N.G. & Schrage, J.M. (2009). Building community in the current campus climate. In J.M. Giacomini, N.G. Stoner, & E.N. Schrage (Eds.). *Reframing campus conflict: Student conduct practice through a social justice lens* (pp. 7-21). Stylus Publishing, LLC.
- Gusa, D.L. (2010) White institutional presence: The impacts of whiteness on campus climate. *Harvard Educational Review*, 80, 464-490.
- Kalagher, S.S. & Curran, R.D. (2020). Crafting and revising your student conduct code. In D.M. Waryold and J.M. Landcaster (Eds.). *Student Conduct Practice: The Complete Guide for Student Affairs Professionals* (2nd ed., pp. 36-57). Stylus Publishing.
- la paperson. (2017). *A third university is possible*. University of Minnesota Press.
- Skiba, R.J., Horner, R.H., Chung, C.G., Rausch, M.K., May, S.T., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40(1), 85-107.
- Stoner, E. N., & Lowery, J. W. (2004). Navigating past the “spirit of insubordination”: A twenty-first-century model student conduct code with a model hearing script. *Journal of College and University Law*, 31, 1-77.
- Wilder, C. (2013). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. Bloomsbury Press.





HAVE YOU UPDATED YOUR PROFILE?

Your membership profile helps ASCA provide information that coincides with what's on your profile such as city, title, etc. Regularly update your profile to get the most out of the membership. Log into your profile today to see what information is outdated.

www.TheASCA.org



Navigating Student Conduct Through the Lens of a Sole Conduct Coordinator

*Ben Thoreson | Student Conduct Coordinator
Richard Bland College*

I recall being excited for the new challenges I was about to encounter before starting my position as the student conduct coordinator at Richard Bland College (RBC). I knew that transitioning from a residence education coordinator (REC) at Longwood University, where I had some conduct responsibilities, to being the only conduct coordinator at RBC was going to test me professionally. However, I knew I was ready for this transition. Becoming the conduct coordinator at RBC was the best professional decision I could have ever made. The collaborative, team-oriented environment, the ability to oversee conduct and academic misconduct, and opportunities to serve in institutional committees were just a few of the reasons I chose to work at RBC. Furthermore, I saw a great opportunity to aide in the development of the students, preparing them to potentially attend a 4-year institution or engage in other opportunities after RBC.

As the sole conduct coordinator at Richard Bland College (RBC), a 2-year residential institution, I have deliberately continued to build on the foundation of student conduct through the principles of equity, accountability, and education through enforcement and awareness of the RBC student handbook expectations. Being the only conduct

coordinator at RBC has been a professionally rewarding experience as I have been able to continue to build a culture of equity, accountability and education. Despite being new to the field of student conduct, I have made it a priority to be purposeful in my efforts to make strides at RBC in improving student conduct. I take a holistic approach by evaluating the effects these potential changes might have in the long run. In order to make systematic changes to improve student conduct, one must evaluate the needs of the campus, determine how integrating any changes can be beneficial in the short-term and long term and how to implement change. In order to be intentional in evaluating the needs of the campus and continuing to strive for improvements at RBC. As the sole conduct coordinator, my supervisor communicated to me early on that the door is always open for new and innovative changes to student conduct as long as they would be beneficial to the community. During my first few weeks of starting at RBC, I identified that the conduct board training needing to be updated to accommodate current conduct issues, and I was given the freedom to make modifications. I have thrived at RBC primarily due to being innovative in seeking changes but also due to the type of environment that exists at RBC.

ASCA Reflections Educational Magazine | 37

The Challenges

The structure of RBC is rather unique as student conduct (along with academic advising, campus engagement and disability resources), typically housed under Student Affairs, is under the student success department instead of existing as its own separate department. I have had to adjust to being part of a department where there are no other conduct coordinators, and in general, is smaller than what one might expect. In my previous role in residence life at another institution, I was accustomed to regularly collaborating with other hall directors and sharing different strategies. Here, I had to adjust by collaborating with other colleagues outside my department. While I may be the only conduct coordinator on campus, many RBC colleagues have been allies in helping me grow the department. I was lucky to connect with many colleagues that had either served on conduct boards or had otherwise been involved with student conduct before. Some of the colleagues I connected with over time were the chief of police, a variety of faculty members that served on the board, residence life professionals, and others. That sense of being able to rely on colleagues came naturally to me. Here at RBC, I'm able to gather different perspectives outside of the conduct office, which may not be able to happen at other institutions.

While navigating these roadblocks of being at a small institution and being the sole conduct coordinator have been certainly challenging at times, the professional skillset I have developed as a student conduct professional has been transformative. Working at a small institution, I have had to be creative in approaches to developing a alcohol/drug intervention sanctions, utilizing community partners in the surrounding area, and developing cost-efficient preventative programming. I have been actively building my professional network through social media and emailing with other conduct professionals to engage in constructive dialogue on trending topics in student conduct.

The mentorship I have received through this networking has been instrumental in discovering innovative ideas to implement at RBC.

Developing Creative Solutions

Working at a small institution has many advantages; although I work in student conduct, I am getting valuable experience in other areas within the institution such as community engagement, assessment and evaluation, and advising. Resources that many institutions have – for example, offices that can create alcohol/drug workshops in partnership with student conduct -- are not always available at small institutions like RBC.

Understanding behavioral trends at one's institution is a critical step in creating a culture shift. At RBC, one of the first concerns I observed was that since the fall of 2017, the number of total alcohol and other drugs (AOD) violations reported increased, as well as the number of students found responsible for AOD violations. This appeared to be a direct result of a 44% increase in students living on campus. While there was a significant increase in residential students, there were also more incidents reported by residence life staff. It became clear that the presence of AOD on RBC's campus required us to deliver some much-needed educational programming. Using research conducted by other Virginia institutions who had success with administering AOD workshops/programming, RBC sought to implement similar initiatives to reduce AOD use. As a small institution,

not having the resources on campus to conduct AOD workshops posed a problem.

The challenge certainly created a lot of uncertainty, but prompted me to create intervention strategies in an effort to help prevent AOD violations. I started making connections in the area with community service agency boards and AOD treatment centers to create a variety of resources that students might use. I collaborated with campus police and Virginia Alcoholic Beverage Control (ABC) in order to create online AOD prevention and intervention courses for sanctions resulting from policy violations. With my partnership with Virginia ABC, these online intervention and prevention courses are offered through 3rd millennium classrooms and will be fully operational in Fall 2020. These were developed specifically for students who are found responsible for the first time for AOD violations.

Additionally, the AOD prevention courses can be used year-round for the purpose of educating all first-year students. This will be implemented with the goal that AOD violations might decrease as a direct result of taking the prevention course. These will provide students with information on the negative effects of substance use, behavioral assessment, measurement of behavior and attitudes, and personalized feedback.

Making Institutional Changes as the Sole Conduct Coordinator

I recall in one of my very first meetings with my supervisor Celia Brockway, Director of Student Success, I was challenged to consider how to maintain current conduct standards and implement new expectations that could improve the institution in the long-term. RBC had already established a framework of detailed policies and procedures in the student handbook, but when I evaluated those

expectations, I asked myself several questions:

- Were the current sanctions considered punitive or were they educational and restorative?
- How much student learning is happening as a result of going through the conduct process?
- How much do students understand when reading these policies?

I began an in-depth review of our behavioral policies and typical sanctions assigned. I met with conduct board members, faculty/staff, the chief of police, residence life coordinators (RLCs), and other colleagues who have a stake in student conduct.

It can be challenging to not have other student conduct colleagues in your workplace with whom to bounce off ideas and share perspectives. However, as a sole conduct coordinator, it's a great opportunity to get creative in one's approach and try to lead a culture change from the ground up. Here are just some of the strategies I used in order to start making changes that could eventually benefit RBC in a comprehensive way.

- I researched a diverse selection of peer and other institutions in Virginia to understand how RBC's student handbook, sanctions, and other policy language.
- To understand the history of student conduct at the college, I consulted with the chief of police, RBC colleagues who had worked there for several years, conduct board members, faculty and staff, and residence life coordinators. As a result, I was able to get a grasp of much of the history of student conduct by understanding the types of sanctions that have been most effective, the misconceptions students have about certain policies (plagiarism, smoking, etc.) and the behavioral patterns (AOD, student confrontation and conflicts and more) that have been prevalent on RBC's campus.
- I contacted other student conduct professionals in Virginia to get their perspective and knowledge of their current student conduct policies and procedures and how applicable they might be to RBC.



Before making any recommendation to changes to any policies or any additions to sanctions, I first had to consider the conflict climate at RBC in order to have fair but purposeful policies and sanctions. First, I sought to identify behavioral trends over time. As I mentioned earlier, AOD violations had increased over the previous two academic years, but there were a variety of violations that had also been trending upward. Smoking in residence halls increased substantially along with disruptions and disorderly conduct. Social media and online behavior have been a behavior that has been evolving on RBC’s campus as well. I believe that the increase in reports of all concerning behavior is directly related to the increased residence hall occupancy over the last several years.

I also considered what might be the immediate and long-term effects of making policy changes before suggesting them to our counsel. These recommendations would not only need to benefit the students, but also support the institution’s mission and goals. One of the main reasons I was able to recommend so many changes was the amount of staff and university support I received. While being the sole conduct coordinator at RBC may feel lonely at times compared to serving in this role at other institutions, RBC has allowed me to be successful by connecting with my colleagues across campus. My supervisor has consistently supported my efforts in advancing change within student conduct. This work did not come without roadblocks: I’ve learned that making official changes, particularly at a public institution, requires the buy-in of senior leadership, including the board of visitors, president, and legal counsel.

Changes that were Implemented

One particular change I’d call a success was the addition of sanctions. RBC had a substantial framework for the minimum sanctions for violations. However, in my research I discovered other developmental outcomes used at other institutions that might well be used at my own college. We had already incorporated many sanctions that were introduced in the Model Code (Stoner & Lowery, 2004) and

had previously applied some restorative justice principles in sanctioning. When considering what sanctions to add into our “menu” of options, it was crucial to consider how new sanctions can be purely intentional in helping students realize the impact their behavior had on the community. Integrating restorative justice philosophy in terms of sanctions are crucial to the development of student learning, according to Karp and Sacks (2014). Those educational sanctions create an immediate impact by allowing students to reflect on the impact and the harm caused to other individuals and to the community. Researching other institutions’ conduct sanctions with other RBC officials has opened my eyes to the numerous ways that new conduct outcomes could benefit students here.

In moving forward with implementing change at RBC and after compiling research between conversations with colleagues, to researching other institutions’ Student Handbooks, Code of Conducts and other documents, I was able to make many recommendations as it pertains to specific guidelines and policies as well as innovative & intentional sanctions to my institution that would be valuable moving forward. There were several sanctions that were implemented and were successful such as; code of conduct policy review, discussion of behavior w/conduct coordinator, student responsibility presentation, reflection papers and alcohol/drug online courses.

While I may be an office of one person in student conduct, I wouldn’t have been able to put the energy into developing these new sanctions without the many cross-departmental conversations I had with my colleagues at RBC. Gathering others’ perspectives from both within RBC and outside of the college allowed me to consider other factors when deciding on pursuing a certain direction. While I have believe I have been effective in adding new policies and procedures, I don’t feel like this is the end of the work. I have many visions for the future of the department. I’m currently working on creating a more targeted outreach for prevention programming related to substance abuse and dating violence, and I hope to build and sustain deeper relationships with community partners in order to offer students more resources.

There are still some changes I’d hoped to implement sooner that were met with some barriers to execution. I had aspired to create a new student conduct webpage and have it up and running by spring of 2020. I wanted to have a variety of online resources to offer students and have a “one-stop shop” where students could find not just information but also engagement opportunities. Unfortunately, this webpage is still not up and running, due mainly to the length of time it takes to create one, along with including certain features that were more complex than I could have imagined. Furthermore, the emergence of COVID-19 also caused a setback, as student conduct had to prioritize other, more pressing tasks. However, this timing did allow me to flesh out more elaborate plans for the branding of student conduct by collaborating with the communications department at RBC. I quickly learned that not all changes happen overnight and setbacks can happen when you least expect them, but I remain flexible and ready to adapt to them.

Creating Dialogue with Students

As a student affairs professional striving to develop my skillset, I work to maintain best practices in student conduct by ensuring students are always aware of their rights through due process. I accomplish this by facilitating pre-hearing meetings with all students who are made aware of a potential violation. I also publicize student conduct information regarding hearings and students’ rights directly on RBC’s website. Through the student conduct procedures at RBC, I have been able to engage in healthy conversations with students so that I can understand the students’ experiences and also raise their awareness of our policies and procedures. The students’ perception of the student conduct procedures related to their rights in a hearing and other rights, such as having an open hearing, impacts how the student learns (Stimpson & Janosik, 2015). The conduct process at RBC is designed to impact student learning through facilitating discussions in administrative or conduct board hearings on students’ behaviors and expectations. This creates an opportunity for students to reflect on their behavior and be held accountable through the conduct system. Through many of the discussions held during hearings or through the educational sanctions that have been assigned, students have shown remorse for their actions, appreciation for another opportunity to participate in campus life, and have developed solutions to how they



will improve their behavior. As the sole conduct coordinator I must continue to examine, evaluate, and assess the RBC conflict culture in order to make ramifications to student conduct.

Moving Forward

As the sole conduct coordinator at RBC, it is my priority to continue to address the standards of student conduct and maintain an environment that is conducive to the growth of all community members. Slight changes have occurred with updating sanctions/policies & procedures, but that is not where change is halted. While those changes have helped establish expectations for all students, this is only the beginning. It seems like everything emerges as a priority when you are the sole conduct coordinator at a small institution. Being able to map out the direction of the department by developing key strategies will help student conduct continue to build an environment of civility, respect, and integrity. The following are some of the early strategies we’ve implemented in order to continue to foster

the community at RBC.

- Preventative programming and intentional outreach
- Expanding on my current relationships and continue to build new relationships with departments and community partners
- Fostering learning opportunities through student conduct procedures and sanctions
- Continuing to build an atmosphere that allows open communication of values and ethical behavior through the establishment of clear behavioral expectations for students.

Such strategies will allow student conduct to set standards for students and embody the principles of accountability, equity, and education. There have been many changes that have been implemented and that I believe have contributed to the success in the growth of the community. As the sole conduct coordinator at RBC, I have taken a hopeful approach to improving the culture. In addition to these strategies, I will continue to offer opportunities for students to grow. I will allow myself to continue to be innovative and creative, and I hope to evolve as a conduct professional through researching and incorporating best practices at RBC. I must not only strive to foster the community at RBC through conduct standards, but also continue to implement a structure of conduct that is fair and comprehensive.

References

Karp, D. R., & Sacks, C. (2014). Student conduct, restorative justice, and student development: Findings from the STARR project: A student accountability and restorative research project. *Contemporary Justice Review*, 17(2), 154-172.

Stimpson, M. T., & Janosik, S. M. (2015). The Conduct System and Its Influence on Student Learning. *Journal of College Student Development*, 56(1), 61.

Stoner, E. N. (2004). Jonh Wesly Lowery, Navigating past the” Spirit of Insubordination”: A Twenty-first Century Model Student Conduct Code with a Model Hearing Script. *Journal of College and University Law*.



**DEADLINE IS ON
OCTOBER 6TH**

For questions or additional information please
contact us at asca@theasca.org



Write for the ASCA Blog!

**SUBMIT YOUR
ABSTRACT**

**WE NEED MORE VOICES
FOR THE ASCA BLOG.**

Write and submit your blog
abstract on any topic relevant to
our profession that's important to
you.

**YOUR MESSAGE
MATTERS.**



KOSHER CONDUCT

Charles Schnur | Director of Student Conduct
Delaware County Community College

Jews make up a little over 2% of the United States population (Sheskin & Dashefsky, 2017), and one in ten Jews in the United States identifies as Orthodox (Pew Research Center, 2015). I am one such Orthodox Jew, and I serve as the Director of Student Conduct at a mid-Atlantic suburban community college. Research on the Jewish college student experience is limited; research on Jewish faculty and staff even more so. In this article, I will discuss the dichotomy of enjoying certain privileges of being perceived as white yet not fully identifying with the majority culture; one Jewish higher education writer called it “a hidden minority amidst white privilege” (Singer, 2008). Student conduct has given me a deeper legal lens to understand issues, yet I sometimes struggle with figuring out what is a reasonable accommodation to ask for myself as a non-union/tenured staff member.

If I worked in the Jewish community or at institution with a larger Jewish population, these concerns would have less of an impact. What do you do when there is no kosher food at the faculty/staff “holiday” party? Or when major incidents seem to happen when you do not have phone and internet access for over 48 hours straight and you are an office of one? When one-third of your vacation time goes to taking off for holidays and you “lose” at least one day a week for the Sabbath from working on your doctorate? I absolutely love my job, the people I work with, and the impact I have on my students. However, the tension is real. Writing this paper, I feel the internal clash of values of not wanting to come off as complaining and emphasizing how fortunate I am to work in student affairs at my institution; likewise I struggle as to whether I should have said “blessed” instead of “fortunate”. Ultimately, my faith has given me a framework to better help my students while buffering the emotional toll that

student conduct takes on its professionals. “The world [and my profession] endures by virtue of three things: justice, truth, and peace” (Pirkei Avot 1:18). Through this work hope I hope to add to the body of literature on the Jewish experience in higher education and give implications for future practice.

To sound like a rabbi, before I say something, I need to say something. The adage goes that if you put three Jews in a room, they will walk out with four opinions – and all of them valid under Jewish law. The joke, used before by my rabbi, goes that there were three Jews stranded on an island. When the rescuers finally came, they found the Jews had built three synagogues. When asked why three, one of the Jews responded, “That’s the one I go to and that’s the one he goes to.” The rescuers presume the third synagogue is for the third stranded Jew. “Nope. That’s the synagogue that all three of us agree that we won’t go to.”

There can be incredible diversity among Jews and even Orthodox Jews in practice, identity, and defining who is and who is not Jewish. Jewish identity is complicated as it transcends religion, ethnicity, nationality, and culture. Through immigration (forced and volunteered), intermarriage, and conversions, Jews have often come to look like their native hosts. The most recent generations of my family descend from Eastern Europe. Though my skin is white and I am deeply proud to be an American, I do not identify as part of the white majority culture. As much as Jews want to identify as American (or German, Soviet, Spanish, Persian, Greek...), there has always been an element of society that rejects Jews. My family was never Lithuanian or Austrian; they were always Jews. I like to think the United States is different: the idea of non-Jewish



police officers running into a synagogue and taking bullets to save Jewish lives is perhaps novel in world history. Yet, this internal identity conflict remains.

As the focus of this article is on the conflict I have navigating the outside and academic worlds, I have to be wary of the potential conflict between other Jews. What I choose and do not choose regarding my faith is not meant to disparage my fellow Jews nor meant to cause confusion among non-Jewish colleagues (“This guy Charles does this... why don’t you?!”). From personal experience, there are some members of the Jewish community who would chide me for being “too Jewish” and some who would do so for doing too little.

From a religious practice standpoint, and what most impacts day-to-day and work responsibilities, the simplest definition of Orthodox Judaism would include the strict observance of the dietary/kosher laws and the Jewish Sabbath (Friday sundown to Saturday nightfall), which means refraining from driving, use of the telephone, and other electronic devices. The same restrictions are in place, along with not doing “work,” for the other thirteen days a year that are defined as holidays. I do not wear a head covering (yarmulke) while at work and my current beard is more a function of the pandemic and working from home than a desire to look like my rabbi. Though I do have a mezuzah (scroll with Hebrew prayer) on my office door frame, one would not easily discern I am Jewish.

Recently I did some research on Jewish identity and higher education. I draw inspiration from Dr. Miriam Singer’s personal reflections in *A Hidden Minority Amidst White Privilege* (2008). Although the piece was written twelve years ago and Singer is a generation or so older than me, her struggles as an observant Jew (her self-identification, rather than Orthodox, Conservative, or Reform) resonates. Like the author, I will give a brief background of my faith growing up and in working in higher education; unlike her I did not grow up observant. Perhaps if I did, I might not have found my way into student affairs.

Somewhat paradoxically, the smaller my Jewish environment, the more observant in Judaism I became. My family moved from Long Island, New York, to Palm Beach County, Florida, when I was three. The Jewish population in Palm Beach County was (and still is) large, and growing to the point that the public schools were typically closed or had a teacher planning day for one of the days of Rosh Hashanah (Jewish new year, literally “head of year”) and/or Yom Kippur (Day of Atonement). Even with the days off, my family did not go to synagogue for the holidays and I do not remember “kosher” being in my lexicon until much later in childhood. Yet, I knew I was Jewish and was proud of it. I remember needing to graciously accept the candy cane Santa would offer when he came on the firetruck to our elementary school every year while biting my tongue and not telling my classmates the truth.



Attending the University of Florida (UF) as an undergraduate, and later graduate, students gave me the opportunity to explore the Jewish part of my identity. By raw numbers, UF boasted the largest number of Jewish college students at a single institution outside of Israel. Today, UF is still ranked first in overall number of Jewish students, though not by percentage, at 18% (Hillel, 2019). Though I made a decision to take on some semblance of kosher dietary law by not eating meat outside of Hillel (the international foundation for Jewish life on campus), Judaism was something I “did” a few hours on Friday night; my identity was primarily defined by residence life involvement. As a graduate hall director, three of my four RAs happened to be Jewish, though all three were not active in Jewish campus life. Interestingly, I found myself more connected to my conservative Christian RA as I often agreed to hold the duty radio for her on Sundays so she could go to church.

Looking to get away, I was willing to go nearly anywhere for my professional job position. My sole personal requirement was there had to be some Jewish community on campus. The Jewish population at UF was measured in the thousands. In my first job out of grad school as a Hall Director, I found myself at the University of Toledo (Ohio) where Jews on campus numbered in the low hundreds. It was also the only campus at the time where the Hillel was run by Chabad. Chabad itself is ultra-Orthodox, and as an international organization trains and sends out married couples to do outreach to other Jews of all observance levels around the world. As meals and events were held inside the house of the rabbi and his family (only men may be rabbis in most Orthodox traditions), it allowed me to experience home-based rather than “institutional” Judaism. The family-like atmosphere, along with the home-cooked food, gave me something I was missing. Though I was active in the local Conservative synagogue, teaching Sunday school and being

the token 20-something year-old on their fundraising publication cover, I found myself being drawn away from the synagogue and towards more observance. I was not Orthodox. I could not be Orthodox. I lived on campus and needed to be available to respond to crises; I had duty responsibilities for which it was hard enough to get someone to cover the duty phone for a few hours on a Friday night let alone a full day on the weekend. I was on a meal plan with a non-kosher dining hall. At that point in my life, I did not even want to be Orthodox.

I moved to Philadelphia to take a position as coordinator of Student Conduct and Community Standards at Drexel University, later becoming the assistant director. Living off campus, for the first time ever my personal life was separate from the university. I also lived a few blocks from the synagogue, allowing me to walk there, rather than drive. There was an actual community of individuals who kept the Sabbath. It was easier to give up checking e-mail and watching TV for one day out of the week, especially because I would not be getting duty calls in the middle of the night. In the winter months in Philly, sundown comes in as early as 4:15 in the afternoon; I needed to request a “reasonable accommodation” to leave early on Fridays. Even though I was making up the hours, I felt bad to be leaving early, particularly at the start of the weekend. I would sometimes sneak out without saying goodbye to avoid this feeling. My observance level continued to grow and within a few years I found myself identifying as Orthodox. This happened organically and perhaps only when I had to mark it on a Jewish dating site did I realize my change.

After a few years at Drexel, I sought my next professional opportunity. I was not looking to leave my beloved Philadelphia community. Delaware County Community College (DCCC), located in the county directly west of Philadelphia, created a Director of Student Conduct position, for which I applied and was hired in 2012. My first challenge was driving 45 minutes to an hour each way every day; even harder was finding parking in the city when I got home. Most difficult for me, though, was that DCCC had no organized Jewish community and the relatively small population of Jewish residents in Delaware County often attended other institutions. Oddly, my first week I met with a veteran faculty member regarding a classroom disruption incident. Seeing the decorations in her office, I “bageled” her and made a connection. Though not Orthodox herself, she was an active and proud Jew and I felt a little safer in my new surroundings.

In the following passages, I share some areas where I have struggled being Jewish in general or being Orthodox specifically while working in the field of student conduct. I want to emphasize that I love my role and the faculty, staff, and students I work with. But challenges do exist. I’ve also interspersed some lessons from Pirkei Avot (Ethics of the Fathers, translated literally as “Chapters of the Fathers,” which contain moral and ethical lessons compiled 1900 years ago) that have applied to my work in conduct.

“The world endures by virtue of three things: justice, truth, and peace” (Pirkei Avot 1:18).

We hold students accountable. We investigate reports, and sometimes that means information that leads to a finding of not in violation. Sometimes, we have to find a compromise. When our students walk away happy and grateful after a discipline meeting, we have done our jobs well.

Food

Nothing says Judaism like food. Nothing says student affairs like food, either. We all know the students and staff that happen to show up at the end of the program just in time for the food. Not surprisingly, Jewish culture has a couple of terms for those who come right at the end of Shabbat services just as meals are being offered. Food has the ability to bring people together unlike few other things do. I do not think I realized how much food there was working in higher education until I could not eat most of it. Meal plans, programs, annual banquets, meals when we have to work extra hours, or just to get together and order lunch were all part of it. I was comfortable at a certain point eating vegetarian and dairy “out” but keeping a stricter form of kosher at home. I could enjoy being with my colleagues and make a distinction; I was trying to have the best of both worlds. Two incidents force me to choose. At a large program at Drexel, I grabbed an item labeled as a cheese quesadilla and took a bite. Inside, there was chicken. Another time the office ordered Chinese for lunch. I

requested the vegetarian egg roll and took a bite. Inside that, pork¹. My colleagues at DCCC always knew me as keeping kosher; making the change mid-job at Drexel was awkward. There were some kosher options upon request at Drexel which made it slightly easier, but it was still weird. After being on a program planning committee, a colleague invited us all to lunch. I had planned to just have a Diet Coke and be social. When I arrived, she said she ordered a kosher meal especially for me from dining services. Just like it is for our students, sometimes it is the little things that make us feel seen and validated in our identities.

Baseball

The story goes that a Jew went to the rabbi concerned that the first game of the World Series fell on the night of Yom Kippur. The rabbi reassured the fan that that is why G-d² invented DVR. To which the Jew replied, “I can record Yom Kippur services?!”

Student Life at Drexel annually hosted a “Drexel Night at the Phillies” at the start of fall. As a quarter-system school, that meant mid- to late September. That also meant there was a limited selection of games to choose from that could match both the academic and baseball schedules. Despite being a Mets fan (which often requires greater leaps of faith than Judaism), I liked going for the baseball and to join my colleagues. One year the selected date fell on the night of Yom Kippur, the holiest day in the Jewish calendar. Student Life asked for my input and that made me feel appreciated and supported. Looking at the schedule and when Drexel students came back for the fall, it really was the only date available. The reality is you cannot always accommodate everyone all the time, but including as many perspectives in the conversation can be affirming nonetheless.

“Anyone whose good deeds exceed his wisdom, his wisdom will endure; but anyone whose wisdom exceeds his good deeds, his wisdom will not endure” (Pirkei Avot, 3:10).

1 Mixing milk and meat (including poultry), as well as eating pig, are forbidden under Jewish law.
2 Use of the dash to replace the letter “o” stems from the commandment to not use G-d’s name in vain. The prohibition is specifically for use of G-d’s name in Hebrew, but many Jews extend it to their native language.

We have to know law. We have to know policy. We have to know procedures. Yet if we cannot articulate them nor use them to help others, how will others view you and student conduct?

G-d is a Four Letter Word

One of the Hebrew names for G-d is literally four letters.

One year at Drexel, I attended an award ceremony for the different faith-based student groups. The Muslim group went up and spoke about G-d. The Baptist group went up and spoke about G-d. The Catholic group went up and spoke about G-d. The liberal social justice Protestant group went up and spoke about G-d. Hillel went up and there was no mention of G-d. There was, however, kosher sushi for me to eat. This demonstrates the complexities of Jewish identity mentioned earlier. Many Jews who get involved have their identity bound in the social and cultural aspects of Judaism rather than religious practice. It can be difficult to balance the need to have kosher food to welcome some, but not be perceived as “preachy” and scare off others.

The Holiday Party

Sometimes I just want to take the introvert route and make that my excuse for not going to the annual staff event.

For most Christians, Christmas and Easter are the two holiest days on the calendar. From an American cultural experience, Christmas has no equal. Christmas falls around the holiday Hanukkah³ (the Jewish Festival of Lights remembering the defeat of the Greeks and the reestablishment of an independent Jewish state; the literal translation is “dedication”). Compared to other holy days, some have referred to it as a “minor holiday” to minimize its importance compared to Christmas; this is something I do not do. On Hanukkah, Hanukkah is the most important holiday; on Passover, Passover is the most important; when you are meeting with a student, that student is the most important, not the article for your professional association that you need to write. Hanukah has nothing to do with Christmas. By fluke of the calendar, Christmas happens to fall at Hanukah time (the events of Hanukkah occurred

Including as many perspectives in the conversation can be affirming nonetheless.

almost two centuries before Jesus’ birth). I find myself with mixed feelings. I do not want to do anything that takes away from others celebrating their holy days. Nor do I want others to blame me for taking away traditional events. However, I cannot say I want Hanukkah included. Again, Hanukkah has nothing to do with Christmas; the story of Hanukkah is that Jews threw off the yoke of the majority culture and rejected assimilation so they could practice Judaism. Does mixing religious celebrations send the opposite message of the meaning of Hanukkah? Do I personally want to be included in a holiday/Christmas party? See my comment above about being an introvert. Kosher food is also not available near campus and I find it awkward to bring my own meal, even more awkward to not eat at all. Now someone from my campus will read this and feel guilty and want to know how to be supportive. I do not have an answer but appreciate the sentiment.

“Do not judge alone, for none can judge alone except One. (Pirkei Avot 4:8)”

We have a lot of power. Students’ futures rest in our hands. Do we have a conduct system with checks and balances? Do we have colleagues we can go to for advice with difficult cases?

The Rest of the Holidays

For many observant Jews outside of Israel, there are thirteen days in the Hebrew calendar that are biblically considered Yamim Tovim (“good days”)⁴. These holidays are mentioned in the Torah in the Five Books of Moses. Hanukkah, which came centuries later, was added by the rabbinic leadership and therefore does not have the same requirements as the Yamim Tovim. If they do not fall on the weekend or an American civil holiday, these are thirteen

days a year I must use vacation days. It also means I go 48 hours (sometimes 72 when the holy days fall right before or right after the Sabbath) without electronic communication. All of us - when we are away from the office - should not be thinking about work. Yet we know that is hard. We in student conduct care about our colleagues and students. If we are truly needed, there is usually some way to reach us... except for me on a holy day.

There is a running joke with my supervisor and other colleagues that major incidents only happen when I am out of contact for so long. The middle of the fall and spring semesters, prime poor decision-making time for students, occur during many of our holidays. Compounding this is that I am an office of one: major issues would go to my supervisor while less important ones would have to wait. As a non-residential community college, we get our share of interim suspensions, but typically law enforcement intervention is rare. Last Rosh Hashanah (Monday and Tuesday), a student was arrested for an allegedly serious concern. The day immediately following the two days of Rosh Hashanah (Wednesday) is a day of fasting with no food or drink permitted from dawn until nightfall. I do work on this, but the hunger and lack of caffeine typically get to me. This past year was particularly difficult as I tried to make sense of all I missed. I tried to leave the office early to rest before the fast ended, and saw about 10 police cars outside my building concerning what appeared to be an even bigger incident. Needless to say, I did not leave early that afternoon.

Professional Future

To my colleagues who may be reading this, I do not intend to leave Delaware County Community College! Being at a non-residential community college, I am insulated from many student affairs/conduct issues. I know I am not going to get a crisis call at 2 AM and there is no duty structure. Could someone as part of a Dean of Students leadership team never be on duty Friday night? Never go to a Saturday

football game or other major event? Never respond to a crisis in a 25-hour period? I was relieved when my half-day interview at DCCC involved no meals; how far out of the way would I need to send my potential employer to accommodate me? On the flip-side, if I was on a search team interviewing candidates, how could I be part of the hospitality team? Again, I love where I work. However, I ask myself, “Am I holding myself back from even thinking about professional moves because I feel safe where I am?” where I do not have to deal with on-call concerns.

“[W]hen they leave, having accepted judgment, regard them both as guiltless” (Pirkei Avot 1:8).

How do we treat our students after the resolution? How can we maintain them as part of our community? How do we reintegrate a suspended student who wants to re-enroll?



Anti-Semitism

I recently managed a conduct case involving a white male student sending a grossly inappropriate e-mail that included some elements of white supremacy. A colleague -- I do not know if she knows I am Jewish -- mentioned to me that it was probably a good thing that I (male and white-presenting) was the staff member meeting with the student. To be honest, I think it did help. However, I worried that the student’s opinions of Jews were probably not that high, either, and what he might say if he knew I am Jewish. Likewise, I worried about what I would say if he said something about Jews.

While attacks on Asians and Asian-Americans because of COVID-19 are deplorable, Jews have been targets during the pandemic as well. Jews have been blamed for the spread of disease as far back as the Black Death in the 14th century. The Simon Weisenthal Center, a human rights organization focusing on anti-Semitism, documented multiple global examples of Jews being blamed for COVID-19 deaths, including two on American college campuses (Brackman, 2020).

3 The first letter in the Hebrew word Chanukah has no direct English equivalent. Hence, spelling it “Chanukah” is also appropriate.

4 Technically seven days, however, outside of the Land of Israel, each of the six holidays has an extra day added. Yom Kippur, number seven, remains one day.

The Anti-Defamation League found 313 examples of white supremacist propaganda during the 2018-2019 academic year.

Anti-Semitism is always in the back of my mind. I loathe to use political labels (right/left or conservative/liberal) to define elements of hate. I also do not want to use this space to go into where freedom of speech or debates on the Arab-Israeli conflict cross into anti-Semitism. Nevertheless, the numbers are concerning: the Anti-Defamation League found 313 examples of white supremacist propaganda during the 2018-2019 academic year on United States college campuses (Anti-Defamation League, 2019), and the AMCHA Initiative discovered 300 anti-Semitic incidents of assault, harassment, and vandalism on college campuses during the 2019 calendar year (AMCHA Initiative, 2019). This is why I feel safe at a community college. Other than a self-defined Christian group that goes to multiple institutions in the region to spew hate (I was oddly disappointed one semester when they did not include Jews on their placard, only to see Jews listed during a future demonstration), we are not usually a target for either the white supremacists or politically active anti-Israel protestors. But the fear does exist. After the 2018 Pittsburgh synagogue shooting, multiple colleagues came to check up on me. It was comforting to know that so many people recognized the difficult time Jews in the United States were facing then, and still do today.

Age of Coronavirus

Speaking of the pandemic, “unprecedented” is the word most often used to describe how the world and our conduct work has been impacted over the past few months. Jewish life has been disrupted as well – no communal prayer services for the Sabbath (we use Zoom six days a week and rest from it on the seventh), no guests for Sabbath and holiday meals, and immense struggle in sharing lifecycle joys and sorrows. We are a people that thrives on being with



one another. My therapist shared that he has a client who, because of everything going on, had trouble knowing what day of the week it was at any given moment. My faith, in part, has kept me grounded. Each day of the week has a different Psalm that is read as part of the morning prayers; we count fifty days from the Exodus from Egypt (Passover) to the giving of the Torah (holiday of Shavuot, literally translates as “weeks”), and one day a week we turn off the news and social media and focus on G-d and family and reset my life.

Overall Identity

When I was interviewing at DCCC, I was asked by the committee what my ideal job would be. Without skipping a beat, I answered, “stay-at-home dad.” Though I was not married at the time, and we are not parents yet, I knew my identity. When we meet other people in the community, inevitably one of the first questions asked is “What do you do?” New acquaintances want to know what one does for a living because often, so much of our personal lives are intertwined with the professional. For me at least, and I think I speak for anyone in student conduct, we have some of most interesting jobs, and certainly the best stories. When we are not given “the look” for being the rules/disciplinarian person, we have a lot of fun sharing our campus role. I answer a bit differently. When I get this question, I answer, “husband.” My wife smiles. The questioner appreciates the answer but wants more. I will begin responding about where I volunteer and what I do within the Jewish community. My wife then begins to try to help the questioner. I am then

asked, “What do you do for money?” “Oh, I pray to G-d.” More looks. Then I may share my side gig, which is within the Jewish community. Finally, when I see my humor has run its course will I say that I am the Director of Student Conduct at Delaware County Community College.

I love my job and the people I work with. I realize I am the Director of Student Conduct because of who I am, not the other way around. We deal with difficult situations. We work with students, faculty, staff, and parents when they are at their lowest. We need to balance student rights and community safety. A conduct person at a previous institution described student conduct as the “ugly stepchild of higher education” and while no one wants to do our job, others want to tell us how to do it. We did not get into our field for these reasons; we do it because we care and we are often in the best position to help a student grow. We put our heart and soul into our work, but so often, we can lose who we truly are. While I get a certain satisfaction in driving my wife and the questioner crazy in answering “what I do,” it signifies who I am at the core.

Implications

To revisit my opening story, it is difficult to find one-size-fits all answer on how to best serve Jewish students, faculty, and staff. Campuses with a broad Jewish infrastructure (kosher dining, Hillel, Chabad, fraternities and sororities, connection to the local Jewish community) still have students who choose to affiliate with one group, multiple groups, or none at all, and they may or may not be faith-based. Colleges with a small off-campus Jewish community, no infrastructure to support varying observances of Jewish practice, and perhaps with a Christian faith-based mission are frankly just not going to attract as many Jewish students, faculty, and staff, let alone Orthodox Jews. Jewish-identifying conduct officers may still have a voice in the spheres of influence at their institution. If there is an organized Jewish community on campus, get to know student leaders and professionals who oversee the programs.

Having a relationship before an act of anti-Semitism occurs can go a long way in managing expectations and having the community trust you in the future. In any diversity and bias training, are discussions of anti-Semitism and the needs of Jewish students included? Look at your calendars. Scheduling major campus events on holy days can be discouraging to Jews. Can your institution accommodate students, faculty, and staff to miss classes and/or work, whether they choose to take one or thirteen days a year for holidays?

Religion is often a taboo subject (see above section on G-d being a four-letter word). We as a society are often conditioned not to talk about faith – it is something for the private homes and houses of worship. From a policy perspective, I resonate with this; from an identity perspective, spiritual well-being and faith play a critical part in who I am, for many of you reading, and other members of our campus communities. Personally, I appreciate being asked about the meanings behind my practices. When colleagues ask about needs, or just wants, it sends a powerful message of inclusion. Even if no accommodation is possible, simply being involved is important.

This issue of Reflections’ themes includes identity and how we manage the varying stresses of conduct work. My challenge to you is consider who you are. Are you student conduct or is student conduct something you do because of who you are?

References

AMCHA Initiative. (2019, September). On eve of Yom Hashoah, Kantor Center releases report on global antisemitism in 2019 and beginning of 2020. <https://mailchi.mp/amchainitiative/kantorreport2020>.

Anti-Defamation League. (2019, June 27). White supremacists continue to spread hate on American campuses. <https://www.adl.org/blog/white-supremacists-continue-to-spread-hate-on-american-campuses>

Brackman, H. (2020). Deadly new virus intersects with history's oldest hate: Report & analysis. <http://www.wiesenthal.com/assets/pdf/deadly-new-virus-intersects.pdf>

Hillel. (2019). Top 60 Jewish Schools. <https://www.hillel.org/college-guide/top-60-jewish-schools>

Pew Research Center. (2015). A portrait of American Orthodox Jews. <https://www.pewforum.org/2015/08/26/a-portrait-of-american-orthodox-jews/>

Sheskin, I., & Dashefsky, A. (2017). United States Jewish population, 2017. Berman Jewish Databank. https://www.jewishdatabank.org/content/upload/bjdb/US_Jewish_Population_2017_AJYB_DataBank_Final.pdf

Singer, M. J. (2008). A hidden minority amidst white privilege. *Multicultural Perspectives*, 10(1), 47-51. doi:10.1080/15210960701869637

JUXTAPOSITION OR DISCONNECT?

Can The Role of a Conduct Officer Live Beside that of a Recovery Ally, Successfully?

*Kimberly A. Dowdy
Radford University*

Campuses across the nation are exploring how Recovery Allies can seek to ensure students do not have to choose between their recovery and their education. Faculty, staff, and other students work to make that possible. Today's conduct officers (COs) can learn to be both: an advocate for and ally to students coming to terms with their (or a loved one's) substance use disorder (SUD) and those living in recovery while also considering the needs of the larger campus community.

As COs, we can connect with some students more readily than others. Perhaps we sense ourselves reflected in their body language, personal history, or simply a shared interest in field of study. In turn, we each bring implicit bias that we must manage and exercise awareness of each time we meet a student, accept a case assignment, and determine an outcome. One's conduct philosophy, the manner in which one evaluates alcohol and other drug policy and one's response to such violations, as well as the manner in which we present ourselves regarding sanction options, can be

heavily impacted by a CO's personal experience, including one's personal history related to addiction. As a society, we tend to carry strong opinions framed by our upbringing on this topic. Substance-related experiences may be particularly stigmatized because of their strong association with crime and other serious social harms that extend well beyond the individual using the substance (Kelly, Dow, & Westerhoff, 2010).

A most formative memory, in the fiber of my being which marks a turning point from chaos to convalescence: the day I was able to visit my father at the inpatient rehabilitation center where he was accepting care to treat his substance use disorder, learning the twelve steps to manage his unhealthy use of alcohol and begin his life in remission. Since grade school, the term "recovering" has been present in family conversations, overheard, implied. The choices we made moving forward all connected back to this dot and the ones formed long before I was part of my father's life. The path I laid for myself: an ellipsis anchored to this moment in mine.

Before I was old enough to form context, I was allowed to play billiards beside Dad, cleanly shaven and foreign in a warm, dimly lit lounge where he could host Mom and me after detoxing and achieving predetermined clinical domains indicating progress toward an addiction-free life. As the years passed together, we would share the kitchen table as we spread out schoolbooks, me studying American history, Latin and chemistry for my high school exams, him preparing for certification as a substance abuse counselor. As I chose which colleges to apply to, he interviewed and accepted a position at the rehabilitation house where patients cared for dogs with names like Brandy and Guinness.

Well into adulthood, I would experience pain associated with loved ones struggling with addiction. Side by side I would witness the interwoven hardship that accompanies as a family member grappling with a serious mental health diagnosis and complexities of treatment as one learns to adapt, such as when my uncle was diagnosed with schizophrenia and bipolar disorder. The medication prescribed did not always offer the same relief self-medicating seemed to deliver.

It would be many years of discovery about my father, family, grandparents, uncles and aunts, and the way in which we pass down behaviors and biology that I would come to a deeper understanding of how society looks at substance use,



and the disorder that selects some but not others to struggle to manage socially acceptable and reasonable consumption versus dependence and overdose.

Each step in my life brought me closer to a career in education. I chose a university aimed at becoming an early childhood educator and I sought a degree in psychology with a certification in elementary education. Soon enough, my campus experience revealed a career path working in student affairs. Followed by earning my masters in arts and teaching and completing a graduate assistantship with my dean of students office, I worked in positions that afforded me the opportunity to advise student groups, plan events, mitigate risk, negotiate contracts, supervise, and teach as I served in roles varied and diverse. Day-to-day I performed rounds in residence halls and responded to emergency calls. Other days I reset pinsetters and pinball machines and tapped kegs. Year-to-year tasks took the form of managing college pubs, planning, and running large scale concerts and comedy shows and eventually managing a department and full-time staff. Sessions with students took the form of college success strategies, leadership development, and alcohol awareness like certifying students in Training for Intervention ProcedureS (TIPS); you can learn about this program by visiting <https://www.tipsalcohol.com>.



In these years of service, I observed many students, alumni, parents, and campus guests openly consuming alcohol. Having worked on university grounds up and down the Eastern seaboard, I saw each attempt to promote healthy living and enforce a different philosophy on what is

acceptable alcohol and drug use as defined by the culture on that campus, in that region. Some could enjoy the football game without incident, others needed intervention and medical assistance at the semiformal or parents’ weekend soiree. Many researchers have explored what causes the difference among us. Eventually my path led me to explore student organization conduct and form an inaugural code of conduct for student groups at that university and later serve full time as a conduct officer (CO) at another.

I worked closely with individuals and student groups accused of violating policy. I investigated incidents of all types and levels of severity from residence hall violations and academic integrity to use of substances up to and including overdose with hospitalization. I witnessed behaviors such as assault, at times resulting in a student being cited or arrested. I delivered outcomes from warning about consequences of repeat behavior to suspension following particularly endangering conduct or repeated violations. I met with students using substances for the first time to those in the throes of addiction and not yet seeking diagnosis, to students needing to put words to their worry about someone with a drinking problem, yet never having heard of Al-Anon (<https://al-anon.org/>). I listened to pained parents, grandparents, and siblings hoping to see the student they love make a change. I met brave and courageous students who opened up to me, telling me of their journeys into recovery, some admitting for the first time while sitting in my office, “I think I am ready to talk to someone.” Each time a new student would acknowledge a willingness to accept help learning to manage addictive behaviors associated with alcohol and other substances, I had the opportunity to memorize the most comforting questions and honed my most empathic tone to harness small talk, setting the stage with comments such as “I think you may really like talking to them; they are very good at helping students in situations like yours.” Each piece of chit chat was designed to offer some small balm between my office and the intake reception area where I would share a warm handoff (Schottenfeld et al, 2016.) to the staff member in the counseling center.

Each time I introduced a student to my student affairs colleague in this reassuring way, I employed strategies such as those outlined in “Creating Patient-Centered Team-Based Primary Care,” a white paper prepared for the Agency for Healthcare Research and Quality, U.S. Department of Health and Human Services. The authors

of this paper, Schottenfeld et al, describe a warm handoff as:

a critical way of building a sense of cohesion, identity, and trust among the team and with patients. A warm handoff occurs when one team member who has a relationship with the patient introduces the idea of the patient working with another team member, clearly explains why the other team member could better address a specific issue with the patient, emphasizes the other team member’s competence, asks for the patient’s acceptance of the plan, and then “hands off” that patient to the other provider, either personally or via referral. When the original team member describes the other team member positively and tells the patient how the other staff member will help meet the patient’s needs, the colleague is not only transferring trust to the other provider, but also helping the patient to see the team as a coherent, identifiable group. (p. 19).



It is important to acknowledge that the conduct officer is not in the role of diagnosing students. While this is a crucial distinction, there is great merit to remembering Kelly, Dow, and Westerhoff’s writing (2010) on the manner in which certain terms may convey meanings that have stigmatizing consequences and present a barrier to treatment. Therefore, when approaching a student who is potentially in crisis, the conduct office should proceed with kindness and clarity in a way that shows understanding and using preferred terminology to reduce the stigma associated with addiction.

Over time I noticed small tells and indicators that a student may be ready to open up and share. I worked closely with my colleagues to notice what the students entrusted to me were doing and saying that fostered these types of exchanges. Thus, my journey into understanding the role of a Recovery Ally began.

During my evolution as a CO, I dedicated time to ask, learn, and reflect upon how we can consistently attend to:

- ensure compliance with university policies and regulations;
- fairly and consistently adjudicate cases;
- and operate as “early intervention specialists” with the aim that the majority of our students can be retained, even when managing complex relationships with substances.

Institutions of higher education who accept federal funds must remain compliant with the Drug-Free Schools and Communities Act (Augustus). COs can enforce policy while also creating a process that works with campus and community partners to identify a student’s relationship with substances. The guidance allows for strategies that address the special needs of students with “drug problems” through education and counseling. In situations where the student is ready, able, and willing to begin to form a healthier relationship with alcohol and other drugs (less frequent use, reduced consumption, or commitment to engage in sober living), the CO may be the first person who has asked the question or articulated care and concern, and is therefore a valuable gateway to ignite personal growth and increased wellness.

COs are trained to build rapport and to identify information intended to form a rationale based in what is most likely happening at the time of an incident. A CO seeking to be a recovery ally need only scratch beneath the surface to potentially uncover a wealth of information by asking a few practiced questions about a student’s experience relating to life before and after arriving to campus, and what occurred during the incident. Many students will share fears, anxiety, concern, and pain associated with their own or a loved ones’ use of substances, and how it is impacting them socially, emotionally, physically, financially, and academically. We should not respond frivolously to these disclosures, pronounced in faith and trust. What we do with these discoveries could frame an opportunity to accept an offer to meet with a licensed provider or, on the other hand, could close a door.

The Robinson and Adinoff (2016) Behavioral Sciences article “The Classification of Substance Use Disorders: Historical, Contextual, and Conceptual Considerations” may serve as a foundational read teaching the CO about changes in historical and cultural reactions and responses to the

conceptualization of substance use “as reflected both in popular opinion and the consensus of the scientific community” (p. 1). One intention of the article is to portray “how the changing historical and cultural milieu influences the prevailing medical, moral, and legal conceptualizations of substance use” (p. 1).

This piece also illustrates how the American Psychiatric Association’s (APA) Diagnostic and Statistical Manual of Mental Disorders (DSM) responded to a number of influences over time: attitudes, perceptions, funding models, legal trends, and professional conceptions as research developed and disease nosology advanced.

Understanding the influences on a student’s place in forming one’s own self-identity (as many traditional age students are steeped in adolescent mindsets and behaviors) can be a tool to aid a CO in identifying receptivity to welcome supports. While building rapport with a student, consider identifying a core set of basic “How are you? Tell me about yourself.” questions which allow a swift and uncomplicated measure of the student’s current relationship and well-being related to:

- ▶ Sense of belonging, active and healthy family ties/ support
- ▶ Religious community, and/or spiritual - stress reduction routine
- ▶ Socioeconomic indicators (stressors or ready access to financial resources such as employment, insurance, stable home, etc.)
- ▶ Cultural upbringing and/or identities (The National Institutes of Health (NIH) has identified critical racial and ethnic disparities in health that result in different outcomes or consequences in some groups. Other factors such as sexual orientation also have been shown to affect health status (Dean et al. 2000). The risks of substance abuse, its consequences, and the processes for treatment and recovery also differ by gender, race, ethnicity, sexual orientation, age, and other factors (“SAMHSA/CSAT Treatment Improvement Protocols,” n.d.).

Motivational interviewing (MI) is a technique in which you become a helper in the change process and express acceptance.

Core skills associated with MI include asking open-ended questions, affirming, engaging in reflective listening, summarizing, and informing and advising, or OARS. The purpose is to help the CO understand the student’s frame of reference, which strengthens a collaborative relationship. (Nieri, 2013; besides professional associations). Those trained in counseling models will have received instruction on these processes. For the COs coming from outside a counselor education track, a great number of articles and web resources can be found which lead the reader back to Miller’s and Rollnick’s 2002 book *Motivational Interviewing: Preparing People for Change* (2nd ed.) published by The Guilford Press.

Ambivalence about change is normal and helping to resolve a student’s ambivalence about substance use is a key signal that you are an ally. Resistance to change is an expression of ambivalence about change, not an individual characteristic. Reflective listening is fundamental to the process (i.e., engaging, focusing, evoking, and planning; SAMSA, 2019). It is imperative that the CO retain a position of authority and power – the balance of the CO ally is to demonstrate compassion while employing fair and consistent practices. This can be achieved by engaging in a warm handoff to the campus counseling center, health center, or prevention center as soon as a conduct proceeding concludes.

Robinson and Adinoff (2016) also address developments in the DSM-5 which removed the “legal problems criterion.” The authors pose that this change might illustrate response to empirical findings as well as a cultural shift away from criminalizing substance users (<https://www.mdpi.com/152456>). This is further supported in the conclusion offered by Kelly, Dow, and Westerhoff (2010) in *An Empirical Investigation of Two Commonly Used Terms*:

There is much to gain from employing elements of motivational interviewing (MI), in which the main goal is to express responsiveness and prompt the student’s reasons for and commitment to changing. Motivational interviewing (MI) is a technique in which you become a helper in the change process and express acceptance (Psych-Mental Health NP Resources and Support, n.d.).

“Given that treatment is strongly associated with reducing the personal, social, and financial impact of substance-related disorders (Rehm et al., 2006), and that stigma is a documented barrier to treatment access (SAMSHA, 2008), an obvious public health policy goal should be to eradicate or minimize stigma whenever possible. One simple and inexpensive way to achieve this may be to uniformly refer to affected individuals as having a “substance use disorder,” as is done with eating disorders.” (Kelly, J. F., Dow, S. J., & Westerhoff, C. (2010)

SAMSHA’s Treatment Improvement Protocol (TIP35): Enhancing Motivation for Change in Substance Use Disorder Treatment outlines how “you can take advantage of many opportunities to help someone who is misusing substances start on a journey toward change—one in Precontemplation is often moved to enter the cycle of change by extrinsic sources of motivation. [...] In each situation, someone with an important relationship to the person misusing substances stated his or her concerns about the person’s substance misuse and its negative effects. The response to these concerns depends, in part, on the person’s perception of the circumstances as well as the way feedback about substance misuse is presented. An individual will be better motivated to abstain from or moderate his or her substance use if these concerned others offer relevant information in a supportive and empathic manner rather than in a judgmental, dismissive, or confrontational way.” (SAMHSA TIP 35 (n.d.).

Understanding your campus policy, stakeholder commitment, local laws and responses from the court systems in your community, and availability of resources both on and off campus (in addition to the possibility of a student who returns home) impact the CO’s potential to build a recovery ally mindset in day to day practice. It is important to also consider a framework that supports consistency of implementation relative to categorical response, including mitigating circumstances and aggravating factors. There is opportunity to evaluate a student’s conduct history and severity of the specific incident, as well as receptivity to accept support. To effectively address these factors in a consistent and fair manner, consider identifying a tiered sanctioning approach and implementation of written expectations for future behavior.



Campuses may consider looking to the drug court model for inspiration. These programs offer individuals with substance use disorders the opportunity to enter treatment and agree to supervision rather than get a punitive decision. This requires participants to maintain recovery, take on responsibilities, and work towards lifestyle changes under supervision; their progress is monitored. To motivate treatment, the system grants rewards for progress and sanctions for failure to meet program requirements. In the post-adjudication model, respondents who meet eligibility requirements may accept responsibility for their charges and their sanctions could be modified, deferred, or suspended while they participate in the program. Participants who successfully complete the program may have their underlying offenses dismissed or expunged. If a participant fails to complete the program, their case would be processed as it normally would in the traditional conduct system. Employing such models on college campuses could provide opportunities to affect tangible, constructive change in people’s lives. (What are Drug Courts? (n.d) Overview of Drug Courts. (n.d.).

To employ such an offering on one’s campus, first seek to identify if this range of care with tailored treatment programs and follow-up options is available. These can be crucial to success. Continuing care and support for individuals in recovery therefore remains important for years (Fast Facts, n.d.) (McKay, 2009, p. 144; Nieri, 2013; [PSYCH-MENTAL HEALTH NP Resources and Support], n.d.). Treatment should include both medical and mental health services as needed. Follow-up care may include community- or family-based recovery support systems (National Institute on Drug Abuse. (2014). Many campuses

WHAT DOES AN ALLY DO?

Be available to listen and support
Work to change the norms of substance use

CONSIDER HOW YOU MIGHT ENGAGE WITH EACH OF THE FOUR LEVELS OF ALLYSHIP

1. **Awareness:** Explore how you are different from and similar to someone struggling with substances or someone in recovery through conversation and self-examination
2. **Knowledge & education:** Begin to understand policies, laws, and practices and how they affect individuals in recovery; attend workshops; educate yourself on the many forms of recovery and the diversity of those in recovery
3. **Skills:** Take your awareness and knowledge and communicate it to others through workshops, role-playing, developing support connections and more
4. **Action:** Advocate for more effective treatment and recovery support services, draw attention to discriminating policies, and engage with policy makers

Provide a warm handoff to the appropriate person
Be knowledgeable of resources
Appropriately self-disclose

WHAT ELSE CAN AN ALLY DO?

WANT TO DO MORE?

Take a naloxone training
Check out Motivational Interviewing training courses*

*not to be confused with the capacity of a licensed clinician, you won't be providing therapy. As an ally, the most important things you can do are to listen openly with empathy and to connect students to services on campus that are well-equipped to handle these issues.

are now providing Alternative Peer Groups (APGs) as a form of recovery support ("Pathways to Recovery," (n.d.) (McKay, 2009, p. 137; Nash & Collier, 2016, p. 114; Nieri, 2013; [PSYCH-MENTAL HEALTH NP Resources and Support], n.d.). There is opportunity to examine how grants or resources might allow a campus to transition away from a more contingency management (CM) based approach when conditions allow. The Recovery Research Institute compares CM to a "carrot and stick" method, based on the principle of operant conditioning – that behavior is shaped by its consequences ([Addictionary - Glossary of Substance Use Disorder Terminology], n.d.), common in many student conduct practices.

In light of the events taking place in 2020, one would be remiss to not also consider social elements and strains, not the least of which include the climate of youth activism and community change associated with racial equality, sexual violence, and political and civic movements. In a time full of these pressure cooker flashes, we are now faced with the quick change limitations and hardships created in response to the novel coronavirus (COVID-19) spreading throughout the world forcing us to consider every type of interaction with our students, from the most simple conversation to the most complex milestones and traditions engrained in the college experience - and wildly yet swiftly adapt.

Following my own long and winding path, I find myself once again embarking on a new chapter. The months making up 2020 have helped many of us see how putting unnecessary pressures upon ourselves may have been hurting our lives. This time apart has helped many of us focus on wellness, dropping much of what we were doing to please others or societal norms. Quarantined away, I learned a lot about how to let go of worry and a feeling of responsibility over things that do not serve to help me be happy or provide for myself and my family. I miss traveling and connecting with loved ones near and far. I have sacrificed dining out at restaurants and enjoying movie theaters, but I do not miss a lot of the unwanted and unneeded social pressure that endured with the business of life before now. I have been reminded to celebrate the littlest of life's gratitude, support the people with less than I have and communicate more basically to stay connected to those most precious to me.

We must continue to ask ourselves: How can I as a conduct officer, go on exercising empathy, especially to those in need of constructive and responsive recovery options during

these most trying of times? For those campuses that are recovery-ready campuses and those making strides to become ready, check out:

- The Association of Recovery in Higher Education (ARHE) committed to changing the trajectory of recovering students' lives. ARHE represents colleges and universities that have Collegiate Recovery Programs and advocates for the creation and development of Collegiate Recovery Programs at every institution of higher education across the country. ARHE helps guide the many professionals who work in collegiate recovery to better provide supports for the academic and personal growth of the students they serve.

To connect email recovery@collegiaterecovery.org, call 404.710.2803, or visit <https://collegiaterecovery.org/>

Two collegiate recovery programs willing to welcome questions include:

[Rams in Recovery Virginia Commonwealth University \(VCU\) Collegiate Recovery Program](#)

- Established, 2013, (Kane, 2016) now "paying it forward" through education and ally training
- Works to ensure that students do not have to choose between their recovery and their education. Supports students inside and outside the classroom, organizes events and trips, offers recovery housing and scholarships, and provides space and support for recovery meetings. Collegiate Recovery Programs (CRP) are structured supports for students in recovery from substance use disorders who are seeking a degree in higher education.
- To connect email recovery@vcu.edu, call Tom Bannard, 804-366-8027, or visit <https://students.vcu.edu/programs/recovery-support/>

[Radford University Colligate Recovery Community](#)

- Formed in 2017 (Hardbarger, 2019), aims to eliminate the need for students to choose between their education and their recovery and provide support so they do not have to.
- The Office of Substance Abuse and Violence Education Support services (SAVES) houses the Collegiate Recovery Community as part of the Division of Student Affairs.
- Their mission is to provide a safe, comfortable environment for students in recovery to strive academically, attend to their emotional and physical well-being with trained professionals, and connect

Student Organization Conduct Institute

October 26–29, 2020

This virtual event will take place via ASCA's online learning management platform with synchronous and asynchronous elements.

During this institute, we will explore:

- Laws and regulations informing our work
- Best practices for investigative techniques
- Evaluating institutional due process afforded to student organizations
- Reflection on the sanctions and education we provide for student organizations
- Examination of issues surrounding the identity of groups and the identity of the professionals working with the groups on campus versus through their national or local affiliations
- Collaboration with advisors, student activities staff, faculty, senior leadership, the media, and national affiliations

Facilitators

Kathleen Shupenko | Penn State
Christina Parle | Zeta Beta Tau Fraternity

socially with other students in recovery and allies to students in recovery. The program hosts a Recovery Lounge as a place to relax and have fun around fellow students in recovery. They also hold group-counseling sessions and SMART Recovery meetings.

To connect, contact Samantha Wilhelmi, LCSW, Alcohol and Other Drug Counselor, 540.831.5709, SAVES@radford.edu, or visit <https://www.radford.edu/content/saves/home/programs-services/recovery-united.html> on Facebook and Instagram: @RadfordRecovery

On a recovery-ready campus, students and staff:

- 1.** Are comfortable asking for help, instead of feeling stigmatized
- 2.** Intervene with empathy when they encounter someone struggling
- 3.** Respect recovery by offering encouragement and celebrating success

Recovery Ally Recommended Reading and Resources:

- U.S. Department of Health & Human Services Office of the Surgeon General Addiction and Substance Misuse Reports and Publications (<https://addiction.surgeongeneral.gov/>)
- The Substance Abuse and Mental Health Services Administration (SAMHSA) agency within the U.S. Department of Health and Human Services (<https://www.samhsa.gov/>)
- Pathways To Recovery (<https://www.recoveryanswers.org/recovery-101/pathways-to-recovery/>)
- National Drug Court Resource Center (<https://ndcrc.org/>)
- Motivational Interviewing(<http://www.motivationalinterviewing.org/>)
- The National Alliance of Advocates for Buprenorphine Treatment: The Words We Use Matter. Reducing Stigma through Language. (https://www.naabt.org/documents/NAABT_Language.pdf)

References

U.S. Department of Health and Human Services (HHS), Office of the Surgeon General. (2016). Facing addiction in America: The Surgeon General's report on Alcohol, Drugs, and Health. Washington, DC: HHS.

Kelly, J. F., Dow, S. J., & Westerhoff, C. (2010). Does our choice of substance-related terms influence perceptions of treatment need? An empirical investigation with two commonly used terms. *Journal of Drug Issues*, 40(4), 805–818. doi: 10.1177/002204261004000403

Addictionary - Glossary of Substance Use Disorder Terminology. (n.d.). Retrieved May 20, 2020, from <https://www.recoveryanswers.org/addiction-ary/>

F., Augustus. "H.R.3614 - 101st Congress (1989-1990): Drug-Free Schools and Communities Act Amendments of 1989." Congress.gov; 12 Dec. 1989, www.congress.gov/bill/101st-congress/house-bill/3614.

Enhancing Motivation for Change in Substance, Enhancing Motivation for Change in Substance (2019). Retrieved from <https://store.samhsa.gov/>

SAMHSA TIP 35 Enhancing Motivation for Change in Substance ... (n.d.). Retrieved from https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf

Pathways to Recovery. (n.d.). Retrieved May 20, 2020, from <https://www.recoveryanswers.org/recovery-101/pathways-to-recovery/>

What are Drug Courts? (n.d.). Retrieved from <https://ndcrc.org/what-are-drug-courts-2/>

Overview of Drug Courts. (n.d.). Retrieved from <https://nij.ojp.gov/topics/articles/overview-drug-courts>

Fast Facts. (n.d.). Retrieved May 20, 2020, from <https://www.recoveryanswers.org/recovery-101/fast-facts/>

Worksheet: Assessing the Readiness of Potential Partners to Collaborate. (2018, October 30). Retrieved from <https://pscollaboration.edc.org/tool/worksheet-assessing-readiness-potential-partners-collaborate>

Monitoring the Future. (2020). www.drugabuse.gov. Retrieved 16 May 2020, from www.drugabuse.gov/related-topics/trends-statistics/monitoring-future

National Institute on Drug Abuse. (2014, June 13). Treatment. Retrieved May 20, 2020, from <https://www.drugabuse.gov/related-topics/treatment>

Robinson, S. M., & Adinoff, B. (2016). The Classification of Substance Use Disorders: Historical, Contextual, and Conceptual Considerations. *Behavioral sciences (Basel, Switzerland)*, 6(3), 18. <https://doi.org/10.3390/bs6030018>

Center for Substance Abuse Treatment. Substance Abuse Treatment: Addressing the Specific Needs of Women. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2009. (Treatment Improvement Protocol (TIP) Series, No. 51.) Chapter 6: Substance Abuse Among Specific Population Groups and Settings. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK83240/>

Dean L, Meyer IH, Robinson K, Sell RL, Sember R, Silenzio VMB, Bowen DJ, Bradford J, Rothblum E, Scout White J, Dunn P, Lawrence A, Wolfe D, Xavier J. Lesbian, gay, bisexual, and transgender health: Findings and concerns. *Journal of the Gay and Lesbian Medical Association*. 2000;4(3):101–151.

Treatment for Alcohol Problems: Finding and Getting Help. (2020, March 5). Retrieved from <https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/treatment-alcohol-problems-finding-and-getting-help>

Johnson, S. (n.d.). Evolutions in Cannabis Consumption. Retrieved May 11, 2020, from <https://www.campusdrugprevention.gov/views-from-the-field/evolutions-cannabis-consumption#ref>

Kane, P. (2016, November 4). Challenge grant aims to expand Rams in Recovery program, activities. VCU NEWS, p. 1.

Hardbarger, M. (2019, November 11). Radford University joins intercollegiate partnership to expand recovery support programs for students. Retrieved July 19, 2020, from <https://www.radford.edu/content/radfordcore/home/news/releases/2019/november/collegiate-recovery-program-announce.html>

The National Alliance of Advocates for Buprenorphine Treatment The Words We Use Matter. Reducing Stigma through Language. [Pamphlet]. (2008). Farmington, CT: The National Alliance of Advocates for Buprenorphine Treatment. https://www.naabt.org/documents/NAABT_Language.pdf

Schottenfeld L, Petersen D, Peikes D, Ricciardi R, Burak H, McNellis R, Genevro J. Creating Patient-Centered Team-Based Primary Care. AHRQ Pub. No. 16-0002-EF. Rockville, MD: Agency for Healthcare Research and Quality. March 2016.

PSYCH-MENTAL HEALTH NP resources and support. (n.d.). PSYCH-MENTAL HEALTH NP Resources and Support. Retrieved September 17, 2020, from <https://pmhealthnp.com/pmhn topics/motivational-interviewing/>

Nieri, D. N. (2013, September 13). Motivational Interviewing. What it is and why you should be using it. [Slides]. <https://www.Slideshare.Net/ChildrensTrustofSC/Motivational-Interviewing-26497056/13>

Miller, W. R., & Rollnick, S. (2002). Motivational interviewing: Preparing people for change (2nd ed.). The Guilford Press.

McKay J. R. (2009). Continuing care research: what we have learned and where we are going. *Journal of substance abuse treatment*, 36(2), 131–145

Nash, Angela PhD, CPNP-PC, PMHS; Collier, Crystal PhD, LPC-S The Alternative Peer Group, *Journal of Addictions Nursing*: 4/6 2016 - Volume 27 - Issue 2 - p 109-119

PSYCH-MENTAL HEALTH NP resources and support. (n.d.). PSYCH-MENTAL HEALTH NP Resources and Support. Retrieved September 17, 2020, from <https://pmhealthnp.com/pmhn topics/motivational-interviewing/>

Reflections ASCA Educational Magazine is a publication created and used for
ASCA purposes.

PO Box 2237
College Station, TX 77841
TheASCA.org

