

BALANCING FACULTY AND STUDENT SERVICES NEEDS AND STRENGTHS IN ADDRESSING STUDENT CONDUCT

Mr. Scott Jaeschke,
Director

Student Conduct &
Community Standards

Guilford Technical
Community College

scjaeschke@gtcc.edu

sccs@gtcc.edu

(336) 334-4822

x 50572

Session Description

We often find a disconnect in managing student conduct concerns comprehensively: faculty are the eyes and ears who detect it while student services administrators manage the policies that cover it. Without care, both sides can feel unheard and unsatisfied after a student conduct investigation. This presentation will share **strategies** from GTCC to bridge the faculty/staff divide and turn student conduct responses into genuine **partnerships** that honor **the needs of both populations** while providing quality, transparent **service to students**. Details from the college's **academic integrity and student conduct policies** will be shared and **audience-directed scenarios** will be emphasized.



Agenda

- The Needs and Strengths of Both Populations
- What a Strategic Partnership Looks Like
- How the Partnership is Codified in Policy
- How Things Work in Practice (Scenarios)
- How the Process Provides Transparent Student Service
- Your Questions

The Needs of Both Populations

FACULTY MEMBERS

- Efficient processes
- Shielding from adversarial constituents
- Clear guidance on their powers and obligations
- Guarantees that standards and decisions will be reasonably upheld
- Access to supports at all instructional times and locations

STUDENT SERVICES ADMINISTRATORS

- Safeguards for students' rights
- Understanding of the limits and progressive nature of their process
- Appropriate flexibility in connecting student actions to policy language
- Documentation
- Assumption of good will

The Strengths of Both Populations

FACULTY MEMBERS

- Knowledge of what misconduct and remediation look like in their fields
- Opportunity for frequent observation and feedback
- Mentorship authenticity

STUDENT SERVICES ADMINISTRATORS

- Knowledge of laws, regulations, and policies
- Opportunity for viewing the whole student across different domains
- Dedicated time in the job description

— Let's keep these strengths and needs in mind as we go through the rest of the agenda.

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What a Strategic Partnership Looks Like

- In plain English, it uses the parties' strengths to meet their needs:
 - Faculty are provided with clear guidance on what to look for, how to respond, when to refer, how to refer, and what to expect after they do
 - Faculty input is documented and centered in investigations with the goal that faculty can keep focusing on instruction
 - Administrators notify students of formal outcomes and appeal rights
 - Administrators manage communication with students and constituents
 - Faculty are included in follow up planning and messaging

Connecting That to Specific Policies and Procedures

- Faculty are provided with clear guidance on what to look for, how to respond, when to refer, how to refer, and what to expect after they do
 - Itemized examples of misconduct in the student code of conduct
 - Classroom management language in the student code of conduct
 - Itemized examples of misconduct in the academic integrity policy
 - Online reporting forms

Student Code of Conduct

- Six macro-categories of proscribed behavior;
 - Alcohol and drugs
 - Failure to comply or disclose information
 - Misuse of identification or college resources
 - Discrimination and harassment
 - Campus safety
 - Academic integrity
- Specific details provided for each one of those

Student Code of Conduct

The college affirms the power of instructors to apply corrective action to students during active instruction to foster a positive learning environment that supports the learning outcomes. This action may include directing students to cease disruptive speech or behaviors, directing them to modify their location or situation within the class, and requiring them to leave the class for the remainder of that class period. The college further affirms the power of department chairs and deans to receive informal behavioral referrals from instructors and to engage in developmental conversations with students.

Student Code of Conduct

In addition to the college-wide code of conduct pertaining to all GTCC students, individual programs and service areas may maintain their own program handbooks with policies and procedures that extend the list of proscribed conduct, that tailor response protocols to program regulatory requirements, or that empower deans and department chairs to apply population-specific interim measures to secure situations in consultation with the Community Standards Office.

Student Academic Integrity

- Five types of proscribed behavior;
 - Cheating
 - Fabrication and Falsification
 - Plagiarism
 - Abuse of academic materials
 - Complicity in academic dishonesty

Student Academic Integrity

- Eight *a la carte* sanctions that faculty can apply as a result;
 - Formal written warning
 - Required completion of an educational assignment related to the behavior
 - Mandated referral to college support services for an educational conversation
 - Required resubmission of the assignment or retaking of the test
 - Reduced grade (including F) for the assignment or test
 - Reduced grade (including F) for the course
 - Temporary dismissal from class
 - Dismissal from class for the remainder of the term

Student Academic Integrity

In cases when the act of academic dishonesty is particularly flagrant, having import beyond the specific course in which the violation occurred (e.g., the outright or attempted theft of materials or equipment) or when there is a pattern of dishonesty which seems to be undeterred by imposing lesser penalties, the college faculty or staff member may institute proceedings leading to disciplinary suspension from the college. The college faculty or staff member, may with approval of the immediate supervisor, refer the case to the Community Standards Office for consideration under the Student Code of Conduct. The Community Standards Office will assume the investigative lead at that time.

Online Reporting Forms

- GTCC is a Maxient campus;
 - general conduct reporting form
 - academic integrity reporting form
 - BIT referral form

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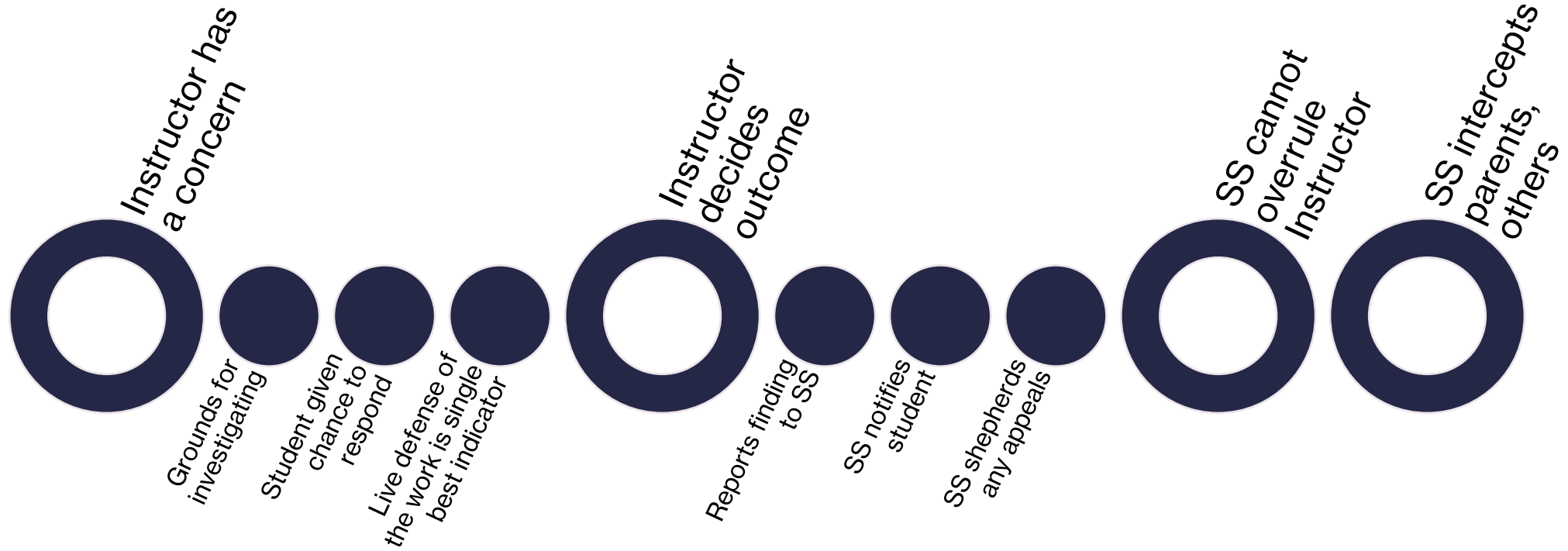
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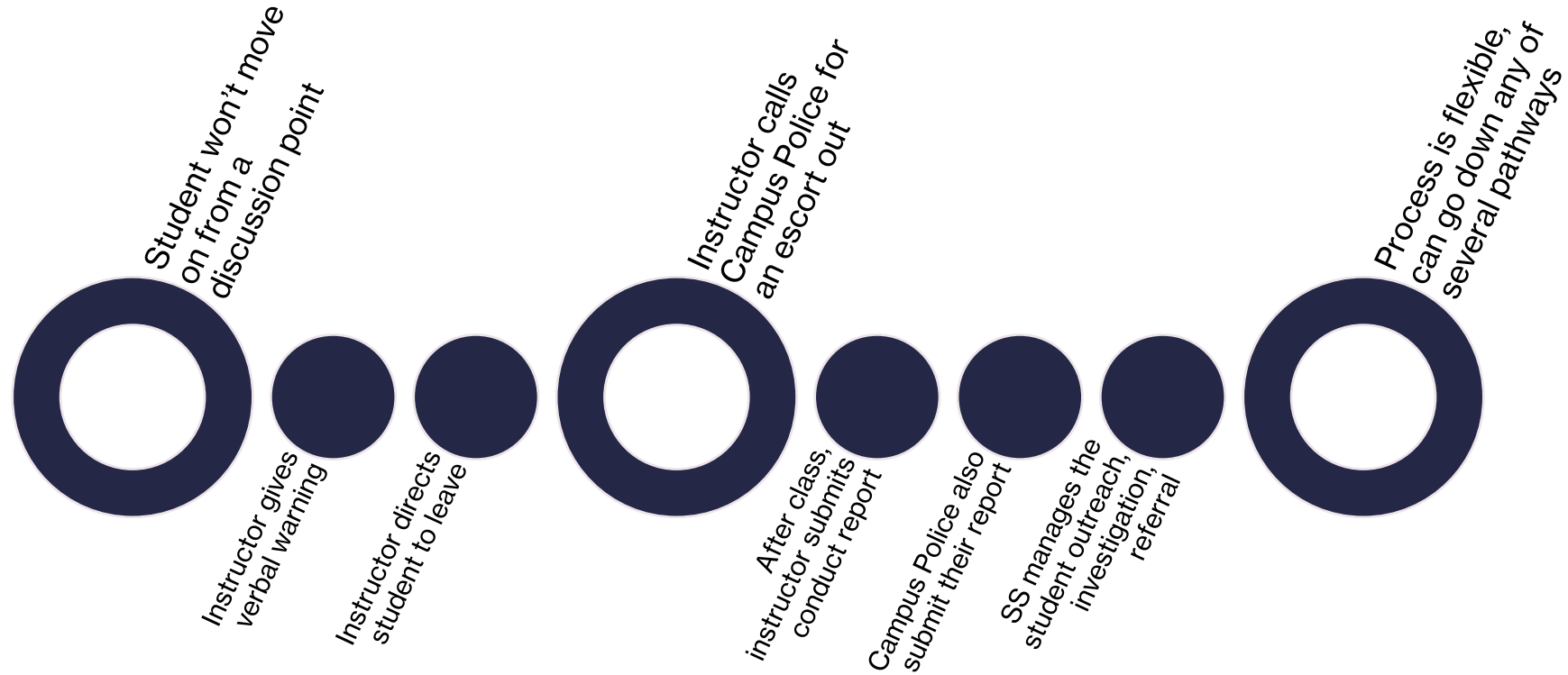
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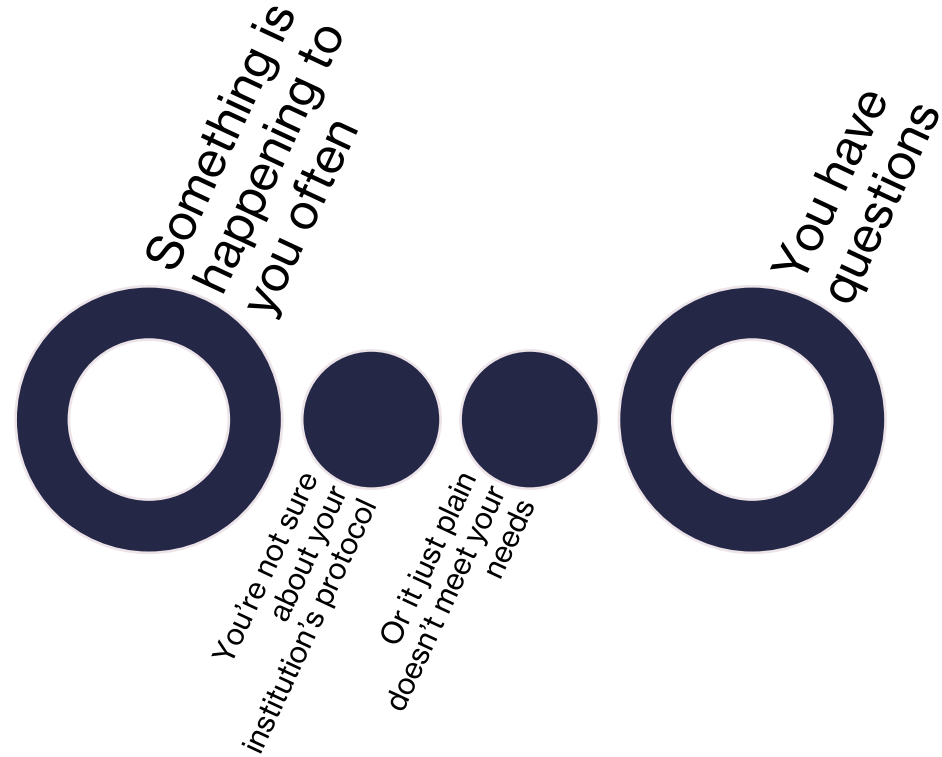
Scenario 1: AI-Assisted Cheating



Scenario 2: Repeated Disruption



Your Most Common Scenarios



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Service is Transparent Because:

- Students are notified in writing of all investigations, meetings, and allegations or concerns
- Students have access to inspect any written reports about them
- Students have a chance to respond live to allegations and concerns
- Student are notified in writing of decisions made by appropriate decision makers
- Students are notified in writing of their ability to appeal adverse outcomes
- Students have access to trained Student Services advocates

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A Reminder About Strengths and Needs

	Faculty	SS Admins
Strengths	<ul style="list-style-type: none">• Knowledge of what misconduct and remediation look like in their fields• Opportunity for frequent observation and feedback• Mentorship authenticity	<ul style="list-style-type: none">• Knowledge of laws, regulations, and policies• Opportunity for viewing the whole student across different domains• Dedicated time in the job description
Needs	<ul style="list-style-type: none">• Efficient processes• Shielding from adversarial constituents• Clear guidance on their powers and obligations• Guarantees that standards and decisions will be reasonably upheld• Access to supports at all instructional times and locations	<ul style="list-style-type: none">• Safeguards for students' rights• Understanding of the limits and progressive nature of their process• Appropriate flexibility in connecting student actions to policy language• Documentation• Assumption of good will

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