

Conduct Corner

Office of Community Standards

Spring 2026



MESSAGE FROM THE DIRECTOR

The Office of Community Standards is excited to launch our new conduct database system, Maxient, to support our conduct and data management processes. Maxient is a widely used, web-based case management software for colleges and universities, helping them track and manage student conduct, well-being, academ-

ic integrity, and Title IX issues, allowing for efficient communication and coordinated follow-up across campus departments. Students might receive secure emails from Maxient regarding conduct allegations, requiring login to view letters about issues like misconduct or harassment, ensuring privacy and official notification.

The Office of Community Standards website has been updated to allow students to submit incident reports online. If you wish to submit an incident report, please click the link below:

[Incident Report Form](#)

Or visit our website at [Community Standards - Clayton State University](#) and click the "Incident Report Form" link at the bottom of the page.



Colleges across the United States are experiencing a new epidemic of in-person blocking on campus, as 'No-Contact Orders' become a familiarity among students.

NCOs became more widely available in 2011 as a way to protect students who were victims of sexual harassment or assault without having to endure the legal system.

One administrator at a public university said that the new generation of students tend to view other people as either hurtful or helpful with very little wiggle room.

Many have said the increase in NCOs have come in the last eight to ten years, as political polarization, social justice movements and increased discussions on mental health and societal issues has increased.

Many have grown concerned that the new use of the orders could create the 'weaponization' of Title IX policies. The fears grew after two student journalists were served NCOs after covering pro-Palestinian protests.

Brian Glick, the president-elect of the Association of Student Conduct Administration, told WSJ: 'I've been in this field for 20 years, and the desire for administrative intervention has increased just as the number of students saying, "I am feeling unsafe" has increased.'

Caroline Mehl, co-founder and executive director of Constructive Dialogue Institute said: 'This generation of college students grew up in an echo-chamber world where they could block or filter out voices they disagree with.'

'They're bringing online communication norms to the real world.'

Full Article: [College students are using a legal tactic to block people in real life | Daily Mail Online](#)

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YOU CAN'T AI-PROOF THE CLASSROOM. SO GET CREATIVE INSTEAD.



Blue books made a comeback in 2025. In an effort to prevent students from feeding final essay prompts into ChatGPT, some professors asked their students to sit down and write in-person in the lined, sky-blue booklets that served as the college standard for written assessments in the pre-laptop era. But it may not be the foolproof way to prevent AI-assisted cheating that faculty are looking for: Meta now offers Ray-Ban glasses with a built-in AI assistant that sees what the wearer sees and can communicate silently and privately via an in-lens display.

“What is to stop someone from sitting in the back of a classroom and whispering

into their glasses to say, ‘Hey, I need help with solving this problem,’” said Luke Hobson, an assistant director of instructional design at MIT and lecturer at University of Miami’s School of Education and Human Development. “Every time I see someone saying, ‘Blue books are the future,’ I’m like, ‘So are we going to ban students from wearing glasses?’”

And glasses are just one of the newest AI gadgets. Students can also talk to their smartwatches, rings or other AI-infused wearables. Though a long way from widespread use, Neuralink began trials this year for its brain-computer interface, which is designed to decode neural activity so that users can control a computer or smartphone simply by thinking about it.

Full article: [You Can’t AI-Proof the Classroom, Experts Say. Get Creative Instead.](#)

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UNIVERSITY HEARING PANEL

The University Hearing Panel is comprised of Clayton State students, faculty, and staff, and convenes throughout the academic year to adjudicate cases of student academic and general misconduct.

Participation on the Hearing Panel requires initial training and then a monthly commitment of between 2-5 hours each month, with hearings usually held on Thursdays and Fridays throughout the semester. This is a great opportunity to expand your service to the University. Current hearing panel members have expressed that they learned a great deal about the institution and the rights of students and faculty.

To learn more about serving on the University Hearing Panel, please email studentconduct@clayton.edu.

BELONGING IN COLLEGE CAN BOOST GRADUATION RATES



New research from Wake Forest University shows that boosting a student’s sense of belonging in college can significantly increase their likelihood of earning a degree.

The findings draw on nationally representative survey data from more than 21,000 undergraduates enrolled in two- and four-year colleges across the country.

The survey measured belonging by asking students to rate their agreement with the statement “I feel that

I am a part of [school]” on a five-point scale, where 1 means strongly disagree and 5 means strongly agree.

Students who rated their sense of belonging in their second year one step higher on the five-point scale than they did in their first year—such as moving from neutral to agree—were 3.4 percentage points more likely to graduate within four years.

That pattern held over time: Each one-step increase in a student’s reported sense of belonging was linked to a 2.7-percentage-point higher likelihood of earning a degree within six years.

Full article: [Increased Sense of Belonging Boosts Student Graduation Rates](#)

WHO FEELS WELCOME ON CAMPUS?



Seven in 10 college students say most or nearly all students on their college campus feel welcomed, valued and supported, according to a July 2025 survey by *Inside Higher Ed* and Generation Lab.

The data, collected from over 260 two- and four-year colleges across the country, paints a relatively rosy picture of students' sentiments on campus this fall against the backdrop of free speech restrictions, tense protests and cutbacks to programs that serve students from racial minorities.

While respondents indicated the average student is welcome at their institution, they were less confident about whether they themselves fit in academically or socially.

Fewer than one-third of respondents said they have an “excellent” or “above average” sense of social belonging on campus; 42 percent reported “average” feelings of belonging. Additionally, 38 percent of students said they had an “excellent” or “above average” sense of academic fit at their institution, while just under half said they had an average sense of academic fit.

Survey data also pointed to positive sentiments about personal and academic inquiry. When asked how encouraged and supported they felt to explore different perspectives and challenge their beliefs, a majority of students indicated they feel “somewhat” (45 percent) or “very” supported (35 percent) on campus.

Campus climate, or the perception of how much respect and inclusion students feel on campus, is tied to learning; research shows that students who face discrimination are less likely to succeed academically. Research has also found that students of color are less likely than their white peers to report feeling at home at college.

Inside Higher Ed's Student Voice survey found minor variance among racial groups in reporting a generally positive campus climate. White students (75 percent) and Asian American or Pacific Islander students (73 percent) were most likely to indicate “most” or “nearly all” students are welcome on campus, compared to Hispanic (71 percent) or Black (68 percent) respondents. Seventy percent of “other” students, which Generation Lab classifies as students of two or more races or who come from outside the U.S., had positive reviews on campus climate.

Full article: [Inside Higher Ed—Who Feels Welcome on Campus?](#)

STUDENT GRIEVANCE PROCEDURES

It is the policy of Clayton State University to provide equal opportunity and fair treatment to all students (including applicants for admission) without regard to race, color, national or ethnic origin, age, disability, gender, religion, sexual orientation, gender identity, veteran status, or any other protected class as required by applicable state and federal laws. In addition, the University is interested in the prompt and fair resolution of the concerns of students and the procedures below have been formulated to ensure these concerns are addressed.

Grievances or complaints related to sexual harassment or sexual misconduct, based on initial review, will be referred to the University's Title IX Coordinator for investigation and adjudication. Grievances or complaints involving ADA (Americans with Disabilities Act) access or accommodations are handled through the ADA Grievance Procedure which is outlined below. No student's status with Clayton State University shall be adversely affected in any way as a result of using these procedures, nor shall any retaliatory actions be taken against a person using these procedures.

Website: [Student Grievance Procedures < Clayton State University](#)



WHY STUDENTS SHOULD HAVE AN ADVISOR DURING THE CONDUCT PROCESS

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In 2026, students navigating a campus conduct process are strongly encouraged to utilize an advisor to ensure they are fully informed and better prepared. While the process is educational rather than legal, an advisor provides critical procedural, emotional, and practical support.

Key reasons a student should have an advisor include:

- 1. Procedural Navigation:** Advisors help students understand complex university policies, the investigative model, and their rights during the process.
- 2. Preparation of Materials:** They assist in reviewing incident reports, preparing written statements, identifying relevant witnesses, and organizing a clear timeline of events.
- 3. Composure and Clarity:** Conduct proceedings can be high-stress; advisors help students maintain their composure and think more clearly under pressure.
- 4. Active Guidance During Hearings:** While they typically cannot speak for the student, advisors can:
 - A. Consult with the student during meetings or hearings.
 - B. Suggest important questions for the student to ask.
 - C. Help clarify the student's responses to questions from the hearing body.
 - D. Request brief breaks if the student needs a moment to process information or recalibrate.
- 5. Preparation for Appeals:** If the initial outcome is unfavorable, advisors guide the student through the preparation and submission of an appeal.
- 6. Specialized Support (Title IX):** In Title IX cases, a trained advisor is the only person permitted to conduct cross-examinations of the opposing party during a live hearing.

Students can typically choose a faculty member, staff member, or another student, and many campuses maintain a list of trained volunteers. In specific circumstances, such as cases involving potential criminal charges, students may choose an attorney to serve in this advisory role.

For more information about the Role of the Advisor at Clayton State University, visit: [Disciplinary Procedures - Clayton State University](#)

Books on Student Conduct Administration



Student Code of Conduct

