# Open Session Agenda

**ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE**

**Electronic Meeting**  
**June 1, 2020**  
**1:30 p.m. – 3:30 p.m.**

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* Requires Full Board Approval
Open Session Briefing Report
ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE

Electronic Meeting
June 1, 2020
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Greta Harris, chair of the Academic, Research and Student Affairs (ARSA) Committee will ask for approval of the Open Session Agenda including the Consent Agenda.

2. Consent Agenda

A. Approval of November 18, 2019 Minutes
B. Report of Reappointments to Endowed Chairs, Professorships, and Fellowships – March and June
*C. Resolution to Accept Report of Completion of Guidelines for Open Educational Resources (OER) and Open Textbooks
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*E. Resolution to Approve New Degree Bachelor of Science in Behavioral Decision Science
*F. Resolution to Approve the 2020-2021 Student Code of Conduct and to Retire the Hokie Handbook

3. Provost’s Update | C. Clarke

Executive Vice President and Provost Cyril Clarke will update the committee on matters pertaining to academic affairs including the executive-level searches, student enrollments, plans for summer and fall instruction, and an update on sponsored research.

4. Report from the Council of College Deans | R. Blythe

Richard Blythe, dean of the College of Architecture and Urban Studies and representative to the committee from the Council of College Deans will update the committee.

*Requires Board Approval
5. **Student Support**

   F. Shushok, K. DePauw, R. Holloway

   Frank Shushok, Vice President for Student Affairs, Karen DePauw, Vice President and Dean for Graduate Education, and Rachel Holloway, vice provost for undergraduate academic affairs will brief the committee on academic and other forms of student support including orientation, food security, academic advising.

6. **Adjourn Committee Meeting**

   G. Harris
Acceptance of Agenda

ACADEMIC, RESEARCH, AND STUDENT AFFAIRS COMMITTEE

The chair of the committee will review and ask for acceptance of the Open Session Agenda and items as listed on the Open Session Consent Agenda.
Committee Members Present:
Greta Harris (chair), Sharon Brickhouse Martin, Chris Peterson
John Ferris, (faculty representative), Ryan King (graduate and professional student representative).

Additional Board Members Present:
Tamarah Smith (staff representative), Madelynn Todd (undergraduate student representative), Horacio Valeiras.

Guests:

OPEN SESSION

1. Welcome and Acceptance of Agenda. Greta Harris, chair of the committee, welcomed committee members and attendees to the Open Session.

   The committee voted unanimously to accept the agenda as presented including all items on the Consent Agenda.

2. Report of Closed Session Action Items. G. Harris reported that the committee met in closed session and approved 18 faculty appointments to emeritus/emerita status, 10 appointments to endowed chairs, professorships, or fellowships, one faculty research leave request, and ratified the Faculty Personnel Changes Report for the quarter ending September 30, 2019 (shared with Finance and Resource Management committee).


4. Provost’s Update: Cyril Clarke, executive vice president and provost, updated the committee on several areas.

   In October 2019, a study on food insecurity reported that 29% of undergraduate students and 35% of graduate students are classified as low or very low food secure.
“Low food security” means a reduced diet quality and “very low food security” means a student is experiencing disrupted eating patterns and reduced food intake. These findings are comparable with those from a study by The Hope Center of 33 participating four-year institutions that estimated that 41% of students had low or very low food security. Virginia Tech does have response and support mechanisms in place, including those administered by the Dean of Students, to provide students in need with immediate assistance, and the adequacy of these must be reviewed. The university needs to better understand the reasons why students may not access these mechanisms. Moving forward, the food insecurity research group has been encouraged to broaden its study to include approaches to validate the results of the subjective survey, and; the Division of Student Affairs has convened a working group to draft recommendations for a comprehensive food security program. This working group will be co-chaired by Dr. Byron Hughes, Virginia Tech’s Dean of Students and Ms. Megan Weyrens Kuhn, Interim Director of VT Engage.

Improving university-wide access for people with disabilities is a subject of focused attention. The university’s office of Services for Students with Disabilities (SSD) task force delivered its report in June, 2019. The report was released via VT Daily News on October 17, 2019. A survey of peer universities indicated that Virginia Tech is comparable in regard to the number of students provided accommodations and related commitment of resources and there is room for improvement. Recommendations for improvements included increasing staff, space needs, articulating a clear funding model to support accommodations, the use of service animals, the process for securing and implementing accommodations, and education and support of administrators, faculty, and staff. Several recommendations have been implemented, including hiring of counselors and interpreters/captionists, purchasing a database to improve management and coordination of accommodations, and improved communications between the central administration and academic departments. Recognizing that the task force focused its attention primarily on functions of SSD and that there are additional important needs experienced by students with disabilities, such as physical accessibility of campus facilities and infrastructure, further action will engage an accessibility working group representing students and other constituents of the university community to review and update our various plans for supporting students with disabilities, and draft a timetable for implementation. This is being led by Lisa Wilkes, Vice President for Business Affairs.

The provost thanked Patty Perillo for her leadership as vice president for student affairs as she transitions to being the vice president for student affairs at the University of Maryland. Frank Shushok is serving as interim vice president for the division. A search for a new vice president is underway. Don Taylor is serving as interim vice president for research and innovation and a search is launched for a permanent vice president. The search for the dean of the veterinary school is nearing completion, Greg Daniel has served as interim dean. Sally Morton is serving in an interim capacity as executive director of the Fralin Life Sciences Institute and the search for a permanent executive director is launched.

The university is engaged in preparing for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation. Jack Davis, dean emeritus of the College of Architecture and Urban Studies has joined the SACSCOC team. The university’s off-site review is November 3-6, 2020, the on-site visit is March 15-18, 2021, and the SACSCOC will vote on reaffirmation on December 7, 2021.
The Academic, Research, and Student Affairs committee has been delegated 13 risks associated with the university’s Enterprise Risk Management program. Several of those risks are agenda items addressed regularly by the Academic, Research, and Student Affairs committee.

Provost Clarke underscored that Virginia Tech is an extraordinary institution that has enormous impact within and external to the university. Students are engaged and doing well and the university's undergraduate student graduation rate is impressive. Faculty research, teaching, and outreach efforts are making a difference. Recently, the provost visited VT India which is making significant impact in several regions in India. Virginia Tech continues to excel and be a university of choice for students, faculty, and staff.

5. **Update: Virginia Tech Carilion School of Medicine (VTCSOM).** Dean Lee Learman, updated the committee on the school of medicine. The school continues to succeed and matriculated a diverse class of 43 students with high scores and extensive healthcare experience for the class of 2023. The school is committed to educating the scientist physician by embedding scientific skill-building through research and evidence-based medicine and practice.

6. **Report from the Council of College Deans.** Richard Blythe, dean of the College of Architecture and Urban Studies and representative to the committee from the Council of College Deans reported to the committee on several items. The colleges are deeply committed to the university’s inclusion and diversity strategies as demonstrated by the involvement of the colleges in implementing two InclusiveVT faculty recruitment programs. First, the Target of Talent faculty recruitment program is aimed at diversifying the representation of faculty in all the colleges. The second program is the Future Faculty Development Program dedicated to identifying diverse advanced graduate students who might consider faculty employment at the university. The deans are working to identify funding strategies to support these programs over the long term. The challenge is to reconcile the budgetary commitments necessary for Target of Talent and Future Faculty hires with the incentive factors and timing of allocations that are embedded in the university’s Partnership for an Incentive Based Budget (the PIBB). Successful implementation will require predictive forward-planning strategies to incorporate these positions into the future PIBB budget. Once hired, successful long-term retention of faculty members who are from underrepresented minorities remains a challenge because of the competitiveness of the marketplace.

College deans and faculty are developing college-level strategic plans within the overarching framework of the university’s strategic and diversity planning. The college-level strategic planning process is an opportunity to align the PIBB, academic expectations and promotion and tenure documents with delivering key outcomes. Deans and university administrators are working to address the challenges of improving faculty pay and increasing the number of faculty hires within a constrained budget context.

The colleges are engaged in the provost’s greater Washington metro area academic program alignment process and fully support the three-campus three-foci strategy.

7. **Academic Initiatives: Diversity and Inclusion.** Menah Pratt-Clarke, vice president for diversity, inclusion, and strategic affairs, provided the committee with an update on the university’s InclusiveVT efforts. An important component of the university’s
enterprise risk management program, InclusiveVT includes initiatives that advance knowledge and innovation, provide opportunity and affordability, support diverse and inclusive communities, and are committed to excellence and integrity. Goals for initiatives include increasing representational diversity, increasing cultural competency, and addressing critical societal issues impacting humanity and equity. InclusiveVT is university wide with organizational structures within administrative and academic units designed to support, integrate, and sustain inclusion and diversity throughout the institution. Four faculty members shared information on academic initiatives for which they provide leadership. Ellington Graves discussed undergraduate curriculum development in the equity and social disparity for the human condition Destination Area. Carolyn Shivers discussed the minor in disabilities studies. Walter Lee described the diversity and inclusion requirement for graduate students in the College of Engineering. Jill Sible provided information on the faculty development program supported by Howard Hughes Medical Institute Inclusive Excellence Program.

8. **Agenda Items for March 30, 2020 Committee Meeting.** The committee is interested in learning about the global identity and mission of the university.

9. **Adjourn.** Having no further business, the committee adjourned at 11:40.
The president and executive vice president and provost have confirmed the reappointment of the following faculty to an endowed chair, professorship, or fellowship with a salary and/or operating supplement provided by the endowment and, if available, with funds from the eminent scholars match program.

**College of Agriculture and Life Sciences (2)**

- W. Lee Daniels — Thomas B. Hutcheson, Jr. Professorship
- Saied Mostaghimi — H. E. and Elizabeth F. Alphin Professorship

**College of Engineering (4)**

- Jonathan Black — Northrop Grumman Senior Faculty Fellowship
- Eric Paterson — Commonwealth Professorship for Marine Propulsion
- Donald Baird — Alexander F. Giacco Professorship in Chemical Engineering
- Yiwei Thomas Hou — Bradley Distinguished Professor of Electrical and Computer Engineering
RESOLUTION TO ACCEPT REPORT OF COMPLETION OF GUIDELINES FOR OPEN EDUCATIONAL RESOURCES (OER) AND OPEN TEXTBOOKS

WHEREAS Open Educational Resources (OER) are freely and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others; and

WHEREAS OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge; and

WHEREAS on June 3, 2019 in compliance with the Code of Virginia §23.1-1308, the Virginia Tech Board of Visitors approved a resolution directing the university’s administration to develop and bring forward “guidelines addressing university use of open educational resources”; and

WHEREAS the Virginia Tech Guidelines for Open Educational Resources and Open Textbooks (attached) were drafted for purposes of facilitating and encouraging the adoption, adaptation, creation, maintenance, and public sharing of OER;

NOW, THEREFORE, BE IT RESOLVED that the Board of Visitors acknowledges receipt of the attached Virginia Tech Guidelines for Open Educational Resources (OER) and Open Textbooks with the understanding that these guidelines will be maintained by the University Libraries.

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1 Adapted from “Open Educational Resources”, The William and Flora Hewlett Foundation.

RECOMMENDATION:

The Board of Visitors accept the attached Guidelines for Open Educational Resources (OER) and Open Textbooks.

June 2, 2020
Virginia Tech
Guidelines for Open Educational Resources (OER) and Open Textbooks

1.0 Introduction

Purpose of guidelines. These guidelines are meant to facilitate and encourage the adoption, adaptation, creation, maintenance, and public sharing of Open Educational Resources (OER) and open textbooks by Virginia Tech faculty, staff, and students. They are issued in compliance with the Code of Virginia §23.1-1308 as amended and reenacted in 2018, which states: “The governing board of each public institution of higher education shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution.”

Definition of OER. Open Educational Resources (OER) are freely accessible and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use, reuse, modification, and sharing with others.

Academic Freedom. As stated in Policy 6400, the University affirms that “the adoption of course textbooks is a function of the individual faculty and his or her department.” This policy extends to the adoption and adaptation of OER and open textbooks.

The basics of OER. OER can include textbooks, course materials and full courses, modules, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to and production of knowledge. To be considered OER, educational material must be publicly released and licensed in a manner that grants users the right to engage in the “5 R’s of open content:"

1. Retain: make, own, and control copies of the content
2. Reuse: use the content in a wide range of ways
3. Revise: adapt, adjust, modify, or alter the content itself
4. Remix: combine original or revised content with other material to create something new
5. Redistribute: share copies of the original content, revisions, or remixes with others

Authors who wish to grant others the right to share, use, and adapt their work in the form of an Open Educational Resource must apply an open license. While there are multiple licensing options for OER, the most commonly used are “Creative Commons Licenses” developed by the non-profit organization Creative Commons.

Benefits of OER and open textbooks. OER further the land grant mission of the University by extending the reach of materials created or modified by faculty for teaching while reducing the cost of education. Potential benefits of OER and open textbooks include:

- Zero and reduced print course-material costs for students, including but not limited to open textbooks available in print at cost;
- Better-aligned course materials because of customization and/or use of OER chapters or excerpts;
• Studies show use of OER reduces DFW (drop, fail, withdrawal) rates and improves time to degree and other benefits;
• Instructor or student adoption of pedagogical approaches wherein students improve, create, and share OER because of the affordances of open licenses;
• Participation in and development of collaborative networks contributing to and sharing OER across and between disciplines, institutions, educational levels, and geographic boundaries;
• Improved adaptability and sharing for users with disabilities;
• Serving the public good and positive social impact through public sharing;
• The ability to change course content “in situ”;
• Advancing Virginia Tech’s reputation as a global land-grant institution through the reach of Virginia Tech-created OER.

Assistance. While OER and open textbooks offer many opportunities, especially for faculty unfamiliar with their use and creation, the licensing issues can be challenging to those unaccustomed to the intricacies of copyright law and practice. These guidelines are meant to be viewed in conjunction with the information available on the Virginia Tech University Libraries OER site (https://guides.lib.vt.edu/oer). Faculty interested in adopting or creating OER are encouraged to contact a librarian for consultation and guidance on any aspect of their creation, adaptation, or use. The University Libraries provide support for the development of OER as outlined in Section 4.

2.0 General Guidelines

Virginia Tech encourages the use of OER and open textbooks under the following guidelines:

1) Works in any format for which one owns copyright may be transformed into open educational resources by appending a free, open license such as a Creative Commons license allowing derivatives and sharing of the work publicly without a fee. Authors are encouraged to use the most open license possible.

2) Works utilizing University brand elements must follow University guidelines. If utilizing University brand elements (logo, etc.) the following statement or its equivalent must be included: “Derivatives of this work are not authorized to use Virginia Tech logos.”

3) Content ownership and licensing issues should be addressed before beginning to create a derivative or re-mixed work. Third-party materials (e.g., works in the Public Domain, other OER, one’s original work for which one retained copyright, content used with permission, or content used in conjunction with an informed fair-use analysis) may be incorporated into OER in accordance with the following:
   • Terms of use for any work used with permission must be followed, including but not limited to legally-required display of attribution information when incorporating other OER;
   • The license of incorporated OER materials must be compatible with the overall license on the OER derivative or compilation;
   • Authors planning to incorporate third-party materials into OER should clearly display the terms under which the works are incorporated;
   • Permission obtained for incorporation of third-party content should include release of the content under the same license as the overall OER;
• The OER author is responsible for retention of any permissions documentation.

4) Whenever a resource is developed in collaboration with others, the licensing of the material must be consistent with the terms and conditions stated in the collaboration agreement. This includes, but is not limited to:
  • Internal and external granting bodies which promote or require open licenses and public-release as part of their terms;
  • Unpaid student-created works are the intellectual property of the student according to Policy 13000. Such works may be incorporated in one or more OER only with voluntary and documented student consent. Students may decline invitations to reproduce their works without academic or other negative consequences. Best practice is for students to publicly share their work under an open license which allows inclusion in the compiled work. If used, consent documents must be retained by the instructor compiling the work, or the instructor’s designee.

5) OER created in traditional formats (books, textbooks, videos, etc.) are expected to follow practices which aid readers in understanding the scope, content, audience, and legacy of the work, and which enable archiving and retrieval. These include but are not limited to including identifying author(s), an abstract, year of publication, table of contents, pagination (if relevant), ISBN (if relevant), giving credit to contributors and peer reviewers, etc.

6) OER must incorporate best practices for accessibility by persons with disabilities.

7) OER and open textbooks developed at Virginia Tech shall be available in accessible and reusable formats, wherever possible.

8) Authors or adapters of OER including open textbooks may add use or liability disclaimers regarding content released.

3.0 Virginia Tech standards for evaluation of OER

Because evaluation of the quality of OER materials ranges from traditional peer review to no evaluation at all, the Faculty Senate of Virginia Tech makes the following recommendations:

1) OER created and shared by Virginia Tech faculty should be peer reviewed. Peer review may be provided by Virginia Tech Publishing (for works they publish) or a comparable body.

2) Faculty are expected to conduct equivalent due diligence in vetting OER as compared to other course materials.
   a. A course material review rubric is available at http://hdl.handle.net/10919/95875.

3) Faculty who adapt or combine the work of others with their own will add a statement that includes the type of peer review used, a succinct explanation of how the existing work was transformed, and a clear statement of attribution for all authors involved, and a peer review status and method statement.

4) If non-peer-reviewed OER material are used at Virginia Tech, the faculty member should include a statement of evaluation that addresses the quality of content, potential as a teaching tool, and includes a clear attribution statement for all authors involved.
4.0 Resources for faculty

The University Libraries at Virginia Tech support the use, creation, and adaptation of OER through a number of initiatives, including:

1) **Open Education Initiative Faculty Grants.** This effort supports Virginia Tech faculty who are interested in further sharing their original works as OER or who are interested in pursuing adaptation of open education resources and new forms of digital scholarship as alternatives to traditional textbooks and homework software access codes. Support may be available through this or other sources for course release, grants, staff assistance, technical infrastructure, and public recognition.

2) **The Open Textbook Adoption Workshop.** Through a partnership with the Virtual Library of Virginia (VIVA) the University Libraries offers a limited number of $200 stipends for eligible faculty who submit a written review of an open textbook after attending the semi-annual Open Textbook Adoption Workshop.

3) **Pre-Publication Review.** OEI grantees are required to develop a peer-review plan. Faculty interested in creating OER should contact the University Libraries’ Open Education Initiative (OEI) which works with Virginia Tech Publishing (VT Publishing) and other entities to publish original and adapted OER, including but not limited to open textbooks.

   All VTP open textbooks published through OEI by Virginia Tech Publishing benefit from one or more types of pre-publication review, depending on subject matter and areas of perceived need. Authors are also strongly encouraged to implement course materials in class for a minimum of one semester before public release. All review processes are intended to identify aspects of the manuscript needing improvement and are implemented by the author in consultation with the book’s sponsoring editor.

4) **Institutional Repository.** The University’s institutional repository, VTechWorks http://vtechworks.lib.vt.edu, provided by the University Libraries, hosts, archives, and makes publicly available many types of digital files. The quality of contributions is the responsibility of the creator(s). Employees and students hosting OER including open textbooks on other platforms should contact the University Libraries regarding the availability of digital preservation services and submit a copy for access and preservation to VTechWorks. The quality of contributions is the responsibility of the creator(s).

The University via the libraries provides information and assistance regarding indexing Virginia Tech-created OER including open textbooks in third-party discovery platforms.

5) **Other OER Repositories.**

   Existing OER and open textbooks are available from and through Virginia Tech and other sources. For example, visitors to the Virginia Tech University Libraries OER site mentioned above have the option to search “Open Textbook Collections” and “Find OER (by discipline).” Examples of OER repositories include:

   - Open Textbook Library (UMN) https://open.umn.edu/opentextbooks
   - OER Commons https://www.oercommons.org
5.0 Looking ahead: goals, opportunities, and work to be done

- The University Libraries recommend that the University develop and maintain infrastructure and services to support OER creation, curation, adaptation, publishing, and maintenance.

- For OER to be more widely adopted at Virginia Tech, we need to develop an institutional perspective on their role in teaching and scholarship. It is critical that faculty and administrators resolve concerns about OER, such as their quality or impact compared to traditional means of disseminating scholarship, among other issues. Broad agreement on how the Virginia Tech academic community views OER is a first-step in developing guidelines for the coordinated evaluation of OER in promotion and/or tenure cases at the department, college, and University levels.

- Virginia Tech, under the auspices of the University Libraries, will explore the potential for development of an OER Coordinating Committee and/or work group to include diverse faculty, staff, student, and administrative representation.

- The committee may be tasked to explore: use of scholarly practices for OER adaptation, recommendations for OER grant-making units, sustainability practices for OER maintenance, documentation of best practices for marking third-party content, etc.

- For course-selection purposes Virginia Tech will enable students to readily identify OER, open textbooks, and courses that use OER.

- The registrar or another appropriate employee of each public institution of higher education shall identify conspicuously in the online course catalogue or registration system, as soon as practicable after the necessary information becomes available, each course for which the instructor exclusively uses no-cost course materials or low-cost course materials.t; (cite policy above)

Received by the Virginia Tech Board of Visitors on June 2, 2020
RESOLUTION TO CHANGE THE TERMS OF SERVICE FOR FACULTY, STUDENTS, AND STAFF ON UNIVERSITY COUNCIL AND COMMISSIONS

WHEREAS, the constitutional limits to their length of service on University Council and the commissions make it difficult for faculty, staff, and students to gain and benefit from experience contributing to these central components of shared governance; and

WHEREAS, the length of service for administrators on University Council and the commissions is open-ended; and

WHEREAS, the requirement that the vice presidents of Faculty and Staff Senates serve as chairs of the Commission on Faculty Affairs (CFA) and the Commission on Staff Policies and Affairs (CSPA) limits the flexibility of the senates to distribute responsibilities among their members; and

WHEREAS, students would like the option to serve up to three consecutive one-year terms on University Council and commissions; and

WHEREAS, Faculty and Staff Senates would prefer that any limits to the length of service for their representatives on University Council and the commissions be maintained within their respective bylaws and not the University Council Constitution; and

WHEREAS, Faculty and Staff Senates would prefer that rules for determining the chairs of CFA and CSPA be maintained in their respective bylaws and not the University Council Constitution; and

WHEREAS, both senates would retain the option to have their vice presidents serve as commission chairs of CFA and CSPA and thereby maintain this respected tradition; and

NOW, THEREFORE, BE IT RESOLVED, that the University Council Constitution will be updated as follows; and

BE IT FURTHER RESOLVED, that all relevant documents will be updated accordingly.

RECOMMENDATION:

That the above resolution changing the terms of service for faculty, students, and staff on university council and commissions be approved.

June 2, 2020
Article IV. Membership/Section 3. Term of Membership

Term of membership of elected representatives on University Council is as follows: Faculty and staff representatives are elected for terms of three years and are not-eligible for re-election to a consecutive term; if they represent one of the senates, then eligibility for re-election is subject to the by-laws of the respective senate. When additional faculty are elected at the beginning of the academic year to maintain a faculty majority over voting administrators, those faculty will serve a one-year term. Student representatives are elected for one-year terms and are not-eligible to serve more than up to three consecutive terms two years. The at-large faculty/staff representative elected by the Commission on Equal Opportunity and Diversity serves a one-year term and is eligible to serve up to three consecutive terms for one year. Vacancies in unexpired terms are filled by the relevant body. Persons filling an unexpired term are eligible for re-election to a full term. Elections are effective the first day of July. (Last updated on June 13, 2005 – BOV approved)

Article VII. University Commissions/Section 4. Election of Chair

The chair shall be a member of the non-administrative faculty and staff members of the commission except as noted below. (Professional faculty representatives are eligible to serve as chair.) The chairs of the Commission on Faculty Affairs and the Commission on Staff Policies and Affairs shall be elected by the Faculty Senate and Staff Senate, respectively, in accordance with their bylaws. The Vice President of the Faculty Senate shall be the chair of the Commission on Faculty Affairs. The Vice President of the Staff Senate shall be the chair of the Commission on Staff Policies and Affairs. The chair of the Commission on Administrative and Professional Faculty Affairs shall be elected from among the elected administrative and professional faculty members. The chair of the Commission on Student Affairs shall be elected from among the commission membership. All commission chairs serve one-year terms and are eligible for re-election. The Commissions on Faculty Affairs and Staff Policies and Affairs may elect a vice chair if desired. For all other commissions, a vice chair shall be elected from among the continuing eligible members as early as possible during the academic year, but no later than the end of October. The vice chair shall serve as needed during the current year and shall succeed the current chair of the commission. Should the vice chair be unable to succeed the current chair, the commission shall elect a chair from among eligible members. The Commission on Faculty Affairs and Staff Affairs may elect a vice chair if desired; however, the chair positions will be held by the vice presidents of the respective Senates.

Article VII. University Commissions/Section 6. Term of Membership

Terms of membership of elected representatives on Commissions are as follows: Faculty Senators, Staff Senators, representatives of college faculty, library faculty, administrative and professional faculty, the salaried staff, and any other elected non-student commission members are elected for a term of three years. The number of terms they may serve is determined by the electing body. They may serve no more than two full consecutive terms on any given commission. Terms are staggered to permit election of approximately one-third of the membership each year. Deans are elected by the Council of College Deans and serve for two years. The student representatives serve for terms of one year and are not-eligible to serve more than two up to three consecutive terms. Elections are effective the first day of July.
RESOLUTION TO APPROVE NEW BACHELOR OF SCIENCE DEGREE IN BEHAVIORAL DECISION SCIENCE

WHEREAS, behavioral decision science is rapidly generating insights that are important to society, with more firms and governments creating positions and teams to analyze and implement behavioral change; and

WHEREAS, behavioral decision scientists are emerging as essential contributors to a multitude of domains that involve choices, risk assessment/management, and decision-making; and

WHEREAS, the bachelor of science in behavioral decision science will provide a complete framework to identify the essential variables in big and small data and will act as the link between information acquisition, information processing and human choice, training undergraduate students in the emerging field of causal behavior analytics; and

WHEREAS, the bachelor of science in behavioral decision science will provide students an understanding of economic and psychological models for how people optimally make decisions, along with an understanding of basic neural mechanisms and substrates that aid understanding of the decision-making process; and

WHEREAS, the bachelor of science in behavioral decision science will prepare graduates for employment in the private and public non-profit sectors, in state and federal government agencies, the health industry, the legal profession, and for post-baccalaureate training; and

WHEREAS, the College of Science is in an excellent position to initiate a bachelor of science in behavioral decision science in that it draws from the expertise at Virginia Tech in economics, psychology, and neuroscience; and

WHEREAS, the degree is the only one of its kind in the Commonwealth of Virginia, and will be one among only a few behavioral decision science programs in the U.S., establishing Virginia Tech as a key leader in education for one of the most creative and impactful areas of scientific inquiry of the future.

NOW, THEREFORE BE IT RESOLVED that the bachelor of science in behavioral decision science be approved effective spring 2021 and the proposal forwarded the State Council of Higher Education for Virginia (SCHEV) for approval, and to the Southern Association of Colleges and Schools (SACS) for notification.

RECOMMENDATION:

That the above resolution recommending the establishment of the bachelor of science in behavioral decision science be approved.

June 2, 2020
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Description of the Proposed Program

Program Background

Virginia Polytechnic Institute and State University (Virginia Tech) requests approval for a Bachelor of Science (B.S.) degree in Behavioral Decision Science to commence in the fall of 2020. This degree program will be situated within the College of Science, and co-managed by the dean’s office and our Academy of Integrated Science (also within the College of Science).

The purpose of the proposed degree program is to prepare graduates to collect and use data to improve decision-making processes. The program will combine principles of psychology, economics, and neuroscience to train students in decision theory, behavioral economics, and the neurobiology of decision making. Students will learn to use data to identify patterns of human behavior and design the context in which people make decisions to alter choices in predictable ways. Graduates of the proposed program will be prepared to collect and use data to improve the decision-making processes of people, corporations, and policy makers with the ultimate goal of improving well-being and quality of life. Graduates will possess the knowledge and skills needed in the analysis of risk and strategy, program and policy evaluation, statistical analysis of large, complex datasets and the culling of information from these datasets to inform good decision outcomes. Graduates will be prepared for entry-level positions in today's pioneering businesses (e.g., Amazon, Uber, Facebook) as well as to serve as behavioral decision scientists in government, management and political consulting, and the non-profit sector. Graduates will also be prepared to work in areas such as public policy, risk management, and decision-making in legal and medical contexts. Further, graduates of the proposed program will be prepared for graduate programs in decision science, psychology, economics, business, law, and public health.

The proposed B.S. in Behavioral Decision Science will be the first of its kind in the Commonwealth, and one of only a handful of similar degrees across the nation. The B.S. in Behavioral Decision Science degree will combine the strengths of several departments within the College of Science (e.g., psychology, economics, and neuroscience) with extensions and applications to many other academic units on Virginia Tech’s campus. Virginia Tech currently has active and growing research groups in decision theory and behavioral economics, neuroeconomics and the neurobiology of decision making, the effects of social media on behavior, risk and resilience in teen and adult decisions, organizational decision practices and policies, health decisions, attribution bias in consumer choice, and race and gender differences in decision processes.

The world is getting more and more complicated and every time people make a decision, they are overwhelmed by options. While “the more the better” approach increases our freedom, it also makes it more challenging to make good decisions. In this context, a good decision is one that confers a high sense of satisfaction and a clear path of action for the person or group making the decision. Under conditions where too many options exist for the decision-maker, research finds much lower satisfaction, higher regret, and increased sense of not meeting expectations. The proposed B.S. in Behavioral Decision Science degree program will train its graduates to become

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'choice architects' in support of making good decisions in both individual and group level contexts. Students will learn to apply rigorous cross-disciplinary, scientific methods of data collection, pattern identification, and choice predictability in order to implement interventions to address major societal challenges (e.g., saving for the future, promoting medical tests, practicing environmentally conscious behaviors, reducing poverty).

Due to its broad area of application, students in the proposed program will learn to draw from theories in psychology, economics, and neuroscience. Psychological theories will prove crucial to understanding how and whether different people respond to situational changes. Economic theories are key for understanding and implementing the right incentives to drive change. Neuroscience provides insights into the unobservable yet fundamental cognitive, sensory, and affective processes underlying decision making. Neuroscience and the growing field of neuroeconomics informs the understanding of how people react to, acquire, process, elaborate and act on information in dynamic environments. Neuroscience will further reveal which decisions are driven by situational context and driven by goals and motivation. That is, the way information is acquired and elaborated on by neural circuits in the brain is one active area of research on choice, and modeling these processes helps to increase prediction of choice in behavior. Indeed, clinical interventions that fail to impact these "choice circuits" in the brain are often seen to fail in changing behavior. For this reason, psychology, economics, and neuroscience must work in synergy to inform students in behavioral decision science about what data to collect, analyze, and interpret to predict people’s choices in different contexts.

Collectively, current theories and methods across psychology, economics, and neuroscience seek to understand and improve the process and nature of decision making across levels of functioning that span individuals, groups, institutions, and cultures. A better understanding of behavior that brings together insights from these different disciplines is key to the design of policies for improving lives today and in the future. These insights will also facilitate the understanding of what data need to be collected and from whom so that analyses can yield relevant information for behavior and decisions.

The combined focus of the behavioral aspects of psychology, economic, and neuroscience of the proposed B.S. in Behavioral Decision Science degree provides the complete framework to identify the essential variables in big and small data and will act as the link between information acquisition, information processing, and actions. In doing so, the proposed degree will train students in the emerging field of causal behavior analytics. To this end, the curriculum provides the coursework and experiential learning opportunities for students to study the decision making process as it pertains to the behavior of individuals and groups (e.g., corporations, organizations, governments). Required courses in this new degree program will cover major aspects of behavioral and decision sciences, including: (1) quantitative and analytic approaches/methods governing human behavior and decision-making, (2) experimental approaches to understanding individual and collective decisions, including how cognitive, emotional, economic, social, and political factors affect such behaviors, and (3) promoting evidence-based approaches for the implementation of improved decision-making across a variety of cultural and contextual frameworks. Because of the relative recency of the field of behavioral economics, students are at the forefront of an area that is experiencing continual growth. Students in the proposed program will learn to both conduct and apply academic research on decision making and behavior, and the

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effects of decision making for industrial, government, and community outcomes. Through the proposed curriculum and undergraduate research training, students will be able to describe and apply the theories and methods of Behavioral Decision Science. They will gain an understanding of economic models for how people optimally make decisions, and psychological models of how people tend to deviate from classic economic models. The students in the proposed degree program will learn to effectively integrate these models, along with an understanding of basic neural mechanisms and substrates that aid understanding of the decision making process (e.g., psychophysiological responses to incentives). Students will receive rigorous training in analyzing data from a variety of perspectives including field studies, experimental and non-experimental designs, as well as developing predictive models from data and evaluating the quality of behavioral measures.

The insights from the field of behavioral decision science are becoming more and more important to society, with more firms and governments creating positions and teams to analyze and implement behavioral change. The proposed Virginia Tech B.S. in Behavioral Decision Science degree program will prepare students to handle the breadth and depth of data that need to be properly interpreted and acted upon when shaping policy or guiding organizations. These students will be integral in directing future outcomes in society and the world.

**Mission**

The mission statement of Virginia Tech is: “Inspired by our land-grant identity and guided by our motto, Ut Prosim (That I May Serve), Virginia Tech is an inclusive community of knowledge, discovery, and creativity dedicated to improving the quality of life and the human condition within the Commonwealth of Virginia and throughout the world.”

The proposed B.S. in Behavioral Decision Science aligns with the university’s mission by building an inclusive, interdisciplinary community that train students in the quantitatively-based techniques of knowledge discovery focused on human behavior. The proposed degree program will improve “the quality of life and the human condition within the Commonwealth of Virginia and throughout the world” through scholarly work that will make real-life impact by providing practitioners and policy makers the necessary tools to improve well-being and effective decision making both within and outside organizations.

**Admission Criteria**

Admission to the proposed B.S. in Behavioral Decision Science will be dictated by the general admission policies of Virginia Tech as follows:

- 18 units of high-school course work
- 4 units of English
- 3 units of math (includes algebra I, geometry, and algebra II)
- 2 units of laboratory science (chosen from biology, chemistry, or physics)
- 2 units of social science (one must be history)
- 3 additional academic units (foreign language is highly recommended)
- 4 elective units

Virginia Tech does not require a minimum SAT or ACT score at this time.

- SATs: Mid-50% = 1160-1340 (average 1250)
• ACTs: Mid-50% = 24-28 (average 26)

Virginia Tech does not have a minimum GPA at this time.
• GPA: Mid-50% = 3.81-4.24 (average = 4.0)

Applicants whose native language is not English must demonstrate proficiency in English by taking the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Tests of English (PTE) test.
• TOEFL: Students taking the TOEFL must have the following scores:
  o Internet-Based Test (IBT): 80 with no sub-section score less than 16
  o Computer-Based Test (CBT): 233
  o Paper-Based Test (PBT): 550
• IELTS: Students taking the IELTS must obtain a score of 6.5, with no subscore below 6.5.
• PTE: Students taking the PTE must obtain a score of at least 53.

Target Population
No specific groups will be targeted for the proposed degree program.

Curriculum
The proposed B.S. in Behavioral Decision Science degree program will require 120 credit hours. A capstone course will be required.

The curriculum is structured by 27 credit hours of core coursework and 18 credit hours of restricted elective coursework organized by two themes: Analysis of Decision Making (9 credits) and Application of Decision Making (9 credits).

The focus of the core curriculum is advanced analysis of rational choice theory as well as a formal introduction to alternative models of behavioral economics. The core curriculum is unique due to the proposed new courses that focus on the study of decision making specifically from the point of view of human brain and behavior. This differs from existing curricula in psychology, neuroscience, or economics by focusing on the interaction between human cognition and the mathematical constraints that are inherent to dynamical systems of choices. The core curriculum is also unique by virtue of requiring a combination of coursework in psychology, economics and neuroscience that is not attainable for students of existing majors. Students will gain a rich combination of knowledge that draws from the methods of all of the disciplines involved in the proposed degree program. Students will learn about the complex biological, social, and mathematical processes that guide human behavior and how to apply principles of behavior that influence decision making across several scales. Students will understand the biological processes that provide motivation, enable learning and memory, and determine which behaviors feel rewarding. They will understand how these biological processes shape thought within an individual and interactions between individuals and groups. Further, students will be able to analyze and predict how these behavioral patterns, in turn, shape the efficacy of groups, including organizations and larger populations. They will be able to quantify the effects of decisions in terms of both human behavioral and econometric outcomes.
The focus of the Analysis of Decision Making theme is coursework that is designed to educate students beyond the foundational level on mechanisms and processes of behavioral decision science across a variety of scientific disciplines. Moreover, these courses offer targeted instruction on the analysis of data across many contexts and using a variety of cutting edge analytic techniques.

The focus of the Application of Decision Making theme is coursework that is designed to educate students in the multitude of ways in which behavioral decision science is relevant to real world situations and contexts that involve individuals, groups, corporations, governments, etc. These courses target connections between experimental design, data analysis, and implementation/interpretation that behavioral decision scientists must understand in order to affect real and sustainable change.

All students in the proposed B.S. in Behavioral Decision Science program will be required to take BDS/PSYC 4194: Predicting Social Behavior as a capstone experience. Students will be required to collaboratively select a real-world case study (from a repository provided by the instructor), form a hypothesis about it, clean, parse, and apply modeling techniques and data analysis principles to ultimately create a predictive model. This project will culminate in a presentation delivered to the class that summarizes the team’s question of interest, method, and results. The final team project represents a culmination of the methodologies and techniques students have learned throughout the course.

Three new courses were developed for the proposed degree program. New courses are denoted with an asterisk.*

**Program Requirements**

**General Education Requirements: 45 credit hours**
Discourse: 9 credits  
Critical Thinking in the Humanities: 6 credits  
Reasoning in the Social Sciences: 6 credits  
Reasoning in the Natural Sciences: 6 credits  
Quantitative and Computational Thinking: 9 credits  
Critique and Practice in Design and the Arts: 6 credits  
Critical Analysis of Identity and Equity in the United States: 3 credits

**Core Courses: 27 credit hours**
BDS 2005: Fundamentals of Behavioral Decision Science (3 credits)*  
BDS 2006: Fundamentals of Behavioral Decision Science (3 credits)*  
CMDA 2014: Data Matter (3 credits)  
ECON/BDS 3134: Choice and Behavior (3 credits)*  
ECON 3254: Analysis of Economic Data (3 credits)  
PSYC 1094: Principles of Psychological Research (3 credits)  
PSYC 2064: Introduction to Neuroscience of Behavior (3 credits)  
STAT 3005: Statistical Methods (3 credits) or STAT 3604: Statistics for Social Sciences (3 credits)

Capstone – 3 credit hours
BDS/PSYC 4194: Predicting Social Behavior (3 credits)
Restricted Electives: 18 credit hours

Theme I: Analysis of Decision Making – 9 credit hours (students choose three courses)
CMST 2064: The Rhetorical Tradition (3 credits)
CMST 3134: Public Advocacy (3 credits)
ECON 3104: Microeconomic Theory (3 credits)
ECON 4304: Introduction to Econometric Methods (3 credits)
ECON 4424: The Theory Of Games And Economic Behavior (3 credits)
ECON 4434: Experimental Economics (3 credits)
ECON/NEUR/PSYC 4454: Neuroeconomics (3 credits)
ENGL/PSYC 1524: Language and the Mind (3 credits)
NEUR 3084: Cognitive Neuroscience (3 credits)
NEUR 3144: Mechanisms Of Learning And Memory (3 credits)
NEUR 3234: The Artificial Brain (3 credits)
PHIL 2304: Global Ethics (3 credits)
PHIL 3505: Modern Logic And Its Development (3 credits)
PHIL 3506: Modern Logic And Its Development (3 credits)
PSCI/IS 3104: Security Studies: Theories And Concepts (3 credits)
PSYC 2044: Psychology Of Learning (3 credits)
PSYC 2084: Social Psychology (3 credits)
PSYC 3094: Advanced Research Methods In Psychological Science (3 credits)
PSYC 4024: Industrial And Organizational Psychology (3 credits)
PSYC 4054: Personality Research (3 credits)
PSYC 4064: Physiological Psychology (3 credits)
PSYC 4074: Sensation And Perception (3 credits)
PSYC 4084: Advanced Social Psychology (3 credits)
PSYC 4094: Theory of Psychological Measurement (3 credits)
PSYC 4114: Cognitive Psychology (3 credits)

Theme II: Application of Decision Making – 9 credit hours (students choose three courses)
ACIS 1504: Introduction To Business Analytics & Business Intelligence (3 credits)
BMES 4134: Global, Societal, And Ethical Considerations In Biomedical Engineering (3 credits)
ECON 1104: Economics of Gender (3 credits)
ECON 3034: Economics of Poverty and Discrimination (3 credits)
ECON 4044: Public Economics (3 credits)
ECON 4404: Economics of Organizations (3 credits)
ENGE 2094: Create!: Ideation & Innovation (3 credits)
PSCI/IS 3134: Global Conflict and War (3 credits)
PSYC 2014: Psychology Of Social Interventions (3 credits)
SOC 2034: Diversity And Community Engagement (3 credits)
SOC/HIST/STS 2604: Introduction To Data In Social Context (3 credits)
SPIA 4464: Data and the Art of Policy-Making and Planning (3 credits)
STAT 1014: Data In Our Lives (3 credits)

Free Electives – 30 credit hours
Total: 120 credit hours
See Appendix A for a sample plan of study.
See Appendix B for course descriptions.

**Student Retention and Continuation Plan**

All students in the proposed B.S. in Behavioral Decision Sciences program will be assigned a professional advisor. In conjunction with the College of Science, Office of the Dean staff, the professional advisor identifies at-risk students by reviewing transcripts and plans of study on an annual basis. Students will be required to meet with their advisor at least once per semester to assess progress in the program, discuss their plan of study, and recommend appropriate courses and minor programs based on student interest and goals. Advisors monitor progress toward degree completion, discuss any difficulties, and assist in identifying remediation strategies for improvement and success. In addition to the primary advisor, students experiencing difficulties can receive help through the College of Science (COS) Dean's office. The COS Dean's office offers professional advising, identifies students who are not making satisfactory progress toward graduation, and works with the student and the student’s advisor to help implement remediation strategies. For example, students may be referred to the Student Success Center, writing center, study groups, tutoring, peer academic coaching, or the Seminar Series on Academic Success. Further, the Division of Student Affairs offers several programs in support of student success. For example, Career Services assists students in finding relevant internships and employment upon graduation.

**Faculty**

Faculty members from the departments of psychology, economics, and statistics will teach core courses in the proposed degree program.

Three faculty members from the Department of Psychology will teach core content in the proposed program. All faculty hold masters or doctoral level degrees in the discipline area in which they teach.

Three faculty members from the Department of Economics will teach core content in the proposed program. All faculty hold masters or doctoral level degrees in the discipline area in which they teach.

Two faculty members from the Department of Statistics will teach core content in the proposed program. All faculty hold masters or doctoral level degrees in the discipline area in which they teach.

One new faculty member will be hired into the either the Department of Psychology, Department of Economics, or the School of Neuroscience to support the proposed degree program with both administrative and instructional responsibilities. The faculty member will be hired at the associate or full professor level in a tenure-track position. The faculty member is expected to hold a doctorate in psychology, economics, or neuroscience. Additional qualifications include being a senior scholar in the field of behavioral science with a background in either economic, psychology, and/or neuroscience that specifically has focused on issues of decision making. This new faculty member will serve as the Program Director.

Additionally, faculty members from the following departments have committed to allowing students within the proposed program to enroll in the restricted elective coursework required for the thematic areas: 6 faculty members from the Department of Psychology, 2 faculty members
from the Department of Economics, 3 faculty members from the School of Neuroscience, 1 faculty member from the Department of Political Science, 2 faculty members from the Department of Philosophy, 2 faculty members from the Department of Communication, 2 faculty members from the Department of Sociology, 1 faculty member from the Department of Biomedical Engineering, 1 faculty member from the Department of Business Information Technology, 1 faculty member from the Department of English, and 1 faculty member from the School of Public and International Affairs. All faculty members hold masters or doctoral degrees in the discipline area in which they teach.

Collectively, all faculty members have been directly involved in the development of the curriculum and the design of the proposed degree program, comprise a collective 150 years of teaching experience, and are active scholars and experimental researchers in their respective fields.

See Appendix C for faculty curriculum vitae (abbreviated).

**Program Administration**

The B.S. Behavioral Decision Science degree will be administered through, and granted by, the Dean’s office of the College of Science. Within the College of Science, the management of this degree program will be assisted by the College’s Academy of Integrated Science (https://www.ais.science.vt.edu/). The Academy will be responsible for recruitment, retention, course assignment and the advising of students. The director of the Academy of Integrated Science will facilitate the approval of new courses as in-major electives, and approve electives for particular plans of study (such as for transfers and studies abroad). Currently under the direction of a full professor, the Academy supports interdisciplinary, science-based degree programs, curricula, and minors within the College of Science. The Academy provides a multidisciplinary platform for faculty whose teaching and research interests are associated with these programs; fostering and enhancing research opportunities in alignment with its degree programs; and strengthening interdepartmental collaboration in discovery, learning, and engagement.

The proposed B.S. in Behavioral Decision Science degree program will have a program director. In addition to teaching in the proposed program, the program director will be responsible for program oversight, promotion, and assessment. In addition, the director will facilitate the approval of new courses as in-major electives, and approve electives for particular plans of study (such as for transfers and studies abroad).

A professional advisor will be hired in the initial year to serve as the first point of contact for potential degree program students, advise students regarding coursework selection, and monitor student progress.

**Student Assessment**

Student learning will be assessed throughout the proposed program via a variety of mechanisms in each course. Measures include, but are not limited to examinations, quizzes, laboratory exercises and reports, student projects (individual and group), written papers, case studies, homework assignments, and oral presentations. Student grades are assigned based upon measurements of their learning in the courses. Student success in meeting these learning
objectives will be measured through an evaluation of accomplishments in the courses that constitute the core of the proposed curriculum. Several courses in the core curriculum will include experiential learning exercises. These activities will provide an opportunity to evaluate higher order learning skills such as critical and creative thinking.

**Learning Outcomes**

Students will be able to:

- Design experiments for behavioral decision research questions
- Discuss the role of statistics in aiding the detection of systematic variance
- Distinguish between manipulated and non-manipulated variables as these relate to issues of correlation and causation
- Identify heuristic and mental models affecting choice and human behavior at different points of the decision cycle
- Apply decision science across a variety of real-life issues and problems in interdependent settings
- Explain the structure, development, and plasticity of the nervous system
- Interpret trends and patterns in complex data sets
- Analyze the sequence of building a predictive model of behavior
- Evaluate the quality, bias, and generalizability of a model’s predictions
- Articulate the major economic, psychological and neuroscientific models of individual and group decision making
- Summarize major behavioral regularities which violate the rational choice paradigm

**Thematic area specific student learning outcomes**

**Analysis of Decision Making**

- Describe a variety of small- and large-scale design approaches for addressing empirical questions about decision making.
- Depict data distributions and the results of statistical analyses using computer software (e.g., Excel)
- Analyze the process by which models are validated and improved to better predict social outcome

**Application of Decision Making**

- Describe how social policy promotes and demotes positive decision making
- Articulate ethical issues involved in the specification and validation of data-driven models
- Summarize how predictive analytics are applied to social contexts

**Curriculum Map for B.S. in Behavioral Decision Science**

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<th>Learning Outcomes</th>
<th>Courses</th>
<th>Assessment Methods</th>
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<tr>
<td>Design experiments for behavioral decision research questions.</td>
<td>PSYC 1094: Principles of Psychological Research</td>
<td>Formative: quizzes; written assignments (e.g., a research proposal on a topic involving measurement of behavior at...</td>
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<tr>
<td>Discussion Area</td>
<td>Course(s)</td>
<td>Formative Assessment</td>
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<tr>
<td>Discuss the role of statistics in aiding the detection of systematic variance.</td>
<td>PSYC 1094: Principles of Psychological Research CMDA 2014: Data Matter STAT 3005: Statistical Methods or STAT 3604: Statistics for Social Sciences ECON 3254: Analysis of Economic Data</td>
<td>Formative: quizzes; written assignments (e.g., a presentation on effect size estimation and Bayesian computations to examine variance)</td>
</tr>
<tr>
<td>Distinguish between manipulated and non-manipulated variables as these relate to issues of correlation and causation.</td>
<td>PSYC 1094: Principles of Psychological Research CMDA 2014: Data Matter ECON 3254: Analysis of Economic Data</td>
<td>Formative: quizzes; written assignments (e.g., a research proposal that is strictly correlational, including partial correlations)</td>
</tr>
<tr>
<td>Identify heuristic and mental models affecting choice and human behavior at different points of the decision cycle.</td>
<td>BDS 2005: Fundamentals of Behavioral Decision Science BDS 2006: Fundamentals of Behavioral Decision Science</td>
<td>Formative: quizzes; written homework assignments (e.g., comparing decision heuristics in real world contexts)</td>
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<tr>
<td>Apply decision science across a variety of real-life issues and problems in interdependent settings.</td>
<td>BDS 2006: Fundamentals of Behavioral Decision Science</td>
<td>Formative: class activities; decision making scenario-based exercises (e.g., a presentation on a novel implementation in a high school to increase awareness)</td>
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<tr>
<td>Learning Outcome</td>
<td>Course Code/Title</td>
<td>Formative Assessment</td>
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<tr>
<td>Explain the structure, development, and plasticity of the nervous system.</td>
<td>PSYC 2064: Introduction to Neuroscience of Behavior</td>
<td>Formative: class participation; class discussions (e.g., a presentation on a developmental outcome that is highly likely but potentially alterable by context such as thalidomide and limb development)</td>
</tr>
<tr>
<td>Interpret trends and patterns in complex data sets.</td>
<td>CMDA 2014: Data Matter, STAT 3005: Statistical Methods or STAT 3604: Statistics for Social Sciences, ECON 3254: Analysis of Economic Data, BDS/PSYC 4194: Predicting Social Behavior</td>
<td>Formative: laboratory exercises where students analyze novel datasets.</td>
</tr>
<tr>
<td>Analyze the sequence of building a predictive model of behavior.</td>
<td>BDS/PSYC 4194: Predicting Social Behavior</td>
<td>Formative: class discussions; laboratory exercises where students develop research questions and construct a predictive model</td>
</tr>
<tr>
<td>Evaluate the quality, bias, and generalizability of a model’s predictions.</td>
<td>BDS/PSYC 4194: Predicting Social Behavior</td>
<td>Formative: class discussions; class activities (e.g., class discussion of model bias having to do with starting)</td>
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</table>
| Articulate the major economic, psychological and neuroscientific models of individual and group decision making. | BDS 2005: Fundamentals of Behavioral Decision Science  
BDS 2006: Fundamentals of Behavioral Decision Science | Formative: class discussions; decision making scenario-based exercises (e.g., a presentation on deciding right from wrong depending on the context of the ethical paradox)  
Summative: midterm and final examination (e.g., items on the exam about problem framing and its effects on decision making) |
|---|---|---|
| Summarize major behavioral regularities which violate the rational choice paradigm. | BDS/ECON 3134: Choice and Behavior (3 credits) | Formative: class discussions; class participation; scenario based exercises (e.g., presentation on a case study of irrational behavior)  
Summative: midterm and final exams (e.g., items on the exam about conflicts between rational choice and personal preferences) |

**Employment Skills/Workplace Competencies**

Graduates of the proposed program will be qualified for employment in a multitude of businesses and industries (both for profit and non-profit). Students who graduate from the proposed degree program will possess the following employment-related skills:

- Orchestrate the collection of data for the analysis of risk and strategy.
- Interpret data to improve decision making.
- Conduct analyses of large, complex data sets and cull information from these data sets to inform decision outcomes.
- Build strong relationships and collaborations across units that write code for data analysis projects, units that primarily deal with data analysis, and upper administration that invest in the interpretation and implementation of data for decisions.
• Engage in productive practices for strategic planning and program/policy evaluation.
• Integrate principles of decision making across psychology, economics, and neuroscience domains to inform recommendations on best practices to employers.
• Present written, oral, and graphic information on data modeling and data interpretation to technical and non-technical audiences.

Program Assessment

Annually, the College of Science, through the Academy of Integrated Science (AIS), will engage in systematic curriculum assessment and provide a yearly survey that assesses students’ progress and satisfaction with the program. Each semester during the academic year, the AIS (in cooperation with the Departments of Economics, Psychology, Statistics, and the School of Neuroscience) will review faculty evaluations. Faculty will utilize the results of surveys to assess the program. Students in courses selected for curriculum evaluation will be asked to indicate how well the learning objectives have been addressed by the course. The AIS will conduct and report annual assessments of student learning outcomes beginning in 2021 in accordance with Assessment and Evaluation in Virginia Tech’s Office of Academic Decision Support. Following the initial year, 2-3 student learning outcomes will be assessed annually and submitted to the Office of Assessment and Evaluation, with all outcomes being assessed at least once in 5 years. Assessments of student learning outcomes and competencies will be embedded within each course and will be administered through normal processes already in place, such as tests, written papers, oral presentations, and project work.

In addition to annual assessment reports, each academic department at Virginia Tech participates in academic program review approximately every five years. Virginia Tech’s Academic Program Review process requires programs to conduct a comprehensive evaluation of their activities. This process provides a mechanism for ongoing, systematic review of academic departments with the explicit purpose of fostering continuous improvement. The review process emphasizes reflection, analysis, conversation, and feedback; an honest assessment of program strengths/weaknesses/opportunities for improvement; and documentation of resource needs. The results of this process are intended to facilitate a strong vision for the future.

The level of analysis for this review is the academic department inclusive of all degree, certificate, intercollege, and online programs. In addition to reviewing academic programs, departments are asked to provide an overview of the department and information in the following areas: student learning and support; faculty and staff profiles (research/creative activity/scholarly work); teaching, outreach, and international involvement; and inclusion and diversity. The department is expected to discuss its vision for the department over the next five years and include improvement strategies and plans.

As part of the Academic Program Review process, departments complete a self-study report that is reviewed and evaluated by a team of peer reviewers. Reviewers may be internal to Virginia Tech and/or external to Virginia Tech depending upon the department’s preferences and resources. Departments are given comprehensive feedback from the review team that includes information on the department’s strengths and opportunities for further reflection and action. The next periodic report encompassing this new degree will take place in Fall 2025.

Benchmarks of Success

The proposed B.S. in Behavioral Decision Science program will be considered successful if:
• It maintains an ongoing enrollment of 80 or more majors by the target year
• 80% of students that enter the degree as first-year students complete the program requirements in 4 years
• 75% of graduates secure employment in business, government, health, and/or allied-related fields within one year of graduation
• 25% of graduates enter a professional or graduate degree program within one year of graduation
• 75% of employers remain satisfied with graduate job performance after 2 years

Annual assessment data will allow program administration and faculty to determine if the benchmarks are being reached. If any benchmark is not being met, the program leadership and faculty members will determine appropriate strategies to correct any deficiencies. Strategies may include a comprehensive review of the advising approaches and the program coursework to include course sequencing in the plan of study, course content, and the selection of elective courses. For example, if employment related data does not meet benchmarks, eliciting targeted feedback from alumni as well as employers who have hired graduates of the proposed degree program will be used for strategic planning for improvement.

**Expansion of Existing Programs**

The proposed B.S. in Behavioral Decision Science program is not an expansion of an existing certificate, concentration, emphasis, focus, major, minor, or track currently offered at Virginia Tech.

**Relationship to Existing Virginia Tech Degree Programs**

The proposed program is not similar to and will not adversely affect other degree programs at Virginia Tech.

**Compromising Existing Degree Programs**

No degree programs will be compromised or close as a result of the initiation and operation of the proposed degree program.

**Collaboration or Standalone**

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

**Justification for the Proposed Program**

### Response to Current Needs

(Specific Demand)

We now live in a world awash with data, and across the U.S., undergraduate degree programs that train students in data analytics are proliferating. However, the effective bridge from data analysis to implementation requires a focus on human behavior: Given information, why do humans make choices that can be detrimental to their well-being in the long run? How do humans weigh the differential consequences of their options to maximize gain? What biases exist in different contexts that lead individuals, groups, corporations and governments to settle for less-than-optimal decision strategies? Current degree programs in data analytics often miss the whole understanding of how humans act in the environment. As Lars Hansen, the David Rockefeller Distinguished Service Professor of economics at the University of Chicago and a
The data deluge around us makes it imperative for the new generation of students to not only have the right skills for synthesizing, interpreting, and asking the appropriate questions from the myriad of information sources that they will be required to process in their daily work, but to also understand basic theories and mechanisms of decision making. Behavioral decision science bridges the gap between data and action by blending the theories and methods of psychology, economics, neuroscience, all bounded by current best practices in statistics. A better understanding of human behavior that brings together insights from these different disciplines is critical to improving the judgment and decision making of individuals, groups, and organizations, and will be key to the design of policies for improving lives today and in the future. These insights will also facilitate the understanding of what data need to be collected and from whom so that analyses can yield better understanding of behavior and decisions. Thus the behavioral focus of the proposed B.S. in Behavioral Decision Science provides the complete framework to identify the essential variables in big and small data and will act as the link between information acquisition, information processing and our actions. In doing so, the proposed degree will connect behavior with data analytics and train undergraduate students in the emerging field of causal behavior analytics.

The need for undergraduates trained in behavioral decision science can be seen across several general domains, such as government, industry, and healthcare. Applications of behavioral decision science in these arenas are rapidly increasing. Thus, the relevance of students trained in behavioral decision science extends across several applied fields of human functioning. A discussion of these three areas of application (government, industry, healthcare) is used below to illustrate the timeliness of the proposed degree program for this growing market.

**Government Applications of Behavioral Decision Science**

In terms of the government workforce, more than 60 governments in 23 countries around the world have pioneered best practices based on behavioral decision science. Governments have increasingly used behavioral decision science to improve the well-being of their constituents. The growing demand for behavioral decision science education is parallel to the increase of access to more data and more complex decisions. In 2010 the UK established the “Behavioural Insights Team” (BIT), also known unofficially as the ”Nudge Unit“, to apply behavioral economics and psychology to try to improve government policy and services. Today, BIT is now a semi-private corporation with offices around the world, including New York. As Ben Quinn of *The Guardian* reports, “BIT’s clients range from governments and public bodies to the World Bank, and its work spans traditional “nudge” territory – such as using behavioral psychology to

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prompt people to pay their taxes or make better use of public services – to involvement with Colombia’s peace process.”6

Success from this program has led to the United States adopting a similar program. The White House Office of Science and Technology Policy has a "Social and Behavioral Sciences Initiative", whose goal is to translate academic research findings into improvements in federal program performance and efficiency using rigorous evaluation methods. In 2015, President Obama issued an Executive Order that formally established the Social and Behavioral Sciences Team (SBST) and directed government agencies to use insights from the social and behavioral sciences to improve the efficiency and effectiveness of their work. The SBST has worked with more than 20 federal agencies on 70 projects, from easing health-insurance enrollment, to helping veterans access education benefits, to relieving student debt. Related, the U.S. Department of Agriculture has also funded behavioral science initiatives to improve the health of welfare recipients by easing the process of obtaining SNAP benefits and promoting consumption of healthier diets. Subsequently, other countries such as Singapore and Australia have also developed their own Behavioral Insight teams. BIT has even documented a new technique that reduces paperwork and builds confidence in job applicants, resulting in a 17.5% increase in moving individuals into the work force and off of federal assistance.7

Industry Applications of Behavioral Decision Science

Firms and governments are turning to behavioral decision science at an unprecedented rate.8 In terms of the general industrial workforce, there are numerous businesses using behavioral decision science who have already made a big splash. One prominent example is the startup, Lemonade Insurance Company. Under the traditional model, insurer’s and users’ incentives are fundamentally misaligned. Every successfully paid claim reduces the insurance company’s profit, hence the difficulty in getting them accepted in the first place (which, in turn, encourages fraudulent behavior by users). To correct for this, Lemonade takes 20% of premiums as a flat fee to cover its costs and earn profit. This solution removes the financial conflict of interest from the organization. The company’s policies helps facilitate honesty from customers by requesting honesty pledges at the beginning (compared to the end) of a claim and donating surplus premiums to the customer’s preferred charity, which lessens their financial interest in overclaiming. This is a potent example of behavioral decision principles being applied to real-world consumer practices.

Another example is Timeful Inc, who developed the Timeful app that offers a central location for time management, calendar functions, to-do list and scheduling features. The application incorporates behavioral decision science research by emphasizing understanding people’s

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schedule, habits and needs. Users can tell Timeful they want to exercise three times a week or that they need to call the bank by next Tuesday, and the Timeful system will make sure they get it done based on an understanding of both their schedule and priorities. Timeful Inc was acquired by Google in 2015.

Further, a number of leading companies have dedicated behavioral science teams including Walmart, Pepsico, and Morningstar. Likewise, nearly 50 tech companies including Google, Microsoft, Airbnb, Uber, Facebook, and numerous smaller companies have been emphasizing hiring behavioral scientists. The New York Times\textsuperscript{9} has reported that the need for workers who can identify optimal choices and key areas for behavioral change is growing, and assisted by increases in technology. Thus, the big data revolution and increase in job demand of analytics is tandem with the demand to draw inferences from that data and form a bridge between engineers and implementation.

\textit{Health and Healthcare Applications of Behavioral Decision Science}

In terms of the health care workforce, the lessons of behavioral decision science offer strategies and theories to help health organizations seeking to improve the lives of others. Behavioral decision science can significantly improve health and well-being of people and society at large, saving people’s life. Indeed, as recent Nobel Laureate Richard Thaler and his co-author, Cass Sunstein, said in their popular 2008 book, \textit{Nudge}\textsuperscript{10}, “By knowing how people think, we can make it easier for them to choose what is best for them, their families and society.”

The discovery and implementation of nudges to promote societal flourishing, for example by improving health outcomes, is a rapidly growing area of interest. A striking illustration of this comes from a recent study finding that by reducing the default number of pills in a prescription, the overall level of prescribed opioids fell by 15\%\textsuperscript{11}. Nudges have been tremendously effective at promoting early medical screening for deadly diseases, increasing organ donation rates, and reshaping medical packages to reduce suicide by pills ingestion – one of the major challenges of the modern world. These are just a few of the myriad of examples demonstrating the effectiveness of nudges in policy design.

Another example of a company addressing current societal issues, such as obesity, with behavioral decision science is Shapa, a company who designed a scale that promotes healthy behaviors and by addressing the “loss aversion” people feel when they find their weight has slightly increased, even though weight can fluctuate as much as three pounds on a given day. This negative feedback can prevent people from making healthy decisions, despite being useless as an indication of the person’s progress. Instead, the Shapa scale is designed to create reminders to encourage healthy decisions and to present a coarse measure of weight on a five-point scale (i.e., people are either a little better, a little worse, much better, much worse, or basically the same). The rating system takes into account the way people actually gain and lose weight, allowing users to focus on progress rather than daily variation. In a randomized controlled trial,

\begin{footnotesize}


\end{footnotesize}
on average, people using a standard scale gained 0.91% of their body weight per month. However, those using Shapa scale lost 0.61% body weight per month.

By combining economics, psychology, and neuroscience into one cohesive Behavioral Decision Science degree, Virginia Tech will be at the national and international forefront in preparing students to address the demands of law and governance bodies, industry, and health care organizations. Moreover, the graduates from this program will be well-prepared and competitive for entry into advanced degree programs in behavioral decision sciences across the U.S. and abroad. Given how nascent this developing area is, this degree allows Virginia Tech to become a pioneer in this space.

**Employment Demand**

The proposed B.S. degree in Behavioral Decision Science will prepare students to seek entry-level positions in today's pioneering businesses (Amazon, Uber, Facebook, etc.), as well as positions in government, management and political consulting, and the non-profit sector. The graduates of this program will be prepared to enter the work force in the areas of network analysis and public policy, risk management, consulting, and decision-making in legal and medical contexts. Additionally, graduates from the B.S. Behavioral Decision Science will be ideal candidates for graduate study at both master's and doctoral levels in decision science, as well as other advanced areas such as psychology, economics, business, law and public health.

The Bureau of Labor Statistics and the Virginia Employment Commission do not currently provide specific job data for a job title called “behavioral decision scientist.” Behavioral decision science is an interdisciplinary field, and employment projections need to be considered for the types of jobs requiring the skills provided. Gains are projected to occur in related employment categories for which Behavioral Decision Science will provide excellent preparation (e.g., Operation Research Analysts, Management Analysts, Marketing Managers, and Market Research Analysts). The high growth rates in projected demand are clear indicators of the value and prescience of the interdisciplinary Behavioral Decision Science degree.

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>SOC Code</th>
<th>Employment, 2018</th>
<th>Projected Employment, 2028</th>
<th>Change, 2018-28 Percent</th>
<th>Numeric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation Research Analysts</td>
<td>15-2031</td>
<td>109,700</td>
<td>137,900</td>
<td>26%</td>
<td>28,100</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>13-1111</td>
<td>876,300</td>
<td>994,600</td>
<td>14%</td>
<td>118,300</td>
</tr>
<tr>
<td>Marketing Managers</td>
<td>11-2021</td>
<td>259,200</td>
<td>280,100</td>
<td>8%</td>
<td>20,900</td>
</tr>
</tbody>
</table>

### Table 3: Employment Projections from the Virginia Employment Commission (VEC), 2016-2026

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>SOC Code</th>
<th>2016 Estimated Employment</th>
<th>2026 Projected Employment</th>
<th>Total 2016-2026 Employment Change</th>
<th>Total Percent Change</th>
<th>Annual Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation Research Analysts</td>
<td>15-2031</td>
<td>8,097</td>
<td>11,055</td>
<td>2,958</td>
<td>36.53%</td>
<td>296</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>13-1111</td>
<td>57,824</td>
<td>68,510</td>
<td>10,686</td>
<td>18.48%</td>
<td>1,069</td>
</tr>
<tr>
<td>Marketing Managers</td>
<td>11-2021</td>
<td>3,992</td>
<td>4,506</td>
<td>514</td>
<td>12.88%</td>
<td>51</td>
</tr>
<tr>
<td>Market Research Analysts</td>
<td>13-1161</td>
<td>19,241</td>
<td>24,390</td>
<td>5,149</td>
<td>26.76%</td>
<td>515</td>
</tr>
</tbody>
</table>

Source: Virginia Employment Commission, Labor Market Information

Comparing Tables 2 and 3, the strong projected demand at the national level is, in every case, exceeded in Virginia. Not only is there experienced growth within the core area, but students who acquire a double major, or a minor, to complement their Behavioral Decision Science degree, will also be competitive in other fields that utilize data driven decisions, but lack the behavioral component as part of the training.

Further, Behavioral Decision Science related careers are likely to continue growing well into the future as they are relatively protected from automation. “The hardest activities to automate with currently available technologies are those that involve managing and developing people, or that apply expertise to decision making, planning, or creative work.”

See Appendix X for employment announcements.

See Appendix X for letters of employment demand.

**Student Demand**

Students from the College of Science were surveyed about interest in the proposed B.S. Behavioral Decision Science degree in fall 2019. The survey provided encouraging results for the program. Of the xxx students who responded, xxx were either freshmen or sophomores. Of these xxx responders, xx (x%) indicated that they would definitely consider the major, xx (x%)

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indicated that they would be highly likely to consider the degree program, and xx (xx%) said they would likely consider the major. There was also considerable interest in Behavioral Decision Science as a second major.

See Appendix X for the original survey. Results are included as a separate document behind the survey.
See Appendix X for prospective students’ emails.

### STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Projected enrollment:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Y</th>
<th>Year 5  Target Year (4-year institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020 - 2021</td>
<td></td>
</tr>
<tr>
<td>HDCT</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2022 - 2023</td>
<td></td>
</tr>
<tr>
<td>HDCT</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2023</td>
<td></td>
</tr>
<tr>
<td>HDCT</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2024 - 2025</td>
<td></td>
</tr>
<tr>
<td>DCT</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>GRAD</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

**Assumptions:**
- Retention percentage: 90%
- Percentage of full-time students: 100%
- Percentage of part-time students: 0%
- Full-time students credit hours per semester: 15
- Full-time students graduate in 4 years

**Duplication**

No public institution in the Commonwealth offers a Bachelor of Science (B.S.) in Behavioral Decision Science.

At the national level, the B.S. in Decision Science offered by Carnegie Mellon University is closest to Virginia Tech’s new undergraduate degree program. Currently Carnegie Mellon offers the only undergraduate major in the nation that integrates analytical and behavioral approaches to decision making. This major is grounded in theories and methods drawn from psychology, economics, philosophy, statistics, and management science. In addition to gaining a broad education in the principles of judgment and decision making, Carnegie Mellon’s Decision Science majors gain broadly applicable skills in research design and analysis. The core courses present fundamental theories and results from the study of decision making, along with their application to real-world problems. They also introduce students to methods for collecting and analyzing behavioral data. Finally, the elective courses provide students with additional knowledge in areas of decision making that meet their personal, intellectual, and career goals. The B.S. programs from Carnegie Mellon and Virginia Tech have similarities in the degree design, topics covered, and program outcomes.
Also of interest is the concentration in Behavioral Decision Sciences for the AB degree offered by Brown University. By virtue of its broad interdisciplinary nature, the study of decision making at Brown University covers work found in a variety of more traditional disciplines including psychology, cognitive science, economics, philosophy, computer science, and neuroscience. The requirements for the concentration includes 13 courses where only one is common for all students that declare the concentration, the others being chosen from various restricted lists so that the students can tailor the concentration to their interests. Both in its design and in its implementation this concentration differs greatly from Virginia Tech’s B.S. in Behavioral Decision Science.

Other universities outside of Virginia offer B.S. degrees in Decision Science located in Business Schools. The purpose and goals of these business degrees are very different from those of the science-based degree program offered by Virginia Tech. For one, Decision Science degrees in business schools are solely focused on business analytics with a heavy emphasis on marketing and supply chain management. They rarely extend their curricula to economic, psychological and/or neurobiological theories of choice and decision behavior. Second, these business degrees seek students from backgrounds in business and computer science, but rarely from scientific disciplines. Third, these degrees are mostly designed at the executive masters and doctorate levels.

Projected Resource Needs for the Proposed Program

Resource Needs
Virginia Tech, the College of Science, and the Academy of Integrated Science have the resources needed to initiate and sustain the proposed degree program. The following categories detail the resources needed to initiate and sustain the proposed program from its initiation in 2020-2021 through the target year 2024-2025. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 14 FTE students in upper division courses for an average of 1.0 FTE faculty instructional effort for every 17 FTE students. The proposed program will require a total of 1.75 FTE faculty instructional effort in 2020-2021, rising to 4.85 faculty instructional effort by the target year of 2024-2025.

Full-time Faculty
In the initial year, 2020-2021, one faculty member who currently teaches in the Department of Psychology will be reallocated to dedicate 1.0 FTE instructional effort to the proposed degree program. One faculty member who currently teaches in the Department of Economics will be reallocated to dedicate 0.50 FTE instructional effort to the proposed degree program.

In year 2, 2021-2022, the new faculty member hired in year 1 to serve as program director for the proposed program, will be reallocated to dedicate 0.75 FTE instructional effort to the proposed degree program. The representative portion of the faculty member’s salary and fringe benefits equals $165,000 in salary and $54,450 in fringe benefits for a total of $219,450.

Part-time Faculty
In the initial year, 2020-2021, one faculty member who currently teaches in the Department of Economics will be reallocated to dedicate 0.25 FTE instructional effort the proposed program.
The proposed degree program will require an additional total of 2.35 FTE instructional effort of part-time faculty by the target year.

Three current faculty members from the Department of Psychology will be reallocated to dedicate 0.35 FTE instructional effort each to the proposed program for a total of 1.05 FTE.

Two current faculty members from the Department of Economics will be reallocated to dedicate 0.35 FTE instructional effort each to the proposed program for a total of 0.70 FTE.

Two current faculty members from the Department of Statistics will be reallocated to dedicate 0.30 FTE instructional effort to the proposed program for a total of 0.60 FTE.

**Adjunct Faculty**
No adjunct faculty are required to initiate or sustain the proposed degree program.

**Graduate Assistants**
In the initial year, 2020-2021, two new graduate teaching assistants (GTA) will be needed to support the proposed degree program. Each GTA will receive a salary of $10,775 and fringe benefits of $1,212 per academic year. The 2 GTAs will receive salaries of $21,550 and fringe benefits of $2,424 for a total of $23,974.

By the target year, 2024-2025, a total of 4 graduate teaching assistants (GTA) will be needed to support the proposed degree program. Each GTA will receive a salary of $10,775 and fringe benefits of $1,212 per academic year. The 4 GTAs will receive salaries of $43,100 and fringe benefits of $4,848 for a total of $47,948.

**Classified Positions**
In the initial year, 2020-2021, one new faculty member will be hired to dedicate 0.25 FTE administrative effort to the proposed degree program as the program director. The faculty member will be hired at the associate or full professor rank. The representative portion of the faculty member’s salary and fringe benefits as program director equal $55,000 in salary and $18,150 for a total of $73,150.

In the initial year, 2020-2021, one professional advisor will be hired to support the proposed degree program. The advisor will be hired with an approximate salary of $45,000 and fringe benefits of $24,525 for a total of $69,525.

**Targeted Financial Aid**
No targeted financial aid will be available or is needed to initiate and sustain the proposed program.

**Equipment (including computers)**
One new computer will be purchased to support the new professional advisor hire for the proposed program. The computer is estimated at a cost of $2,500.

One new computer will be purchased to support the new faculty member who will serve as the program director for the proposed program. The computer is estimated at a cost of $4,000.
Existing office furniture will be used for both the new professional advisor and the new faculty member.

**Library**
No new library resources are needed to initiate or sustain the proposed degree program. The Virginia Tech Library has adequate and appropriate resources for faculty and student research, teaching, and learning to support the proposed degree program in the form of books, journals, and online journals and subscriptions such as the Virtual Library of Virginia (VIVA).

**Telecommunications**
No additional telecommunications costs are needed to initiate or sustain the proposed degree program. Existing telecommunication systems are in place and will be used for the new professional advisor position and for the new program director hire.

**Space**
No new space is needed to initiate and sustain the proposed degree program. Office space is available in the College of Science for the new professional advisor position, and in the Academy of Integrated Science as well as the home department for the new director hire.

**Other Resources (specify)**
In the initial year, 2020-2021, the 2 Graduate Teaching Assistants (GTAs) will be provided tuition remission at the rate of $17,739 per student per academic year. The tuition remission for the 2 GTAs will total $35,478.

By the target year, 2024-2025, two additional GTAs will be needed for a total of 4 GTAs. The tuition remission for the 4 GTAs will total $70,956 per academic year. The tuition remission for the 4 GTAs will be approximately $319,572 cumulatively.
Resource Needs: Parts A-D

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes ☐ No ☒
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes ☐ No ☒
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes ☐ No ☒
- Will each type of space for the proposed program be within projected guidelines? Yes ☐ No ☒
- Will a capital outlay request in support of this program be forthcoming? Yes ☐ No ☒

Part B: Fill in the number of FTE and other positions needed for the program

<table>
<thead>
<tr>
<th>Program Initiation Year 2020 – 2021</th>
<th>Expected by Target Enrollment Year 2024 – 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going and reallocated</td>
<td>Added (New)</td>
</tr>
<tr>
<td>Full-time faculty FTE*</td>
<td>1.50</td>
</tr>
<tr>
<td>Part-time faculty FTE **</td>
<td>0.25</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td></td>
</tr>
<tr>
<td>Graduate assistants (HDCT)</td>
<td></td>
</tr>
<tr>
<td>Classified positions</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.75</td>
</tr>
</tbody>
</table>

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.
*** Added after initiation year
### Part C: Estimated resources to initiate and operate the program

<table>
<thead>
<tr>
<th></th>
<th>Program Initiation Year 2020-2021</th>
<th>Expected by Target Enrollment Year 2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>1.50</td>
<td>0.75</td>
</tr>
<tr>
<td>salaries</td>
<td>$142,500</td>
<td>$165,000</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$47,025</td>
<td>$54,450</td>
</tr>
<tr>
<td>Part-time faculty (faculty FTE split with unit(s))</td>
<td>0.25</td>
<td>2.35</td>
</tr>
<tr>
<td>salaries</td>
<td>$25,000</td>
<td>$300,000</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$8,250</td>
<td>$99,000</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Graduate assistants</td>
<td>0.00</td>
<td>2.00</td>
</tr>
<tr>
<td>salaries</td>
<td>$21,550</td>
<td>$21,550</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$2,424</td>
<td>$2,424</td>
</tr>
<tr>
<td>Classified Positions</td>
<td>0.00</td>
<td>1.25</td>
</tr>
<tr>
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<td>fringe benefits</td>
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<td>Personnel cost</td>
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<tr>
<td>salaries</td>
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<td>Total personnel cost</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$222,775</strong></td>
<td><strong>$208,627</strong></td>
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Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

- Yes  
  Signature of Chief Academic Officer

X  No  
  Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the proposed program.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program initiation year</th>
<th>Target enrollment year</th>
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<tr>
<td></td>
<td>2020 - 2021</td>
<td>2024 - 2025</td>
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<tr>
<td>Reallocation within the department</td>
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<td>$0</td>
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<tr>
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<td>$1,357,920</td>
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<td>$0</td>
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<tr>
<td>Other funding sources</td>
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<td>$0</td>
</tr>
</tbody>
</table>

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the school or college
The College of Science will fund the proposed degree program through a combination of salary savings (e.g., retirements and vacated faculty lines) and from Virginia Tech's incentive-based performance budget which generates revenue directly to the college.

In the initial year, 2020-2021, the College of Science will reallocate existing resources to fund the hires of the program director position (0.25 FTE) and the professional advisor position (1.0 FTE). The portion of the program director’s total salary dedicated to administrative duties for the proposed program equals $55,000 with fringe benefits of $18,150 for a total of $73,150. The professional advisor will receive $45,000 in salary and $24,525 in fringe benefits for a total of $69,525. The total combined salary costs for the new hires in the initial year equal $100,000 and fringe benefits of $42,675 for a total cost of $142,675.
The college has sufficient funds to support the equipment costs (including computers) for the new program director position and the professional advisor position totaling $6,500.

In the initial year, 2020-2021, the college will reallocate resources for one faculty member who currently teaches in the Department of Psychology to dedicate 1.0 FTE instructional effort to the proposed degree program. The faculty member’s salary will be $95,000 and fringe benefits of $31,350 for a total cost of $126,350.

In the initial year, 2020-2021, the college will reallocate resources for one faculty member who currently teaches in the Department of Economics to dedicate 0.5 FTE instructional effort to the proposed degree program. The portion of the faculty member’s salary dedicated to the program will be $47,500 and fringe benefits of $15,675 for a total cost of $63,175.

In the initial year, 2020-2021, the college will reallocate resources for one faculty member who currently teaches in the Department of Economics to dedicate 0.25 FTE instructional effort to the proposed degree program. The portion of the faculty member’s salary dedicated to the program will be $25,000 with $8,250 in fringe benefits for a total cost of $33,250.

In the initial year, 2020-2021, the college will reallocate resources to fund 2 graduate teaching assistants (GTAs) for the proposed degree program. Combined, the 2 GTAs will receive salaries of $21,550 and fringe benefits of $2,424 for a total of $23,974.

In the initial year, 2020-2021, the college will reallocate resources to fund tuition remission for the 2 graduate teaching assistants (GTAs) for the proposed degree program. Each GTA will receive tuition remission in the amount of $17,739 for a combined total of $35,478.

In year 2, 2021-2022, the college will reallocate resources for the faculty member hired as the program director within the initial year to be reallocated to dedicate 0.75 FTE instructional effort to the proposed degree program. The portion of the faculty member’s salary dedicated to instruction for the proposed program equals $165,000 and $54,450 in fringe benefits for a total of $219,450.

By the target year, 2024-2025, the college will reallocate resources for 3 faculty members who currently teach in the Department of Psychology to dedicate 0.35 FTE each for a combined FTE of 1.05 FTE instructional effort to the proposed degree program. The representative portion of the faculty members’ salaries equal $140,000 with fringe benefits of $46,200 for a total of $186,200.

By the target year, 2024-2025, the college will reallocate resources for 2 faculty members who currently teach in the Department of Economics to dedicate 0.35 FTE each for a combined FTE of 0.70 FTE instructional effort to the proposed degree program. The representative portion of the faculty members’ salaries equal $90,000 with fringe benefits of $29,700 for a total of $119,700.

By the target year, 2024-2025, the college will reallocate resources for 2 faculty members who currently teach in the Department of Statistics to dedicate 0.30 FTE each for a combined FTE of 0.60 FTE instructional effort to the proposed degree program. The representative portion of the faculty members’ salaries equal $70,000 with fringe benefits of $23,100 for a total of $93,100.
By the target year, 2024-2025, the college will reallocate resources to fund 2 additional graduate teaching assistants (GTAs) for a total of 4 GTAs for the proposed degree program. The 4 GTAs will receive a total of $43,100 in salary and $4,848 in fringe benefits for a total of cost of $47,948.

By the target year, 2024-2025, the college will reallocate resources to fund tuition remission for 2 additional graduate teaching assistants (GTAs) for a total of 4 GTAs for the proposed degree program. Each GTA will receive tuition remission in the amount of $17,739. Cumulative tuition remission costs for the 4 GTAs equals $319,572.

The College of Science and associated departments (Psychology, Economics, and Statistics) have sufficient existing resources to support the salaries and fringe benefits for the new hires and faculty reallocations and for the graduate teaching assistants’ salaries, fringe benefits, and tuition remission. No additional funds will be needed because existing resources will be utilized. The reallocation of these resources will not negatively impact any other academic program in the college or college resources. The reallocation of these resources will not negatively impact any other program in the departments of Psychology, Economics, or Statistics or departmental resources.

3. **Secondary Certification.**
If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

[ ] Agree  __________________________
            Signature of Chief Academic Officer

[ ] Disagree __________________________
            Signature of Chief Academic Officer
Appendices
# Appendix A
## Sample Plan of Study

Full-time students

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<td>General Education (3)</td>
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<td>PSYC 1094: Principles of Psychological Research (3)</td>
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<td>General Education (3)</td>
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<td>General Education (3)</td>
</tr>
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<th>BDS 2006: Fundamentals of Behavioral Decision Science (3)</th>
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<tr>
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<td>CMDA 2014: Data Matter (3)</td>
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<td>Theme 2 Restricted Elective Course (3)</td>
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<table>
<thead>
<tr>
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<th>ECON 3254: Analysis of Economic Data (3)</th>
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<tr>
<td></td>
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<td></td>
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<td>Free Elective Course (3)</td>
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<table>
<thead>
<tr>
<th><strong>Fourth Year</strong></th>
<th>Theme 1 Restricted Elective Course (3)</th>
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<td>Free Elective Course (3)</td>
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Credit Hours – First Year – Fall Term           15
Credit Hours – First Year – Spring Term         15
Credit Hours – Second Year – Fall Term          15
Credit Hours – Second Year – Spring Term        15
Credit Hours – Third Year – Fall Term           15
Credit Hours – Fourth Year – Fall Term          15
Credit Hours – Fourth Year – Spring Term        15
TOTAL CREDIT HOURS                              120
Appendix B
Course Descriptions

New courses are denoted with an asterisk (*).

Core Courses
PSYC 1094: Principles of Psychological Research (3 credits)
Philosophical foundation and ethical issues in psychological research. Research design and methodology. Analytic approaches to developing, understanding, interpreting psychological data.

*BDS 2005: Fundamentals of Behavioral Decision Science (3 credits)
Introduction to the major scientific models of decision making and applications to real-life situations. Economic models highlighting optimal choices and psychological models highlighting decision making tendencies. Emphasis on individual decision making in non-strategic choice settings. Probabilistic reasoning and economic model of rationality. Violations of the rational choice model, and psychological, physiological, and statistical models that accommodate this behavior. Applications to social settings and longer periods of time. Common ethical dilemmas and making ethical choices as an individual.

*BDS 2006: Fundamentals of Behavioral Decision Science (3 credits)
Introduction to the major scientific models of decision making and applications to real-life situations. Economic models highlighting optimal choices and psychological models highlighting decision making tendencies. Individual decision making in interactive and strategic choice settings as well as group decision making. Simultaneous, sequential, dynamic, repeated, and incomplete information games. Preferences for fairness, reciprocity, and cultural differences in interactions. Limitations when making group decisions. Ethical reasoning and computational analysis of strategy. Applications to voting, negotiations, and cooperation.

PSYC 2064: Introduction to Neuroscience of Behavior (3 credits)
Introduction to biological factors that produce behavior. Neuroanatomy and neurophysiology. The development of the nervous system, and neuroplasticity. Basic biological processes pertaining to sensation and perception. Conducting neuroscience research, and evaluating neuroscience-related claims in the popular media. The ethical and responsible use of nonhuman animal subjects; the ethical application of research findings in neuroscience to current problems such as psychopathy and neurodegenerative disease.

CMDA 2014: Data Matter (3 credits)
This course develops fundamental analytical and programming skills to complete the “analytic pipeline”, including specifying research questions, selecting/collection data ethically and responsibly, processing and summarizing datasets, and stating findings, while considering all assumptions made. Students will identify vulnerabilities in analyses, including sources of bias and ethical implications. Some programming skills recommended, but not required. Some prior use of data recommended, but not required.

*ECON/BDS 3134: Choice and Behavior (3 credits)
Theories of rational choice, utility, and revealed preference. Intertemporal decision problems and choice under uncertainty with applications to insurance and investments. Behavioral regularities and evidence of violations of rational choice theory. Behavioral models that accommodate this
behavior. Applications of behavioral models to economic problems, policy, and organization design.

**STAT 3005: Statistical Methods (3 credits)**
Basic statistical methodology: exploratory data techniques, estimation, inference, comparative analysis by parametric, nonparametric, and robust procedures. Analysis of variance (one-way), multiple comparisons, and categorical data. Includes real-world examples. Develops problem-solving skills and ethical reasoning within the context of learning from data.

**STAT 3604: Statistics for Social Sciences (3 credits)**
Statistical methods for nominal, ordinal, and interval levels of measurement. Topics include descriptive statistics, elements of probability, discrete and continuous distributions, one and two sample tests, measures of association. Emphasis on comparison of methods and interpretations at different measurement levels. Includes real-world applications to develop problem-solving skills and ethical reasoning within the context of learning from data.

**ECON 3254 Analysis of Economic Data (3 credits)**
Sources of economic data. Application of spreadsheet and/or statistical software to analysis of economic relationships using graphical and regression techniques. Emphasis is on economic applications rather than statistical theory.

**STAT 3604: Statistics for Social Sciences (3 credits)**
Statistical methods for nominal, ordinal, and interval levels of measurement. Topics include descriptive statistics, elements of probability, discrete and continuous distributions, one and two sample tests, measures of association. Emphasis on comparison of methods and interpretations at different measurement levels. Includes real-world applications to develop problem-solving skills and ethical reasoning within the context of learning from data.

**BDS/PSYC 4194: Predicting Social Behavior (3 credits)**

**Restrictive Electives Theme I: Analysis of Decision Making**
**CMST 2064 The Rhetorical Tradition (3 credits)**
Analysis of great classic and contemporary theories of rhetoric developed throughout the world during the past 2500 years to demonstrate the dynamic, critical nature of persuasive communication. Study of methodological approaches to rhetorical criticism, ethics of message creation, communication contexts, emerging perspectives, and impact of changing culture on rhetorical theory.

**CMST 3134 Public Advocacy (3 credits)**
Practical reasoning and argumentation about questions of community significance, emphasizing critical thought, rhetorical strategies, and advocacy. Junior standing required.

**ECON 3104 Microeconomic Theory (3 credits)**
Theories of demand, production, perfectly and imperfectly competitive price determination, and general market equilibrium. Analytic applications.

**ECON 4304: Introduction to Econometric Methods (3 credits)**
An introduction to econometric modeling techniques, including regression methods. Particular emphasis on the special problems posed by economic data.
ECON 4424 The Theory Of Games And Economic Behavior (3 credits)
Introduction to games and solution concepts, such as prisoner’s dilemma, non-cooperative equilibrium and Nash’s bargaining solution. These concepts are applied in analyzing economic problems including bargaining problems, oligopoly and agency.

ECON 4434 Experimental Economics (3 credits)
This is a course in the use of laboratory methods to study behavior in economics and the social sciences. Students will study state-of-the-art methodology in experimental economics, including experimental design, laboratory technique, financial incentives, and analysis of data. Students will participate in, design, and conduct experiments in bargaining, auctions, asset markets, public goods and commons situations, and risky decision-making.

ECON/NEUR/PSYC 4454 Neuroeconomics (3 credits)
Neural processes related to reward, learning, reflection, delay of gratification, and social interaction. Clinical uses of neuroeconomics research techniques. Implications of neuroeconomics in economics, policy, law and business.

ENGL 1524/PSYC 1524 Language And The Mind (3 credits)
Examination of what is unique about human language and the evidence that language affects thought. Investigation of how listeners categorize sounds, parse sentences, and access meaning. Examination of what brain damage and speech errors reveal about language in the brain and mind.

NEUR 3084 Cognitive Neuroscience (3 credits)
Concepts in cognitive neuroscience. Methods available to study brain and nervous system function, theoretical and practical issues of relating mental functions to biological brain functions. Overview of current understanding of the neural bases of various mental functions (e.g., memory, attention, emotion, decision making).

NEUR 3144 Mechanisms of Learning and Memory (3 credits)
Foundation of social interactions in human and non-human: ability to learn and memorize locations, situations, individuals, facts and tasks forms. Cellular and molecular mechanism underlying learning and memory and model systems. Approaches to these processes along with diseases presenting with learning and memory deficits in humans.

NEUR 3234 The Artificial Brain (3 credits)

PHIL 2304 Global Ethics (3 credits)
Ethical issues in international context. Application of the principles of moral theory to such issues as the obligations of richer nations toward poorer ones, cultural and other forms of relativism, emigration and immigration, nationalism, war, deterrence, intervention, environmental degradation, preservation of natural diversity, and responsibilities toward future generations.
PHIL 3505-3506 Modern Logic and Its Development (3 credits)
Logic and logical theory and the history of its development. 3505: Validity of arguments. Syllogistic logic from Aristotle to modern times. Deductive methods in truth functional and quantificational logic through the theory of identity. Translation from English into symbolic form. 3506: Metalogic and the history and philosophy of modern logical theory. Decidability and undecidability, completeness and incompleteness of formal systems. Developments from Cantor to Goedel.

PSCI/IS 3104 Security Studies: Theories And Concepts (3 credits)
Introduces the various theoretical approaches to security. Examines key concepts in the field of Security Studies, such as uncertainty, polarity, war, coercion, terrorism, intelligence, genocide, crimes against humanity, ethnic conflict, and human security.

PSYC 2044 Psychology Of Learning (3 credits)
Survey of fundamental concepts, phenomena, and principles of learning, such as reinforcement/punishment, classical conditioning, and cognitive explanations of retention/forgetting. Traditional learning research, with particular emphasis on methodology and ethical considerations. The behaviorist perspective, and neurobiological and cognitive approaches to understanding learning. The ethical and responsible use of animal models in learning research, and practical applications of learning theory.

PSYC 2084 Social Psychology (3 credits)
Introduction to the social behavior of the individual and the group: social perception and forming judgements of others, attitude formation and change, interpersonal attraction, applied psychology. Cultural influences on attitudes toward diversity, prosocial behavior, prejudice, and aggression and conflict. Application of psychological theories and research to address current social problems.

PSYC 3094 Advanced Research Methods In Psychological Science (3 credits)
Advanced research and analytical methods. Emphasis on methods for specific research and/or practical questions, critical evaluation of research publications. Extended coverage of design and analysis principles and skills, selection and completion of appropriate statistical tests for given data sets. Student-driven empirical report including literature review, methods, analysis, interpretation, and implications for future research. PSYC majors only.

PSYC 4024 Industrial And Organizational Psychology (3 credits)
Overview of psychological theories, research findings, and methods relevant to studying the behavior of individuals in organizations. Topics covered may include prediction of job performance, personnel testing, training and development, and leadership.

PSYC 4054 Personality Research (3 credits)
Research techniques used in contemporary personality psychology: case histories, correlational methods, experimentation, archival studies, and psychobiography.

PSYC 4064 Physiological Psychology (3 credits)
Presentation of concepts important for the study of neuroscience and behavior with a special emphasis on the classic topics of physiological psychology: brain-behavior relations, sensory integration, physiological correlates of motivation and emotion.
PSYC 4074 Sensation and Perception (3 credits)
Overview of sensory and perceptual systems and their integration in influencing behavior. Emphasis on sensory receptor characteristics, neural structure, psychophysical data, perceptual phenomena and issues, theories about the human perceptual process.

PSYC 4084 Advanced Social Psychology (3 credits)
Examines social behavior from four major theoretical orientations: reinforcement, field theory, cognitive, and role theory. Topics may include social learning, social exchange theories, group processes, attitude, and person perception.

PSYC 4114 Cognitive Psychology (3 credits)
An experimentally-oriented survey of human cognitive processes which include attention, memory, and decision making. Role of individual difference variables in each area.

**Restrictive Electives Theme II: Application of Decision Making**
ACIS 1504 Introduction to Business Analytics & Business Intelligence (3 credits)
Introduction to Business Information Systems with emphasis on the role of software applications as a tool to develop Business Intelligence to improve decision making. Design and development of spreadsheet and database solutions employing analytical techniques on large data sets to produce quality information. Ethical considerations of information management.

BMES 4134 Global, Societal, And Ethical Considerations In Biomedical Engineering (3 credits)
Overview of contemporary technological advances to improving human health. Comparison of healthcare systems, problems, and existing solutions throughout the developed and developing world. Consideration of legal and ethical issues associated with developing and implementing new medical technologies. Recognition and definition of gaps between medical needs and current methods and therapies between developed and developing countries. Conceptually design a novel technology.

ECON 1104: Economics of Gender (3 credits)

ECON 3034: Economics of Poverty and Discrimination (3 credits)
Poverty and inequality in the United States and around the world. Sources of poverty. Antipoverty policies. Definition, empirical evidence, and causes of discrimination. Emphasis on ethical human behavior and policy analysis.

ECON 4044: Public Economics (3 credits)

ECON 4404 Economics of Organizations (3 credits)
Economic theories of organization, with specific attention to their internal structure, and to design of incentive systems. Application to mergers, to the relationship between stockholders and managers, etc. Students with one year of economics, calculus and major in some other social science, by permission of the instructor.
ECON 4214 Economics of Health Care (3 credits)
Effects of medical care on health; cost and production of medical care; demand for medical care and its financing; structure of the health care industry; reorganization for efficiency.

ENGE 2094 Create!: Ideation & Innovation (3 credits)
Apply problem solving framing strategies as part of problem solving design processes. Consider cultural, economic, social, and other perspectives in customer discovery and design processes in order to ensure problem/solution fit. Ideate possible solutions or approaches to address open-ended problems using a variety of methods. Engage in iterative critiques of strategies, solutions and prototypes using methods drawn from industrial design, engineering and the arts. Collaborate in interdisciplinary and diverse project teams. Communicate deliverables in multiple formats and for different audiences. Identify and address impacts of designed services and products through global perspectives, such as patterns of inclusion and exclusion and effects on localized ecosystems.

PSCI/IS 3134: Global Conflict and War (3 credits)
Focuses on the causes, legal and moral constraints, impacts, and consequences of conflict and war. Explores historical and contemporary cases of conflict and war and investigates the role of state and non-state actors in these conflicts. Examines the impact of technology, religion, culture and identity on the present and future of war.

PSYC 2014: Psychology of Social Interventions (3 credits)
An introduction to the psychological science that underlies behavioral interventions in non-clinical settings. Theories, methods, and applications as they relate to diverse domains such as health, education, prejudice reduction, and the environment. Methodological issues relating to intervention research in psychological science; understanding and limiting possible sources of bias. Relevance and limitations of psychological science for related public policy.

SOC 2034 Diversity and Community Engagement (3 credits)
Examination of patterns, meanings, and challenges of diversity and inclusion to improve social interactions and community engagement within a global society. Focus on diverse identities, social justice, power, and privilege, applying social science theories and concepts, to facilitate intercultural awareness. Community engagement projects employ research methods to connect course materials and service to community.

SOC/HIST/STS 2604 Introduction To Data in Social Context (3 credits)
Examines the use of data to identify, reveal, explain, and interpret patterns of human behavior, identity, ethics, diversity, and interactions. Explores the historical trajectories of data to ask how societies have increasingly identified numerical measures as meaningful categories of knowledge, as well as the persistent challenges to assumptions about the universality of categories reducible to numerical measures.

SPIA 4464: Data and the Art of Policy-Making and Planning (3 credits)
Critical examination of use of scientific and technical information in planning and policy-making, exploring issues and challenges through social science lens. Investigation of appropriate and responsible uses of data within collaborative and deliberative policy-making and planning processes. Presentation of data and underlying models in accessible and understandable formats.
Integrating all forms of knowledge into decision-making, including local and traditional knowledge.

STAT 1014 Data in Our Lives (3 credits)
Develop and practice the process of thinking critically with data in the context of real world problems. Import, manage, summarize, and visualize data using programmable, statistical software. Make data discoveries, make decisions, generate hypotheses, and/or communicate findings in data. Consider laws of probability and personal biases to weigh decisions. Recognize ethical issues and vulnerabilities in analyses when learning from data and extrapolating to large populations.
RESOLUTION TO APPROVE THE 2020-2021 STUDENT CODE OF CONDUCT
AND TO RETIRE THE HOKIE HANDBOOK

WHEREAS, by state statute, the Virginia Tech Board of Visitors is charged with regulating the discipline of all students; and

WHEREAS, the Board of Visitors carries out that responsibility through the university student conduct system and the Student Code of Conduct, which applies to all currently enrolled undergraduate, graduate and professional students, and student organizations; and

WHEREAS, the university conduct system reflects best practices for the education of students about appropriate behavior and responsibility to self, others, and the community; and

WHEREAS, some of the policies in the current Student Code of Conduct are redundant; and

WHEREAS, revisions incorporated in the proposed Student Code of Conduct bring clarity to prohibited conduct, formalize existing processes including interim measures and administrative actions that may be employed, and include a section on the definitions of key terms; and

WHEREAS, revisions to the Student Code of Conduct provide the incentive and opportunity for students to demonstrate learning and growth by instituting a process by which they can request to have some portions of their conduct records expunged;

NOW, THEREFORE, BE IT RESOLVED that the attached revised Student Code of Conduct, which applies to undergraduate, graduate, and professional students and student organizations, be approved as a stand-alone document reviewed and ratified annually by the Board of Visitors; and

BE IT FURTHER RESOLVED that the Hokie Handbook document be retired as a compendium of policy and guidance language administered by various university administrative units; and

BE IT FINALLY RESOLVED that the administrative unit with oversight for the policy and guidance language formerly included in the Hokie Handbook is responsible for the regular review, update, and communication of said language.

RECOMMENDATION:

The Board of Visitors approve the above resolution.

June 2, 2020
I. INTRODUCTION

The Virginia Tech community is guided by the university’s motto, Ut Prosim (That I May Serve), and is based on the fundamental values expressed in the Principles of Community: to nurture learning and growth for all community members, to encourage open expression, and to respect our differences and common humanity.

When a student accepts admission to Virginia Tech as an undergraduate, graduate, or professional student, they also accept membership in the university community and responsibility for upholding its shared values and expectations. The Student Code of Conduct outlines policies established by the university that set standards for students’ behavior, along with procedures for adjudicating and sanctioning violations of these standards. The code applies to all students and student organizations at Virginia Tech, as defined in this document. The university reserves the right to make changes to the code at any time.

Authority to approve policies and procedures for student discipline, as outlined in the Student Code of Conduct, lies with Virginia Tech’s governing body, the Board of Visitors, as authorized under the Code of Virginia. The Vice President for Student Affairs has responsibility for the university conduct system, with direct supervisory oversight of disciplinary matters assumed by the Office of Student Conduct, under the direction of the Director of Student Conduct. The director serves as the Chief Student Conduct Officer for the university.

The Student Code of Conduct does not apply to matters of academic integrity. For information on policies and procedures related to student academic integrity, please refer to the following:

- Undergraduate Academic Integrity
- Graduate Honor System
- Doctor of Veterinary Medicine Honor Code (Virginia-Maryland School of Veterinary Medicine)
- Doctor of Medicine Honor Code (Virginia Tech Carilion School of Medicine)

The Office of Student Conduct and the University Conduct System

The Student Code of Conduct is overseen by the Office of Student Conduct. The university’s conduct system supports the educational mission of the university by educating students about appropriate behavior and fostering a community in which students can flourish academically and personally.

The system assumes that students and student organizations have the capacity to assume responsibility for their own behavior and that the university has the authority to establish an internal structure for the enforcement of its policies and procedures, which students have agreed to accept by enrolling in the university. As part of its authority, Student Conduct may suspend or dismiss students from the university.

Conduct matters are addressed by student affairs professionals who have been appointed as hearing
officers by the Director of Student Conduct. These individuals each have significant education and training on student development, student discipline, and university policies and procedures.

Additional Community-Specific Regulations
As part of their education and life at Virginia Tech, students may also be involved in organizations, programs, or other entities for which additional and separate standards and policies, including potential sanctions for violations, have been established. Students should be aware of additional policies that may apply to their involvement in certain programs, organizations, or communities, including but not limited to students in the Corps of Cadets, student athletes, members of certain Greek-letter organizations under the Office of Fraternity and Sorority Life, and students in certain colleges or programs, such as the Virginia Tech Carillon School of Medicine or the Virginia-Maryland College of Veterinary Medicine.

These policies and processes do not supersede a student’s responsibilities under the Student Code of Conduct. In situations involving potential violations of policies in the Student Code of Conduct and community-specific policies, the student is accountable first to the university’s Code. Additional sanctions may be issued by programs/organizations that address a student’s participation or membership in those communities, specifically. Student Conduct is responsible for coordinating adjudication processes with these various entities, when appropriate.

II. STUDENT RIGHTS AND RESPONSIBILITIES

As individuals, Virginia Tech students enjoy basic rights. As members of the university community, they also accept certain responsibilities.

Rights
1. Students at Virginia Tech will be treated fairly and with dignity regardless of age, color, disability, sex (including pregnancy), gender, gender identity, gender expression, genetic information, national origin, political affiliation, race, religion, sexual orientation, or veteran status as described in university policy 1025.
2. Students at Virginia Tech enjoy those rights guaranteed by the Constitutions of the United States and the Commonwealth of Virginia. This includes activities protected under the First Amendment, which Virginia Tech values and does not intend to restrict.
3. The Student Code of Conduct and the policies and procedures it outlines, under the administration of the Office of Student Conduct, provides an administrative process for resolving allegations of misconduct. This process includes certain procedural guarantees to ensure that students receive a fair and equitable resolution.

Responsibilities
1. Students are responsible for respecting conditions that preserve the freedom to learn. Activities protected under the First Amendment of the United States Constitution do not violate university policy unless they interfere with university functions, violate the rights of others, or otherwise break the law. Incidents of disruption of constitutionally protected speech may be reported via the Speech on Campus webpage.
2. Students are also responsible for understanding and following university policies and procedures, including the Student Code of Conduct, and to abide by all applicable state, federal, and local laws.

3. University email is the primary means by which the university communicates with students; therefore, students are responsible for reading all official communications delivered to their university email address.

4. Students who are offered admission to Virginia Tech and choose to matriculate have a continuing duty to report to the Office of Student Conduct any arrests or convictions, other than minor traffic violations, as well as any protective orders issued against them. This duty applies regardless of where the arrest occurred and regardless of whether the university is in session at the time of the arrest or conviction. Students must notify Student Conduct in writing, using the Arrest Disclosure and Conviction Form, within 10 business days of the incident that led to their arrest or within five business days of the incident that led to their conviction. Failure to comply with this continuing duty may result in disciplinary action under the Student Code of Conduct.

III. JURISDICTION

Enrollment Status
For the purposes of disciplinary action, a “student” is defined as any individual who has accepted an offer of admission as an undergraduate, graduate, or professional student and who has not yet graduated or officially transferred to another institution.

If a student’s enrollment lapses for more than one calendar year, based on a student’s voluntary decision not to enroll, that student will no longer be subject to disciplinary action. However, students who are separated from the university for academic or disciplinary reasons are still considered students for disciplinary purposes, regardless of the duration of the separation.

Student Organizations
A student organization, as defined in this document (below), may be considered for disciplinary action if an incident(s) is determined to be an organizational activity, based on at least two of the following criteria. Student Conduct will consider the entirety of the information to determine whether to charge an organization.

- Any student serving as an executive officer of the organization who is aware of the incident sufficiently in advance of its occurrence to prohibit its taking place, and takes no action to prohibit it.
- Any student serving as an executive officer of the organization knows the identity of the members involved in the incident and refuses to divulge that information to the appropriate university authorities or the police.
- The incident involves the expenditure of any organizational funds.
- The incident involves or is actively or passively endorsed by a majority of the members of the organization.
- The incident occurs in property owned, rented, reserved, or used by the organization.
• Members and/or non-members of the organization learned about the event where the incident occurred through members or communication associated with the organization.

• The incident occurred as a result of individual members of the organization acting in the capacity as members of the organization.

Student leaders and members of organizations who are complicit in any violation of the Student Code of Conduct or who permit or condone behavior that violates the code may also be held accountable as individuals in addition to the organization.

Location of Incidents
Students and student organizations that violate the Student Code of Conduct may be considered for disciplinary action whether the conduct occurs on or off university property.

The Student Code of Conduct may also apply to behavior conducted online or through an electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. The university does not regularly search for this information but may take action if and when such information is brought to the attention of university officials.

Alleged Violations of Criminal Law
When conduct violates both criminal law and the Student Code of Conduct, disciplinary action may be taken by the university, irrespective and separate from criminal action. At the university’s discretion, the Office of Student Conduct may proceed with disciplinary action prior to a criminal trial or postpone action until after trial.

IV. DEFINITIONS

In the context of the Student Code of Conduct, the terms below are defined as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor</td>
<td>An advisor is one person of a student’s choosing and cost who may accompany a student throughout the conduct process. They may consult with the student but not speak on the student’s behalf or participate actively in the process.</td>
</tr>
<tr>
<td>Aggravating Factors</td>
<td>An aggravating factor is information, used during sanctioning (i.e., after a violation has been determined to have occurred), that may increase the sanction. Some factors may include but are not limited to a student’s past conduct record and the nature and severity of the behavior and its impact.</td>
</tr>
<tr>
<td>Appeal</td>
<td>An appeal is a written request for review of a hearing and findings, based on specific grounds.</td>
</tr>
<tr>
<td>Appellate Officer</td>
<td>An appellate officer is an employee of Virginia Tech, external to the Office of Student Conduct staff, designated by the Vice President of Student Affairs to review and respond to appeals.</td>
</tr>
<tr>
<td>Charge(s)</td>
<td>A potential violation of the Student Code of Conduct.</td>
</tr>
<tr>
<td>Complainant</td>
<td>Any individual who has reported a potential violation of the Student Code of Conduct. In cases involving gender-based violence that are referred by Title IX,</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>“complainant”</td>
<td>means an individual who reports experiencing gender-based harassment or violence.</td>
</tr>
<tr>
<td>Conduct Officer or Hearing Officer</td>
<td>A conduct or hearing officer is an individual designated by the Director of Student Conduct to adjudicate cases involving allegations of conduct violations.</td>
</tr>
<tr>
<td>Conduct Referral</td>
<td>Report or complaint that alleges violations of the Student Code of Conduct by a student(s) or student organization(s).</td>
</tr>
<tr>
<td>Consent (general)*</td>
<td>Consent is generally defined as knowing, voluntary, and clear permission for something to occur. *For a more specific definition of consent in the context of sexual activity, please see the definition below.</td>
</tr>
<tr>
<td>Consent (in the context of sexual activity, as defined in Policy 1025)</td>
<td>Consent is defined as knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. The existence of consent is based on the totality of circumstances, including the context in which the alleged consent occurred. Silence does not necessarily constitute consent and coercion, force, or threat of either party invalidates consent.</td>
</tr>
<tr>
<td></td>
<td>● Consent cannot be given where a person is incapacitated due to drugs or alcohol; or where a person has a disability; or is not of legal age to consent as defined by law.</td>
</tr>
<tr>
<td></td>
<td>● Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Consent can be withdrawn at any time.</td>
</tr>
<tr>
<td></td>
<td>● Previous relationships or prior consent cannot imply consent to future sexual acts.</td>
</tr>
<tr>
<td>Incapacitation</td>
<td>Incapacitation includes but is not limited to being asleep, drugged, intoxicated, or unconscious.</td>
</tr>
<tr>
<td>Mitigating Factors</td>
<td>A mitigating factor is information, used during sanctioning (i.e., after a violation has been determined to have occurred), that may decrease the sanction. Some factors may include but are not limited to a student’s past conduct record and steps taken to remedy their behavior.</td>
</tr>
<tr>
<td>Notice</td>
<td>Written notice of the alleged violations of the Code. Notice will be presumed to have been furnished when the notice is sent to the student’s Virginia Tech email address or, when appropriate, provided at a prehearing meeting.</td>
</tr>
<tr>
<td>Preponderance of the evidence</td>
<td>The Office of Student Conduct uses preponderance of the evidence to determine whether or not a student has violated a policy in the Student Code of Conduct. This determination is made based on the information available to determine if it is more likely than not that a violation occurred.</td>
</tr>
<tr>
<td>Respondent</td>
<td>Any student or student organization alleged to have violated the Student Code of Conduct. In cases involving gender-based violence that are referred by Title IX, “respondent” means a Virginia Tech student who is alleged to have participated in gender-based harassment or violence.</td>
</tr>
<tr>
<td>Student Organization</td>
<td>For the purposes of disciplinary action, a “student organization” includes Registered Student Organizations (RSO), Extended Campus Student Organizations (ECSO), and University Chartered Organizations (UCSO), as</td>
</tr>
</tbody>
</table>
### University Official

A university official is any person given authority by the University to perform administrative or professional responsibilities, including, but not limited to university police officers, resident assistants, graduate/teaching assistants, administrative support staff, faculty, etc.

### University Property or University Facilities

University property or university facilities are any location, either permanent or temporary, owned or leased by Virginia Tech, and includes satellite campuses and offices. This includes, but is not limited to, the buildings, grounds, and the surrounding perimeters, including the parking lots, field locations, classrooms, alternate work or class locations, and university owned or leased vehicles.

### Witness

A witness is a person who provides relevant information about an incident in a hearing or through a written statement. Character witnesses are not generally considered relevant.

### V. PROHIBITED CONDUCT

#### Alcohol and Other Drug Offenses

- **Alcoholic Beverage:** Improper use of alcohol as defined by the regulations of the Commonwealth of Virginia and the university, including but not limited to underage possession/consumption, public intoxication (regardless of age), providing alcohol to any underage person, or any violation of university alcohol regulations, as outlined in Appendix I.

- **Illegal Drugs:** Possessing, using, manufacturing, selling, or misusing any substance and/or possession of drug paraphernalia in violation of state or federal law.

- **Driving Under the Influence:** Operating or attempting to operate a motor vehicle, bicycle, or other personal transportation device while intoxicated or impaired by alcohol or other drugs.

#### Offenses Against People

- **Abusive Conduct:** The use of physical force against an individual or any acts that cause physical harm; threats, including words or actions, that may cause a person reasonable apprehension of imminent physical harm.

- **Endangerment:** Actions that intentionally or recklessly endanger the health, safety, or well-being of oneself or another person or group.

- **Harassment:** Unwelcome conduct not of a sexual nature that is sufficiently severe, pervasive, or persistent that it could reasonably be expected to create an intimidating, threatening, or hostile environment that limits the ability of an individual to work, study, or participate in the activities of the university. Note: the Code also includes a Gender-Based Harassment policy.

- **Hazing:** Any mental or physical requirement, request, or obligation placed upon any person for the purpose of admission, initiation, or continued association with a group or organization that could cause discomfort, pain, fright, disgrace, or injury; that is personally degrading; or that violates any federal, state, local statute, or university policy, the willingness of an individual to participate in such activity notwithstanding. Additional information is available in Appendix III.

- **Stalking:** Repeated contact of another person not based on gender when the contact is unwanted and may cause the other person reasonable apprehension of imminent physical harm or cause...
substantial impairment of the other person’s ability to perform the activities of daily life. *Note: the Code also includes a Gender-Based Stalking policy.*

- **Recording and/or Distribution of Audio/Visual Material Without Consent**: Making, attempting to make, sharing, or distributing an audio and/or visual recording of any person(s) without the knowledge and consent of all participants subject to such recordings, in locations where there is a reasonable expectation of privacy, and when the action is likely to cause injury, distress, or damage to one's reputation.

- **Gender-Based Violence (refer to Appendix II for additional information):**
  - **Sexual Violence**: Physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol, or is unable to give consent due to an intellectual or other disability, or is not of legal age to consent as defined by law. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion.
    - **Sexual Assault**: Actual or attempted sexual contact with another person without that person’s consent.
    - **Sexual Battery**: Intentional touching of another person’s intimate parts without the person’s consent; or other intentional sexual contact with another person without that person’s consent.
    - **Sexual Coercion**: Using physical or verbal aggression or pressure to force or attempt to force a person to touch another person’s intimate parts without that person’s consent.
    - **Rape**: Penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person’s consent.
  - **Gender-based Harassment**: Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
  - **Sexual Exploitation**: An act or acts committed through non-consensual abuse or exploitation of another person’s sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose. The act or acts of sexual exploitation are prohibited even if the behavior does not constitute one of the other sexual misconduct offenses.
  - **Domestic Violence**: A pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.
  - **Dating Violence**: Acts of physical or sexual abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.
    - The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.
Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse, but does not include acts covered under the definition of domestic violence.

- Gender-Based Stalking: Repeatedly contacting another person when the contact is unwanted. Additionally, the contact may cause the other person reasonable apprehension of imminent physical harm or cause substantial impairment of the other person’s ability to perform the activities of daily life. Contact includes but is not limited to communicating with (either in person, by phone, or by computer) or remaining in the physical presence of the other person.

**Offenses Against Property**

- **Damage or Destruction**: Intentional, reckless, and/or unauthorized damage to, destruction of, tampering with, or vandalism of property.
- **Fire Safety**: The misuse of or tampering with firefighting equipment, unauthorized burning, disregarding fire alarm signals, deliberately initiating a false alarm or, tampering with fire detection or suppression equipment.
- **Theft**: Theft, attempted theft, or possession of stolen property.
- **Unauthorized Entry**: Entering, attempting to enter, or being present in buildings, residences, public or private property, and/or facilities or other areas without proper authority.

**Offenses Against the Community**

- **Disorderly or Disruptive Conduct**: Engaging in disorderly or disruptive conduct that interferes with university, community, or individual activities, including but not limited to studying, teaching, research, and university administration.
- **Public Exposure**: Any act or attempted act of public nudity or urinating/defecating in public.
- **Hazardous Materials**: Unauthorized possession or use of fireworks, explosives, or hazardous and potentially hazardous materials.
- **Weapons**: Unauthorized possession, use, or storage of firearms, ammunition, or weapons on university property at any location, either permanent or temporary, owned or leased by Virginia Tech. Refer to Virginia Polytechnic Institute and State University Policy and Procedures No. 5616 for additional information.

**Offenses Against the University**

- **Failure to Comply**: Failure to comply with a request and directives of university officials acting within the scope of their authority, including but not limited to the following: failure of a student to present their university identification card, failure to keep or attend a required meeting, and failure to leave an area when requested by an authorized university official. Upon the request of the student questioned, university officials must identify themselves and state the source of their authority.
- **Furnishing False Information**: Knowingly giving false information to a university official who is performing their official duties, including but not limited to perjury in a conduct hearing.
- **Interference with University Complaint Processes**: Attempting or actively influencing, impeding, intimidating, interfering, coercing, or retaliating against any person involved in a potential, actual, or past student complaint in a formal university complaint process.
• **Involvement in a University Violation:** Presence during any violation of the Student Code of Conduct and/or other university policies in such a way as to condone, support, or encourage that violation. Students who anticipate or observe a violation of university policy are expected to remove themselves from participation and are encouraged to report the violation.

• **Visitation/Guest Policies:** Students or student organizations will be held responsible for the conduct of their guests and are expected to inform them of all university regulations, including but not limited to [Housing and Residence Life policies](#).

**Other Prohibited Conduct**

• **Actions Leading to the Conviction of Criminal Offenses:** Any student convicted of a criminal offense is subject to university disciplinary action.

• **Failure to Observe Rules and Regulations:** Failure to observe rules and regulations issued by the university that are not listed specifically as “Prohibited Conduct” in the document, including but not limited to regulations linked above in the “Additional University Policies for which Students are Responsible” and “Additional Community Specific Regulations” sections.

• **Forgery or Fraud:** Forgery or fraud, including attempts to obtain any item of value under false pretenses, falsification of official university documents, or possession of forged identification or another person’s identification.

• **Gambling:** Participation in any form of illegal gambling.

**Statement on Sanction Enhancements for Policy Violations Motivated by Bias**

Any violation of the Virginia Tech Student Code of Conduct found to be motivated by an individual’s age, color, disability, sex (including pregnancy), gender, gender identity, gender expression, genetic information, national origin, political affiliation, race, religion, sexual orientation, or veteran status (as stated in Virginia Polytechnic Institute and State University Policy and Procedures No. 1025) will be deemed an aggravating factor and will subject the student to a sanction more severe than would be imposed in the absence of such motivation. This sanction enhancement will not apply in cases in which protected classes are specifically addressed within the language of the policy, such as gender-based violence or gender-based stalking.

**Statement on Self-Reporting and Bystander Intervention**

Virginia Tech recognizes that the health and safety of students is of utmost importance. Therefore, if someone requires assistance for themselves or others because of alcohol or drug use, we want them to call for help. If medical assistance is sought, Student Conduct will not pursue conduct charges against the individual or organization who sought assistance, or the individual in need of assistance. However, Student Conduct will still require students to attend a meeting with a hearing officer to discuss the incident and may assign substance-related and other educational assignments to the involved parties.

Violations having a significant individual or community impact and students with prior violations that demonstrate an actual, potential, or perceived pattern of behavior are not likely to have outcomes that are mitigated and are not likely to be protected under this policy.
Statement on Reports of Gender-Based Violence and Immunity for Use of Alcohol or Other Drugs
Virginia Tech seeks to remove any barriers to reporting incidents of gender-based violence. Therefore, any student, whether the complainant or a third party, who makes a good-faith report of gender-based violence will be immune from disciplinary action for their personal consumption of alcohol or other drugs occurring at the time of the reported incident.

VI. ADDITIONAL UNIVERSITY POLICIES FOR WHICH STUDENTS ARE RESPONSIBLE

The Student Code of Conduct is intended to include other rules, regulations, and policies issued by the university that pertain to students and student organizations. Violations of these policies are actionable under the Student Code of Conduct when the violation warrants a process or sanction beyond what is available in these policies. Additional policies include but are not limited to the following:

- Dining policies
- Housing contract
- Parking and traffic regulations
- Student ID Cards
- University-level policies (see the university’s policy library at https://policies.vt.edu/policy-library.html for a full list of policies relevant to students; the following policies are those most frequently referenced):
  - Acceptable Use and Administration of Computer and Communications Systems
  - Arrest, Conviction, and Protective Order Disclosures
  - Bicycles and Personal Transportation Devices
  - Campus and Workplace Violence Prevention
  - Facilities Usage and Events
  - Harassment, Discrimination, and Sexual Assault
  - Operation of Unmanned Aircraft Systems
  - Sales, Solicitation, and Advertising on Campus
  - Serving Alcohol
  - Smoking
  - Social Media
- University Names and Trademarks

VII. STUDENT CONDUCT PROCESS

The Office of Student Conduct uses the following procedures to address behavior that is alleged to have violated university policy. It should be noted that not all situations are of the same severity or complexity. Thus, these procedures are flexible and are not exactly the same in every situation, though consistency in similar situations is a priority. The procedures used in particular cases are determined at the sole discretion of the Office of Student Conduct.
The university conduct process is an administrative function and differs from civil or criminal legal proceedings. In some situations, students may be involved in both legal and university systems.

**Step 1: Submitting a Conduct Referral/Complaint**

Any student, faculty member, staff member, administrator, community member, or concerned party may submit a complaint, known as a “conduct referral,” to the Office of Student Conduct. While there is no time limit for referrals, Student Conduct encourages people who plan to bring a complaint against a Virginia Tech student to do so as quickly and prudently as possible.

Student Conduct will review the conduct referral to determine if there is information regarding behavior that may violate the *Student Code of Conduct* and thus, warrants resolution within the conduct system. This review may include a meeting with the person(s) who submitted the complaint and/or an investigation to gather additional information.

Potential outcomes of the review include the following:

- A determination that interim measures or administrative actions should be imposed in order to maintain safety or order.
- A determination that an investigation is needed to gather additional information to identify an appropriate avenue for resolution.
- A determination that the matter should be referred to another office or process.
- A determination that there may be a potential violation of the *Student Code of Conduct* and that an agreed resolution is the appropriate avenue for resolution.
- A determination that there may be a potential violation of the *Student Code of Conduct* and that a formal hearing is the appropriate avenue for resolution.
- A determination that the complaint may not involve a potential policy violation but is related to a conflict; in this case, Student Conduct may offer voluntary mediation, facilitated dialogue, or conflict coaching.
- In some cases, at Student Conduct’s discretion, students will be invited to participate in a conduct conversation (i.e., an educational conversation) about the concerns raised in the complaint, even when Student Conduct determines that adjudication is not appropriate.
- A determination that there is insufficient information to pursue the complaint.
- A determination that the behavior alleged, even if proven, would not violate the *Student Code of Conduct*.

**Step 2: Resolution**

After reviewing a conduct referral, Student Conduct will determine an appropriate resolution process from among the following:

**Agreed Resolution:** An agreed resolution is an informal resolution option in which the student or student organization meets with a hearing officer to discuss an incident and collaborates with the hearing officer to determine whether they violated a policy and, if so, what sanctions may be appropriate. If the student or student organization agrees to the resolution, they waive the right to a formal hearing, and
the resolution is final. If an agreement cannot be reached, the student or student organization has the
option to move forward to a formal hearing with a new hearing officer.

**Formal Hearing:** In a formal hearing, the hearing officer(s) determines whether the student or student organization violated policies in the *Student Code of Conduct*, along with appropriate sanctions, if necessary. In formal conduct hearings, the student or student organization is entitled to the following procedural guarantees and opportunities:

- To receive written notice of charges at least five (5) business days in advance of the hearing and in reasonable detail to allow the student or student organization to prepare for the hearing.
- To share their version of events and refute any information presented.
- To present witnesses/witness statements and question any witnesses present.
- To remain silent or not participate.
- To be accompanied by an advisor.
- To challenge the objectivity of a hearing officer(s), given reasonable cause to believe that they may be biased or have a conflict of interest.
- To appeal if there is a loss of privilege (i.e., suspension, dismissal, denial of housing, etc.), provided there are appropriate grounds as found in the [Student Conduct Formal Hearing Appeals section](#).

In addition to witnesses who may be called by students participating in formal hearings, hearing officers may also call witnesses whom they believe are relevant for determining outcomes in a given case. The outcome of a formal hearing is final unless it qualifies for appeal, as outlined in the [Formal Hearing Appeals](#) section. If a student fails to attend a formal hearing after receiving proper notice, the case may be heard in their absence.

**Gender-Based Violence Hearings:** Gender-based violence complaints are generally reviewed, and/or investigated, and referred to Student Conduct by the Title IX Coordinator in the Office of Equity and Accessibility. The Title IX Coordinator, Katie Polidoro, can be reached at 540-231-1824 or polidoro@vt.edu. The information referred by Title IX serves as the basis of the conduct referral.

Gender-based violence cases are adjudicated through formal hearings by a team of two hearing officers. In these hearings, both the complainant and respondent receive the procedural guarantees outlined above; however, the opportunity to appeal is expanded in cases involving allegations of gender-based violence: both parties may appeal, regardless of whether there is a loss of privilege. Appeals must still be based on [appropriate grounds](#).

**Adaptable Conflict Resolution (ACR):** When complaints/referrals to Student Conduct are based in conflict between individuals or groups, Student Conduct may offer adaptable conflict resolution (ACR) options to students, including mediation, facilitated dialogue, or conflict coaching. Participation in ACR is optional, and in the case of mediation or facilitated dialogue, all parties must agree to participate. ACR options may result in a mutually satisfactory agreement between the parties, but it is not required.
Conduct Conversation: A conduct conversation is a discussion between a student and hearing officer in Student Conduct regarding behavior that does not rise to the level of a policy violation but is, nevertheless, inappropriate or having a negative impact on the student or others or, if it continues, may become a policy violation. Conduct conversations are educational and supportive in nature and are intended to help the student reflect and to connect them with resources, when needed.

Additional Information

Standard of Proof

The preponderance of the evidence standard will be used to determine responsibility for violations of policies in the Student Code of Conduct. Preponderance of the evidence means that based on the information available to determine if it is “more likely than not” that a violation occurred.

VIII. SANCTIONS

Student Conduct sanctions are designed to promote safety, individual accountability, and reflection. Whenever possible, Student Conduct makes efforts to educate students and to foster personal and academic success. When assigning sanctions, hearing officers consider the type and nature of any policy violation(s), including mitigating or aggravating factors, as well as the student’s prior conduct record. Sanctions are generally cumulative in nature. One or more of the following sanctions may be imposed when a student or student organization is found responsible for violating the Student Code of Conduct:

<table>
<thead>
<tr>
<th>Sanction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Warning</td>
<td>A formal written notice that the student or student organization has violated a policy in the Student Code of Conduct and that further violations may result in more serious conduct action. Students who receive a formal warning are still considered in good conduct standing with the university.</td>
</tr>
<tr>
<td>Probation</td>
<td>A specified period of time during which the student or student organization is considered not in good conduct standing with the university. Further violations during that time period may result in more serious conduct action, including a potential separation from the university.</td>
</tr>
<tr>
<td>Deferred Suspension</td>
<td>A specified period of time during which the student or student organization is considered not in good conduct standing with the university. Violations for which deferred suspension is assigned are those that may warrant suspension from the university, but due to mitigating factors, the suspension is postponed, provided the student does not violate further policies. The suspension may take effect if the student violates additional policies during the time the sanction is deferred.</td>
</tr>
<tr>
<td>Suspension</td>
<td>A specified period of time during which the student or student organization is separated from the university. During the suspension period, the student does not have the rights and access to privileges associated with being a student, which includes eligibility to be academically enrolled at Virginia Tech or transfer credits earned at other institutions during the period of</td>
</tr>
<tr>
<td>Sanction</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Disciplinary Suspension</td>
<td>For student organizations, the university will withdraw recognition for the duration of the suspension. A student or student organization must complete all assigned sanctions and receive permission from Student Conduct to be eligible to re-enroll. For a student who has completed their academic work but whose degree has not yet been conferred, their degree may be withheld for the duration of the suspension period.</td>
</tr>
<tr>
<td>Deferred Dismissal</td>
<td>A specified period of time during which the student or student organization is considered not in good conduct standing with the university. Violations for which deferred dismissal is assigned are those that may warrant permanent dismissal, or expulsion, from the university, but due to mitigating factors, the dismissal is postponed, provided the student does not violate further policies. The dismissal may take effect if the student violates additional policies during the time the sanction is deferred. A deferred dismissal is often accompanied by a suspension or other conduct sanctions.</td>
</tr>
<tr>
<td>Dismissal</td>
<td>A formal notice that the student or student organization is permanently dismissed, or expelled, from the university, with no opportunity to re-enroll. For student organizations, the university permanently withdraws recognition.</td>
</tr>
<tr>
<td>Denial of Privileges or Associations</td>
<td>A specified period of time during which the student is denied certain privileges or associations, including but not limited to termination of the housing contract, removal from athletic events, loss of recreational-sports privileges, network access, or access to certain university facilities. Student organizations may also have their social-function privileges revoked.</td>
</tr>
<tr>
<td>Restitution</td>
<td>Requirement for the student to make restitution for damage to university property, which, at the discretion of Student Conduct and the associated university department, may be in the form of monetary payment or community service.</td>
</tr>
<tr>
<td>Educational, Community, and Wellness Activities</td>
<td>Assignments or activities designed to provide opportunities for reflection, learning, and growth as well as to connect the student with resources to support their well-being and personal and academic success.</td>
</tr>
</tbody>
</table>

**Failure to complete sanctions**

Students are expected to complete their conduct sanctions, including educational sanctions, within the timeframe and guidelines specified by their hearing officer. Failure to complete sanctions may result in additional conduct action and sanctions.

**IX. FORMAL HEARING APPEALS**

The student or student organization has the opportunity to appeal the outcome of a formal hearing if it results in a loss of privilege, including suspension, dismissal, or denial of certain university privileges, including but not limited to housing, network access, or athletic privileges. For gender-based violence hearings, the complainant and respondent both have the opportunity to appeal, regardless of the
outcome of the hearing and whether or not there is a loss of privilege. Sanctions take effect immediately, pending the appellate officer’s decision or the end of the appeal period.

**Grounds for appeal**
Appeals are not re-hearings; therefore, appeal requests are limited to the following grounds:

a. Denial of procedural guarantees
b. Significant and relevant new information that was not available at the time of the hearing
c. Unduly harsh or arbitrary findings or sanctions.

Appeals submitted that do not have sufficient grounds in one of these areas will be denied.

**Potential Outcomes of an Appeal**
The appellate officer will review the appeal and may:

a. Uphold the original decision and sanctions
b. Uphold the original decision and either decrease or increase the sanction
c. Vacate a finding
d. Send the case back to Student Conduct for a new partial or full hearing.

**Timeframe to submit an appeal**
The student or student organization has seven (7) business days from the date of the decision to submit the appeal. The date the decision is given is considered the first day of the appeal period. Appeals submitted after the deadline will not be accepted except in extenuating circumstances, as determined by Student Conduct.

**Format of appeal**
The appeal is a written request submitted by the student for a review of the original case. The student should include which grounds for appeal they believe apply and any information the student wants considered should be included in the written document. The burden is on the appealing student or student organization to demonstrate why the finding or sanction should be altered.

**Appellate Officers**
An appellate officer will be designated by the Assistant/Associate Vice President for Student Affairs, who serves as the university’s Chief Appellate Officer. All appellate officers are external to the Office of Student Conduct.

**X. INTERIM MEASURES AND ADMINISTRATIVE ACTIONS**

Based on the nature and circumstances of the referral, the university may authorize interim measures or take administrative action to maintain safety and order and to ensure compliance with university processes and directives, including the following:
Holds on Student Account: Student Conduct may apply a hold on a student’s account, which will prevent course registration, graduation, and access to transcripts. Situations in which holds may be applied include but are not limited to the following:

1. The student fails to complete sanctions by assigned deadlines
2. The student has been issued an interim suspension
3. The student is suspended and has a pending re-enrollment meeting
4. The student has a pending conduct matter that must be resolved

Interim Suspension: The university retains the authority to impose an interim (immediate) suspension from the university and/or selected campus facilities with proper notice if such action is necessary to preserve the safety of persons or property. During an interim suspension, a student may not participate in academic, extracurricular, or other activities of the university except as may be authorized by the Associate Vice President for Student Affairs or their designee. In this instance, the students will be afforded an interim suspension meeting and the opportunity to show why their continued presence on campus does not constitute a threat to themselves, others, or property. The interim suspension meeting is separate from the student-conduct process. The student will have five (5) business days within which to request an interim-suspension meeting. An opportunity to meet with Student Conduct for a final resolution will be provided as soon as possible.

- **Procedures:** The following steps explain the procedure for imposing an interim suspension:
  - **Initiating an interim suspension:** When a situation, as defined above, occurs, the responding university official contacts the Threat Assessment Team or the Associate Vice president for Student Affairs or their designee to assess the situation and determine if an interim suspension is appropriate.
  - **Notification of an interim suspension:** The student will be sent an interim suspension letter immediately, which states that the student is either suspended from the university and/or suspended from all or selected campus residential facilities until a final resolution is determined through the Student Conduct process.
  - **Interim-Suspension Meeting:** The student can immediately request an interim suspension meeting to be conducted by the associate vice president for student affairs or his/her designee. The interim suspension letter will contain instructions on how to request a review. Those present at the meeting may include the responding university official and other witnesses as deemed appropriate by the associate vice president for student affairs. During the review, the student will be given an opportunity to demonstrate why his or her continued presence on campus does not constitute a threat to themselves, others, or property. As part of the review, the student may be required to submit to an immediate medical/psychological evaluation. The student will be evaluated by the director of the Cook Counseling Center or his/her designee.
  - **Timeframe to Request Interim-Suspension Review:** A student must request a meeting within five (5) business days; after that time frame, the interim suspension and/or suspension from campus residential facilities and all student activities will remain in effect until the matter is resolved through the student conduct process.
**Proposed Student Code of Conduct for 2020-2021: University Council – May 4, 2020**

- **Decision:** The decision made after the interim suspension meeting will be final. There will be no additional appeal.
- **Student Conduct Process/Resolution:** Interim suspension information will be shared with Student Conduct and others who need to know. Student Conduct will determine and schedule, as soon as possible, the appropriate resolution process to determine whether the student is responsible for violating university policy and, if so, appropriate sanctions.

**No Contact Order:** In certain situations, Student Conduct may issue no contact orders to students for a period of time to prevent communication between two or more students if it is determined that contact between the parties may perpetuate or escalate behavior that may interfere with a person’s rightful actions, including but not limited to their safety and security. No contact orders prevent students from face-to-face, electronic, or third-party contact. If a no contact order is issued, all parties involved will receive the order. A student who violates a no-contact order may be subject to conduct action; if a violation of the order threatens the safety of persons or property, an interim suspension may be imposed.

The process for no contact orders includes the following:

1. No contact orders may be requested by students, or Student Conduct may issue them independently of a request.
2. Before issuing an order, Student Conduct may request additional information to determine whether it is warranted.
3. Student Conduct may decline to issue an order.
4. A student who has requested an order be issued may subsequently request that it be lifted.
5. Student Conduct has the discretion to lift a no contact order at any time if it is determined that the circumstances under which it was issued are no longer present.

**Cease Operations Order:** In certain situations involving allegations of policy violations by student organizations that may involve potential impacts on the safety of persons or property, Student Conduct may issue a cease operations order, which places restrictions on the organization while the matter is resolved. Examples of situations in which cease operations are issued include but are not limited to the following: hazing; alcohol distributed to underage members or guests; and disorderly or disruptive behavior, such as serious or ongoing violations of noise regulations in the Town of Blacksburg. The cease operations will remain in place until the matter is resolved by Student Conduct. Cease operations restrictions may include but are not limited to the following:

1. The organization is to stop operating in full, including meetings, communication, events, etc.
2. The organization is to stop hosting events with alcohol present.
3. The organization is to stop recruitment or holding meetings, events, or activities with new or prospective members.
XI. STUDENT CONDUCT RECORDS

Violations of the Student Code of Conduct are maintained in a student’s conduct record for a period of five years from the date of the incident. This record is maintained electronically by the Office of Student Conduct and is separate from a student’s academic transcript, though it is considered part of a student’s educational record. To comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (as amended), Virginia Tech will not release educational records or personally identifiable information contained therein, other than directory information, without students’ written consent. For more information, visit the University Registrar’s website. Student Conduct case records are private and will not be released without a student's written consent or by order of a court of law.

Student conduct cases involving student organizations are not private. Accordingly, hearing notification and sanction letters are sent to organizational advisors and (inter)national headquarters.

Information Sharing within the University
Notification of student conduct outcomes or decisions is given to select university officials on a need-to-know basis. Other university agencies or organizations may be required to obtain a written release from students before they can receive notification.

Notification to Victims of Crimes of Violence
Victims of crimes of violence (including abusive conduct and gender-based violence) involving student respondents will be notified of the outcome and sanction(s). In Title IX matters, complainants will also be notified of the outcome and relevant sanctions for non-violent violations of gender-based violence policies.

Parental Notification
Parents/guardians of students under age 21 will be notified if their student is found responsible for a violation of the alcoholic beverage or illegal drug policies.

Student Conduct Transcript Notations in Cases of Suspension and Dismissal
When a student is suspended or permanently dismissed from Virginia Tech, a notation will be included on the student’s academic transcript stating, “suspended [or dismissed] for a violation of the Student Code of Conduct.” Suspension notations will be removed once the student completes the term and conditions of the suspension, including all assigned sanctions. In cases involving allegations of gender-based violence, a notation will also be placed on the transcript of a student who withdraws from Virginia Tech while under investigation. This notation will be removed if the student is subsequently found not responsible for violating policies in the Student Code of Conduct. Students may also petition to have transcript notations expunged, as outlined in the following section.

Lesser sanctions, such as warnings and probation, do not affect a student's academic standing and do not appear on the official transcript.
Petitions for Expungement
The university offers two opportunities for students to petition for expungement of records related to their disciplinary record:

1. In cases involving minor violations of the Student Code of Conduct, such as cases in which a student received probation, the student may petition the Office of Student Conduct to have the record of that case expunged prior to the end of the five-year period.

2. In cases resulting in suspension or permanent dismissal, the student may petition the Office of Student Conduct to have the notation on their academic transcript expunged. Expungement of the notation is not the same as expungement of the entire case record.

The process and timeline for each opportunity is outlined below.

1. **Early Record Expungement for Minor Policy Violations:** Students or graduates may petition Student Conduct to have cases involving minor policy violations, such as those resulting in probation, “expunged” from their conduct record prior to the end of the five-year period. “Expungement” means that the record is maintained by Student Conduct, per state and federal law, but it will not be shared with third parties, except as required by law. The opportunity to request expungement reflects the student-centered and learning-focused values on which the Student Conduct process is based: namely, we believe that students can learn and grow by reflecting on their decisions and examining their values.

   Cases involving more serious violations of policy and more significant sanctions may not be considered for expungement, including but not limited to the following cases: those resulting in suspension or dismissal, gender-based violence and gender-based stalking, drug distribution, or other offenses against people.

   An expungement applies only to records maintained by the Office of Student Conduct; records maintained by other offices or units, such as law enforcement and other university departments are not subject to expungement under this process.

   **Eligibility:** A student may petition to have cases expunged from their conduct record in the following circumstances:

   a. An undergraduate student is classified as a senior, is not on an active status sanction (e.g., probation), and has completed all assigned educational sanctions.

   b. An undergraduate student is classified as a freshman, sophomore, or junior, has been off of an active sanction (e.g., probation) for at least one full semester (i.e., fall or spring), and has completed all assigned educational sanctions.

   c. A graduate or professional student is not on an active status sanction (e.g., probation) and has completed all assigned educational sanctions.

2. **Transcript Notation Expungement for Cases Involving Suspension or Dismissal:** A student may petition for a notation to be expunged—or removed—from the academic transcript after a period of three years from the final resolution of the case if the student can show good cause. In
cases involving suspension, the student must have completed the term of the suspension and all educational sanctions prior to submitting their petition. Expungement of the notation is not the same as expungement of the entire case record.

Evaluation of Expungement Petitions
The Director of Student Conduct or their designee will review petitions for early record expungements as well as transcript notation expungements and will submit a recommendation to the Associate Vice President for Student Affairs for final approval. The decision will be based upon the following criteria, as outlined in the petition application available on the Student Conduct website:

1. The nature of the violation(s) and the resulting impacts
2. The student’s behavior after the violation(s) and their present demeanor
3. The student’s demonstrated level of reflection and growth

After a petition is evaluated, the student will receive written notification of the decision. That decision will be final.

It is important to note that a student with an expunged record or transcript notation may still need to disclose information about their disciplinary history to third parties, including potential employers, other universities’ admissions offices, a professional board, etc.

XII. APPENDICES

Appendix 1: Additional Policies and Procedures Governing the Use of Alcoholic Beverages

Virginia Tech recognizes that the misuse and abuse of alcohol is a persistent social and health problem in our society and that it interferes with the goals and objectives of any educational institution. The university fully complies with the alcohol regulations of the Commonwealth of Virginia, and all state laws apply to Virginia Tech students and student organizations. Students or student organizations who violate the Alcoholic Beverage Policy in the Student Code of Conduct and any associated policies or guidelines will face disciplinary action. Sanctions will likely include substance-related education.

In compliance with the laws of the Commonwealth, and to maintain conditions conducive to learning, possession or consumption of alcoholic beverages on campus is only permitted according to the following provisions:

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence hall room</td>
<td>In the privacy of a student room, alcoholic beverages are permitted for those persons 21 years of age or older in accordance with state law, provided that at least one of the 21-year-old residents of the room is present.</td>
</tr>
<tr>
<td>Other locations in residence halls</td>
<td>Aside from the privacy of a student’s room, possession or consumption of alcoholic beverages in any area of residence halls, including suite living rooms, is forbidden.</td>
</tr>
</tbody>
</table>
Oak Lane | The Director of Fraternity and Sorority Life, in conjunction with the Director of Housing and Residence Life, determines regulations concerning the use of alcoholic beverages in the “Oak Lane Community” (also known as Special Purpose Housing) during events.

Corps of Cadets | The Commandant of Cadets establishes and publishes regulations to be observed by cadets regarding the possession and consumption of alcoholic beverages. This information is published in the Cadet Regulations Manual.

All residential locations | Kegs of any description in student rooms or residence halls, including Oak Lane, are prohibited.

All other university property | The possession and use of alcoholic beverages is prohibited on all other university property except in certain facilities that are fully registered with the Virginia Alcoholic Beverage Control Board (ABC).

Alcoholic beverages are further governed by Virginia Polytechnic Institute and State University Policy and Procedures No. 1015.

For more information related to federal and state laws and regulations regarding alcohol or illegal drugs or prevention and substance-use programs available at Virginia Tech, please consult the university’s Drug and Alcohol Prevention Program document.

Appendix 2: Additional Information Regarding Gender-Based Violence
Gender-based violence includes the following prohibited acts: sexual violence-assault, sexual violence-battery, sexual violence-sexual coercion, sexual violence-rape, gender-based harassment, sexual exploitation, dating and domestic violence, and stalking.

Complaints of gender-based violence should be reported to the Office of Equity and Accessibility:
  Katie Polidoro, Title IX Coordinator
  North End Center, 300 Turner Street
  Blacksburg, VA 24016
  540-231-2010 and equityandaccess@vt.edu

Virginia Tech encourages victims of sexual violence, including rape, sexual assault, sexual battery, stalking, and dating and domestic violence, to exercise their right to file a complaint with the Virginia Tech Police Department if the crime occurs on Virginia Tech’s property, regardless of the status of the complainant. For crimes occurring away from Virginia Tech’s property, victims may contact the local law enforcement in the appropriate jurisdiction.

Discrimination and harassment are further governed by University Policy No. 1025.

Appendix 3: Additional Information Regarding the Hazing Policy
Hazing is a criminal offense in the Commonwealth of Virginia, as defined in § 18.2-56 in the Code of Virginia, and is prohibited at Virginia Tech in all forms. This policy is based on the proposition that students are entitled to be treated with consideration and respect at all times. It applies to all student
The Student Code of Conduct defines hazing as follows:

Any mental or physical requirement, request, or obligation placed upon any person that could cause discomfort, pain, fright, disgrace, or injury; that is personally degrading; or that violates any federal, state, or local statute or university policy, the willingness of an individual to participate in such activity notwithstanding.

Hazing shall include, but not be limited to, forcing, compelling, requiring, encouraging, or expecting, whether direct or implied, any individual to participate in any of the following actions or activities. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in these acts:

- **Physical Acts**
  - Encouraging or requiring persons to consume alcohol or other substances regardless of the age of the participant.
  - Encouraging or requiring that a person do or submit to any act that will alter his or her physical appearance in any significant degree for any substantial period of time (e.g. burning, branding, tattooing, using makeup, paint or markers on a person, or shaving the head or body).
  - Encouraging or requiring activities that disrupt a person’s normal schedule. A normal schedule includes three reasonably spaced meals per day, the opportunity for sufficient rest at night (at least six full hours) and reasonable time for personal hygiene.
  - Encouraging or requiring a person to engage in physical activity of unusual kind or duration, such as: calisthenics, overly difficult work assignments, activities that may be excessive for a person, activities that require a person to remain in a fixed position for an extended period of time, binding or restricting an individual in any way that would prohibit them from moving on their own, confining a person or exposing participants to uncomfortable elements like in environments that are too hot, cold, noisy, small, or threatening/intimidating.
  - Hitting, pretending, or misleading a prospective member into believing that they will be hit, hurt, or physically altered.
  - Encouraging or requiring acts that are or seem to be dangerous.

- **Psychological Acts**
  - Encouraging or requiring a person to pretend to or actually violate a law.
  - Encouraging or requiring an individual to obtain or possess items or complete tasks in an unlawful manner (i.e. for a scavenger hunt).
  - Verbally abusing prospective members. Examples include but are not limited to yelling or screaming, calling individuals demeaning names, booing, hissing, or demeaning individuals when they make mistakes.
o Encouraging or requiring a person to perform acts of servitude, perform personal errands for others, or engage in activities that are demeaning.

o Misleading prospective members in an effort to convince them that they will not become members unless they complete tasks, follow instructions, or act in a certain way.

o Misleading prospective members into believing that they will be hurt during induction or initiation.

o Encouraging or requiring a person to publicly carry objects or wear apparel that is abnormal, not normally in good taste, conspicuous and/or indecent.

o Encouraging or requiring a person to appear nude or reveal body parts.

o Encouraging or requiring an individual or group to remain in a certain place or transporting them to a location without their knowledge (e.g. taking a person on a road trip or excursion to an unknown destination or kidnapping).

o Parading individuals in public areas, transporting individuals in a motor vehicle while blindfolded, or privately conducting blindfolding activities that serve no constructive purpose.

o Requiring an individual to “pledge” or “associate” for a period of unusual length (more than 10-12 weeks) for reasons other than achieving academic requirements or extraordinary circumstances.

As it is impossible to anticipate every situation that could involve hazing, this list does not, and cannot, encompass every circumstance that will cause the institution to discipline for hazing. This policy is not intended to prohibit the following conduct:

a. Customary athletic events, contests, or competitions that are sponsored by the institution or the organized and supervised practices associated with such events.

b. Any activity or conduct that furthers the goals of a legitimate educational curriculum, extracurricular program or military training program, as approved by the institution.

**Note**: An individual may not consent to being hazed, and their voluntary or willful participation in hazing activities will not be considered as a defense against a violation of the institution’s hazing policy by an individual or organization.

**University Reporting, Investigation, and Adjudication**: The university encourages individuals who report any potential hazing activities. The initial report of a suspected violation may be reported in person, by phone or by electronic communication, and may be done anonymously. Alleged violations of this policy can be reported through a [online reporting system](#) or to the following offices:

- **Student Conduct**
- **Student Engagement and Campus Life**
- **Fraternity and Sorority Life** (for Greek organizations)
- **Recreational Sports** (for club sports)
- **Virginia Tech Police Department**

Credible and sufficiently detailed reports of hazing will be referred to Student Conduct for further investigation and potential adjudication. Both individuals and organizations may be held responsible for
their actions and participation in incidents of hazing. If an investigation concludes that an individual or individuals directed, engaged in, aided or otherwise participated in, actively or passively, an incident of hazing, disciplinary action may be imposed against the individual(s). If the investigation concludes that an organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the entire organization.

Reporting to the Commonwealth’s Attorney: Per § 18.2-56 in the Code of Virginia, the university must report incidents of hazing that cause bodily injury to the Commonwealth’s Attorney, who may take separate action.
Executive Vice President and Provost Cyril Clarke will update the committee on matters pertaining to academic affairs including the executive-level searches, student enrollments, plans for summer and fall instruction, and an update on sponsored research.
Richard Blythe, dean of the College of Architecture and Urban Studies, serving as a liaison with the council of college deans will update the committee on behalf of the council.
Frank Shushok, Vice President for Student Affairs, Karen DePauw, Vice President and Dean for Graduate Education, and Rachel Holloway, vice provost for undergraduate academic affairs will brief the committee on academic and other forms of student support including orientation, food security, academic advising.
The Chair of the Academic, Research, and Student Affairs Committee will adjourn the committee meeting.