Committee Minutes
ACADEMIC, RESEARCH, AND STUDENT AFFAIRS COMMITTEE
March 20, 2023

Committee Members Present: Melissa Nelson (chair), Sandy Davis, and Carrie Chenery.

Board Members and Constituent Representatives Present: Anna Buhle (graduate and professional student representative), Holli Drewry (A/P representative), Tish Long, (Rector), Jamal Ross (undergraduate student representative), Jeff Veach (board member), Robert Weiss (faculty representative), and Serena Young (staff representative).

Guests: Lauren Augustine, Janice Austin, Rosemary Blieszner, Heather Bradford, Anne Brown, Cyril Clarke, Corey Earles, Madeline Eberhardt, Kim Filer, Mike Friedlander, Ron Fricker, Rachel Gabriele, Luisa Havens Gerardo, Mike Goforth, Suzanne Griffin, Dave Guerin, Rebekah Gunn, Trish Hammer, Kay Heidbreder, Rachel Holloway, Matt Holt, Frances Keene, Scott Midkiff, Bernadette Mondy, Amanda Morris, April Myers, Stephanie Overton, Robin Queen, Kim O'Rourke, Mark Owczarski, Ellen Plummer, Katie Polidoro, Julia Ross, Oliver Shuey, Mark Sikes, Aimee Surprenant, G. Don Taylor, Judy Taylor, Donna Westfall-Rudd, Katie White, Nick Whitesell.

OPEN SESSION

1. Welcome. M. Nelson, chair of the committee, welcomed attendees to the meeting.

2. Review and Approval of Open Session Agenda.

3. Consent Agenda Items. Approval of November 14, 2022, Meeting Minutes; Report of Reappointments to Endowed Chairs, Professorships, and Fellowships; Approval of Resolution to Approve New MS Degree in Applied Data Science; Approval of Resolution to Amend the Faculty Handbook Regarding Retirement Contributions; Approval of Revisions to Policy 1036: Student-Athlete Monitoring and Assistance Program (SAMAP).

The committee voted unanimously to approve the Open Session Agenda as presented including approval of all Consent Agenda items.

4. Provost's Update. C. Clarke, executive vice president and provost, updated the committee on several initiatives. A program to support the scholarly development of faculty members whose work was impacted by the COVID pandemic provided an average of $7.7K per faculty in course buy-out funds to 35 pre-tenured faculty members. Tsai Lu Liu has been appointed dean of the College of Architecture, Arts, and Design and Saonee Sarker has been appointed dean of the Pamplin College of Business. Julie Ross has been appointed as special advisor to President Sands. In addition to continuing her role as dean of the College of Engineering, Dean Ross will chair the university's Northern Virginia Steering Committee, and co-chair the review and updating of the Beyond Boundaries
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#5. Overview of Student Conduct Processes. F. Keene, interim vice president of the division of student affairs offered the committee an overview of the university's student conduct system. The Student Code of Conduct applies to all students and student organizations and supports the university's commitment to fostering a community in which students can flourish academically and personally. Procedures for addressing allegations of conduct code violations are appropriately flexible to accommodate the complexity and severity of the allegation. Resolution of a referral to the Office of Student Conduct may include an educational conversation, adaptable conflict resolution, agreed resolution, a formal hearing, or, depending on the facts of the allegation, a formal Title IX adjudication and gender-based violence hearing. The student conduct process attends to approximately 1,200 cases a year. Most cases are resolved informally and approximately one-third of the cases are referred for a formal hearing. Title IX hearings have an important and complex difference from other conduct processes in that federal regulations allow for direct questioning (cross-examination) of witnesses by a selected advisor. Once completed, hearing officers determine responsibility using a preponderance of evidence standard. Parties to the hearing are provided simultaneously with the decision of the hearing officers including appeal processes.

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7. Agenda Items for Committee Meeting. Committee members are encouraged to contact the chair with any items of interest for future agendas.

8. Adjournment. The committee adjourned at 10:45 a.m.
Open Session Agenda

ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE

New Classroom Building 260
Monday, June 5, 2023
3:30 – 5:00 p.m.

<table>
<thead>
<tr>
<th>Agenda Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome</td>
<td>M. Nelson</td>
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<tr>
<td>2. Review and Approve Open Session Agenda</td>
<td>M. Nelson</td>
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<td>M. Nelson</td>
</tr>
<tr>
<td>A. Approval of March 20, 2023 Meeting Minutes</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>B. Report of Reappointments to Endowed Chairs, Professorships, and Fellowships</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>C. Report of the 2023-24 Faculty Compensation Plan</td>
<td>M. Nelson</td>
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<tr>
<td>D. Approval of Resolution Delegating Authority for Pratt Funds</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>E. Approval of Resolution to Revise Language in Faculty Handbook Regarding Emeritus or Emerita Designation</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>F. Approval of Resolution to Revise Chapter Seven of Faculty Handbook Regarding A/P Faculty Grievance Processes</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>G. Approval of Resolution to Create Department of Neurosurgery at VTC School of Medicine</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>H. Resolution to Establish a Master of Professional Studies in Climate Leadership in the College of Natural Resources and Environment</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>I. Resolution to Approve Revisions and Updates to the 2023-2024 Virginia Tech Student Code of Conduct</td>
<td>M. Nelson</td>
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<tr>
<td>J. Resolution to Allow Administrative Resolution of First Time Honor Code Cases</td>
<td>M. Nelson</td>
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<tr>
<td>K. Resolution Mandating that First-Year Students Receive and Complete Human Trafficking Training</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>4. Provost’s Update</td>
<td>C. Clarke</td>
</tr>
</tbody>
</table>

# 5. Virginia Tech Living and Learning Communities | F. Keene |

6. Agenda Items for August 2023 Committee Meeting | M. Nelson |

7. Adjourn | M. Nelson |

* Requires Full Board Approval
# Discusses Enterprise Risk Management topic(s)
**Closed Session Agenda**

**ACADEMIC, RESEARCH, AND STUDENT AFFAIRS COMMITTEE**

New Classroom Building 230  
Tuesday, June 6, 2023  
9:15 – 9:45 a.m.

<table>
<thead>
<tr>
<th>Agenda Item</th>
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<tbody>
<tr>
<td>1. Motion to Begin Closed Session</td>
<td>M. Nelson</td>
</tr>
<tr>
<td>* 2. Resolutions to Approve Appointments to Emeritus/a Status (5)</td>
<td>C. Clarke</td>
</tr>
<tr>
<td>* 3. Resolution to Approve Appointments Endowed Chairs, Professorships, or Fellowships (6)</td>
<td>C. Clarke</td>
</tr>
<tr>
<td>* 4. Resolution to Approve Appointments with Tenure (5)</td>
<td>C. Clarke</td>
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<tr>
<td>* 5. Resolution to Approve Faculty Research Leaves (3)</td>
<td>C. Clarke</td>
</tr>
<tr>
<td>* 6. Resolutions to Approve Exceptions to the Virginia Conflict of Interests Act (1)</td>
<td>C. Clarke</td>
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| * 7. Ratification of 2023-24 Faculty Salary Program  
  *(shared with Finance and Resource Management Committee)* | C. Clarke                |
| * 8. Resolution to Approve Promotion, Tenure, and Continued Appointments  
  *(shared with Finance and Resource Management Committee)* | C. Clarke                |
| * 9. Resolution to Approve Appointments to Alumni Distinguished Professor (2) | C. Clarke                |
| * 10. Resolution to Approve Appointments to University Distinguished Professor (2) | C. Clarke                |
| * 11. Ratification of Personnel Changes Report  
  *(shared with Finance and Resource Management Committee)* | C. Clarke                |

12. Motion to End Closed Session  
M. Nelson

13. Report of Closed Session Action items  
M. Nelson

*Requires Full Board Approval*
Committee Minutes

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8. Adjournment. The committee adjourned at 10:45 a.m.
REPORT

Reappointments to Endowed Chairs, Professorships, or Fellowships (7)

June 5, 2023

The president and executive vice president and provost have confirmed the reappointment of the following faculty to endowed chair, professorship, or fellowship appointments 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)

Azenegashe Ozzie Abaye
Thomas B. Hutcheson Jr. Memorial Professorship in Agronomy

Alan Ealy
Horace E. and Elizabeth F. Alphin Professorship

College of Liberal Arts and Human Sciences (2)

Kelly Avery
Residential Property Management Advisory Board Professorship

Paul Quigley
James I. Robertson, Jr., Chair in Civil War Studies

College of Veterinary Medicine (2)

John Rossmeisl
Dr. and Mrs. Dorsey Taylor Mahin Professorship

Mike Erskine
Jean Ellen Shehan Professorship

Pamplin College of Business (1)

Candace Fitch
Feiertag Professor of Practice in Hospitality Leadership
Living-Learning Programs: A Critical Element of the Virginia Tech Advantage

Academic, Research, and Student Affairs Committee
Board of Visitors
June 5, 2023
Successful and timely progress from matriculation to graduation directly impacts both accessibility and affordability.
Creating Space for Connection with LLPs

In the Fall of 2022, we had 5,122 students in 22 different living-learning programs.
## Promoting Academic Success

### First-Year Cohorts GPA Year-to-Year Data

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<tr>
<td>LLP</td>
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### First-Year Cohorts Retention Year-to-Year Data

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### First-Year Cohorts Sample Size Year-to-Year Data

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<td>Off Campus</td>
<td>83</td>
<td>127</td>
<td>625</td>
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</table>

Data collected from the Virginia Tech DataCommons
70% reported that they are gaining valuable leadership skills

75.5% reported that they feel successful in their coursework

69.9% reported that they feel valued as a community member

86.5% reported that they have meaningful relationships at VT

75.7% reported that they are involved in clubs, orgs, employment at VT

77.7% reported that they feel they belong at VT

Survey data collected from the healthy minds study 2021 winter/spring data report, Virginia Tech.
Promoting Holistic Well-being within LLPs

- 89% of students reported that they had at least one meaningful connection with a student or group whose ideals or values were different.
- 90% of students reported that they feel welcomed at Virginia Tech.
- 95.5% of students reported that there is a faculty or staff member who cares about them at Virginia Tech.

Data collected from the Fall 2022 Residential Well-being Student Experience Survey.
LLP Student Flourishing Data

- 78% of students reported that their social relationships are supportive and rewarding
- 68% of students reported that they are engaged and interested in their daily activities
- 79% of students reported that they are competent and capable in activities they find important
- 72% of students reported that they are optimistic about their future

Data collected from the Fall 2022 Residential Well-being Student Experience Survey
Panel Discussion

Dr. Frances Keene
Vice President
Student Affairs

Dr. Temperance Rowell
Director, Orion LLC
College of Science

O’Brian Martin
Junior
Innovate LLC

Cailynn Jeffery
Class of 2023
Studio 72 LLC
Living-Learning Programs: A Critical Element of the Virginia Tech Advantage

In October 2022, President Sands announced a central aspiration for Virginia Tech to focus on how the institution can offer high quality educational experiences for all students regardless of income. This initiative, named the Virginia Tech Advantage, demonstrates the institutional commitment to make Virginia Tech both affordable and accessible for all students, especially our underrepresented and underserved students. The working group charged by Dr. Sands to develop strategies for implementation toward these goals focused on the financial feasibility of increasing aid to students and on ensuring that each student has access to the full Virginia Tech experience.

The student experience working group explored curricular and co-curricular programs that offer promising outcomes for holistic student success. Curricular and co-curricular experiences that help bolster student academic performance and retention as well as attend to the holistic well-being of students are critical to student success. One critical program to advancing access to the full Virginia Tech experience with demonstrated evidence of academic success and holistic well-being are living-learning programs.

Positive Outcomes of On-Campus Living and Living-Learning Programs

For decades, research has expounded on the benefits for students who live on-campus in comparison to commuting students. Living on-campus has been posited as the most significant factor to positively influence student academic and social outcomes (Pascarella & Terenzini, 1991). Positive academic outcomes (GPA and retention) of residential students versus their peers who do not live on-campus appear in multiple studies (see Hobbins, Eisenbach, Jacobs, & Ritchie, 2017; Mach, Tearney, Gordon, & McClinton, 2018; Nowack & Hanson, 1985; Peters, et al, 2018; Schuddle, 2011, 2016). Residence halls have also been found to increase opportunities for active learning, interactions with diverse others, as well as promoting faculty-student interaction (Graham, Hurtado, & Gonyea, 2018).

The positive impact residential living has on student GPA is even more pronounced for Black and African American students living on-campus than their peers who live at home (Turley & Wodtke, 2010). Recent research also demonstrates positive psychosocial outcomes for first-generation low-income students who live on campus (Soria & Roberts, 2021). Given living on-campus has been shown to positively impact student success, for many it is imperative that university leaders consider residence halls as environments that have the potential to expand learning opportunities on the college campus (Penven, Stephens, Shushok, and Keith, 2013; Shushok, Henry, Blalock, & Sriram, 2009).

Living-learning programs create conditions for students to experience increased faculty interaction and mentorship, greater peer interactions related to career and academics, spend more time studying, and increased sense of belonging (Inkelas, Szelenyi, Soldner, & Brower, 2007). In a subsequent review of their seminal 1991 research, Pascarella and Terenzini (2005) determined students in living-learning communities are more likely to persist than their peers who do not live in a living-learning community.

In summary, students living on-campus reap positive rewards compared to the outcomes experienced by their off-campus counterparts. Students living on-campus provides an intentional measure by an institution to increase positive academic and social outcomes for students. Vast research on living-learning communities demonstrates that creating meaningful living-learning program experiences within campus residence halls yields tremendous benefits for students, amplifying the positive effect of on-campus living.
Purposeful management and growth of LLPs at Virginia Tech

Virginia Tech has had some version of living-learning programs for more than 30 years. During the past decade we have seen increasing demand for LLP experiences from students and their parents. Coupled with this demand, Student Affairs has built infrastructure and processes to develop and manage meaningful LLP experiences. In Fall 2012 there were 13 living-learning programs housing 3000 students. In Fall 2022, Student Affairs and partnering colleges/departments offered 22 LLPs for 5133 students. This represents an increase of 66% of students.
Though many universities offer living-learning programs, not all are committed to offering programs that are robust community learning experiences as well as areas that compliment student needs or interests. Through annual assessment and a close relationship between Student Affairs and academic partners, we ensure programs continue to achieve the intended outcome. In the past ten years we have also paid keen attention to opportunities for adaptation and new iterations of existing living-learning communities. Two excellent examples of this practice are the transition from a wellness thematic housing program (The WELL) to Meraki, a well-being living learning community that is connected to an academic department as well as Hokie Wellness, includes a course, and offers a vibrant community. Similarly, the World program aimed to increase international and domestic student interaction but lacked structure and defined outcomes for students. Its replacement, Mozaiko offers 9 smaller language “houses” which help students develop language proficiency and intercultural competency.

Sunsetting Programs and Launching New,
Case Study 1: WELL to Meraki

Sunsetting Programs and Launching New,
Case Study 2: World to Mozaiko

Because we know of the positive impacts that living in an LLP has on students, the university set a strategic goal to have 60% of undergraduate students living on campus do so as part of an LLP by Fall 2028. As of Fall 2022, 5133 students (or 51.2% of undergraduates on campus) live in an LLP.

Outcomes of LLPs

At Virginia Tech we see outcomes consistent with the existing literature on LLPs. For the past four years, students in LLPs have higher grades for their first semester as compared to their peers not in an LLP and first year students who live off-campus.
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<table>
<thead>
<tr>
<th>First-Year Cohorts Total (N)</th>
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Retention rates also reflect overall positive impact for first year students in an LLP compared to non-LLP peers and first years who live off-campus.

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<th>First-Year Cohorts Retention (Fall to Fall)</th>
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Below are data on outcomes tied to students’ out of class experience and how an LLP positively impacts their experience. Virginia Tech students who live in an LLP report several key differences that support how LLPs help connect them to Virginia Tech, fellow students, and provide meaningful leadership opportunities.

Student Affairs has conducted the “Residential Experience Survey” which allows us to compare LLP students to students not in an LLP regarding their perception of their experiences living on campus. In addition to reporting about several aspects of residential living students were asked to indicate their agreement/disagreement with the following statements:

- My community helped me develop a sense of belonging
- My community helped me make friends
- My community helped me get involved on campus
- My community helped me gain leadership skills
- My community helped me succeed in my coursework

We see notable differences between these groups as summarized by the chart below:
During Fall 2022, a revised survey was conducted of campus residents. This survey showed similar results in terms to LLP students reporting higher levels of belonging and engagement than their peers who do not live in an LLP.

Virginia Tech has actively grown the living-learning program experience since the mid 1990’s. The continual growth in student participation reflects both student demand for these experiences as well as the quality and diversity of Virginia Tech’s Living-Learning Program offerings.
References


