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Minutes

STUDENT AFFAIRS AND ATHLETICS COMMITTEE

Smithfield Room
The Inn at Virginia Tech and Skelton Conference Center
8:00 a.m.

March 21, 2016

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Board Members Present:
Wayne Robinson, Committee Chair (Student Affairs and Athletics)
Bill Fairchild, Committee Chair (Buildings and Grounds)
Nancy Dye
Mike Quillen
Mehul Sanghani
Steve Sturgis
Morgan Sykes, Undergraduate Student Representative

Guests:
Sharikka Adams, Whit Babcock, John Ballein, Gary Bennett, Tom Brown, Katie Bylenga, Jade Carcamo, Taran Cardone, Heather Evans, Ted Faulkner, Eleanor Finger, Chris Flynn, Bill Foy, Lance Franklin, Randy Fullhart, Tom Gabbard, Martha Glass, Caroline Green, Hunter Gresham, Nannette Gordon, Hikmet Gursoy, Amy Hogan, Robyn Hudson, Byron Hughes, Angela Kates, Frances Keene, Chris Kiwus, Bill Lansden, Leigh LaClair, Gabby Marquez, Kim O'Rourke, Patty Perillo, Charlie Phlegar, Tara Reel, Aaron Reistad, Bradi Rhodes, Kyle Rose, Rohsaan Settle, Mehul Sanghani, Frank Shushok, Angela Simmons, Jason, Soileau, Tricia Smith, Penny White, Sherwood Wilson, and Chris Wise.

The meeting was called to order at 8:03 a.m.

<u>**Joint Open Session with Building and Grounds**</u>

1. **Welcome and Call to Order.** Wayne Robinson, committee chair for Student Affairs and Athletics Committee, welcomed the attendees including those from the Building and Grounds Committee joining for a joint open session to start the morning and allowed for introductions.

2. **Intercollegiate Athletics Report (Part A: Facilities).** The committee met in joint session with the Building and Grounds Committee to receive a presentation on the facilities master plan for Intercollegiate Athletics. Athletic Director Whit Babcock and Tom Gabbard, senior associate athletic director overseeing facilities and operations, reviewed recently completed projects (such as Thompson Field, the Marching Virginians Practice Facility, and the Indoor Practice Facility) and current projects already underway (graphic package enhancement to the Merryman Athletic Center and the Olympic Sports entrance), before reviewing future projects under consideration. Future proposals include

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renovations to Rector Fieldhouse, the Burrows-Burleson Tennis Center, English Field, Cassell Coliseum seating, and the Hahn-Hurst weight room. In addition, the athletic facilities master plan calls for a softball hitting facility, a re-classification of the Bowman Room as a center for student-athlete nutrition and donor hospitality, an upgrade to the Thompson Field video/score board, the Garnett Smith Golf Simulator and men's and women's golf offices, a new entrance for the west-side of Cassell Coliseum, a student-athlete development suite, South Endzone enhanced serving areas, a realignment of the cross country course, and the Southgate Interchange project.

Open Session

Board Members Present:
Wayne Robinson, Committee Chair (Student Affairs and Athletics)
Nancy Dye
Mehul Sanghani
Morgan Sykes, Undergraduate Student Representative

Guests:
Sharikka Adams, Whit Babcock, John Ballein, Gary Bennett, Lori Brogdon, Tom Brown, Katie Bylenga, Jade Carcamo, Taran Cardone, David Clubb, Heather Evans, Ted Faulkner, Eleanor Finger, Chris Flynn, Bill Foy, Randy Fullhart, Martha Glass, Caroline Green, Hunter Gresham, Nannette Gordon, Hikmet Gursoy, Amy Hogan, Robyn Hudson, Byron Hughes, Frances Keene, Bill Lansden, Gabby Marquez, Kim O'Rourke, Patty Perillo, Tara Reel, Aaron Reistad, Bradi Rhodes, Kyle Rose, Rohsaan Settle, Frank Shushok, Angela Simmons, Tricia Smith, Reid Thomas, Penny White, and Chris Wise.

The meeting was called to order at 8:41 a.m.

1. **Introductions, Opening Remarks and Approval of November 9, 2015**, provided opening remarks, welcomed new members, and submitted the minutes of the November 9, 2015 meeting to the committee for review and acceptance.

   A motion was made and passed unanimously to approve the minutes as written.

2. **Updates from the Division of Student Affairs:** Vice President Patty Perillo offered her quarterly update to the committee. Dr. Perillo started by noting plans to present a facilities master plan for the Division of Student Affairs in order to offer a strategic and intentional look at how we house, feed, and care for our students, as well as how we financially sustain such.

   Dr. Perillo then offered her traditional "top 10" highlights: 1) Virginia Tech has been recognized as one of the *2016 Most Promising Places to Work in Student Affairs*; 2) all 23 departments in the division have developed assessment plans that include both learning outcomes and administrative outcomes; 3) the Keystone Experience, how the division operationalizes their Aspirations for Student Learning, has been gaining momentum as more academic partners, colleges, and students become aware of and involved. The inaugural cohort of Keystone Fellows will be recognized this spring; 4) Virginia Tech has the largest international student enrollment of any

institution in the commonwealth, with more than 3,500 international students, a 46% increase in undergraduates and a 40% increase in graduate students, respectively; 5) the Intercultural Engagement Center launched its Intercultural Leadership Institute this past fall, part of the division's InclusiveVT initiatives; 11 participants from ten departments within the division have made this three-year commitment to strengthening their cultural competencies; 6) more than 1,000 student contacts were made during fall 2015 by student advocacy staff within the Dean of Students Office to support students in crisis or emergency; 7) on the housing front, and of note given the over-enrollments this fall, we had a 98.4% retention rate; as well, wall-to-wall wireless coverage is now available in every residence hall, effective this fall; and, housing and residence life will begin a two-year project to convert all residential room door locks to electronic door access locks using smart card technology; 8) dining services is tracking to handle more than 150,000 additional transactions this academic year due enrollment increases and has filled more than 2,000 staff positions; 9) the Corps of Cadets is proceeding with completing the preliminary design for the long-awaited Corps Leadership and Military Science Building; and, 10) the demand for counseling and student health services continues to increase, along with increased demand for recreational wellness programming.

Given this last bullet and a general concern for the overall well-being of our students, the remainder of the student affairs and athletic committee meeting will focus on the programs and services offered to assist students with their physical, psychological, intellectual, and emotional well-being.

3. **Intercollegiate Athletics Report (Part B: Sport Psychology).** Whit Babcock, director of Athletics, introduced Dr. Gary Bennett, a licensed clinical psychologist who serves as a sports psychologist for the Virginia Tech athletic department. Dr. Bennett shared NCAA findings noting that 28% of female student-athletes and 21% of their male counterparts reported feeling so depressed they could barely function; with 48% and 31%, respectively, having reported experiencing overwhelming anxiety, and 30% and 40%, respectively, reporting alcohol-related problems. The utilization of services offered to our student athletes has quadrupled over the past twelve years.

4. **Cook Counseling Center (CCC).** Dr. Chris Flynn, licensed clinical psychologist and director of the Cook Counseling Center, quickly highlighted the CCC's accreditation, locations, current staffing, and student usage. The number of students seeking counseling in a given year has seen significant growth, a 79% increase, over the past five years; but, only a 5% increase has occurred in the number of professional staff positions during the same time period. The most frequent factors affecting student academic success nationally include stress and anxiety. The clinician rated top student concerns are anxiety and depression. Within the clinical population, 50% have a prior history in counseling, 33% have taken psychotropic medication, and 10% have a prior psychiatric hospitalization. Suicidality amongst the college population is 7.5 of 100,000 students will commit suicide in a year (compared to non-college population of 15 per 100,000). Given the 18 million students in college nationally, 1,350 suicides per year would occur. The Commonwealth of Virginia has 252,640 students enrolled, thus expecting 18-19 suicides annually. Accreditation standards recommend one counselor for every 1,000-1,500 students. CCC's current rating is 1 to 1700 students, putting us just outside of accreditation standards and below that of peer institutions in the commonwealth (University of Richmond, William

and Mary, University of Virginia, and James Madison University). Unfortunately, financial resources and physical infrastructure currently hinder Virginia Tech's ability to provide the support services desired for the growing campus population.

5. **Services for Students with Disabilities.** Dr. Robyn Hudson, assistant director for Services for Students with Disabilities (SSD), reviewed the tri-part mission for her department; a mission that includes legal compliance, student development, and social justice. SSD offers a variety of programs and services that includes reviewing documentation for service eligibility, intakes, temporary disabilities, academic relief, the provision of educational opportunities for the university and community, alternative test taking and training in assistive technologies, sign language and C-print captioning, academic coaching, and more. Like other areas within our health and wellness entity, numbers continue to rise. SSD has seen a 131% increase in the number of students served since 2007-2008. The top disability categories in 2014-2015 included ADHD/ADD, learning disabilities, psychological disabilities, and medical disabilities. While the percentage of students with mobility impairments remains low, students with chronic medical conditions are increasing. A recent SSD survey indicates that the campus climate surrounding faculty creating an inclusive and accessible learning environment for students with disabilities still needs improvement.

6. **Student Advocacy.** Dr. Sharrika Adams, associate dean of students and director for student advocacy, shared the student advocacy mission of advocating on behalf of Virginia Tech students and their peers, families, and support networks during times of personal, academic, and community crisis. General student contact is approximately 86-90% of the work advocacy does, with Care Team occupying approximately 10% and Threat Assessment occupying approximately 14%. General student contact would include absence verifications, emergency grants, hospital visits, after-hours on-call responses, student conduct advocacy, and Title IX advising.

7. **Student Conduct.** Rohsaan Settle, director of student conduct, shared common misconceptions about the university conduct system and highlighted the learning-centered, student-focused, relationally driven, community minded approach that his team utilizes. Utilizing a student conduct meeting/hearing model that implements dialogue at the center, with identification, engagement, reflection, and action as the compass points. The student conduct office utilizes partnerships and processes to assist with safety and climate concerns on campus and in the community. By engaging students in intentional conversations and activities that promote deep reflective learning to foster personal growth, community commitment, and civility, student conduct strives to provide an atmosphere that is both supportive and welcoming to address interpersonal, organizational, and community conflicts and behavior inconsistent with university expectations.

Adjournment. With no further business, the meeting was adjourned at 12:01 p.m.

Intercollegiate Athletics report to the Student Affairs & Athletic Committee of the Board of Visitors

March 21, 2016

VIRGINIA TECH
ATHLETICS

FACILITIES MASTER PLAN

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Our mission...

Virginia Tech Athletics is committed to excellence, both academically and athletically, and to the personal development of our student-athletes. In the spirit of Ut Prosim, we stand together to serve and represent our university and community with integrity and respect.

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FACILITIES MASTER PLAN

RECENTLY COMPLETED PROJECTS

GRAPHICS PACKAGES

Quillen Family Academic Center for Student-Athletes

Thompson Field
(Men's/Women's Soccer and Lacrosse)

Wrestling Training Room & Locker Room

Hahn-Hurst Basketball Practice Facility

ACADEMIC CENTER

THOMPSON FIELD

WELCOME TO THOMPSON FIELD

VIRGINIA TECH HOKIES

WRESTLING ROOM

VIRGINIA TECH WRESTLING

HAHN-HURST

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MARCHING VIRGINIANS CENTER

Marching Virginians Center
PRACTICE FACILITY

Upgraded Entryway
HOKIE VILLAGE

HOKIE VILLAGE ENTRANCE

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INDOOR PRACTICE FACILITY

INDOOR PRACTICE FACILITY
(available for use by all sports)

COURTSIDE AT CASSELL

COURTSIDE AT CASSELL
Men's/Women's Basketball
Wrestling
Volleyball

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West Side Indoor Clubs
LANE STADIUM

**Re-Sealing of
South Endzone
LANE STADIUM**

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ADA & Press Row
Enhancements
Virginia Tech Carilion Court at
CASSELL COLISEUM

Frank Moseley Soccer
& Lacrosse Practice Field
TURF REPLACEMENT

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Graphics Package
TECH SOFTBALL PARK

PROJECT DETAILS:
Banners representing the Softball program will wrap the entire back of the stadium creating a welcoming fan experience. The wraps will also provide a pleasant site line, while preventing a view of the back of the bleacher complex.

COST:
To be determined

TARGETED COMPLETION:
February 2016

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CURRENT PROJECTS

Graphics Package
MERRYMAN ATHLETIC CENTER

PROJECT DETAILS:
Enhancement of the entrance to the athletic complex. Dramatic displays of the Football program's historical achievements, famous student-athletes, tributes to coaches, and memorabilia. The package will include interactive stations, current information and highlights, and modernized interior finishes.

COST:
$2 million
(includes Olympic Sports package)

TARGETED COMPLETION:
Summer 2016

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Graphics Package
OLYMPIC SPORTS ENTRANCE

PROJECT DETAILS:
Project will occur simultaneously with Merryman graphics project. Graphics will represent all of our sports other than Football and provide a dramatic entrance to the athletic complex for student-athletes.

COST:
A portion of the total Merryman graphics project budget of $2 million

TARGETED COMPLETION:
Summer 2016

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FUTURE PROJECTS UNDER CONSIDERATION

Rector Fieldhouse
# RENOVATION

PROJECT DETAILS:

The final phase of the Rector Fieldhouse renovation includes an addition to the north side of the current structure. As shown in the diagram (orange area), the new addition will house a cardio room, strength room, training area and storage. The addition will also provide brand new locker rooms that will replace the trailers currently used as in-game locker rooms for both Soccer & Lacrosse. The increase in space will be beneficial when hosting ACC Indoor Track Championships and other large-scale indoor meets.

COST:

Included in total cost of Rector renovation

TARGETED COMPLETION:

Fall 2017

NORTH ADDITION

Storage | Home Team | Coaches | Training | Cardio | Strength | Coaches / Coaches | Visiting Team | Officials / Officials

Hall of Fame

Softball Infie

MEP

Stor

MEP
MEP

1,000 Seats

Flat Track Turf
Banked Track

R 20 m
R 17 m

Women

Men

Warmup Area

Throwing Area

Concessions

60 m

251'-2"
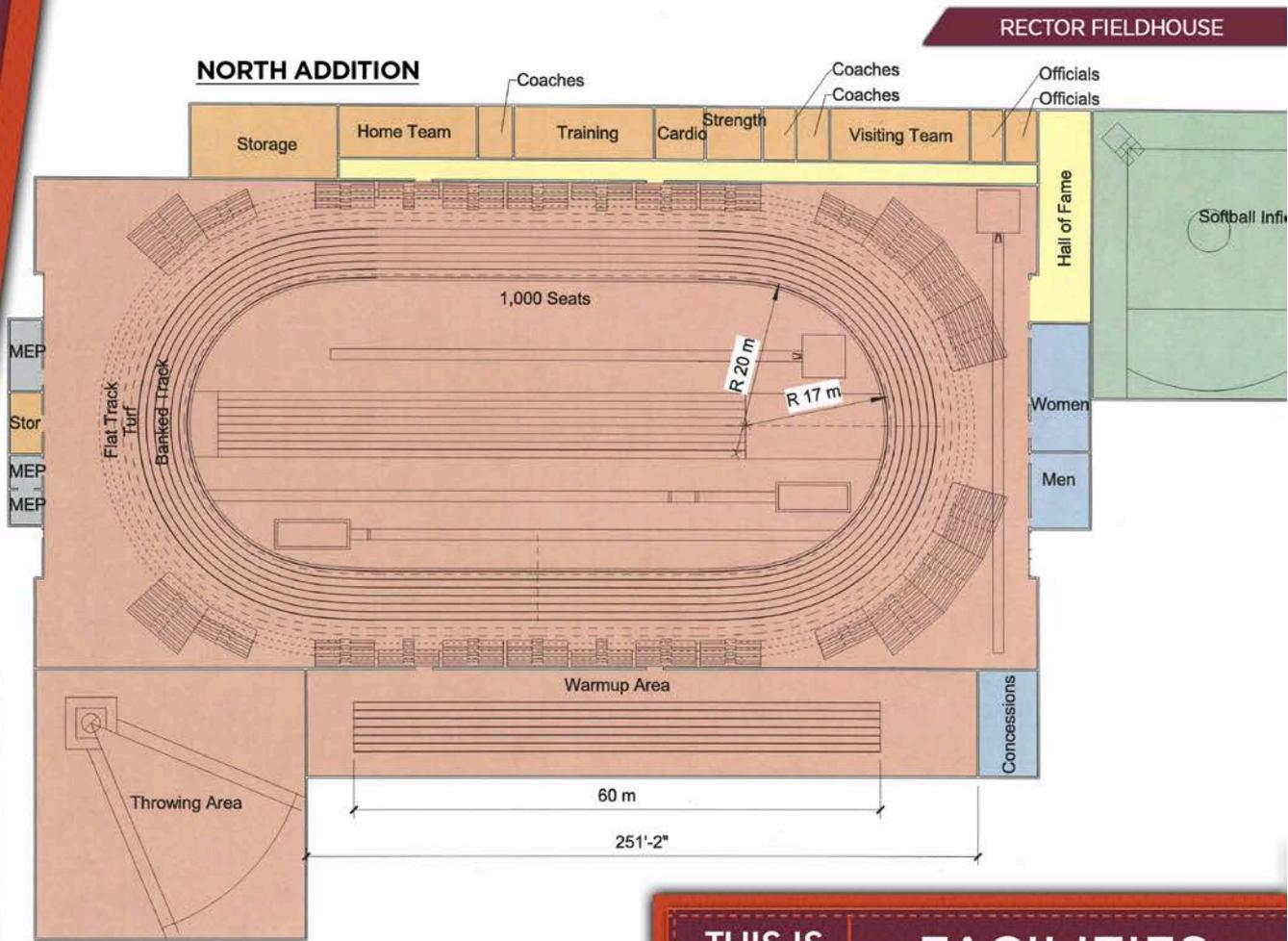
Burrows-Burleson
Tennis Center
RENOVATION

Project details:
A renovation enhancing multiple areas, once completed Burrows-Burleson Tennis Center will feature expanded locker rooms, team lounges, and an improved fan viewing area. Also, new to the facility will be a medical training support area.
*(yellow area represents renovation site)*

Cost:
$2 million

TARGETED COMPLETION:
Spring 2017

PHASING DIAGRAM

1. Expanded indoor viewing New home team facilities
2. Renovate lockers, offices, and support spaces
3. Improve AV systems for broadcasting matches
4a. New outdoor tennis courts and sidewalk access
4b. Elevated outdoor viewing platforms & extended walks
5. New entry / control tower with improved site access

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ENGLISH FIELD

English Field
## RENOVATION

PROJECT DETAILS:
When you play in America's best baseball conference, it demands that your facility lives up to the highest of standards. That's why English Field is embarking on a total facelift and upgrade that will ensure Virginia Tech student-athletes, alumni, fans and the community at large, one of the best baseball experiences in the nation.

COST:
To be determined

TARGETED COMPLETION:
To be determined

New Video Display

Canopy

Seating

Press Box

Deck

Canopy

T C M W

C M W

Plaza

Parking

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English Field
RENOVATION

PROJECT DETAILS:
When you play in America's best baseball conference, it demands that your facility lives up to the highest of standards. That's why English Field is embarking on a total facelift and upgrade that will ensure Virginia Tech student-athletes, alumni, fans and the community at large, one of the best baseball experiences in the nation.

COST:
To be determined

TARGETED COMPLETION:
To be determined

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FUTURE PROJECTS
UNDER CONSIDERATION

Cassell Coliseum Seating
RENOVATION

PROJECT DETAILS:
The plan is to begin to replace a portion of the original seats with a theater-style seat. This project will be done in phases and the first phase will begin in the summer of 2016.
The number of seats replaced at each phase is yet to be determined.

COST:
To be determined in 2016

TARGETED COMPLETION:
First seats installed by Summer 2016

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BOWMAN ROOM
Center for Student-Athlete Nutrition & Donor Hospitality

PROJECT DETAILS:
A healthy body and mind start with proper nutrition. To ensure peak performance in both the classroom and on the field, Virginia Tech will provide a training table that properly powers the Hokies.

COST:
$2 million

TARGETED COMPLETION:
To be determined

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CURRENT S/A NUTRITION AREA

FOOD IS YOUR FUEL

VIRGINIA TECH HOKIES
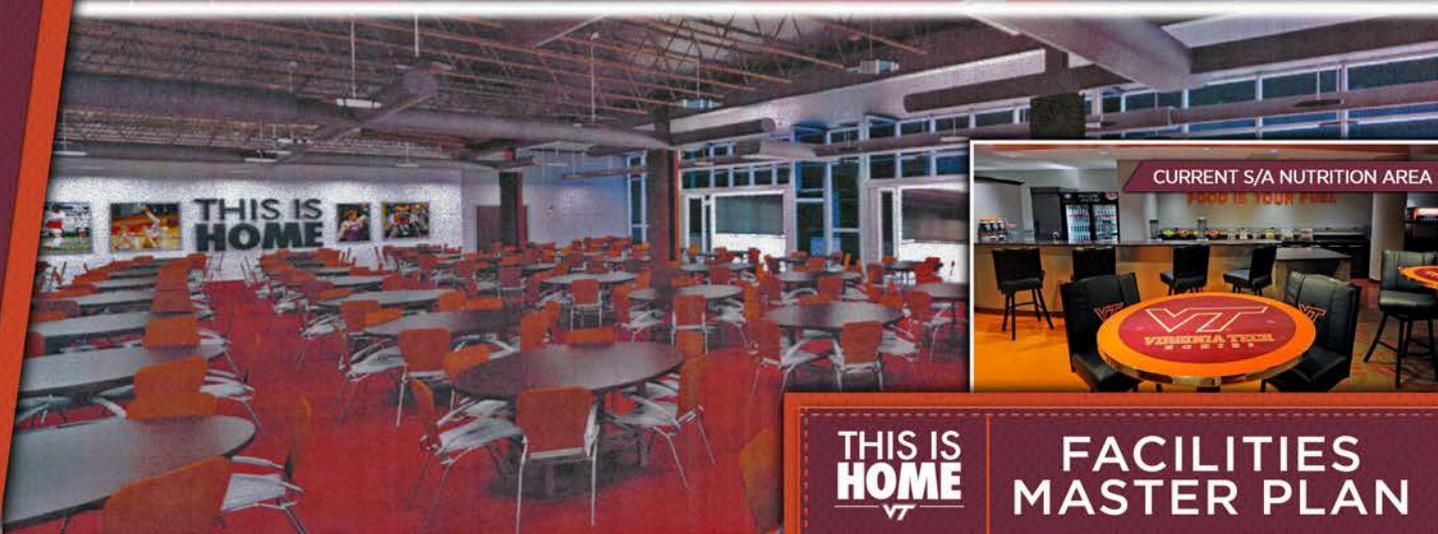
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Hahn-Hurst Weight Room
RENOVATION

PROJECT DETAILS:
Potential renovation includes an upgrade in flooring, new racks for weights and new cardio machines.

COST:
Anticipated budget $150,000 - $175,000

TARGETED COMPLETION:
Fall 2016

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Video/Score Board Upgrade
THOMPSON FIELD

PROJECT DETAILS:
There is currently a need to replace and upgrade the existing scoreboard with a new state-of-the-art video board.

COST:
Approximate budget - $500,000 to $600,000

TARGETED COMPLETION:
To be determined

GARNETT SMITH GOLF SIMULATOR & OFFICES
## Men's/Women's Golf

Project details:
As these programs continue to compete in the ACC, the addition of a golf simulator area will provide practice opportunities during the winter months. Furthermore, providing offices in this same area will allow for closer communication between coaches and their team. Both the simulator and offices will be located on-campus allowing student-athletes to utilize the facility between class times and stay in close contact with coaches.

COST:
$650,000

TARGETED COMPLETION:
Bids scheduled to go out January 2016, work should be completed by summer 2016
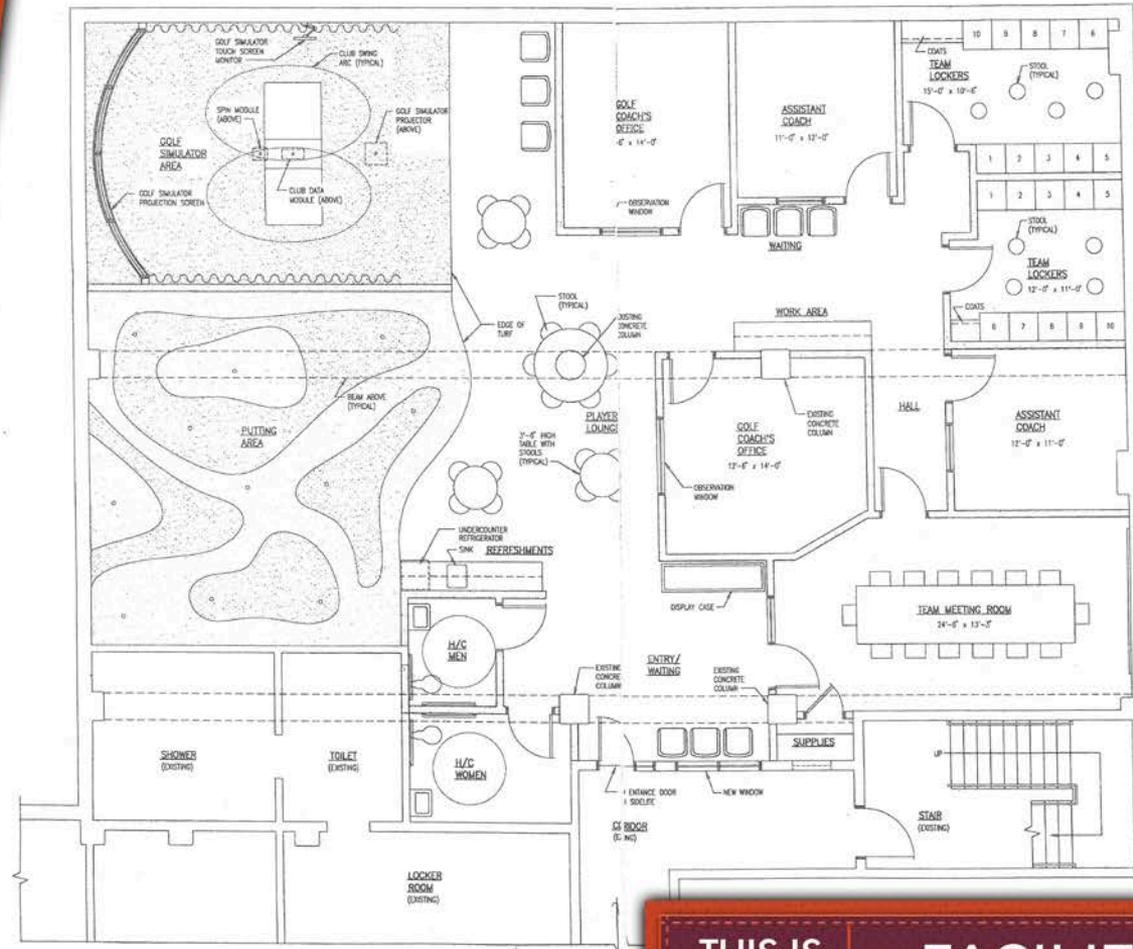
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West-Side Entrance to
CASSELL COLISEUM

PROJECT DETAILS:
A new entrance extending out for the existing entrance to the west side of Cassell is needed, particularly in the winter months. The new entrance will better isolate our fans already sitting inside from the cold weather that comes through the current west side when doors are opened for entries to the event.

COST:
To be determined

TARGETED COMPLETION:
To be determined

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Student-Athlete Development Suite

PROJECT DETAILS:
Student-athlete development is a very important aspect as we prepare student-athletes for life after athletics. This area is expanding in scope and can provide tremendous non-athletic preparation for the future of our student-athletes. More space is needed to perform this important mission.

Initial design thoughts on this expansion involve the renovation of some space in Lane Stadium. However, building new space in conjunction with other expansion plans is not out of the question.

COST:
To be determined

TARGETED COMPLETION:
To be determined

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South Endzone Enhanced Serving Areas

PROJECT DETAILS:
Expansion of concession offerings in the south endzone clubs, including some complimentary options, as well as the opportunity to purchase beer and/or wine.

COST:
$15,000

TARGETED COMPLETION:
August 2016

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MENTAL HEALTH RESOURCES FOR VIRGINIA TECH STUDENT-ATHLETES

GARY BENNETT, PH.D.

MENTAL HEALTH ISSUES WITH COLLEGE STUDENTS

- Incidence of mental health issues in general population

- Usage of mental health resources

- Are student-athletes at a higher or lower risk?

NCAA FINDINGS

- 28% of females student-athletes and 21% of male student-athletes reported feeling so depressed they could barely function.

- 48% of female SAs and 31% of male SAs reported experiencing overwhelming anxiety

- 30% of female SAs and 40% of male SAs reported alcohol-related problems.

HISTORY OF PSYCHOLOGIST POSITION IN ATHLETICS

--1995
--2000
--2007
--USAGE

Utilization of Services

Number of Students	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Number of Students	52	65	70	69	102	143	131	163	164	206	211	196	214
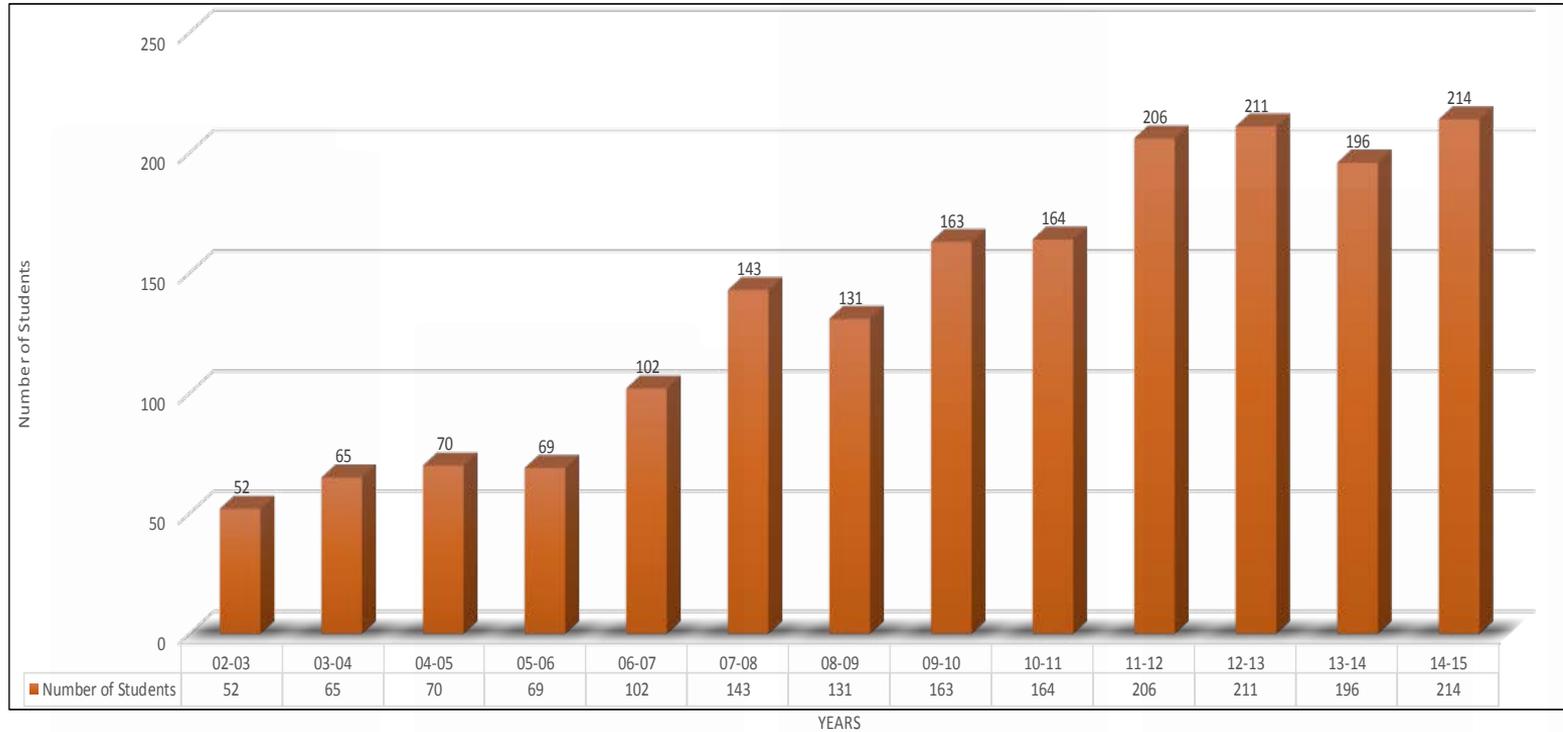
BOARD OF VISITORS

THOMAS E. COOK COUNSELING CENTER

accreditations

◦ International Association of Counseling Services. Cook Counseling Center was first accredited in 2008, and re-accredited in 2015 for eight years with annual reviews.

◦ American Psychological Association Predoctoral Internship Program. The internship program was first accredited in 1994 and has had almost 70 graduates of the program since then. All interns have completed all coursework and have over 500 clinical hours of practical training before internship which is required for the doctoral degree in clinical/counseling psychology.

◦ These accreditations are considered to be the "gold standard" for college counseling centers.

locations

◦ Main Office:　　　　　McComas Hall in Health and Wellness Area

◦ Secondary Clinics:　　East Eggleston

　　　　　　　　　　　　Merryman Center for Athletics

◦ Drop-in Clinics:　　　Graduate Life Center

　　　　　　　　　　　　College of Veterinary Medicine

current staff

The Cook Counseling Center is a multidisciplinary team of mental health professionals and includes:

- ◦ Clinical and Counseling Psychologists
- ◦ Professional Counselors
- ◦ Social Workers
- ◦ Psychiatrists
- ◦ Nurse Practitioners
- ◦ Licensed Practical Nurses
- ◦ Classified Support Staff

student usage 2010-2015

unique clients
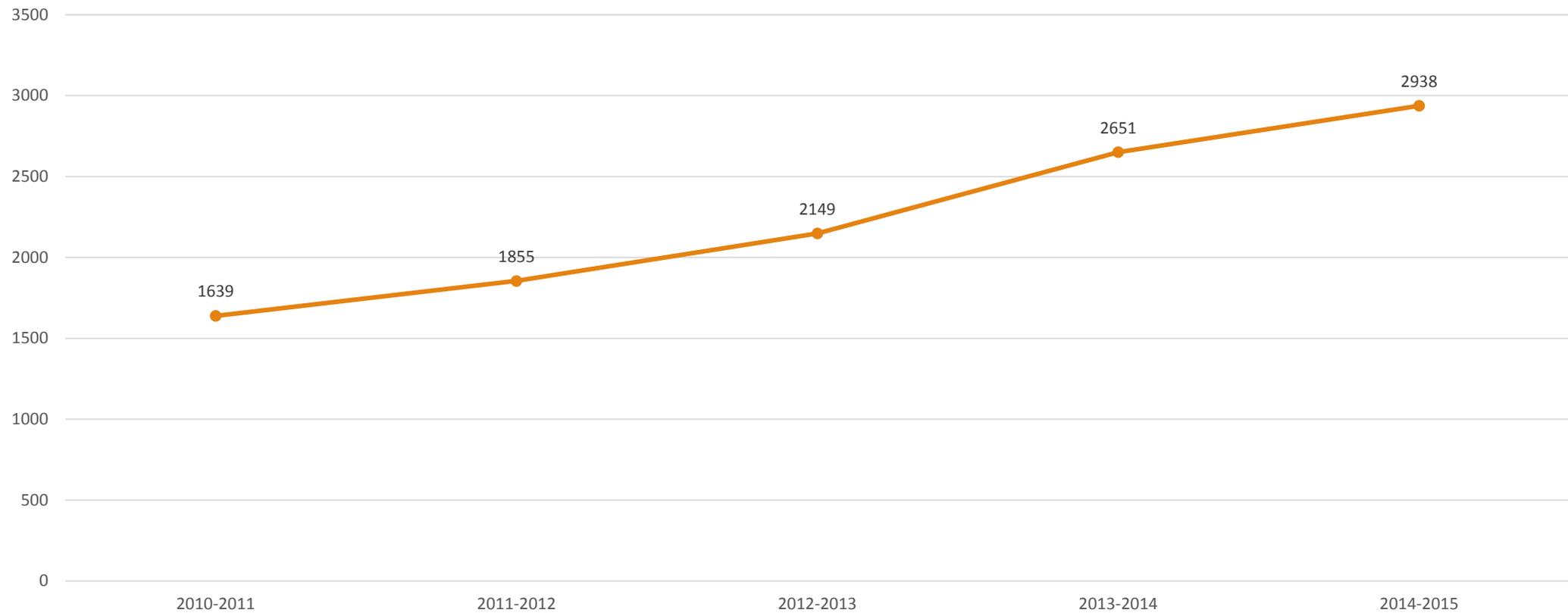
appointments, past five years
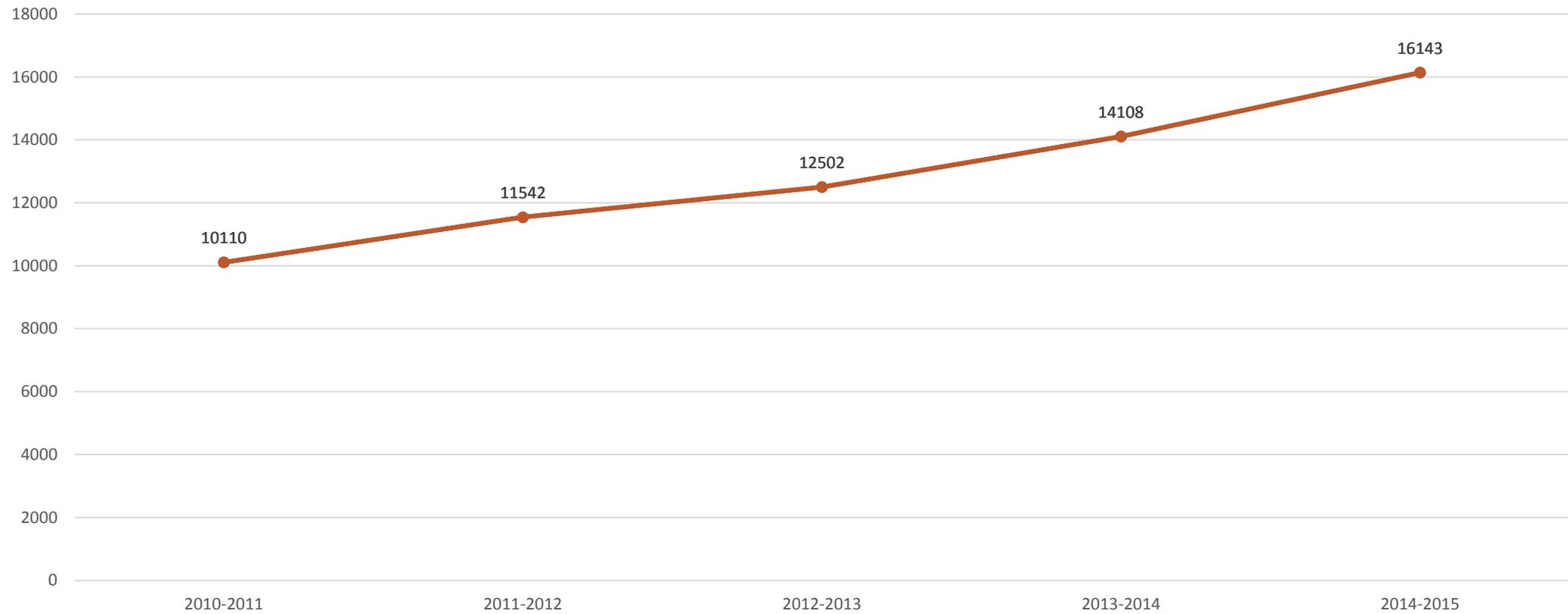
counseling center growth over five years

◦ 79% growth in the number of students seeking counseling in a given year

◦ 60% increase in the number of appointments in which students were treated by a professional staff member.

◦ 5% increase in the number of professional staff positions in the same time frame

◦ 10.1% -For students seeking counseling in the first four months of this Fall Semester.

why students seek counseling

factors affecting academic performance - national college health assessment

- Stress   30.3%
- Anxiety   21.8%
- Sleep Difficulty   21.0%
- Cold/Flu/Sore Throat   15.1%
- Work   13.8%
- Depression   13.5%
- Internet Use   11.6%
- Family member/friend concern   10.9%
- Extracurricular activities   10.5%
- Relationship Difficulties   9.5%

Top-most student concerns – clinician rated

- Anxiety
- Depression
- Relationship Problem
- Stress
- Family
- Academic Performance
- Interpersonal Functioning
- Grief/Loss
- Mood Instability
- Adjustment to New Environment

median age of onset (ncs-r)

Anxiety Disorders	11	IQR	6-21
Impulse Control Disorders	11	IQR	7-15
Substance Use Disorders	20	IQR	18-27
Mood Disorders	30	IQR	18-43

50% of individuals with any disorder will have symptoms by age 14, 75% by age 24.

Interquartile ranges = number of years between 25th and 75th percentiles; smaller number equals a narrower range of distribution.

age of onset (Paus et al 2008)

Nature Reviews | Neuroscience
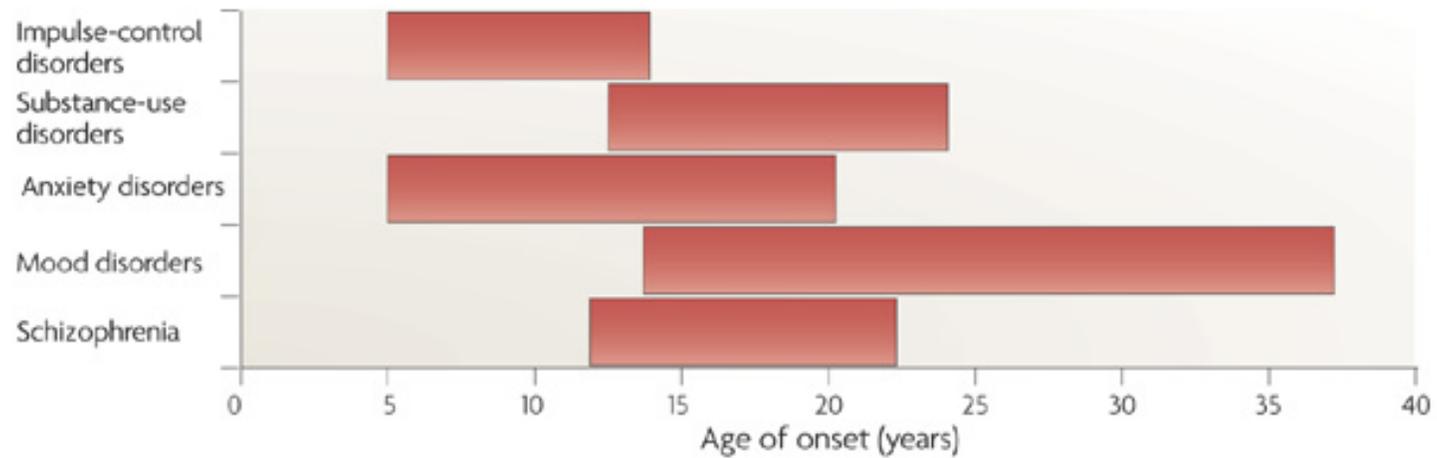
Mental Disorders and Subsequent Educational Attainment NCS-R (Breslau et al 2008)

What is the association of the presence of mental disorders with likelihood of completing high school and/or completing college?

Having three or more disorders strongest predictor of not completing high school.

For students in college, the following predicted failure to complete degree
1. Any impulse control disorder
2. Any substance abuse disorder
3. Panic disorder (not other anxiety disorders)
4. Bi-polar disorder (not other mood disorders)

are students more distressed now?

Are Problems of College Students More Severe Today?

- Research reports are mixed; Benton et al (2003) found more students rated as depressed, and more students referred for medication over 13 year period.
- Schwartz (2007) reported on almost 5,000 students seen in a counseling center from 1992 – 2007. Each student was given the Personality Assessment Inventory. There was no evidence of increased acuity over 15 years. However, students were 25% more likely to be referred for medication.
- Gallagher's Director survey reports increase use of medication from 9% in 1994 to 24% in 2012.
- Kettman et al (2007) find no increased pathology but found increased referrals for medication.

counseling center usage

CCMH has data for 2014-2015 on 79,331 students who attended 370,000 appointments.

- Modal number of visits per year is one
- Range was from 1-117, average of 5.86
- 20% of clients account for 50% of all appointments
- 10% of clients account for 36% of all appointments
- 5% of clients account for 23% of all appointments
- 1% of clients account for 6.5% of all appointments
- 10 clients utilized a total of 878 appointments

clinical population – ccmh 2015

Of students seen in counseling centers:

◦ 50% have a prior history of counseling
◦ 33% have taken psychotropic medication
◦ 10% have a prior psychiatric hospitalization

◦ These data have remained steady for the past five years.

counseling clients, previous treatment
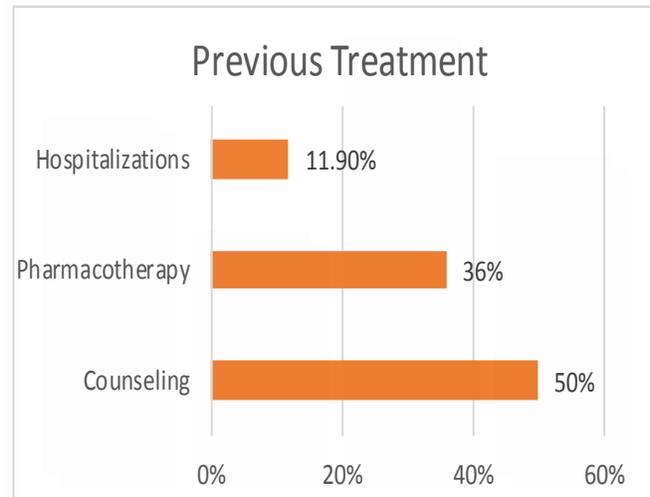
ccmh: changes over past five years

◦ Non-suicidal self injury   21.8%   25.0%

◦ I have seriously considered suicide 23.8%   32.9%"

◦ Past month – suicidal ideation   7.2%   8.3%

◦ Attempted suicide   no change

◦ "Higher education…focused on education campus communities about mental health, reducing stigma, increasing help-seeking, and improving the ability of community members (faculty, staff and students) to identify students-at-risk and refer them to treatment…..this should hypothetically produce a measureable increase in the percentage of students in treatment who represent risk."

time trends- symptoms of mental illness, canada, 1994-2009, mcmartin et al 2014
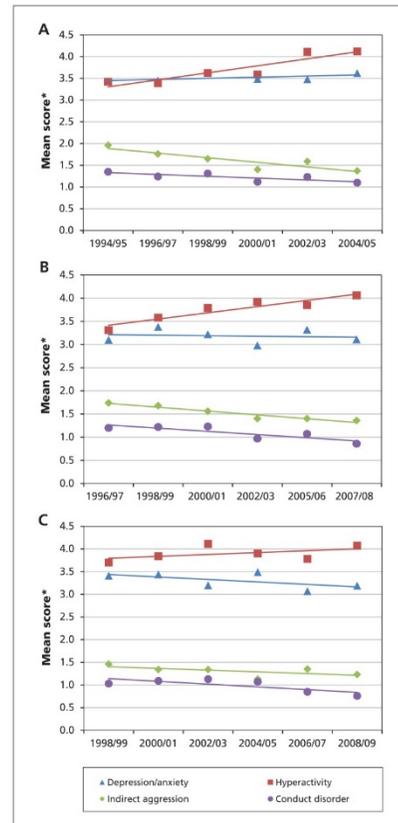
time trends (cont) mcmartin et al 2014

◦ Longitudinal study of 11,725 children assessed over time with measurement every two years.

◦ Scores on measures of depression and of anxiety were stable or showed a light decline over time.

◦ Fewer participants attempted suicide over time

◦ The only notable increase was on mean measures of hyperactivity.

◦ This is a study of a normative population. Are there differences in students who are seen or evaluated in a clinical population?

changes in suicidal ideation over time – mcmartin 2004
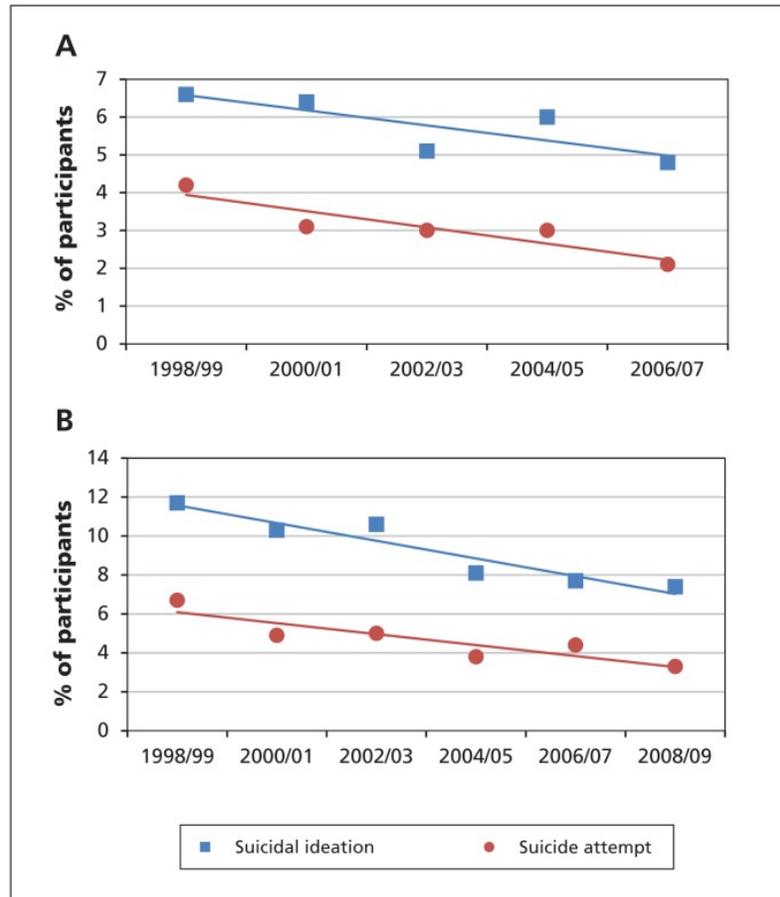
suicidality

Suicidality in the College Population

- 10% of college students "seriously considered" suicide in past year
- 2% will make one or more suicide attempts in a year
- 7.5 of 100,000 students will commit suicide in a year, compared to non-college rate of 15 per 100,000.
- With 18,000,000 in college nationally, 1350 suicides a year
- Virginia has 252,640 students in public and private colleges – can expect 18-19 suicides per year.

Suicide in Virginia: 2003-2007

Suicide Rate by Age Group

Rate per 100,000

Age Group

1.2
6.8
11.7
12.4
14.4
16.6
14.1
14.8
18.3
18.5

10-14 | 15-19 | 20-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65-74 | 75-84 | 85 and older
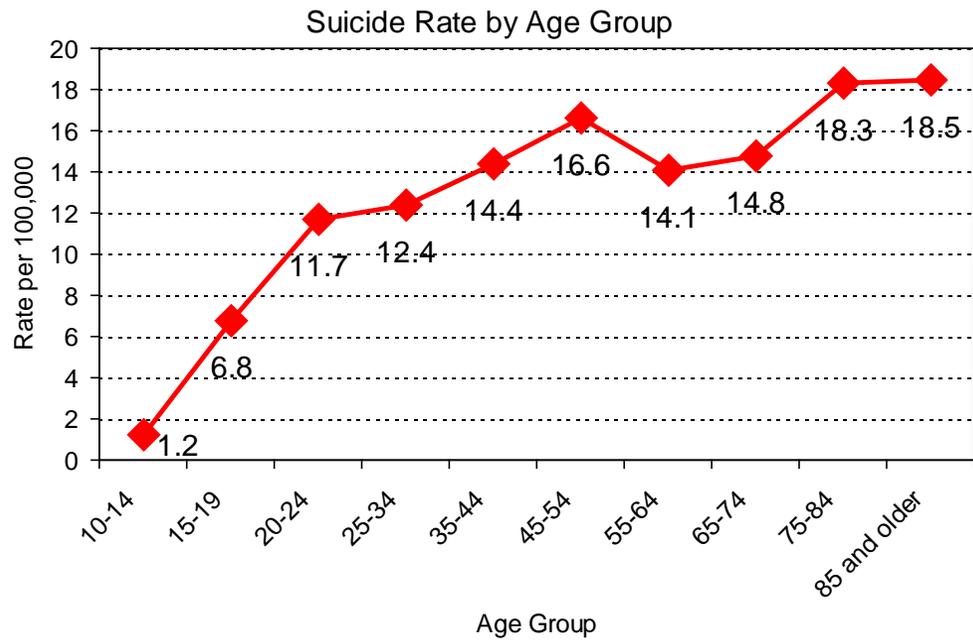
Suicide Rate for Enrolled Students
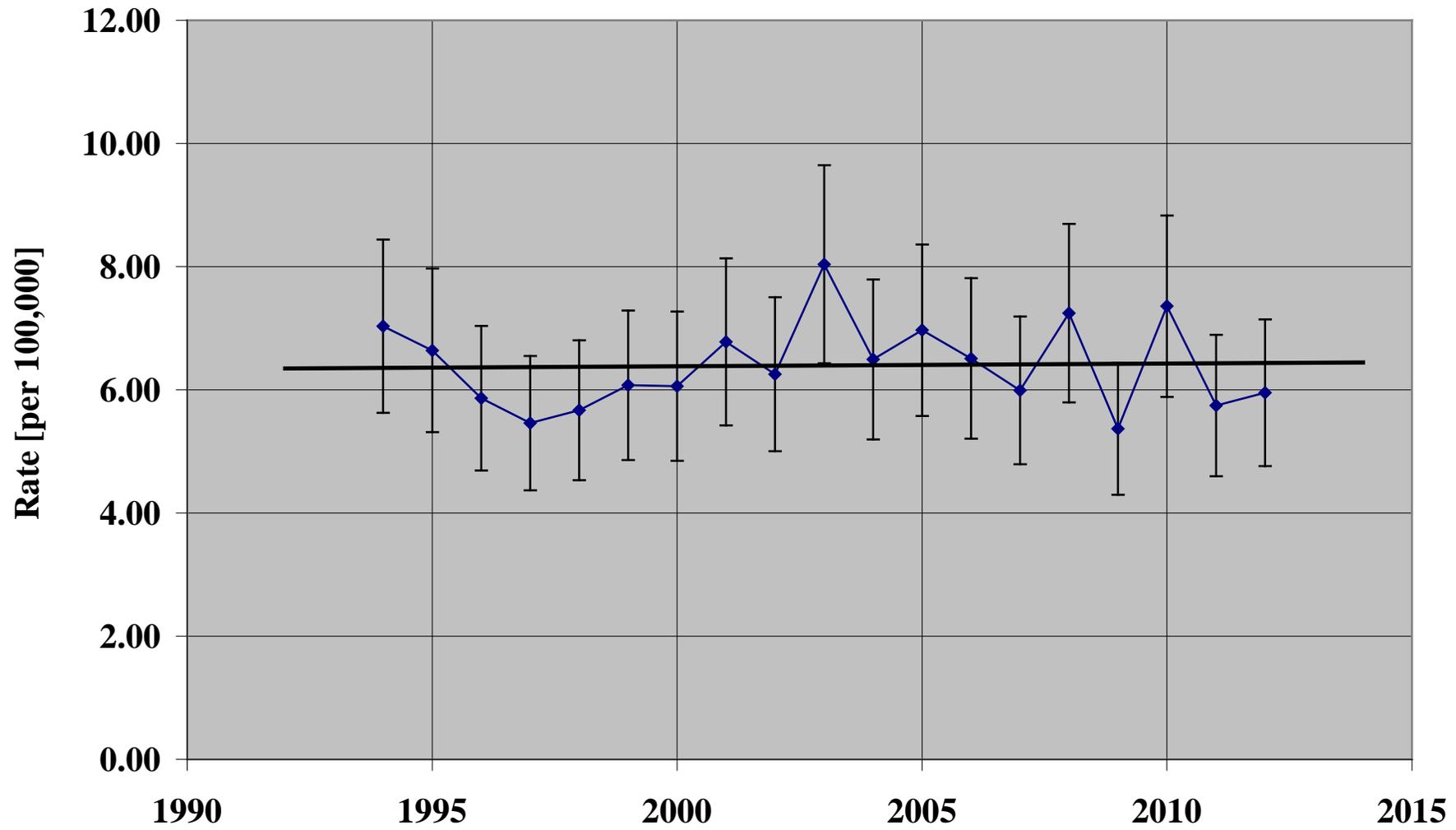
events occurring in 12 months prior to attempt(Brownson 2008)

Recent family problems	41.96%
Recent academic problems	37.57
Romantic relationship loss	36.00
Recent financial problems	34.53
Intentional self-harm (nonsuicidal)	27.67
Recent loss of friendship	27.56
Recent death of friend/family	16.42
Sexual assault	9.22
Recent trauma	8.32
Sexual orientation conflict	6.75
Recent suicide of friend/family	5.74
Relationship violence	5.62

ccmh standard demographic data

In the last academic year,132 centers provided data on 95,000 college students seen in over 500,000 appointments by 3,000 clinicians.

Question 80 from Standardized Data Set:

Intentionally caused serious physical injury to another (how many)

	Overall (%) n=70,236	Male (%) n=24,788	Female (%) n=44,144
Never	96.6	95.1	97.5
1 Time	1.6	2.1	1.3
2-3 Times	1.1	1.8	0.8
4-5 Times	0.2	0.2	0.1
>5 Times	0.4	0.8	0.2

prevalence (%) of violence, non-students and college students
(Schwartz et al 2015, PLOS One, NESARC Data)

| Violence Measures	Not in College	College Student	Significance
Bullied Others	9.64	8.00	.002
Got into Fights	4.55	2.80	< .001
Domestic Violence	8.23	6.78	< .001
Used Weapon in Fight	3.63	3.67	.040
Hit Someone Injury	10.45	9.75	.032
Harass/Threatened Someone	3.20	3.43	.915
Physically Injured Someone	8.60	9.14	.564
Any Violent Behavior	22.53	21.35	.006

student improvement through counseling

change in symptom measures over time

Since one of the primary missions of the Cook Counseling Center is to provide quality mental health services to Virginia Tech students, it is important to assess treatment effectiveness. Clients complete the CCAPS (Counseling Center Assessment of Psychological Symptoms) at the intake and then periodically throughout treatment. If treatment is efficacious, there should be a measurable reduction in symptom severity over time. In the figure on the below, changes in average CCAPS score are summarized. These data include all individuals who have participated in at least three sessions of therapy. Changes of greater than –1.0 represents a clinically and statistically significant reduction in symptoms and are marked with an asterisk. While all scales showed a decrease in symptomatology, the change in overall distress, was clinically significant.

Subscale	Baseline Standard Score	Last Measure Standard Score	Standard Score Change
Depression	0.99	0.11	-0.88
Generalized Anxiety	1.12	0.25	-0.87
Social Anxiety	1.36	0.70	-0.66
Academic Distress	1.26	0.28	-0.98
Eating Concerns	1.32	0.68	-0.64
Family Distress	1.18	1.00	-0.18
Hostility	1.03	0.14	-0.89
Substance Use	1.36	0.39	-0.97
Distress Score	1.23	0.20	-1.03 *

Suicide by Clients
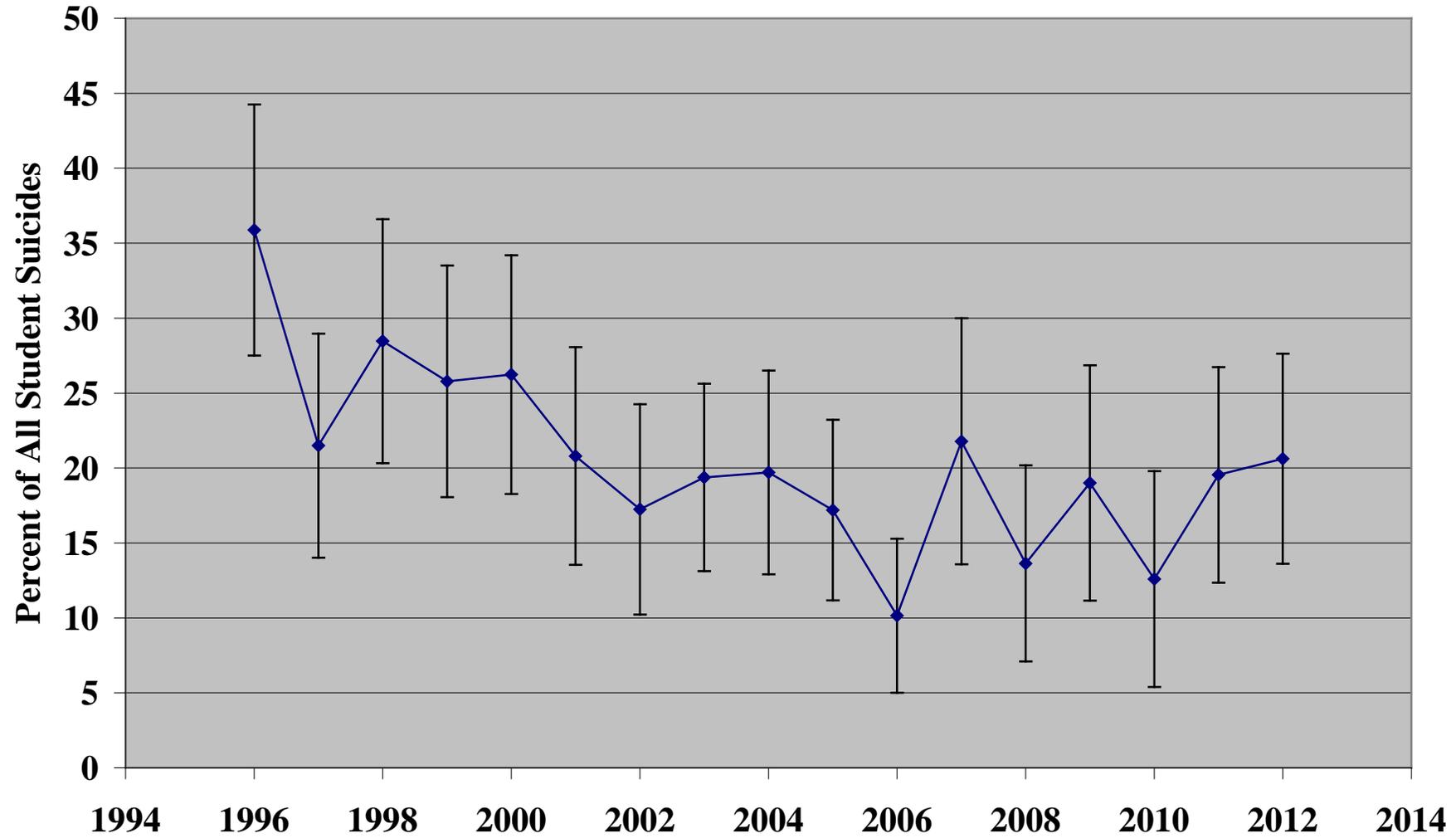
counseling and retention

counseling center benefits:
recruitment, retention, risk management

◦ Parents and students evaluating college and universities consider the resources available to the students on campus. National data from "The American Freshman: National Norms Fall 2014 report that 9.5% of entering freshman felt "frequently depressed."

◦ Multiple studies of retention find that students who seek counseling are more likely to re-enroll than students who do not seek counseling. A recent study of the Rand Corporation found that increased retention yielded a societal benefit of $6.49 for each $1.00 invested in prevention and intervention.

◦ Students who may be at risk of danger to self or others will need early intervention. Students who are in counseling are less likely to commit suicide than those who do not seek treatment. College students are less likely to commit suicide than their peers who are not in college.

counseling needs and recommendations

IACS recommended counseling levels

◦ IACS recommends one counselor for every 1000-1500 students.

◦ In the Commonwealth of Virginia, the majority of the private colleges have staffing levels that are better than one counselor per 1000 – for example, the University of Richmond has five counselors for 2500 students, a 1/500 staffing ratio.

University	Ratio	Counselor/Enrollment	Cook Comparable
◦ The College of William and Mary has a staffing ratio of 1/993		(9/8937)	31 counselors
◦ The University of Virginia has a staffing ratio of 1/1249		(17/21238)	25 counselors
◦ James Madison University has a staffing ratio of 1/1187		(17/20181)	26 counselors
◦ The Cook Counseling Center has a staffing ratio of 1/1700		(18/30598)	18

staffing

The Cook Counseling Center program review recommended that the number of staff be increased to 24-32 counselors to meet IACS accreditation standards of 1 counselor to 1000-1500 students (current ratio is 1 to 1600 students).

◦ Recommendation is based upon the expectation of increased enrollment of 5,000 students over the next 5-10 years.

◦ Yearly, the student demand continues to exceed previous years even controlling growth.

physical and budgetary resources

Additional office space is needed for staff members. The center has utilized all available space in McComas and East Eggleston. There is no space for additional staff to be added.

An additional psychiatrist or psychiatric nurse practitioner is needed for every five new counselors since approximately 20-25% of students seen by Cook counselors are on prescription medications.

Services for Students with Disabilities (SSD)

Susan Angle, Ph. D., NCC
Director

March 2016

Services for Students with Disabilities

1. Overview of Services
2. Current Statistics
3. Trends and Patterns
4. Question and Answer Segment

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SSD Mission

The Services for Students with Disabilities (SSD) office exists to assist the Division of Student Affairs and the University with advancing their missions and with protecting students' civil rights under the Americans with Disabilities Act. SSD establishes clear guidelines and procedures, creates collaborative partnerships, and provides progressive services to promote student learning, personal growth, and development of life skills. SSD endeavors to create a campus climate in which students with disabilities experience full access and inclusion in curricular and co-curricular opportunities in the academic community.

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Civil Rights and University Policy

All faculty are representatives of Virginia Tech and are required to uphold students' civil rights. The **Americans with Disabilities Act (ADA) as Amended in 2008** and the **Rehabilitation Act of 1973** are civil rights legislation, not entitlement programs, as enforced by law.

The Services for Students with Disabilities (SSD) office is authorized to interpret the ADA as Amended in 2008, determine the presence of a disability, and to determine reasonable accommodations for students under **University Policy Memorandum 178** and **University Policy 4075**.

The SSD office promotes efforts to provide equal access and a culture of inclusion without altering the essential elements of coursework for all Virginia Tech students. Civil rights remain the responsibility of the entire campus community.

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SSD's Tri-Part Mission

1. **Legal Compliance with Civil Rights Legislation**
2. **Student Development**
3. **Social Justice**

The provision of progressive and streamlined services; education and engagement of faculty; direct assistance to students to promote their independence, self-efficacy, and confidence; and the removal of physical and attitudinal barriers are interdependent parts of the true purpose of the SSD office.

SSD's mission is to complement, and advance, the university through supporting students, cultivating inclusive learning environments, and empowering the voices of the diverse.

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Key Services and Programs

- Reviewing documentation to determine eligibility of services

- Intakes

- Temporary disabilities

- Academic Relief

- Care Team representation

- Asperger's or Autism Spectrum Disorder Social Interaction Group (G.A.M.E.)

- Provision of educational opportunities for the university and community

- Alternative Text and training in assistive technologies

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Division of **Student Affairs**

Key Services and Programs

- Sign Language and C-Print Captioning

- Academic Coaching

- Provision of special housing and dining accommodations

- Removal of both academic and physical barriers on campus

- Provision of services for online and distance learners

- Support for Commencement or other large venue performances

- Collaboration with external agencies (medical, psychological, social services, etc.)

- Support of grants and research

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Current Statistics

SSD Student Status 2014-2015: students served by SSD. Most students have multiple interactions with SSD each year.	Number	% Change from 2013-2014 to 2014-2015	% Change from 2012-2013 to 2014-2015
Current Registered Students registered with a disability and eligible for accommodations and services	1,213	889 (+36%)	889 (+46%)
Referral Students: Students enrolled at Virginia Tech and referred to SSD for assistance or for a determination of eligibility for registering with SSD.	580	515 (+13%)	490 (+18%)
Prospective Students: Incoming Virginia Tech students who worked with SSD prior to enrolling at Virginia Tech for determination of eligibility for registering with SSD.	199	201 (-1%)	176 (+14%)
Temporary Disability Students: Virginia Tech students needing accommodations and services for temporary illness or injury.	51	45 (+13%)	33 (+55%)
Auxiliary Students: Students who received SSD services (such as proctoring or standardized testing accommodations) who for non-disability related reasons or were graduated Virginia Tech students.	18	37 (-51%)	12 (+50%)
Status Change: Students' statuses changed at least once during 2012-2013; this number is subtracted from total number of students.	**360**	**334 (+8%)**	**308 (+17%)**
TOTAL STUDENTS SERVED UNDUPLICATED COUNT (Current + Referral + Prospective + Temporary + Auxiliary) – Status Change = Total	1,701	1,353 (+26%)	1,236 (+38%)

SSD Disability Category 2014-2015 By GENDER (students can have multiple categories, so if totaled, would not match Current Registered Status)	Number	MALE Number Percent	FEMALE Number Percent
ADHD/ADD	640	392 (61%)	248 (39%)
Learning Disabilities	513	310 (60%)	203 (40%)
Psychological Disabilities	292	143 (49%)	149 (51%)
Medical Disabilities	187	86 (46%)	101 (54%)
Deaf and Hard of Hearing	24	13 (54%)	11 (46%)
Autism Spectrum Disorders (formerly Pervasive Developmental Disorders)	46	36 (78%)	10 (22%)
Mobility Impairments	13	5 (38%)	8 (62%)
Vision Impairments	22	9 (41%)	13 (59%)
Traumatic Brain Injuries	29	13 (45%)	16 (55%)
Communication Disorders	5	3 (60%)	2 (40%)
Number of Students represented in at least TWO of the categories listed above	468	274 (59%)	194 (41%)

Characteristics of CURRENT REGISTERED STUDENTS 2014-2015 N = 1,213		Percentage	#
Gender			
	Male	56%	681
	Female	44%	532
Ethnicity	White/Caucasian	76%	922
	African –American	69%	75
	Asian	5%	61
	Native Hawaiian/Pacific Islander	5%	61
	Native American/Alaskan Native	2%	19
	Hispanic	6%	59
	Unknown/Unreported	1%	16
Class Standing	Undergraduate	91%	1,100
	Graduate	9%	113
College Enrollment	College of Engineering	28%	345
	College of LAHS	15%	179
	College of Science	14%	165
	Pamplin College of Business	11%	137
	College of AG & LS	11%	134
	College of Arch & Urban S	4%	54
	US/IDST	4%	53
	College of Natural Resources	4%	47
	College of VetMed	3%	40
Veteran Status (enrolled this year)	14		
Students on Care Team	46		
(enrolled this year)			

Date of Diagnosis for New Registered Students N=			
Diagnosed K-12	146 (55%)	**Breakdown by year n= 268**	
Diagnosed in College	119 (45%)	k-12	146 (55%)
		Freshmen	27 (10%)
		Sophomore	33 (12%)
		Junior	22 (8%)
		Senior	22 (8%)
		Grad/PhD VetMed	15 (6%)

Trends and Patterns

- ## Criticality of Services

  - The SSD office has seen an increase in the number of students served, over a six year period, from 737 students served in the 2007-2008 academic year to 1,701 students served in the 2014-2015 year. This represents more than a **131% increase** in the number of students served since 2007-2008.

  - The timely provision of services and accommodations for students registered with the SSD office is not optional nor is limiting the number of weekly student appointments, as accommodations and equal access are mandated by federal law and university policy.

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Trends and Patterns

- Students with **mobility impairments remain low** on the Virginia Tech campus

- Students with **chronic medical conditions are increasing**

- Last Spring 2015, our **first blind student majoring in a STEM field, graduated in Physics and is now enrolled in a graduate program**

- Students are **more apt to file grievances and complaints against professors for discrimination**

- The Office of Civil Rights in the Dept. of Education is more active on college campuses issuing **broad sweeping sanctions**

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Trends and Patterns

- The presence of **Service Animals and Therapy/Support Pets** are more common

- Since the 2011-2012 academic year, the **number of tests proctored** has increased **170%** and the **number of alternative text materials** has increased **41%**

- A recent SSD survey indicates that the **campus climate** surrounding faculty creating an inclusive and accessible learning environment for students with disabilities still needs improvement

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Division of **Student Affairs**

Questions and Answers

Virginia Tech
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Division of **Student Affairs**

Thank You!

![VirginiaTech — Division of Student Affairs]

Services for Students with Disabilities (SSD)

Susan Angle, Ph. D., NCC
Director

March 2016

Student Advocacy
Board of Visitors DSA/Athletics Committee

Sharrika D. Adams, Ph.D.
Associate Dean of Students & Director, Student Advocacy
March 21, 2016 * Skelton Inn & Conference Center

VirginiaTech.
Division of **Student Affairs**

About Student Advocacy

Mission: To advocate for Virginia Tech students and their peers, families and support networks during times of personal, academic and community crisis.

About Student Advocacy

Sharrika D. Adams
Associate Dean of Students & Director, Student Advocacy

Tonya Delp
Administrative Manager

Anthony R. Scott
Associate Dean of Students

Kelley Woods-Johnson
Assistant Dean of Students

Bruce Hayden
Assistant Dean of Students

Tara E. Frank
Assistant Dean of Students

Student Receptionists

Tess Blethyn
Student Advocacy Coordinator
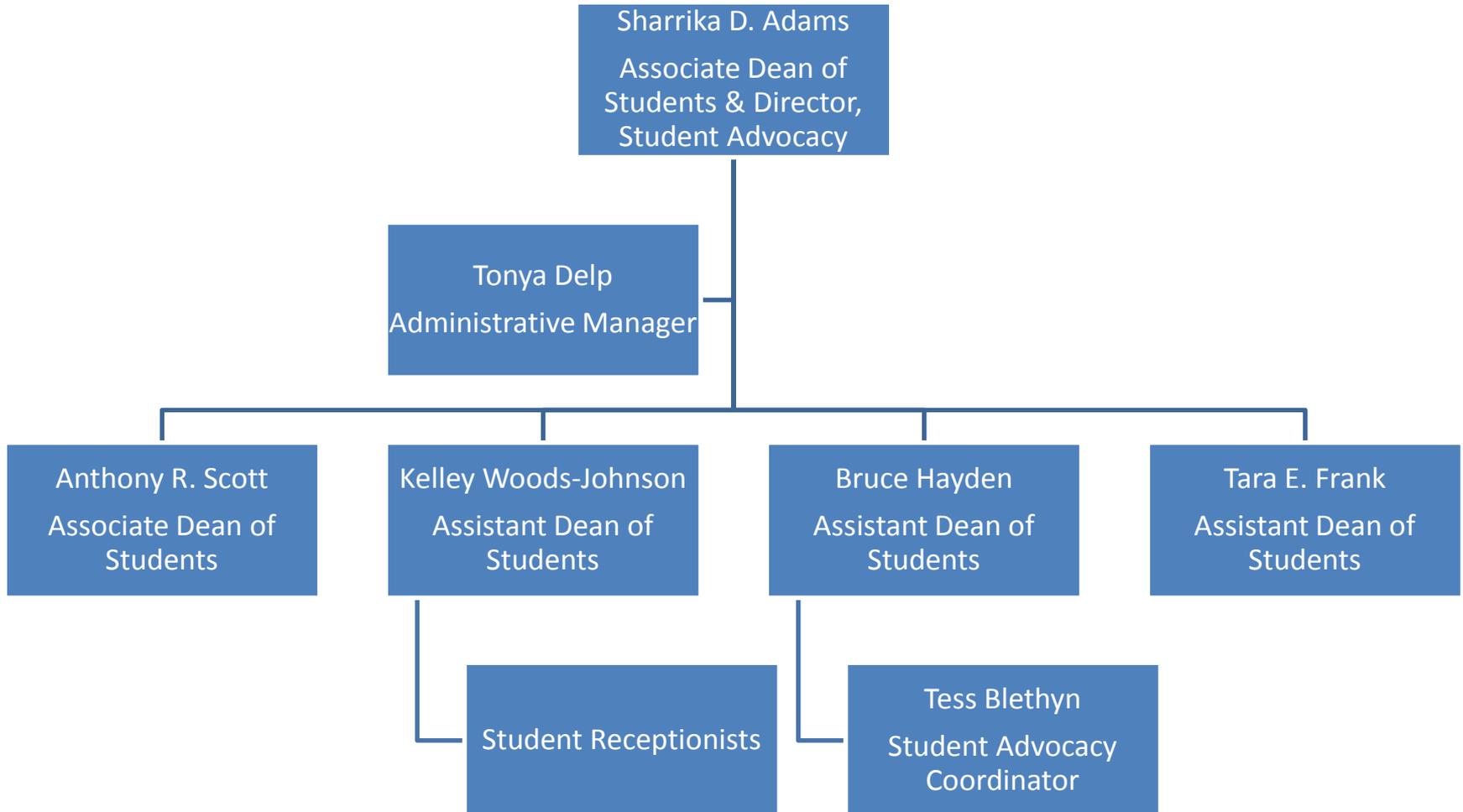
About Student Advocacy

Clarify policies and procedures

Connect to resources

Communicate with faculty

Create action plans

Listen to students

Recommend resources

Support students through their crises

Help minimize barriers to persistence

Levels of Crisis Management

➢ General student contact is approximately 86% - 90% of advocacy work

➢ Care Team approximately 10% of advocacy work

➢ Threat Assessment approximately 14% of advocacy work

About Student Advocacy – Care Team

- Care Team: A multi-departmental university group focused on case management for students across the university.

- Members include colleagues from: Housing & Residence Life, VTPD, Schiffert Health Center, Cook Counseling Center, Services for Students with Disabilities, Student Conduct, University Legal Counsel, University Registrar and Student Advocacy (2).

- Additional members include colleagues from: Cranwell International Center, Corps of Cadets, Fraternity & Sorority Life, VT Women's Center and academic colleges as needed.

- Meets Mondays at 11 a.m.

About Student Advocacy – Care Team

➢ Case manage and problem solve for somewhat routine matters of crisis including but not limited to: disturbing behavior, medical and mental health situations.

➢ Make connections with students (friends and families), connect with resources.

➢ Associate Dean & Director, Student Advocacy convenes the group. Assistant Dean & Case Manager facilitates accomplishing the weekly action plan.

➢ Liaison with Threat Assessment Team if needed.

Student Advocacy Services - Students

- ➤ **Absence verifications = 830**

- ➤ **Emergency grants = 14**

- ➤ **Hospital visits = 4**

- ➤ **After hours on call responses = 79**

- ➤ **Student conduct advocacy = 97**

- ➤ **Title IX advising = 28**

- ➤ **2700 student contacts with 1800 individual students**

***Numbers inclusive of 2014-2015 academic year***

Student Advocacy Services – Faculty & Partnerships

- ➢ **Faculty contacts = 107**

- ➢ **DoS database reports = 57**

- ➢ **Additional partnerships supporting students in crisis**
    - ❖ **Academic appeals**
    - ❖ **Title IX advisory council**
    - ❖ **The Coalition**
    - ❖ **Threat Assessment Team**
    - ❖ **Sexual Violence Prevention Council (SVPC)**

Numbers inclusive of 2014-2015 academic year

Student Advocacy – Student Stories

Joys	Challenges
Student Advocacy	
Truimphs	Sorrows
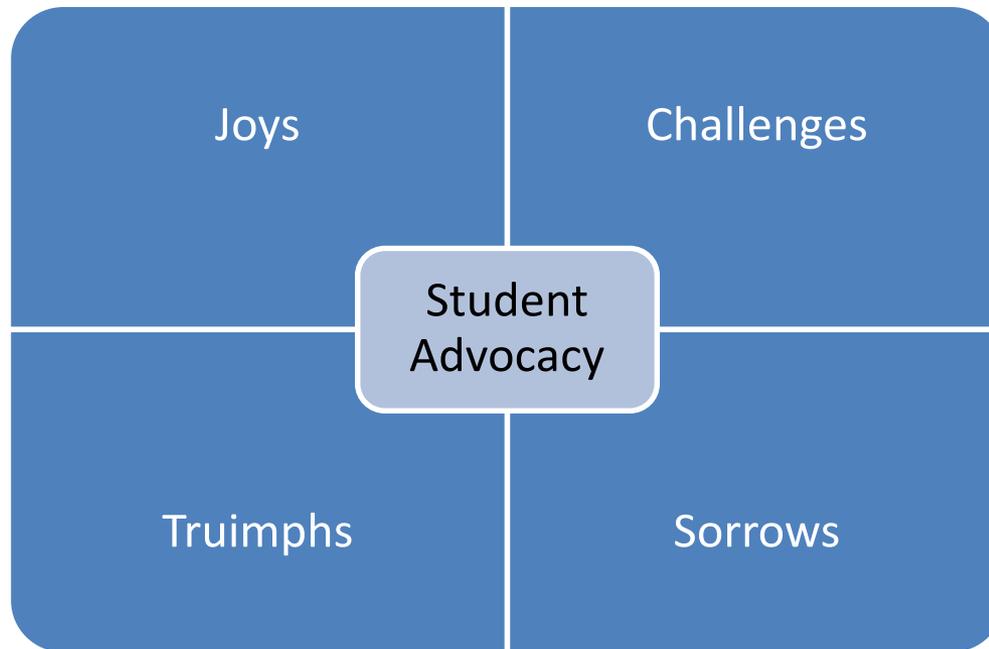
Student Advocacy – Other connections

➢ **Vets@VT advising**

➢ **Virginia Tech Interfaith Council (VTIC)**

➢ **Outreach & presentations**

QUESTIONS?

Student Conduct at Virginia Tech

Faces of Student Conduct

Here to Help

Our Mission:
The mission of Student Conduct at Virginia tech is to partner with Virginia Tech community members to address a student's conduct inconsistent with university expectations and resolve interpersonal, organizational, and community conflicts. Through a student-focused and learning-centered lens, we utilize a comprehensive approach of informal and formal options to uphold community standards, foster personal growth and development of life skills, and promote a civil learning environment.

Rohsaan Settle
Director

Nannette Gordon
Associate Director

Sandy Gautier
Case Manager

Katie Bylenga
Assistant Director

Barbara Horton
Office Manager

Aaron Reistad
Student Conduct Coordinator

Caroline Green
Student Conduct Coordinator

Lester Schonberger
Assistant Conduct Coordinator

Courtney Woodside
Graduate Assistant

Kyle Rose
Student Conduct Coordinator

Engage. Identify. Reflect. Act.

BASED ON YOUR EXPERIENCE, WHEN YOU HEAR "STUDENT CONDUCT," WHAT WORDS OR PHRASES COME TO MIND?

Student Conduct's Core Values

✗ Learning-Centered

✗ Student-Focused

✗ Relationally Driven

✗ Community Minded

Engage. Identify. Reflect. Act.

Learning-Centered in Action

- "…foster personal growth and development of life skills" (Student Conduct Mission and Purpose)

- "Student Conduct plays a key role in educating students, faculty, staff, and other stakeholders about community expectations and values." (Student Conduct Vision)

Recent data reports that:

- Educators should construct learning environments that facilitate learning.

- Students that perceive the conduct process as timely, fair, explanative, respectful, facilitative, and fosters student learning are more likely to report more student learning than those that don't.

- How a conduct system is administered has a dramatic influence on how much is learned by students who interact with that system.

-Stimpson and Janosik, 2011

Engage. Identify. Reflect. Act.

NASCAP Project

- The National Assessment of Student Conduct Adjudication Processes (NASCAP) Project

- The NASCAP Project was created to assist student conduct administrators in understanding what effect, if any, programs and services have on student attitudes, learning, beliefs, and behavior.

- The 2014-2015 administration of the assessment suggests that in almost all areas, those students who have experience with the system evaluated the student conduct process in a positive light.

NASCAP Project Participants

Duke University

Old Dominion University

Ohio University

Louisiana State University

East Carolina University

Kennesaw State University

Providence College

Radford University

Roanoke College

Texas A&M University

University of Florida

University of Colorado Denver

University of Mary Washington

University of Maryland Baltimore County

University of Missouri

University of Scranton

University of Texas at Austin

Virginia Tech

NASCAP data reports that:

- Students that perceive the conduct process as **_timely_** are more likely to report more student learning than those that don't.
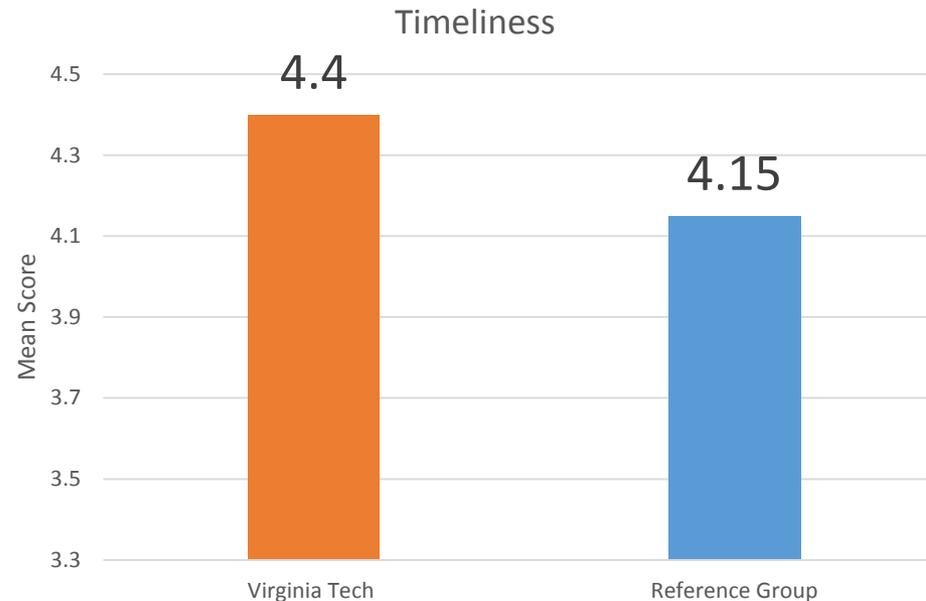
Timeliness

E n g a g e.   I d e n t i f y.   R e f l e c t.   A c t.

NASCAP data reports that:

- Students that perceive the conduct process as ***fair*** are more likely to report more student learning than those that don't.

Treated Fairly
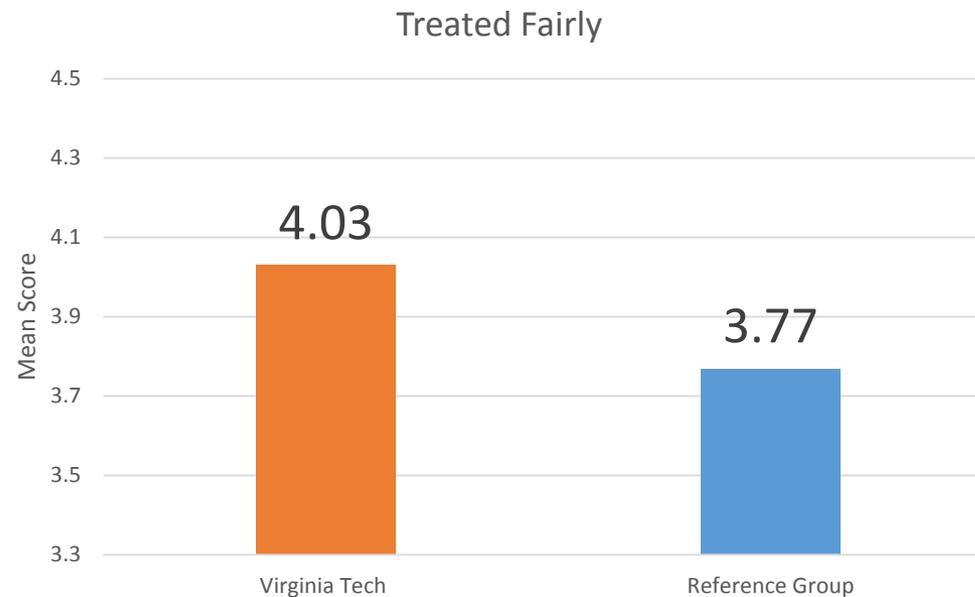
NASCAP data reports that:

- Students that perceive the conduct process as ***explanative*** are more likely to report more student learning than those that don't.
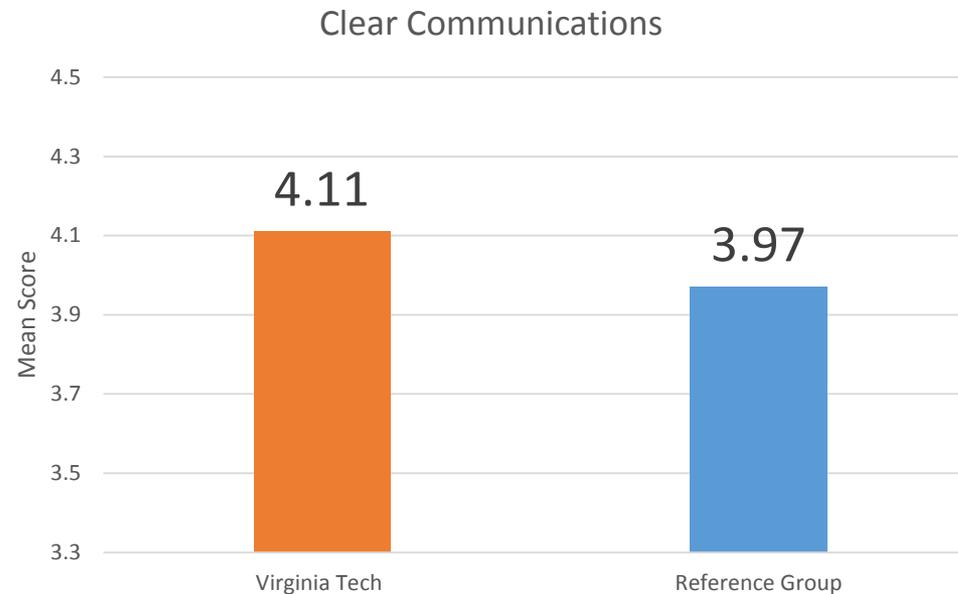
Clear Communications

E n g a g e. I d e n t i f y. R e f l e c t. A c t.

NASCAP data reports that:

- Students that perceive the conduct process as ***respectful*** are more likely to report more student learning than those that don't.

Treated Respectfully

Mean Score: Virginia Tech = 4.01, Reference Group = 3.78
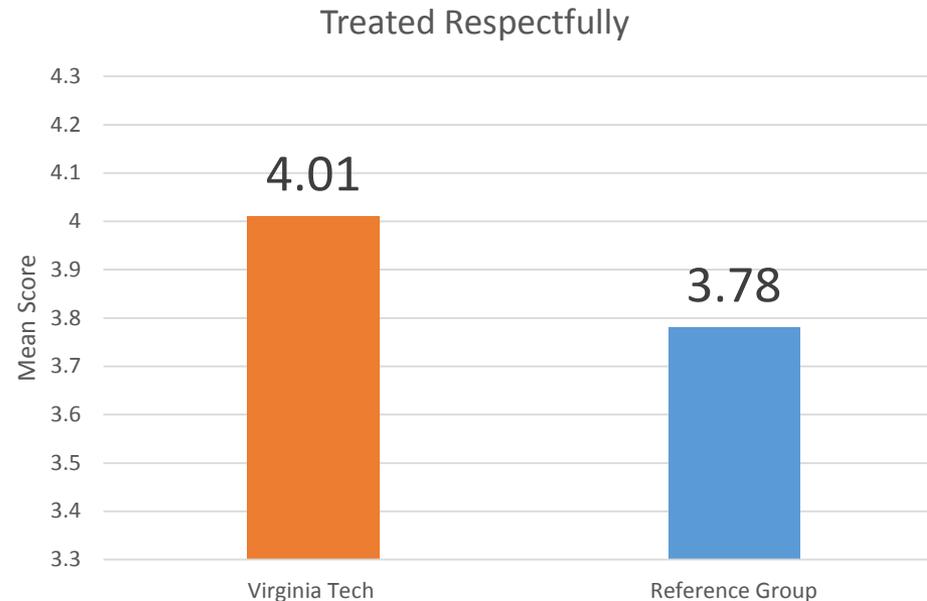
Engage. Identify. Reflect. Act.

NASCAP data reports that:

- **I understand why administrators at my school are concerned about my alleged misconduct.**

Understanding Admin. Concern with behavior
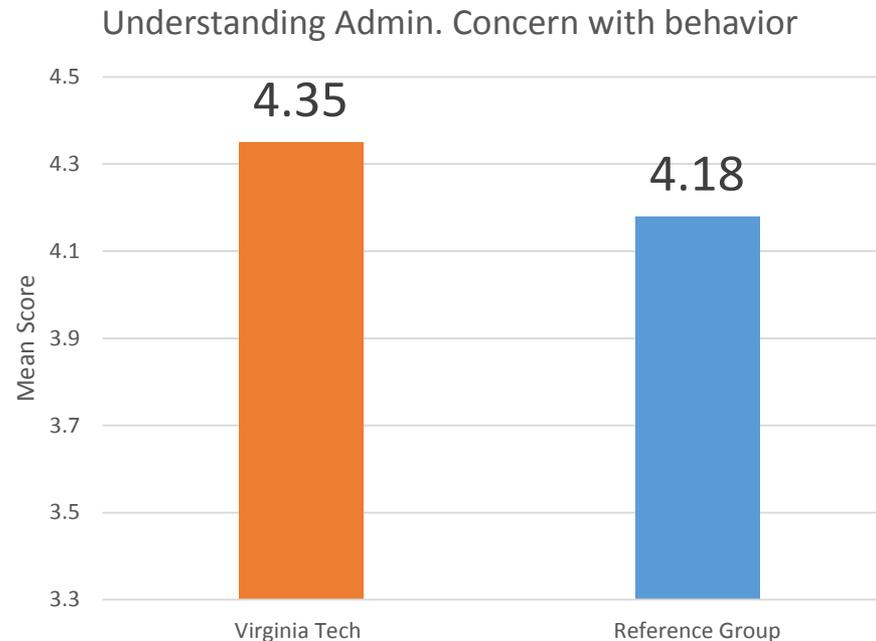
NASCAP data reports that:

- **As a result of my hearing, I am less likely to engage in any other misconduct in the future.**

Less Likely to Engage in Any Misconduct as a result of the hearing

	Virginia Tech	Reference Group
Mean Score	4.25	4.08
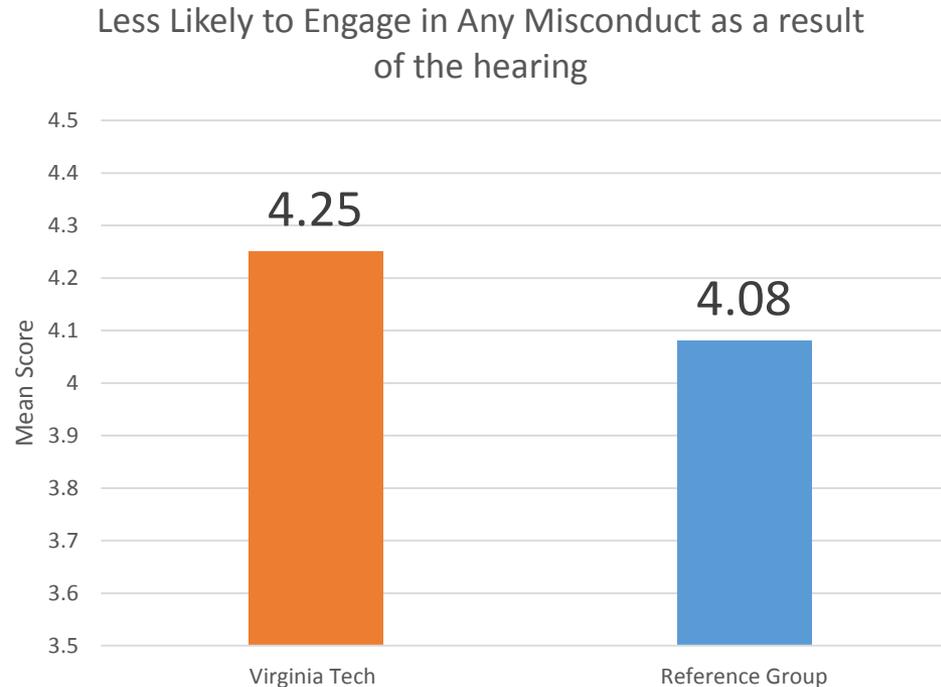
E n g a g e . I d e n t i f y . R e f l e c t . A c t .

High Impact Practices: Internships

- Internships are another increasingly common form of experiential learning.

- The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

- Student Conduct currently has 8 interns performing a variety of office and career related tasks.

Student-Focused in Action

- "Through a student-focused and learning-centered lens, we utilize a comprehensive approach of informal and formal options to uphold community standards…" (Student Conduct Mission and Purpose)

- Conduct Systems across the country generally vary between "Process-Centered" systems vs. "Student-Centered" systems

- Created the Agreed Resolution process and reserved formal hearings for complex and egregious situations.

- Collaborative sanctioning that is customized for each student.

Engage. Identify. Reflect. Act.

Spectrum Model or "Pathways"
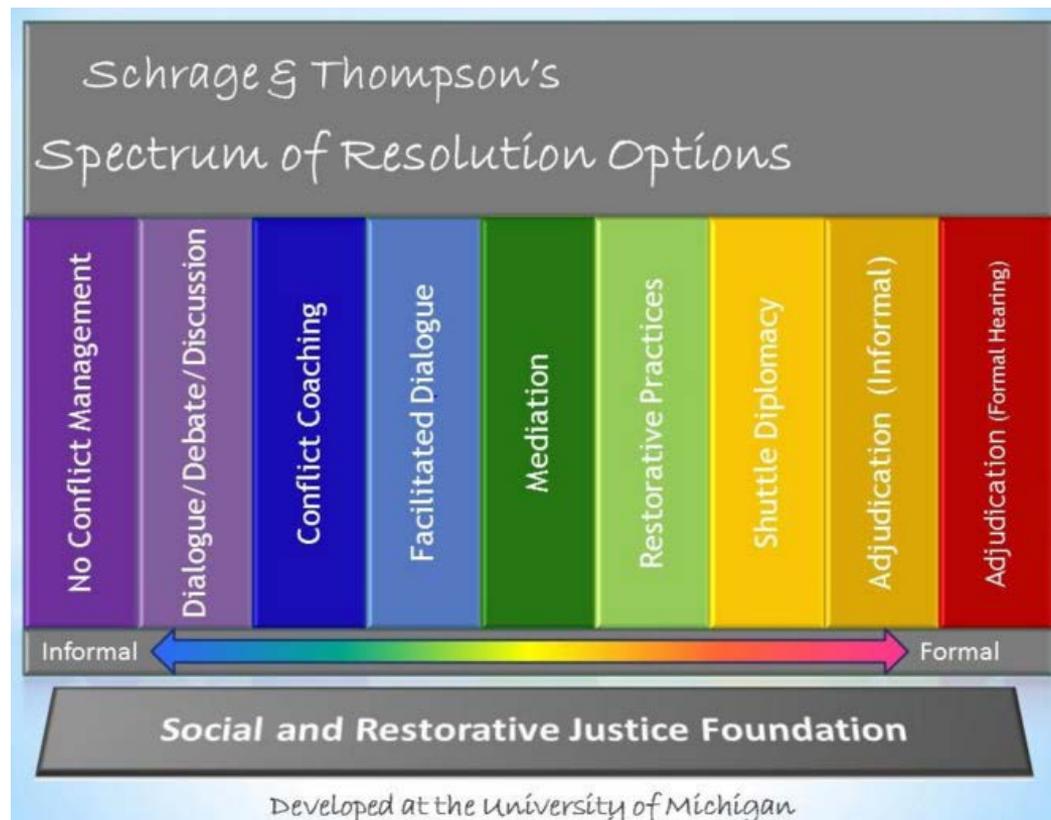
Engage. Identify. Reflect. Act.

Student-Focused in Action

- **I felt heard during my conduct meeting**

Feeling Heard

Virginia Tech	4.43
Reference Group	4.41

E n g a g e. I d e n t i f y. R e f l e c t. A c t.

I am so grateful for your level of understanding and empathy. It is obvious you provided him with an opportunity to fully explain his situation. With that, you then evaluated what to do and provided him with consequences to be responsible but yet give him a chance to move on and stay at Virginia Tech.

The time the three of us had together brought me a true sense of appreciation. You looked us both in the eyes and clearly helped us appreciate your style of doing business that many times is not easy.

~ Advisor of a Suspended Student

Relationally Driven in Action

- "The mission of Student Conduct at Virginia Tech is to partner with Virginia Tech community members to address a student's conduct inconsistent with university expectations." (Student Conduct Mission and Purpose)

- Students and Campus/ Community Partners

- ½ hour hearing to 1 hour hearings to 1 ½ hour meetings

- More focus on building high touch student relationships:
  - Once they're yours, they're yours
  - Over 550 follow-up/ information meetings this academic year

Engage. Identify. Reflect. Act.

My conduct officer is [Name removed], and I have to say that I am privileged to say that. He has treated me with nothing but courtesy and respect through the whole ordeal, and I have to say that my experiences with him have been so helpful in returning to Tech. I can tell he truly enjoys what he does, and that enthusiasm seems to have spread vicariously to me – it's almost as if a portion of my motivation is to show him that I'm not just sitting in his office feeding him optimistic half-truths – I genuinely want to succeed in my goals at Virginia Tech.

~ Suspended Student

Campus & Community Partnerships

- Housing and Residence Life
- Title IX
- VTPD & Blacksburg Police Dept.
- University Threat Assessment Team
- University Care Team
- VTCC
- Fraternity and Sorority Life
- Dining Programs
- Office of University Legal Counsel
- Athletics Department
- Student Engagement & Campus Life
- Hokie Wellness

- Service for Students with Disabilities
- Cook Counseling Center
- Student Success Center
- Career Services
- Graduate School
- Local attorneys
- New Student and Family Programs
- Student Advocacy
- Intercultural Engagement Center
- Cranwell International Center
- Women's Center

Engage. Identify. Reflect. Act.

Community Minded in Action

- "We envision a safe, learning-centered, civil and inclusive community" (Student Conduct Vision)

- "promote a civil learning environment" (Student Conduct Mission and Purpose)

- Using partnerships and processes to assist with safety and climate concerns on campus and in the community.

- Interim suspensions, arrest disclosures, and no contact orders.

E n g a g e. I d e n t i f y. R e f l e c t. A c t.

Community Minded in Action

- Campus Liaisons and partnerships

  - Care Team
  - Virginia Tech Police Department
  - Blacksburg Police Department
  - Student Advocacy
  - Threat Assessment
  - SVPC

  - TIX Advisory Group
  - Housing and Residence Life
  - Athletics
  - Women's Center
  - Fraternity and Sorority Life
  - Intercultural Engagement Center
  - Town Gown

Engage. Identify. Reflect. Act.

Community Minded in Action

- Abusive Conduct Coordinators
  - The assistant director is responsible for providing leadership over abusive conduct, Title IX, and Bias related incidents

    - The assistant director manages Title IX case coordination
    - A coordinator responsible for managing abusive conduct case coordination
    - A coordinator responsible for managing bias related incident case coordination

Engage. Identify. Reflect. Act.

NASCAP data reports that:

Understanding of Responsibility to Others

Bar chart showing Mean Score. Virginia Tech: 4.18; Reference Group: 4.08.

Engage. Identify. Reflect. Act.

NASCAP data reports that:

Understanding Expectations of Behavior
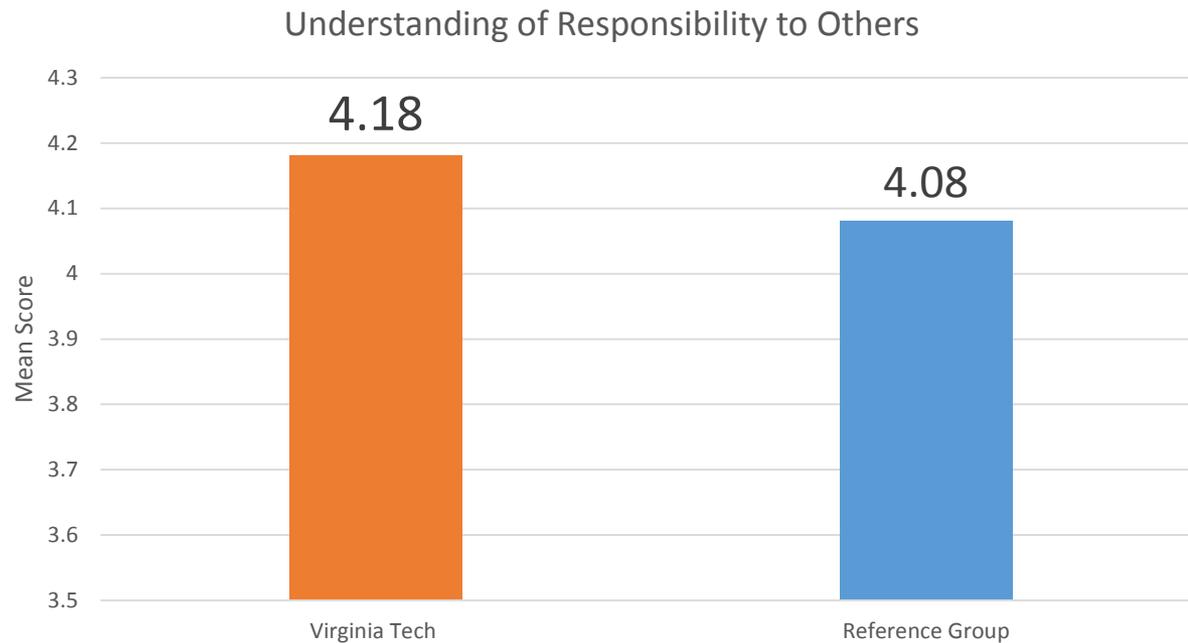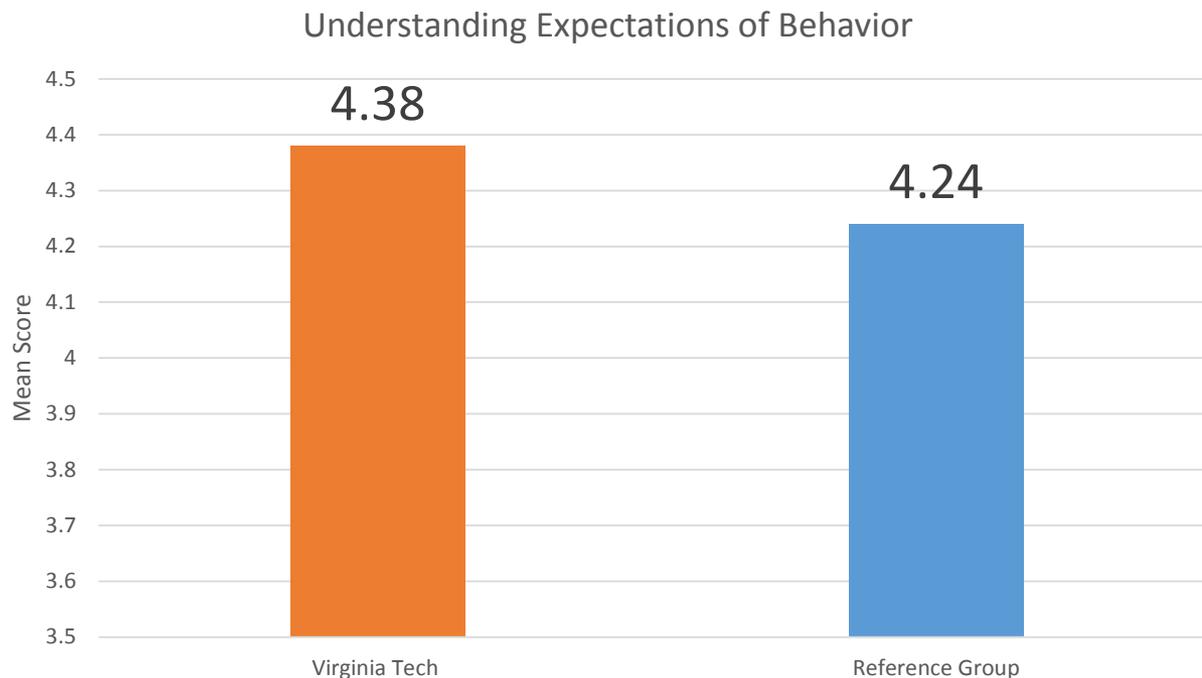
Engage. Identify. Reflect. Act.

I wanted to tell you a special thank you. I must admit, driving down on December 17th for our meeting we did not have a lot of hope. We knew we could explain the situation our daughter found herself in, but we never thought that you would be completely open and listen to her story. I believe we misjudged you and the situation. For the way you handled that meeting, we will always be grateful.

What you have done for her and our family will never be forgotten. If you ever wonder if you are making a difference with your life, the answer is a big yes, and I believe you will continue to make a difference. You are excellent at what you do. You have a tough job, but through it, you have always shown us kindness and compassion while being firm to the standards you are required to go by.

While we did not fully understand the first decision to ask her to leave, we now realize it was for the best. If she would have been away from home with what she was dealing with, a proper diagnosis may not have been found. Not to get religious, but I feel God was in that situation working through all of us. Thank you, and again, you have been a blessing to our family.

~Parent of Suspended Student

E n g a g e .   I d e n t i f y .   R e f l e c t .   A c t .

"No conduct record doesn't necessarily mean "honest" or "good character". Many good students make predictable mistakes and are branded as being dishonest or of bad character; those students may well have learned from their mistakes and have become better, and better educated people. Rule systems operate as if rule compliance is a proxy for good character."

~ Peter Lake in *Beyond Discipline*

Engage. Identify. Reflect. Act.

VirginiaTech
Division of Student Affairs

ENG AGE IDE NTI FYR EFL ECT ACT

Orange Obligation
Maroon Mindset

Student Conduct
at Virginia Tech

Virginia Tech is an extraordinary university with distinctive pride. Passionate about learning, and committed to serving others through a level of generosity and kindness, the Virginia Tech community thrives on an unyielding spirit known around the world. Boasting more than just outstanding academic achievements in research and technology, Virginia Tech also offers a solid sense of camaraderie and respect derived from the diverse and inclusive environments found throughout campus and around the world.

Student Conduct plays a key role in educating students, faculty, staff, and other stakeholders about community expectations and values. We envision a safe, learning-centered, civil and inclusive community where all members are significantly invested in personal and collective excellence for the betterment of self, others, and community.

The mission of Student Conduct at Virginia Tech is to partner with Virginia Tech community members to address a student's conduct inconsistent with university expectations and resolve interpersonal, organizational, and community conflicts. Through a student-focused and learning-centered lens, we utilize a comprehensive approach of informal and formal options to uphold community standards, foster personal growth and development of life skills, and promote a civil learning environment.

We partner with Virginia Tech community members to help students resolve interpersonal, organizational, and community conflicts and conduct inconsistent with university expectations. Through a student-focused and learning-centered lens, we utilize a comprehensive approach of informal and formal options to uphold community standards and foster personal growth.

This is done by our four guiding principles:

- Student-centered
- Learning-focused
- Relationally driven
- Community minded

Student Conduct vs. Criminal Justice Processes

 The goal of the student conduct process is to engage students in intentional conversations and activities that promote deep reflective learning to foster personal growth, community commitment, and civility. As such, there are significant differences between the student conduct and criminal justice procedures. The processes are not mutually exclusive. In other words, a student may be arrested and charged in the criminal justice system and at the same time, be referred to Student Conduct for a university policy violation. Additionally, the more communities you belong to, the more people you are accountable to.

Student Conduct strives to provide an atmosphere that is both supportive and welcoming to address interpersonal, organizational, and community conflicts and conduct inconsistent with university expectations. Overall, the student conduct process is much less formal than criminal proceedings. Students will find, though, that more serious incidents (e.g. abusive conduct and gender-based and sexual violence cases) tend to be accompanied by more formal and articulated processes.

Student Conduct

- Education: understand impacts on self & community
- VT Policies: may not be violations of law
- Conduct Mtg: supportive and non-adversarial
- Information: relevant information may be considered
- Standard of Proof: Preponderance of Evidence
- Responsible/Not Responsible
- Educational record: FERPA protected
- Student Privileges
- Advisor: students are expected to speak for themselves. Advisors are present for support.

Criminal Justice

- Punitive
- Law: local, state, or federal
- Trial: rules of engagement
- Evidence Based: must be determined as admissible
- Standard of Proof: Beyond a Reasonable Doubt
- Guilty/Innocent
- Criminal Record: public
- Civil Liberties
- Attorney: hired to speak on behalf of their client

Student Conduct Engagement Model

When Student Conduct staff meets with students who were documented and referred by community partners regarding behavior that may have been contrary to stated university values and expectations, we use our engagement model to frame that conversation. By implementing our engagement model, Student Conduct at Virginia Tech is responsible for facilitating dialogue that helps students reflect on their past behaviors, co-create knowledge, and build skills to help them be successful in the future.

Engage: To engage students in intentional conversation and activities and connect students to resources.

Identify: To pinpoint the specific behavior they engaged in, understand the impact of their behavior on themselves and others, to provide them with the opportunity to further understand personal and community values, and to assist them to understand how those value sets contribute to and impact future decision making.

Reflect: To encourage student to examine their thoughts, attitudes, and behaviors that are contrary to stated personal, family, and community values and expectations.

Act: To take action upon previously stated values, expectations, and goals.