

Inside CARE

BIT/CARE and Threat Case Discussions

Volume 1: Jake



InterACTT
— INTERNATIONAL ALLIANCE —
FOR CARE AND THREAT TEAMS

This case highlights the challenges of managing classroom disruptions and the importance of striking a balance between student rights and institutional safety protocols.

Incident Overview

Student: Jake Thompson, a 20-year-old sophomore at a public university

Course: Introduction to Psychology (Lecture with 50 students)

Professor: Dr. Lisa Reynolds, a new professor with one year of teaching experience

Jake has a history of sporadic attendance and occasional disruptive behavior in class, including side conversations, using his phone during lectures, and challenging authority. Despite previous warnings, his behavior escalated one afternoon, leading to campus police intervention.

General “pinging” out to his advisor and a review of records prior to the meeting finds:

- GPA of 2.4, mostly due to attendance issues and not turning in assignments
- Two alcohol infractions during his 1st year, nothing this year
- Has some trouble socially getting into arguments and debates with other students

Timeline of Events

- Over the past month, Jake frequently arrived late, talked over the professor, and made sarcastic remarks when called out. Dr. Reynolds issued verbal warnings and reminded the class of behavioral expectations. Dr. Reynolds did not share this behavior with the conduct office or the BIT/CARE team.
- Last week, during a discussion on cognitive development, Jake loudly disagreed with the professor’s interpretation of Piaget’s theory. Dr. Reynolds asked him to raise his hand and wait to speak, and Jake responded, “This is bullshit. You’re just shutting me down because you can’t handle debate.”
- Dr. Reynolds asked Jake to step outside to cool down. He refused, saying, “I paid for this class. You can’t kick me out.” When she threatened to report him to student conduct, Jake stood up aggressively, knocking over a chair, and yelled, “Go ahead, call whoever you want!”
- Concerned about classroom safety, Dr. Reynolds called campus security.
- Two campus police officers arrived within minutes. Jake initially resisted leaving but complied after the officers warned him of the potential for arrest for disorderly conduct. He was escorted out and barred from returning pending a disciplinary/conduct meeting. A BIT report was filed.

Teaching Points

- **Early Intervention Matters:** Clear warnings and documentation of disruptive behavior are crucial before escalation. Conduct should be involved sooner prior to a physical assault.
- **Safety First:** If a student becomes aggressive, involving campus police may be necessary to maintain a safe learning environment.
- **Support Systems:** Universities should provide resources (counseling, conflict mediation) to address underlying student issues before crises occur.
- **Parental Notification:** Involving parents under FERPA’s emergency exemption may help.

Sample Note

The team met to discuss Jake Thompson, a 20-year-old sophomore who lives off campus. Jake has exhibited numerous disruptive classroom behaviors, including arriving late to class, talking over the professor, and arguing with the professor. This recently escalated when he aggressively threw over a chair and was escorted out of the classroom by campus safety. He has two previous alcohol infractions and a 2.4 GPA. There have been some reports of him having difficulty connecting with others and arguing with students.

The team scored him on pathways (Social Problems: 1, academic trouble: 1, harassing behavior: 1, Affective Violence: 1, Trolling Behavior: 1, Transient Threats: 1) with moderate results. He has been asked not to attend this class again until he meets with the campus conduct office. The decision was made to hold on parental notification and a no-contact directive. Potential intervention may involve a transfer to another section of the psychology course.

Tammy to follow up with his professor, Dr. Reynolds, to request more information and offer support.

Taylor and Brian to follow up with a conduct meeting and supportive measures. Plan to consider anger management, impulse control, and improving his frustration tolerance with Brian.

Pathways Higher Ed

Your Responses

Suicide	Social Problems: 1	Anxiety:	Harassing Behaviors: 1	Affective Violence: 1
Depression:	Academic Trouble: 1	Intense Thought/Action:	Stalking Others:	Trolling Actions: 1
Self-Injury:	Financial Insecurity:	Hallucinations/Delusions:	Acts of Partner Violence:	Transient Threats: 1
Alcohol/THC:	Adjusting to Change:	Intimidating Behaviors:	Sexual Violence:	Substantive Threats:
Serious Drug Use:	Loss or Bereavement:	Vandalism:	Incel Behavior:	White Supremacy:
Being Teased:	Being Stalked:	Being Controlled:	Eating/Sleeping:	Weapons Interest/Access:
Are they without housing? No				
Are they a veteran? No				

Rating: MODERATE

COUNSELING/CASE MANAGEMENT

Academic Trouble

- Offer support, normalization, and advice/guidance
- Consider a referral to academic support
- Consider a referral to counseling
- Explore goals and strategies for improvement

RESIDENTIAL LIFE/CONDUCT

Social Problems

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Consider a referral to counseling
- Consider a referral to academic support
- Consider a referral to ADA/504

TITLE IX/CONDUCT

Harassing Behaviors

- Identify the range of behaviors and parties involved
- Consider the conduct process to address their behaviors
- Consider Title IX/EEO involvement
- Offer both parties referrals to counseling support

Trolling Actions

- Identify areas of difficulty (social, academic, workload, etc.)
- Discuss social and conduct implications of their behavior
- Explore alternative behaviors and ways to support them

POLICE/CONDUCT

Affective Violence

- Explore stressors and identify escalation triggers
- Consider the conduct process to address their behaviors
- Offer support, normalization, and advice/guidance

Transient Threats

- Explore stressors and identify escalation triggers
- Connect the individual to supports and resources
- Consider the conduct process to address their behaviors

Transcript

Amy Murphy: Dean Of Students, Chair of BIT

Chris Taylor: Director of Student Conduct

Brian Van Brunt: Case Management (non-clinical)

David Denino: Director of Counseling (clinical and licensed)

Chris Usher: Director of Campus Safety (non-sworn)

Tammy Hodo: Sociology Faculty

[Amy]: All right, so we have a new case. Jake Thompson, sophomore, 20-year-old. This was a referral from a faculty member his. It's Dr. Lisa Reynolds. She teaches introduction to psychology. Tammy, I see you shaking your head. Do you know Dr. Reynolds?

[Tammy]: I do. And she's relatively new. She's only been teaching about a year.

And she tends to be a little too lenient. My perspective in the classroom, I could see maybe some disruptive behavior if, if the guidelines haven't really been established and positionality hasn't been established there, there could definitely be, I could see, okay, issues within her classroom, because she comes in with the mindset just very easygoing, which I respect that, but doesn't necessarily set those boundaries.

And so sometimes I. We all know students forget that positionality and that we're not necessarily your friends. We're here to transfer knowledge to.

[Amy]: You could run into a tough one. Campus police, I guess, assure y'all had to respond to her class. Last week Jake became argumentative and aggressive during a class discussion.

I think she tried to ask him to step outside to. Calm down. We know how asking people to calm down sometimes doesn't work, doesn't, but he became more aggressive. He knocked a chair over, he yelled, Chris, you may know more from when your officers responded.

[Usher]: I called in. Uh, I had two officers respond for officer safety and just support for general wherewithal.

They responded. He got a little bit aggressive with us at first and we asked them to come outside because we didn't want to do it in the class. And then he just basically thought he was, I don't, I felt like he thought he was like, better than us. And then of course we get that a lot. Once we got the name, one of the officers started, they were running his background and he didn't have, he had a couple alcohol incidents last year.

No, no major criminal background. We were able to finally get him out of there. I don't want to say we threatened him, but basically we had to tell him, if we don't leave now, you're going to be, you're basically going to be barred from coming to class. And I think that kind of worked. But ultimately our, our officers, they did good conflict resolution.

We had one officer engage with him while the other ones were there. We know of him. So we're waiting to see what you guys want us to do. There's some other avenues that we can do. We can do some criminal background checks on him to see what he has. We have not done that yet 'cause we're not sworn, so we will go through a process for that.

Yeah. And so if you want us to do that, we can go through the formal process for that. But at this point we're, like I said, we're always here to support you guys and as much as we can, I would just say is in the future. I know, Tammy, if we can get as much information on that call. Prior to us showing up.

That way we can, our dispatch can run some information prior to us getting there, at least the name. That way if we know they have prior incidents prior, that way we know what we're going into for everyone's safety.

[Amy]: I know I sure that Dr. Reynolds was appreciative. Uh, uh, Tammy, you may have heard from her too, for how you guys responded and help to resolve this situation.

Chris, was this, did this one appear to be alcohol related? Like how he didn't appear to be under the influence at, during this usher.

[Usher]: Oh, okay. I don't believe, we didn't run, we didn't arrest. We did not, we did not arrest him. So, we didn't run a tox on him. I didn't smell alcohol.

[Amy]: But yeah, I didn't have any knowledge that it was, I just thought I'd ask. And did he mention why he got so upset during the discussion? Did your guys get anything? I, we may need to follow up with Dr. Reynolds more on that. I don't know if it was something that he's particularly grieved about or if he just. Became upset around something. I don't, Tammy, did you have other, I don't know.

[Tammy]: Yeah, I had talked with her and she said that he had basically challenged her and I know that she is sensitive in that regard. because again, this is her first year teaching. But he challenged her and basically said that she wasn't up for the debate, that he knew that he was right. Hence why she asked him to leave the classroom.

He threw his seat over. His and he stormed out of the room. But with that, she had to really convince him that he had to leave. Okay. Yes, it very disruptive. Thank you.

[Usher]: I'll add, he started that way with the officers and then when the officers stood their ground and said, we're not going to do this, and became authoritative, he backed down.

I don't know if he felt like he was more authoritative in the classroom than when he was dealing with us. So. Once he was confronted, he did back down.

[Amy]: Taylor. Any conduct history?

[Taylor]: Yeah, as, as Usher mentioned, a couple of, during his first year here, actually, first semester of first year. Sure. He had two alcohol incidents, eh?

Both intoxication. But the first one was a little goofy in that he party in his room, in his roommate got busted for it. And, uh, had he been able to stop talking, we probably wouldn't have known,

or they would probably wouldn't have known he was intoxicated. But he persisted despite the protest of roommate and others, and ended up with an into violation Okay.

That he was found responsible for. And then actually later that semester in the, as we're getting toward December, he was passed out in the yard off campus. So that raised the alcohol stakes a little bit and he did some of the standard sanctions for something like that, has done an alcohol class, that kind of thing.

But after that spring semester, never nothing and never saw his name on a report until this one's. Okay. Yeah.

[Amy]: Nothing from faculty then referring over. So again, no, no. And I get that this is a new faculty member, but it all, it would appear here that. There were some behaviors for about a month that we probably could have intervened way early in, and I get it.

New faculty member, I'm, we probably won't need to talk to new faculty orientation if we're not doing that, but, and Dr. Hodo, if you have any input to your co colleagues in the faculty to say, yeah, just report it as soon as you know about it. Because obviously we can help out. There's some things here from a conduct standpoint that are absolutely concerning and it's, and it's not just the, he got a little loud, he really disrupted things to the point that she had to call somebody else, campus safety and campus security, and then he got not, he wasn't great with them to start with until they said, Nope, we're not doing this shit and you're going to get arrested or whatever.

Think the, we're looking at possible failure to follow directives that got. Upped in terms of the ante when the security arrived, and then it's just obviously the class doesn't want to sit through that. I guess I have one question to think about is he's out of class until the conduct thing. That's great.

We'll follow our process. We'll do what we do, but that can take a little while, so I don't know if we need to figure out something for his academic accommodations until we get that sorted out because Is he outta class? So you've sent an interim notice or I, no, I just, my understanding was that yeah, he was told not to come back.

A faculty member has the right to remove somebody from a class, but they have to let 'em back unless it's going through a conduct process, which this will. Okay.

[Tammy]: And I talked with Dr. Reynolds and I had told her earlier, because Chris, your department has done a great job when faculty do get their orientation thanks in regard to conduct, and I explained to her that she should have let.

People know before it got to this point, and I think now she totally understands, but yeah, she's not willing to let him back into the classroom. But I'm sure another faculty member would be willing to maybe meet with him and I'm sure she will ensure that he gets his coursework.

[Taylor]: Again, we might only be talking about a week to a week and a half, but I don't want to have this become, all of a sudden we're three weeks in.

He hasn't been in class and we're not, what are we doing about it?

[Amy]: So let me put a pin in that and we'll come back to it in just a minute. Brian or Dave, do y'all have any other insights on the student or No. Interactions with him?

[Dave]: Really, I. I have two comments. Actually Tammy, you know this because faculty go through that training for kind of disruptive student how to manage and that's a difficult thing to learn when you get into the classroom.

But safety, when a chair is thrown or language becomes loud and threatening, it's class dismissed, not I'll. Have you reported? I'll report that. Just class dismissed. Walk away. Report the incident. That's the best thing that can be done. But you don't learn that right out of the chute, whether you're teaching high school or college.

So it's the safety issue. The second thing is maybe, and I don't think I'm too far off the mark here, I don't know a lot about Jake, but anger, anger management issues are at the forefront. So that can go two ways. One is to, through conduct or through the care team suggest that he gets some anger management kind of remediation about how he.

Controls himself in classroom and in public on the campus. We don't do anger management at the counseling center. I know that Brian can assist in finding resources, but we also have another center on campus. Our marriage and family therapy clinic has an anger management component that does public work with families and with people that are court ordered refer.

So that's on campus, that's free, and that might be an option for him to look at, but that's going to be a walk, a soft walk into the woods about. What you find out concerning the disruptive behavior and whatever conduct says. But that could be something that he could be steered toward either a session with a, he can come in for counseling without setting up a counseling session and make the referral to the clinic.

Or it can go through Brian and I think Brian sometimes that approach, I think Brian is easier outside the counseling center that it is inside

[Amy]: Brian. I'd like to get pathways up and get a risk rating on 'em and then we can figure out, coordinate some of these actions unless you had other. Context on him?

[Brian:] No, no. A little bit I would say I would agree with Dave on that one and I'm happy to do some of that work there with him. I think one of the curious parts when I was looking at the incident report was just around the I, quite frankly, and just, I stopped at my Masters, so I didn't get that high. And y'all know I'm nonclinical, so I'm here not as a licensed person, but just helping the students.

But I do remember pi and I remember I was curious about why he was upset about. Reynolds take on PJ. And I know PJ has a long history of related sort of feminist theory and the like, but it, so I'm curious about what motivated the behavior. So it clearly, he calmed down when he was talking to us as I would too.

because I don't want to mess with him or his team. And they do a great job calming folks down. Dr. Reynolds is a new professor, but like she was. Teaching and he's arguing with her. Just really

curious about the motivation for why he did get upset. Is this, if I break down anger management, Dave, I think about like impulse control.

How do we not say something when we want? And I think about like frustration tolerance. Like when you are frustrated, how do you do other things to not throw a chair. Punch a barista. She didn't make your Starbucks coffee the right way. So I want to think about where it came from because I'm not seeing a deep mental illness piece here or manifestation there.

What I'm hearing a little bit more of is this frustration, this hardened point of view. Maybe it just has something in his head and just maybe some of this comes from his high school where debate was more tolerated and he's adjusting to college. I don't know. Yeah. Sorry. It's just some thought.

[Amy]: No, um, that was. I had the same thoughts about why is he so hardened against whatever that discussion was, but yeah. Yeah. So does the team. It looks like effective violence here, right? Versus targeted. We're not necessarily aware of any specifically targeted violence that this was planned toward the faculty member for toward the discussion.

This appears to be more of a. Reaction to the discussion. More effective. Yeah.

[Tammy]: And Amy, I would just add, yeah, I agree that it's a reaction, but I do with Brian, I'm concerned because we're talking about a feminist ideology with a female teacher. He wants to debate it with her. He's an undergrad, she has her PhD, and I understand engaging and transferring knowledge, but the ideal that it.

Debatable in regard to the theory. We can have conversation, but this is the theory she was covering and I really wonder about feminist theory and female teacher and all the things that kind of go into that where he felt. That he could overturn the table and just be as disruptive and yell at her.

So that's concerning from a faculty perspective.

[Amy]: Okay. So we keep that in mind when we're...

[Usher]: So, Chris Taylor, there's some other incidents with students he had some issues with. Do we know whether there were who the, what the other gender was of those other students?

[Taylor]: He, the party was broken up by two RAs, one male, one female, and the second one was off campus police. So, I honestly, I could pull the report and see if it was a female officer, but he was passed out. He had no opportunity to argue with that one. They took him to the hospital. Okay. Does that make sense?

[Dave]: Chris, when you say he's passed out, that's, that's an issue, Brian too, for us to look at as far as alcohol or substance abuse issues.

[Taylor]: That was last spring, but that doesn't mean he is drinking under the, he's not drinking under the radar. I'm just not getting caught. But yeah, absolutely.

[Brian]: Amy, I know you're trying to move us forward. I know I'm always, I'm the wiggly cat, not wanting to get put in the box, but like I, this wiggly cat is one more thing to say.

I looked at the incident report and what really stood out to me was like. The latter things he was saying in front of like us and his team. Even the stuff she was, he was saying to her like, I paid for this class. Yeah. I blah, blah, blah. That's so typical. When someone's pissed. I almost disregard. The part that stood out was that one quote, and I'd love to just make sure we got this correct from Reynolds.

This is bullshit and you're shutting me down because you can't handle debate. And that It made me think, and I know this is. Touchy feely intervention case management stuff, but it made me think is his expectation at college, like the way you're a good college student is Rush Limbaugh? Is that dating me?

Maybe a little bit like that kind of debate like a Joe wrote, like it's the shutting down kind of debate. Like not I. A good inquiry and a reasonable debate with time and place. There's something, he's a smart kid, I think. Just missing some things here, but I'd love to get into that and try to figure out what is it exactly that drove him into this space and how to get him on.

And he's still young, right? Sophomore, so we still got a couple years with him. How do we move him away from this path?

[Usher]: He also says, you can't kick me out. Right now you won't kick me out. He says, you can't. So that's a challenge. That's another aggressor challenge. That's an aggressor word versus can. Right.

[Tammy]: That, and that's the faculty member, my colleague, Dr. Reynolds, that's her concern is how adamant he was that she couldn't do anything to him. And that's concerning in the classroom where we should have control. And so that, again, that was very concerning to her, that she couldn't do anything to him, that this was bullshit, that she couldn't handle debating him.

And again, looking at misogyny and just some of the comments he made are concerning to me. And I would wonder if any of the male faculty that he's had, has he displayed any of this type of behavior? Where he said those types of things. Oh, so I'll to ping out, we'll plan to, we'll plan to reach out to other faculty to see if some other, if other concerning behaviors that we need to be aware of.

[Amy]: Let's try to get a risk rating on him. And then let's talk about who is best to have some of these conversations, if it's all going come through conduct or Brian, if you want, need to try to be involved...

[Brian]: but like working with Chris, I worth the director of mean over there. Are you saying that we can kick him out? It's not helping with that title, Chris.

[Tammy]: I'm just saying No, we've got effective violence up there. I guess we're seeing more of a transient threat right now. Not. What else are we seeing? Is it intimidating behaviors? Is that what y'all are describing? We don't necessarily have misogyny on. Pathways or I, I would say it was intimidating just as a female faculty member myself, knowing that she talked to him.

He's larger than she is, so I think there were some in whole ideal of, you can't put me out. I think it's very much intimidating me.

[Usher]: I think the chair throwing is also posturing as well, so I think that definitely is intimidating behavior from a. Active violence perspective. I think the chair throwing the standing up I think is 100% intimidating.

[Brian]: Where I chatted with, was it Bethany who wrote this Pathways thing and that other Brian Guy, but I went back to the intimidating behaviors, right? And you know how it has this video that pops up? Isn't that convenient? This one looks at the later stages at behaviors that are kind of group, almost like a fraternity or athletic team.

But you're right, the early stages here, I think that's a good catch that these are intimidating behaviors. When I was squaring this, like I do, was. When the cases come in, Amy passes 'em to me and I do a first pass. That's part of my case management job. I saw it as a harassment, which overlaps a little bit, but I would score this on the intimidating as well.

Because I think these bullet points that we're looking at here actually do make up a little bit of that. That kind of bravado, which you're saying? Yeah. Yeah.

[Amy]: Okay. Other behaviors that we are aware of or concerns? So, we got academic on here, right? Academic trouble.

[Dave]: I think two worth discussing. One is clearly the alcohol one, and then the other one would be maybe the, I'm looking at intense thought and action. I don't, I don't know.

[Brian]: So I like the alcohol part, Dave. And that's. As we all know, when we use a triage tool like Pathways, part of the goal here is to, part of the goal here is to see this as a changeable piece. So even if we don't quite know about the alcohol, we could either mark it as a one and say we're previous things here, but we could also, when we're meeting with them, when I'm meeting with.

Them really have that as one of my central questions. Are there larger alcohol problems? Same with some of the social issues. Like I gave him a one here on the social. I feel like he's probably a little isolated and pulled away from the other students because of this, but also he's having these cross chats.

So when I look back at the report coming in, I think some of this was, he was like using his phone side conversations. So, he might have some good social connections, but they're just not. How do we say Tammy? Appropriate, right?

[Tammy]: Yeah. Not appropriate. Not appropriate time.

[Brian]: Yeah. I was thinking about the pajama argument, right? Like sometimes these kids bless their hearts, they need a little education about what it means to be at college time and place, right?

[Amy]: I would probably up the academic trouble to at least a two and he stopped the class and had to be removed, and he is not in class right now, so that's not going to help the academics. Situation much. All right. You want to see where we're at? Unless y'all have other pieces.

[Brian]: Yeah, I think this too, Chris, as we get into the case, these are things that we can look at a bit more like the weapons access, those kinds of things For sure. But yeah, put him in the moderate range.

[Usher]: Yeah, I would recommend this. Do us an open source on him to see if, for social media, and also to see if he has any other criminal background outside of the school.

[Amy]: Yeah, definitely. If, yeah, take a look, Chris, at his social media. That's a great. Point if this kind of hardened perspective, if it continues, if it conveys itself out there as well.

So it doesn't necessarily prompt a more advanced risk assessment, threat risk assessment. But certainly sounds like we have some questions that we want to keep in mind. We know we've got a conduct process going. Chris, I don't know the exact timing on that. It sounds like you've got some potential options to consider in terms of.

Sanctioning if he is going to stay with us and if he's going to return, whether it be anger management or referral to Brian for some case management discussions. I, I don't know. Other suggestions for Chris to keep in mind when he is thinking sanctioning and

[Brian]: I think the anger management piece is smart. Dave? I like the marriage and family group. Are you implying there is conflict in marriage that might need anger management. Is that why they're training on that? I love it.

[Dave]: It has a huge community participation...

[Brian]: so I don't mind being, I know I'm volunteering for some work here, but I wouldn't mind just doing some meeting with him, Chris, if that. Taylor, Dr. Taylor, if that line did...

[Amy]: Good cop, Bad cop.

[Brian]: Yeah. Like on some level, if you're like, Hey, we're worried about you, you can't do these kinds of things in class, we're going to have you talk with Brian. And while we're not being prompted to do this fuller violence risk assessment, partially because there's not really a threat here, there's certainly concerning behaviors.

The throwing around the chair. But he did end up complying if he had said at any point to Dr. Reynolds anything that was like, I'm gonna finish you or end you, or then I'd be in a different head space. Let's, this is one of those ones that it's, I think working on his impulse control, gathering some more information, and then reusing pathways.

I think after I meet with him once, I'll know more of these things and I can look there and then we can go back. So I don't, Chris, do you want to do that before? The conduct meeting or do you want to meet with them first and make meeting with me? Part of the sanction coming from the conduct meeting. Do you want my stuff to help inform your process or do you want it on?

[Taylor]: Uh, so I think let's do this because we have a two phase process and that somebody will meet with them to go over rights. I. And things like that and explain the process. Answer any questions we could resolve that day, but often that's our choice, right? We can, and obviously the

student needs to agree, but even if they want to resolve it, we can say, nah, let's, we're gonna have to schedule something.

So, we'd certainly fit those in bit in between, but I'd like to get him into the system soon. A, because of the academic, he's out of things for right now, but also just honestly to send a message saying, yeah, this is. Pretty serious, dude. You can't disrupt a class like that. Yeah. And then in between, that's entirely possible to probably have that meeting and then let it inform.

I won't necessarily make it a sanction because it may make for a better relationship for the two of you. But I think the anger management as a sanction, it fits.

[Amy]: So, Taylor, we'll leave you as the lead on this case, if that's okay. That's cool. And you can continue to coordinate with Brian. It's necessary to help support, provide some additional conversations with the student.

I'm guessing there may be a need to. Switch sections if he's returning to class. I'm sure Tammy can help us talk. Yeah, it's intro to psych, so there's another section if we need to try to make a switch or if that's even appropriate. Yeah, I guess once we know a little bit more about what went down...

[Usher]: I would just recommend Tammy or we can reach out to Dr. Reynolds. If she feels uneasy and she needs to give us a call and she needs escorts until this kind of dies down, just let us know.

[Taylor]: And that brings up an excellent point too, or do we think a no contact order would be appropriate or is that going to escalate it to. Now she's out to get me. I don't know.

[Usher]: I'm very cautious about notes on contact just because it could escalate it. Same, I think the conversations that you have with him will maybe convicted.

[Amy]: No, I was just going to ask, who's the best point of contact for Dr. Reynolds? Should that remain Tammy or Chris? Do you want to reach out? Taylor do I? Should I?

[Taylor]: I may reach out anyway because she's essentially a witness, complainant, sort of a reporting party. I mean, not. It came from Usher's Group, but yeah, so I'll need to anyway, but I think it's not a bad idea that a colleague also reaches out and does I teach, but it's adjunct and it's once a year and blah, blah, blah. But I think both, but I'll reach out and I'll reach out in my official capacity.

[Amy]: So if it feels like we need to explore no contact after those conversations, we can talk a little bit more about that and coordinate it so that it doesn't escalate things well. And often I will often say, Hey, I don't think we want to escalate this any, do we?

[Taylor]: So maybe just keep your distance. And that's informal. Not writing this down, but just, dude, this is your best advice. Stay away. Yeah. Until we resolve this

[Brian]: a little deanly talk...

[Taylor]: Not a dean. I know. Not a dean, but maybe they'll make me one someday. Maybe I can be a big boy Dean.

[Usher]: I used to be a consultant on scared straight. We can go that route too.

[Amy]: Okay. Okay. So let's leave this active until we at least get through the conduct process. He's back in class or we know what the outcomes are and until we have those additional discussions so that we have some more insight about what's going on, does that work for everybody? Yep.

[Dave]: Good.

[Taylor]: Great.

[Brian]: Sorry Amy, can I just ask one other question? Do we want to get into the parental notification on this or no?

[Amy]: I was going to ask if they were notified about the alcohol stuff. They were, were the under age? Yeah, because he's under age. Got notified. Did it prompt us with a moderate risk rating? It gives us, I think, some leeway on a. Parent notification, doesn't it?

[Brian]: Oh yeah. Lemme pull it back up. But yeah, I feel that way too. I think it. And what would the point purpose be like? Are we asking for certain specific help or specific insight? That's my question.

[Dave]: Just want to interject quickly. because you're asking a great question. And Brian, you can ask this when you meet with them, if there's alcohol in the family or substance abuse in the family to the problem, you can escalate things easily.

I think based on the conversation when you informed them that there was an alcohol violation. You must judge what the parent's reaction was to that before you involve them again. because I'm always cautious about calling the parents right away. Yep. If parents are part of the problem.

So Dave, our notifications are letters and I do occasionally get a response from a parent email saying, thank you, it won't happen again.

I'm going to beat them to death. Things like that. Or i's just kidding. Or honestly, we, we rarely get a response. And in this case, I don't think we got a response. I'll double check that. It's a formulaic letter. They maybe got it. Two of them. Two of them though. That was, that would concern me. But. Yeah. But anyway, no, I don't, no parent contact so far, but I would, I don't, again, I would ask what's the point and if we get farther in and find out, maybe he's, there's more concern that we know about maybe then, but I think now it's just going to make him matter that you called my mom and dad.

I'm 20 years old. I just, if there was a reason to. Sure. But I'm not sure. That's why you say, I'm going to call him again. Get in your chair. Be quiet. That's right. That's right. Shut up. We're doing it right now. Amy, you're, you lives off campus, right?

[Brian]: You're spot on, Amy. Like I, there's not a nudge here anywhere in Pathways to consider that.

[Amy]: Yeah, I think you're, I think we'd be supported to say let's, when I talk with him, keep it in mind, but yeah, keep it as an option as we're having these discussions.

He lives off campus, I believe. Yeah, he lives off campus. GPA's pretty, he's struggling a bit, so we will send out those notices or ask faculty about other concerns That may give us some more insight too. So, we'll look at where we're at with him as soon as we meet next week. But Taylor, he's all yours right now. Yay. Sounds good. All right.