UNIVERSITY COUNCIL MEETING
December 3, 2018
3:00 p.m.
1045 Pamplin Hall
AGENDA

1. Adoption of Agenda
   Dr. Timothy Sands

2. Announcement of approval and posting of minutes of October 29, 2018
   Dr. Timothy Sands

   These minutes have been voted on electronically and will be posted on the University web.

3. Old Business
   Dr. Timothy Sands

   Commission on Graduate Studies and Policies
   Resolution CGSP 2018-19B
   Resolution to Establish a Doctor of Philosophy Degree in Neuroscience

   Commission on Graduate Studies and Policies
   Resolution CGSP 2018-19C
   Resolution to Rename the Commission on Graduate Studies and Policies to the Commission on Graduate and Professional Studies and Policies and Update the Charge

4. New Business
   Dr. Timothy Sands

   Commission on Student Affairs
   Resolution CSA 2018-19A
   Resolution to Change the Membership of the Commission on Student Affairs

   University Advisory Council on Strategic Budgeting and Planning
   Resolution UASBP 2018-19A
   Resolution to Change the Membership of the University Advisory Council on Strategic Budgeting and Planning

5. Announcement of acceptance and posting of Commission Minutes
   Dr. Timothy Sands

   These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of including Commission minutes on the agenda is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

   Commission on Equal Opportunity and Diversity
   September 17, 2018

   Commission on Faculty Affairs
   September 28, 2018
   October 12, 2018
   October 26, 2018
   November 2, 2018

   Commission on Graduate Studies and Policies
   October 17, 2018
Commission on Outreach and International Affairs  
**September 20, 2018**  
**October 18, 2018**

Commission on Staff Policies and Affairs  
**September 25, 2018**

Commission on Undergraduate Studies and Policies  
**October 8, 2018**  
**October 22, 2018**  
**November 12, 2018**

6. **For Information Only**  
   Minutes of the University Advisory Council on Strategic Budgeting and Planning  
   **October 18, 2018**

7. **Presentation**  
   New Admissions Process

8. **Remarks**  
   Meet the New Vice President for Human Resources and Learn about his Vision for Virginia Tech

9. **Adjournment**

Absent: Tim Sands (with notice), Richard Blythe, Cyril Clarke (with notice), Greg Daniel (with notice), Karen DePauw, Michael Friedlander, Cynda Johnson, Steve McKnight, Menah Pratt-Clarke, Virginia Pannabecker, Louisse Raran, Bryan Brown, Bettina Koch (with notice), Chris Lawrence, LaTawnya Burleson (with notice), Brian Huddleston, Katrina Loan, Teresa Lyons, Annette Bailey, Jeannie Layton-Dudding, John Massey (with notice), Adil Sageer, Madilynne Tanner, Zo Amani, John Ferris (with notice), & Rachel Iwicki,

Guests: Tara Frank, Rachel Gabriele, Lisa Lee, Michelle Olsen, & Brandy Salmon

Dr. Pinkney called the meeting to order at 3:00 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of October 1, 2018

Dr. Pinkney noted that these minutes have been voted on electronically and can be publicly accessed on the Governance Information System on the Web (http://www.governance.vt.edu).

3. New Business

Commission on Graduate Studies and Policies
Resolution CGSP 2018-19B
Resolution to Establish a Doctor of Philosophy Degree in Neuroscience

Dr. Kevin Edgar presented the resolution for first reading. The Neuroscience undergraduate program is growing every year, and there are currently 700 undergraduate students enrolled. There is a growing demand in Virginia, nationally and internationally for PhDs.

Commission on Graduate Studies and Policies
Resolution CGSP 2018-19C
Resolution to Rename the Commission on Graduate Studies and Policies to the Commission on Graduate and Professional Studies and Policies and Update the Charge.
Dr. Kevin Edgar presented the resolution for first reading. Currently the name and charge of the Commission on Graduate Studies and Policies (CGSP) does not include professional degree students (College of Veterinary Medicine and the School of Medicine). This resolution will change the name and update the charge to incorporate professional students. The new name will be the Commission on Graduate and Professional Studies and Policies. The updated charge will clearly reflect the inclusion of “…post-baccalaureate academic matters.” in place of “…graduate academic matters.” in the first sentence of the charge. The last sentence of the charge will be changed to replace “…and other matters affecting the graduate student academic environment.” to “…and other matters affecting the graduate and professional student academic environment.)

4. Announcement of Approval and Posting of Commission Minutes

These minutes have been voted on electronically and will be posted on the University web (http://www.governance.vt.edu). Note that the purpose of including Commission minutes on the agenda is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

- Commission on Administrative and Professional Faculty Affairs
  October 10, 2018
- Commission on Faculty Affairs
  September 14, 2018
- Commission on Graduate Studies and Policies
  October 3, 2018
- Commission on Outreach and International Affairs
  August 30, 2018
- Commission on Staff Polices and Affairs
  June 26, 2018
- Commission on Undergraduate Studies and Policies
  September 24, 2018

5. For Information Only

Minutes of the University Advisory Council on Strategic Budgeting and Planning
September 25, 2018

6. Presentation

Dr. Brandy Salmon gave a presentation on LINK (Virginia Tech’s Center for Industry Partners) and LAUNCH (The Center for New Ventures) (presentation attached). In response to a request, Dr. Salmon indicated that she would draft some language that faculty may incorporate into their syllabi regarding student ownership of intellectual property (in accordance with university policy #13000, Section 2.3.A). Dr. Salmon offered to put together a guidance document and to meet with any interested group.
7. **Discussion**

Professor Bob Hicok led a discussion regarding the need for assistance from the wider community to help the Office of the Vice President for Research and Innovation staff the Institutional Review Board (IRB) with volunteers. Professor Hicok indicated that this is an issue that has been brought to the attention of Faculty Senate by the Office of the Vice President for Research and Innovation. A concern about the delay in the review of protocols has been brought up several times in the past. Dr. Theresa Mayer and Dr. Lisa Lee have laid out a plan to add additional reviewers, which will help accelerate review of protocols. These reviewers will not only review protocols, but will take the knowledge learned from reviewing protocols back to their college or department in order to help others with the process of writing proposals. The question is what departments and colleges can do to help provide volunteers to staff the IRB. Professor Hicok introduced Dr. Lee to give an overview of what is needed. The IRB is a required group of scientific and research peers that federal laws require Virginia Tech to have. The IRB reviews all the research protocols involving human subjects in our institution. There were 1000 protocols in 2010, and the number has grown to just over 5100 protocols currently. Dr. Lee informed the council members that there are currently three faculty members and three non-faculty members on the IRB, and our peers have fourteen members and thirteen alternates. The goal is to have an additional ten members and five alternatives. In order to achieve the additional volunteers, a plan needs to be developed to obtain the additional volunteers that are needed. There were several ideas mentioned during the meeting that may be considered. Dr. Lee asked for any ideas to be sent to her at lmlee@vt.edu.

8. **Adjournment**

There being no further business, a motion was made to adjourn the meeting at 4:06 p.m.
University Council

Discovery to market

Overview | data | applicable policies and governance

October 29, 2018
DISCOVERY TO MARKET

LINK Center for Advancing Industry Partnerships
- Client management approach to industry engagement
- Support for sponsored programs – business terms and relationship management
- To encourage corporate philanthropy

TECHNOLOGY TRANSFER team
- Patent filings, prosecution, maintenance
- Agreement management
- Accounting and fund distribution
- Tracking and reporting

LAUNCH Center for New Ventures
- Start-ups and entrepreneur engagement
- Regional partnering
- Proof-of-concept and investment funds
- Innovation labs and demonstrations
- Alumni mentors
- Faculty and student engagement

- Federal grants and contracts; industry MRAs and individual task orders
- Non business terms and document management re: sponsored research
- Non-financial disclosure agreements
- Outside of D2M: a full range of grant and contract submissions and processes

Virginia Tech Intellectual Properties
Virginia Tech Affiliated Organization

OSP Office of Sponsored Programs
Why technology transfer matters to Virginia Tech (and other major universities).

01. Faculty and student recruitment and retention
02. Value creation and knowledge dissemination
03. Entrepreneurial initiatives and culture
04. Bayh-Dole Act to protect and promote IP created with federal funding
05. Economic development and public good
06. Commitments to the community and the Commonwealth
A wide array of funding sources necessitate a comprehensive approach to IP management.
Virginia Tech’s licensing revenue relative to peers.

Licensing Revenue

Northwestern = $200M
Princeton = $135M
UC System = $130M
UT System = $88M
MIT = $70M
Stanford = $45M

* ~50% of current licensing revenue is from the small grain breeding program
Virginia Tech’s investment in IP relative to peers.
2018 Climate Survey

- Issued to 2500+ faculty and staff
- 300+ responses
- Designed based on benchmarking and input from RTI statistics team

Q4.4 - Technology transfer is important for generating value for Virginia Tech.

Q7.1 - The university sufficiently supports technology transfer.
Phase II: Enhancements to technology commercialization operations

- Virginia Tech has developed a Discovery to Market model, supporting collaboration among key functional groups.
- Promoted and brought on key staff, including Grant Brewer, Jason Piche, and Mark Goodwin.
- Retained RTI Innovation Advisors to undertake a comprehensive look at the portfolio and provide commercialization support.
- Secured additional funds to reboot intellectual property protection.
- Soon posting for Executive Director of Launch.
Policies, terms & conditions, governance, and incentives

- Virginia Tech Policy on Intellectual Property, policy 13000
- Virginia Tech Intellectual Properties (VTIP), a 501(c)(3) Corporation; governed by VTIP Articles of Incorporation with oversight from VTIP Board
- VTIP – VT governing MOU
- Intellectual Property Committee (IPC)
- Sponsored research agreements, federal/state funding, Bayh Dole Act, etc.
- Faculty employment contracts; promotion and tenure requirements

Policy on Intellectual Property, 13000

- Intellectual property committee
- Ownership of IP
- Obligation to disclose
- Revenue sharing
- Management responsibility
- Right of appeal
- Policy exceptions
IPC

Charge: To make policy recommendations to the Executive Vice President and Provost dealing with patents, copyrights, and related mechanisms for the protection/exploitation of intellectual properties.

Reports to: Commission on Research

Chairperson: Vice President for Research and Innovation (or designee)

Membership:

- The Vice President for Research and Innovation (also representing the Commission on Research)
- * An administrative leader within the office of the Vice President for Research and Innovation selected by the Vice President for Research and Innovation (three-year term)
- University Controller
- The University Legal Counsel (or designee)
- The President of VTIP
- Nine at-large members of the faculty-A/P faculty-staff (with patent and copyright experience) nominated by the Vice President for Research and Innovation in consultation with the Presidents of the Faculty and Staff Senates and the chair of the Commission on Administrative and Professional Faculty Affairs (three-year terms) (one must be an A/P faculty member and one must be a staff employee)
- One Representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
- One Representative from the Student Government Association nominated by the Student Government Association (one-year term)
WHEREAS, the mission of Virginia Tech is to discover and disseminate new knowledge through its focus on teaching and learning, research and discovery, and outreach and engagement; and

WHEREAS there is an urgent critical need for understanding the fundamental function of the brain from early development and across the lifespan, enabling scientists to develop treatments for neurological disorders and mental illness as well as inform advancements in the rapidly growing field of Neuroscience technology; and

WHEREAS, there is a growing demand in the Commonwealth of Virginia, nationally and internationally, in colleges and universities, in business, healthcare, the military, government agencies, and civilian communities; and

WHEREAS, the School of Neuroscience has the faculty and other resources for instructing and mentoring doctoral students to specialize in interdisciplinary research in molecular and computational neuroscience to understand and inform how the human brain functions, to develop treatment strategies and interventions for human neurological disease, and to develop neuroscience technologies to benefit society; and

WHEREAS, the Neuroscience program at Virginia Tech will join Virginia Commonwealth University, George Mason University and the University of Virginia in offering a doctorate in the fastest growing life science discipline, a fundamental component of graduate education;

THEREFORE BE IT RESOLVED, that the Doctor of Philosophy Degree in Neuroscience be established, effective Spring 2020.
Virginia Tech Degree Proposal
Neuroscience, PhD

(CIP: 26.1501)

Type of degree action (circle one): New  Spinoff  Revision  Discontinuance

Program Description
Virginia Polytechnic Institute and State University requests approval for a new Doctor of Philosophy (PhD) in Neuroscience with a planned implementation date of Spring 2020. The proposed PhD degree will be housed in the School of Neuroscience within the College of Science, located on the Blacksburg campus. The School of Neuroscience at Virginia Tech is staffed by newly hired world-class faculty as well as a strong complement of existing neuroscience research faculty on the Blacksburg campus and the affiliated Virginia Tech Carilion Research Institute.

Neuroscience has become a regular part of rigorous scientific training in the biological and psychological sciences due in part to the advent of sophisticated methods for studying neural system structure, function and disease. The theories, empirical methods, and laboratory techniques for analysis of neural systems are critical features of biomedical research and medicine. The School of Neuroscience has created a unique opportunity to develop a PhD graduate program with an infusion of newly hired faculty with active research in drug addiction, mood disorders, neuroimmunology, brain development, sexual differentiation, language production and linguistics, computational neuroscience, genetics, epigenetics, CNS trauma, and brain cancer. The neuroscience faculty will provide a comprehensive core curriculum for graduate students during the first year in the program along with the opportunity to perform research rotations to directly apply their newly acquired knowledge under the supervision of research mentors. Once a member of a laboratory, PhD students and their research mentors will shape their additional academic training based on each individual research project. Newly designed graduate courses in the School of Neuroscience complemented by unique strengths of Virginia Tech including Engineering, Bioinformatics, Computer Science, Biomedical Engineering and Psychology, will individualize each students academic training. The core and elective coursework offered as part of the Neuroscience PhD graduate program will serve as a rich resource to existing Virginia Tech graduate programs with an interest in Neuroscience, including Translational Biology, Medicine and Health Neuroscience Track, Psychology, Biomedical Engineering, and Biomedical and Veterinary Sciences graduate programs.

Curriculum Summary
In the process of earning his/her degree, a PhD student gains a comprehensive knowledge of neuroscience subject matter and completes faculty-mentored research. Accordingly, each student’s curriculum is tailored by an advisory committee comprising at least four members of the graduate faculty with the requirements listed below.

Earning the PhD in Neuroscience requires the completion of 90 credit hour program. A cumulative GPA of 3.0 (4.0 point scale) is required for all coursework taken at the University.
The 90 credit hours are made up of a minimum of 28 graded credits, which include a common core, restricted and free electives. The remaining credits fulfill the research requirement.

1) Core courses: 16 credits
   NEUR 5004* Principles in Neuroscience (3 credits)
   NEUR 5024* Neuroanatomy and Systems Neuroscience (3 credits)
   NEUR 5014* Cellular and Molecular Neuroscience (3 credits)
   NEUR 5074* Current topics in Neuroscience (4 x 1 credit = 4 credits)
   STAT 5615 Statistics in Research (Statistics department) (3 credits)

2) Restricted Electives: a minimum of 6 credits from the following list
   NEUR 5054* Developmental Neuroscience (3 credits)
   NEUR 5064* Cognitive and Behavioral Neuroscience (3 credits)
   NEUR 5914* Drug Development in Neuroscience (3 credits)
   NEUR 5314G* Advanced Genetics of Neuroscience (3 credits)
   NEUR 5814G* Advanced Nutritional Neuroscience (3 credits)
   NEUR 5364G* Advanced Neuroscience of Language and Communication Disorders (3 credits)
   NEUR 5514G* Advanced Neuroimmunology (3 credits)
   NEUR 5034G* Advanced Diseases of the Nervous System (3 credits)
   * denotes a new course

3) Free electives: A minimum of 6 graded credit hours consisting of graduate coursework (5000 level or higher), as approved by the student’s thesis committee. These credits are tailored to the specific needs for the specific research topic and background of the students. Additional, in depth, courses related to the student’s research area, if applicable, would fall into this category.

4) Research Requirement: up to 62 credits of independent research credit hours are required (NEUR 7994 Research and Dissertation, variable; up to 12 credits per semester).

Degree Requirements: Candidates are eligible for graduation upon successful completion of all core, elective, and research credits, as well as passing performance on the Preliminary Doctoral Examination (advancement to candidacy), and successful defense of a written dissertation.

Relevance to University Mission and Strategic Planning
Virginia Tech is a logical and ideal location for a new PhD Neuroscience program in the Commonwealth. The School of Neuroscience and the undergraduate degree program were recently established on the Virginia Tech campus (spring 2016). As such, neuroscience has undergone a tremendous growth phase over the last year. This growth includes the addition of 10 tenure track faculty which join three additional tenure track faculty in place in the neurosciences at VT. The faculty’s expertise in neuroscience aligns well with each of the three organization sub themes of the 'adaptive brain and behavior destination area including 1) decision-making, 2) physical and psychological trauma and 3) healthy development across the lifespan. In total, these faculty members bring 64 years of teaching experience at the undergraduate and graduate level. They will be the core faculty responsible for the majority of the neuroscience graduate program curriculum.
The proposed PhD program in neuroscience is well aligned with the University mission. The mission of the newly proposed program in neuroscience is to cultivate inclusivity and advance scientific learning, basic and translational neuroscience research, as well as educate and train critical thinkers, innovators, scientists, policy makers, and tomorrow’s neuroscience leaders. By engaging the scientific and lay communities regarding new discoveries made in laboratories at Virginia Tech, our students will disseminate new knowledge locally, nationally and internationally. The proposed Neuroscience PhD degree will better position Virginia Tech to become a leader in the field of neuroscience. In line with the University Strategic Plan (2012-2018), the new PhD program in Neuroscience will leverage the unique strengths of Virginia Tech in areas of engineering, computational science and informatics to create a ‘distinctive profile of progressive and internationally recognized research’. It is anticipated that this new PhD program will increase the enrollment of graduate students at VT.

**Justification for the Proposed Program**

Neuroscience has traditionally been classified as a subdivision of biology. In the past 20 years neuroscience has evolved into an interdisciplinary science, which liaises closely with other disciplines, including mathematics, linguistics, engineering, computer science, chemistry, philosophy, psychology, engineering and medicine. Increasing understanding of the brain and improved methods to study brain function across development will enable scientists to develop treatments for neurological disorders and mental illnesses and may inform normal human behavior and psychological well-being. Furthermore, when applied with emerging tools in other sectors of the community, such as business, healthcare, the military, and civilian communities, neuroscience research may provide significant benefits for society and have implications for a diverse range of public policy areas such as health, education, law, and security.

**Public Health Challenges**

The growing importance of neuroscience to modern society is seen in growing awareness that more than 1,000 disorders of the brain and nervous system exist. These disorders affect, an estimated, 100 million Americans every year with the most common nine neurological disorders and costing American society a staggering 789 billion dollars per year.[1] The National Science and Technology Council’s Interagency Working Group on Neuroscience (IWGN) and the Brain Research through Advancing Innovative Neurotechnologies (BRAIN) initiative of the National Institutes of Health represent a $3 billion ($300 million per year for 10 years) effort to increase brain research and innovation across multiple disciplines.[2] The goal of these initiatives is to increase our understanding of the fundamental function of the brain and the effects that learning, cognition, and education might have on society, behavior and the economy writ large. Both of these federal initiatives aim to accelerate the development of innovative technologies to understand brain function. Similar large-scale investments by the European Union ($1 billion ) in the Human Brain Project, which aims to provide information computing technology infrastructure for neuroscience, indicate the global scope of this growth.[3] Only by bringing together classical and emerging concepts in neuroscience, molecular biology, genetics, computational science, engineering, and physics can scientists develop technologies to

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1 [https://www.sciencedaily.com/releases/2017/03/170330165002.htm](https://www.sciencedaily.com/releases/2017/03/170330165002.htm)
understand how the human brain functions and develop treatment strategies and interventions for human neurological disease.

Neuroscience Technology
Neuroscience is not just about disease but also about rapidly evolving technology in all sectors of the community, including business, healthcare, the military and civilian communities. Artificial intelligence, smart cities, neuromarketing and bionic limbs are just a few of the emerging neuroscience technologies. For instance, high priority opportunities for Army investment for neuroscience technologies include field deployable biomarkers of neural state, fatigue prediction models, models for head impact protection and threat assessment augmentation.\textsuperscript{[4]} "Commanders on the battlefield could benefit from decision support that alerts them in near real time to issues with personnel neural readiness, such as unexpectedly high levels of fatigue or sleep-deprivation deficits in individuals or across units."\textsuperscript{[4]} In the civilian world, tracking reactions of humans as they navigate cities with mobile EEG devices may allow for the development of smart cities, which ‘may work to mitigate stress and anxiety disorders.’\textsuperscript{[4]}

The global neuroscience market was valued at over >$24 billion in 2014, a value that is expected to increase by nearly 3% per year. North America constitutes 50% of the global market.\textsuperscript{[5]} The overall worldwide market for neurotechnology products (neuroprosthetics, neuromodulation, neurorehabilitation, and neurosensing) was projected to be $7.6 billion in 2016 and reach $12.0 billion in 2020.\textsuperscript{[6]} Areas of market growth include neuromodulation devices (i.e. for the treatment of obesity) and emerging applications for neurotechnology devices (i.e. migraine pain, and depression). This massive growth indicates a rapidly evolving field with high wage positions for PhD trained neuroscientists. These growth areas demand comprehensive knowledge from a neuroscience educated workforce – a knowledge our program will provide.

"The Brain State"
On May 6, 2016 Virginia Governor Terry McAuliffe signed a historic $2.2 Billion Bond Package Bill that includes $46.7 million dedicated to the Virginia Tech Carilion Research Institute to jumpstart a far-reaching Health Sciences and Technology Innovation District in Roanoke. “We are building a foundation for biotechnology and medical research that will establish Virginia as a hotbed for companies who want to be shoulder-to-shoulder with world-class collaborators and a highly trained technical workforce,” said Virginia Gov. Terry McAuliffe. “This is a cornerstone of a new Virginia economy and will position the Commonwealth as a national leader in advanced research.”\textsuperscript{[7]} Officials hope to see this partnership with Carilion Clinic and Virginia Tech as a launching point so that the commonwealth can more easily attract investors and partnerships as it earns its new reputation of being the “Brain State.”

A partnership between the Virginia Tech Carilion Research Institute (VTCRI) with groundbreaking translational Neuroscience research and the substantial investment in the School of Neuroscience promises to raise awareness of Neuroscience research occurring in southern central

\textsuperscript{4} Opportunities in neuroscience for future army applications, National Research Council, 2008
\textsuperscript{5} http://www.grandviewresearch.com/industry-analysis/neuroscience-market
\textsuperscript{6} http://www.neurotechreports.com/pages/execsum.html
\textsuperscript{7} http://wsls.com/2016/05/06/gov-mcauliffe-signs-bond-bill-works-to-dub-va-as-brain-state/
Virginia, again aligning with the University Strategic Plan to create ‘a distinctive profile of progressive and internationally recognized research.’ Furthermore, the increased density of Neuroscientists between the two locations will enhance the experience of graduate students with an interest in neuroscience across the two campuses by:

1) a larger breadth of Neuroscience research
2) increasing opportunities for access to external experts invited as speakers
3) increase the number of Neuroscience related seminars, journal clubs and graduate elective courses
4) finally and most importantly, provide a strong sense of community between a group of individuals which as future colleagues are likely to contribute to the future of Neuroscience research, policy and healthcare.

Student Demand

Graduate Education
On a national level, the field of neuroscience finds itself in an era of exceptional growth and popularity. Therefore, it is not surprising that for the past decade, the number of new neuroscience PhD graduates has outpaced every other life sciences discipline. This demand is reflected on the Virginia Tech campus. Student demand for the new PhD program in Neuroscience at Virginia Tech is high. This is evidenced by 1) the tremendous growth of the Neuroscience undergraduate student body at Virginia Tech and 2) the high volume of email communication between our faculty/staff and potential PhD applicants interested in information regarding a Neuroscience PhD degree from Virginia Tech.

Neuroscience growth at Virginia Tech: The first undergraduate Introduction to Neuroscience course was offered at Virginia Tech in 2013 before the establishment of the School of Neuroscience. This course had 33 registered undergraduate students. The demand for this course has increased exponentially since the approval of the Neuroscience undergraduate degree with 242 registrants in the Fall 2017 and over 600 current declared Neuroscience majors as of January 2018. Notably, many neuroscience undergraduate students are actively engaging in research opportunities in preparation for graduate study. In the Fall 2017, nearly 60 undergraduate students registered for 'Undergraduate Research' with Neuroscience research faculty in the

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School of Neuroscience, Biological Sciences, Animal Poultry Sciences, Biomedical and Veterinary Sciences and the Carilion Research Institute. The vast majority of these students (53) have declared Experimental Neuroscience as their major which prepares students for a ‘hands-on’ career in academic science with a primary goal to matriculate students into graduate studies.

Additional evidence of interest in a Neuroscience PhD program at Virginia Tech stems from applicants for the new Molecular and Cellular Biology Program at Virginia Tech (mcb.vt.edu). This is an interdisciplinary PhD graduate program with four regions of specialization; Cell Signaling and Cancer, Inflammation and Immunity; Microbiology; and Neurobiology. Over 50% of applicants for the start of the 2018 fall class declared Neurobiology as their primary interest.

Finally, the faculty in the School of Neuroscience have written a large number of letters of recommendation for Neuroscience majors (graduation date spring 2018) whom are seeking PhD graduate studies in the field of Neuroscience.

**Market/Employer Demand**

Neuroscience is a discipline that ascends conventional disciplinary boundaries, generating students that provide modern solutions to the most important questions in the life sciences. Employment opportunities for Neuroscience students are therefore widespread and include a number of careers in the life sciences that range from software design, publishing, consulting, public policy, and communication, the rapidly growing fields of neurotechnology and neuroinformatics and opportunities to specialize in conventional disciplines such as genetics, and psychology.

Moreover, there is an increasing need to communicate neuroscience information at all levels, from editing scholarly journals to educating the public. On a national level, there is an increasing need for informed regulators and policy makers. The growth of the field, together with commercialization of new products and services, will result in the expansion of career opportunities in the public and private sector, including bench scientists, entrepreneurs, analysts, consultants, and intellectual property experts. Graduates of the program will be qualified for a number of positions where a PhD in neuroscience is required or preferred, including:

- Postdoctoral Fellow or Instructor at a College, University, or Academic Health Center
- Research Scientist in the Pharmaceutical or Biotechnology Industry
- Research Scientist or Health Science Administrator in a Government Agency
- Non-research position where biomedical/health expertise and excellent communication skills are required, such as: science writer, editor, or journalist; patent agent; health science administrator at a university/government/hospital or other non-profit; public policy analyst; scientific consultant

On a national level: The U.S. Bureau of Labor Statistics (BLS) does not currently have a separate designation for PhD in Neuroscience. Nonetheless, other relevant employment categories in the BLS are appropriate for graduates holding a PhD in neuroscience. The projected job growth for all categories listed below, except Biomedical Engineer’s, exceeds average national job growth which is 7%, indicating increasing demand in each of these fields. PhD’s in neuroscience may fall into any of the categories listed below.

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9 [https://www.bls.gov/ooh/] (once on the site, enter the job title or the SOC code) accessed February 2018
Table 1. Employment Projections 2010 - 2020 (U.S. Bureau of Labor Statistics)

These statistics are born out in data from popular national job search engines. Current data from Indeed.com and Simplyhired.com indicates 500 - 600 current positions using the key words ‘Neuroscience and PhD’ with a mean income of $82,325 (data obtained February 2018).

In the Commonwealth: According to the Virginia Economic Development Partnership (VEDP), Virginia’s Life Sciences Industry employs over 25,400 people at more than 1,000 businesses. Research, Testing, and Medical Laboratories account for 46% of Virginia's Life Sciences employment and 32% of its businesses. Competitive operating costs, a business-friendly environment and a highly skilled workforce are driving Virginia's growing bioscience sector and fostering discoveries every day. Progressively, leading pharmaceutical, medical device and biotechnology firms are choosing to locate or develop their businesses in Virginia. This is likely due to the innovative research universities, numerous federally funded facilities, and renowned research institutes, as well as major manufacturers including Merck, Abbott, Teva, Novozymes Biologicals and Fareva.

The U.S. Bureau of Labor Statistics (BLS) provides occupation profile by state. Again, the projected job growth for many of these careers that an individual holding a PhD in Neuroscience might chose show substantial positive projections.

10 [http://www.yesvirginia.org/KeyIndustries/LifeSciences](http://www.yesvirginia.org/KeyIndustries/LifeSciences)

VT Degree Approval Process

Neuroscience, PhD

| **Biological Science Teachers, Postsecondary** | 1,590 | 1,940 | 22% | $61,010 |
| **Education Administrators, Postsecondary** | 2,690 | 3,080 | 14% | $90,760 |
| **Biochemists and Biophysicists** | 620 | 720 | 16% | $85,360 |
| **Biomedical Engineers** | 370 | 460 | 25% | $77,720 |

Table 2: Employment Projections 2010 - 2020 (Virginia Employment Commission)

**Issues of Duplication**

*Statewide duplication*

Three PhD programs in the state of Virginia offer PhD programs in Neuroscience with CIP 26.1501. These include the Neuroscience graduate program at Virginia Commonwealth University (VCU), the Neuroscience PhD graduate program at George Mason University (GMU) and the Neuroscience PhD program at the University of Virginia (UVA). Given the strong interest over the last two decades in the field of Neuroscience, it makes sense at this time, with the massive growth of the undergraduate program on the Virginia Tech campus, that VT would develop a competitive Neuroscience PhD program. Like Biology, Biochemistry, Psychology, the Physical Sciences and Engineering, which are all represented at the PhD level at UVA, VCU and GMU, so Neuroscience has become a fundamental component of undergraduate and graduate education.

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<tr>
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<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
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Table 3: Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

While there are similarities between the existing Neuroscience PhD programs in Virginia and the proposed program, several attributes of the proposed program render it unique.

1) Students entering the proposed program enter directly into the Neuroscience PhD program, enabling the core coursework to focus exclusively on Neuroscience. Additional restricted neuroscience electives chosen by the student and their committee enable unique neuroscience curriculum for each student.

2) The Neuroscience faculty in the School of Neuroscience and their specific areas of research are unique to these faculty.


3) Of the programs listed above, Virginia Tech is the only campus with a Neuroscience department (in this case, the School of Neuroscience). Instead faculty are interspersed in Pharmacology, Biology, Biochemistry, Psychology, etc. The large concentration of faculty, post-doctoral fellows, research technicians and support staff in the School of Neuroscience, coupled with the substantial undergraduate Neuroscience program will provide a distinctive experience for Neuroscience PhD seeking students.

**Virginia Commonwealth University (VCU)** PhD seeking students enter into a Biomedical Sciences Doctoral program at VCU. These students take Biochemistry, Cell and Molecular Biology during the first and second semester of the program. Students with a primary interest in Neuroscience also participate in Cellular and Molecular Neuroscience during the fall semester and Systems Neuroscience during the spring semester during year one. Research rotations are performed during the first year and can be in any discipline in Biomedical science. At the end of year one students formally transition to the PhD program in Neuroscience. The core curriculum in Neuroscience at VCU includes only two required graduate Neuroscience courses, differentiating VCU’s Neuroscience PhD program from the proposed program.

**University of Virginia (UVA)** Students entering the PhD program in Neuroscience at UVA participate in an intensive course in integrative biosciences (BIMS 6000), laboratory rotations, and a seminar in Neuroscience during the first semester of year one. The core neuroscience curriculum begins during the second semester of year one and includes eight graded Neuroscience core credits. No other neuroscience courses, including electives are required.

**George Mason University (GMU)** The PhD program in Neuroscience at GMU is a 72 credit PhD program focusing on cognition and higher brain function. Students in this program take a core of 9 Neuroscience credits, a required statistics course (3-4 credits) and a research methods course (3 credits). Unlike the proposed program, students at GMU take an additional 20-21 credits of free electives graduate courses and only 24 credits of dissertation research.

**Relationship to existing Virginia Tech programs**
The Translational Biology Medicine and Health PhD (TBMH) program at VT is an integrative, research intensive, PhD program with a focus on translational science. The flagship first semester course for TBMH students is an 8 credit course training students in the general principles of a translational approach to basic biomedical and health sciences, biomedical interventions and health behavior and health care systems and delivery. At the end of the first semester students, choose a focus area (an additional 8 credits), which may include neuroscience, cancer, immunity and infectious disease, metabolic and cardiovascular science, development aging and repair or health implementation science. The TBMH program targets students with a broad interest in translational science. Strengths of the TBMH program include a strong foundation in principles of translational biology, medicine and health research, preparing their students to tackle some of the most challenging aspects of healthcare today. A similarity between the newly proposed program and a TBMH student that chooses a neuroscience track include an intensive, independent research project with a mentor whose research focus falls broadly into the field of Neuroscience. However, the two programs target different populations of students. Namely, the proposed program seeks students with a focused interest exclusively in Neuroscience. The core curriculum provides a comprehensive foundation in current aspects of
neuroscience. The series of core courses span from structure and function of cells to anatomy and systems neuroscience, development of the nervous system, and behavior. Upon completion of the core coursework, students will be prepared to investigate the genetic aspects of neurologic disease or the neural bases of various brain-behavior relationships including sensation, memory, attention, motivation and reward, emotion, decision-making, sleep, language and social cognition. No program in the state of Virginia and few across the nation that provide this holistic, 360-degree view of current topics in Neuroscience. All core and elective coursework offered as part of the Neuroscience PhD graduate program are unrestricted to students of existing VT graduate programs with an interest in Neuroscience, including TBMH Neuroscience Track, Psychology, Biomedical Engineering, and Biomedical Veterinary Sciences graduate programs.

**Resource Needs/Savings**

*Program Director:* The Neuroscience PhD graduate program will be managed by the program Director. The Director of the program will be a tenured faculty member in the School of Neuroscience. The director will oversee all aspects of program management but will work closely with committees comprising groups of tenure track faculty. Working together, the Director and committees will coordinate the curriculum, student advising, student research, marketing and recruitment, review application material and oversee the steering committee. The Program Director and all members of committees will be on a three-year rotation.

*Faculty:* The School of Neuroscience and the undergraduate major were recently established on the Virginia Tech campus (spring 2016). As such, it has undergone a tremendous growth phase over the last 18 months. This includes the addition of 10 tenure track faculty (1 full professor, 2 associate professors, 7 assistant professors). The School of Neuroscience is slated to hire an additional 5 tenure track faculty. Together, these faculty will provide research laboratories for PhD seeking students, instruct the proposed curriculum, and provide the majority of financial resources for stipends, tuition and healthcare.

*Administrative Needs:* The increased administrative duties for the proposed PhD in Neuroscience will be coordinated and managed within the existing framework and support of the School of Neuroscience. It is anticipated that one full time program administrator will be sufficient to manage the day to day activities for Neuroscience graduate programs. Web design and social media presence will be administered by the current School of Neuroscience web designer. Instruction will take place on the Blacksburg campus.

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<th>RESOURCE</th>
<th>ESTIMATED COSTS (use NA if not applicable)</th>
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<tr>
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<td>5 FTE by target enrollment year 2024-2025</td>
</tr>
<tr>
<td>Program Administrator</td>
<td>1 FTE by target enrollment year 2024-2025</td>
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<tr>
<td>Graduate Teaching/ Graduate Research Assistants</td>
<td>GRA’s will be supported by grants and contracts written by faculty, and by faculty start up funds. Neuroscience PhD students may also supported by School of Neuroscience allocated GTA positions.</td>
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Commission on Graduate Studies and Policies
Resolution 2018-19C

A Resolution to Rename the Commission on Graduate Studies and Policies to the Commission on Graduate and Professional Studies & Policies and Update the Charge

Approved, Commission on Graduate Studies and Policies October 17, 2018
Faculty Senate Review (waived) October 16, 2018
Staff Senate Review October 17, 2018
Graduate Student Assembly Review (waived) October 15, 2018
Student Government Association Review (waived) October 15, 2018
First Reading, University Council October 29, 2018
Second Reading, University Council December 3, 2018
Approved, President
Approved, Board of Visitors
Effective Date Fall, 2019

WHEREAS, the Commission on Graduate Studies and Policies (CGSP) is charged currently to “study, formulate, and recommend to University Council policies and procedures concerning on- and off-campus graduate academic matters. Areas for consideration include: admissions, academic progress, degree requirements, commencement; registration and scheduling; curricula, courses, advising, and instruction; teaching and research; financial assistance including assistantships, scholarships, fellowships, and tuition; library resources; and other matters affecting the graduate student academic environment”; and

WHEREAS, Virginia Tech includes among its schools and colleges the Virginia-Maryland College of Veterinary Medicine and more recently the Virginia Tech Carilion School of Medicine, which are encompassed under the existing Commission; and

WHEREAS, students in the Virginia-Maryland College of Veterinary Medicine and the Virginia Tech Carilion School of Medicine are considered professional degree students rather than graduate students; and

WHEREAS, the existing CGSP has been tasked with the above duties for the Virginia-Maryland College of Veterinary Medicine and the Virginia Tech Carilion School of Medicine;

NOW, THEREFORE BE IT RESOLVED, that the Commission on Graduate Studies and Policies be renamed to the Commission on Graduate and Professional Studies and Policies in order to more clearly reflect the inclusion of all post-baccalaureate students of Virginia Tech within its scope, and that the University Council Constitution be revised accordingly; and

BE IT FURTHER RESOLVED, that the charge for the renamed Commission on Graduate and Professional Studies and Policies also be modified to reflect the inclusion of all post-baccalaureate students of Virginia Tech, as follows: “study, formulate, and recommend to University Council policies and procedures concerning on- and off-campus post-baccalaureate academic matters. Areas for consideration include: admissions, academic progress, degree requirements, commencement; registration and scheduling; curricula, courses, advising, and instruction; teaching and research; financial assistance including assistantships, scholarships, fellowships, and tuition; library resources; and other matters affecting the graduate and professional student academic environment.”
Resolution to Change Commission on Student Affairs Membership
Commission on Student Affairs
Resolution 2018-19A

Approved by the Commission on Student Affairs: November 8, 2018
Student Government Association Review (waived) October 25, 2018
Graduate Student Assembly Review (waived) October 26, 2018
Faculty Senate Review (waived) October 31, 2018
Staff Senate Review (waived) November 27, 2018
First reading by University Council: December 3, 2018
Approved by University Council:
Approved by the President:
Effective date: Upon Approval

WHEREAS, the fraternity and sorority community currently encompasses more than 5,500 students which represents just about 20 percent of the undergraduate population; and

WHEREAS, the Interfraternity Council (IFC) is Virginia Tech’s largest governing council more than 25 chapters of the campus’ traditional majority men’s general fraternal organizations; and

WHEREAS, the Panhellenic Council (PHC) is the governing council responsible for supporting the 13 National Panhellenic Conference chapters at Virginia Tech representing the traditional majority general women’s fraternities and sororities; and

WHEREAS, the National Pan-Hellenic Council (NPHC) is the governing and coordinating council for traditionally African-American national collegiate fraternal organizations; and

WHEREAS, the United Council of Fraternities and Sororities (UCFS) is the youngest governing council at Virginia Tech bringing together multicultural and special interest fraternities and sororities; and

WHEREAS, the Student Government Association (SGA) Vice President assists the President when necessary and is in charge of the Executive Branch of the organization;

THEREFORE LET IT BE RESOLVED, that the Commission on Student Affairs membership be amended to include the following: SGA Vice President, Panhellenic Council President, National Pan-Hellenic Council President, Interfraternity Council President, and United Council of Fraternities and Sororities while removing the following: Greek Council Representative.
Resolution to Change Membership to the University Advisory Council on Strategic Budgeting and Planning

University Advisory Council on Strategic Budgeting and Planning
UACSBP Resolution 2018-19A

Approved by the UACSBP: November 15th, 2018
First Reading by the University Council: December 3rd, 2018
Second Reading by the University Council: February 4th, 2019
Approved by the President: 
Effective Date: Upon Approval

Whereas, the University Advisory Council on Strategic Budgeting and Planning (UACSBP) serves a primary advisory role for the university budgeting and planning process; and

Whereas, the membership of the UACSBP has broad representation from faculty in Academic Colleges, Library Faculty Association, Faculty Senate, Staff Senate, Commission on Administrative and Professional Faculty Affairs, Graduate Student Assembly, and Student Government Association; and

Whereas, the Office of Strategic Affairs was established to play an integral role in the strategic planning process for the university; and

Whereas, the addition of a member from the Office of Strategic Affairs to the UACSBP will enhance the Council’s role in discharging its responsibilities;

Therefore, be it resolved, that the Bylaws of the University Council be changed to reflect the addition of a representative from the Office of Strategic Affairs to the UACSBP appointed by the President upon recommendation of the Vice President for Strategic Affairs.
Commission on Equal Opportunity and Diversity  
Full Committee Meeting  
10:30 AM, Monday, September 17, 2018  
GLC (Graduate Life Center) Room B


Absent: Yolanda Avent (with notice), Tracy Newton, Rosemary Goss, Ellington Graves, Christa Miller (with notice), Elizabeth Spingola (with notice)

The meeting commenced at 10:30 AM with introductions by all present. Kimberley described the CEOD’s place in University governance and the need for allowing ample time to get resolutions enacted. Dr. Pratt-Clarke distributed a flyer on InclusiveVT Spring and Summer programs conducted in 2018, and the resulting progress in inclusion and diversity goals. Kimberley noted the recognition of Virginia Tech as a Diversity Champion in that morning’s VT News. She then referred to a Washington Post opinion piece by George Will in which he describes persons who benefit from diversity and inclusion “eggshell plaintiffs,” people who make a cult of fragility — being “triggered” (i.e., traumatized) by this or that idea or speech.’ This led to a lively and informative discussion among CEOD members about our charge, and how it resonates with the work we each are doing. Action items which emerged from the discussion were to work on recognition of Indigenous Peoples’ Day; work on providing information on caucuses and alliances for new employees and students; work on promoting the International Street Fair in its new format; and work on recognition for the service work done by commissions and committees, without which we would make little progress.

Discussion of CEOD workgroups and a presentation on the Strategic Plan by Erin McCann have been postponed until the October meeting.

The meeting adjourned at 11:55 AM.

Next meeting: October 8th, 2018, at 10:30 AM in GLC Room B
Commission on Faculty Affairs  
September 28, 2018  
10:30 – 12:00 Noon  
130 E Burruss Hall


Absent: Z. Mackey, L. Brogdon, M. Paretti, M. McGrath

Guests: M. Lewis

Upcoming Meeting: October 12, 2018

1. Approval of agenda  
B. Hicok

Meeting called to order at 10:30 a.m.

2. Approval of September 14, 2018 minutes  
B. Hicok

The minutes were approved unanimously.

3. Initial read-through of P & T revision  
B. Hicok

B. Hicok initiated the reading of the proposed P&T revision document drafted by the Faculty Handbook working group. B. Hicok informed the committee that the purpose of the initial read-through was to identify passages/issues that warrant further discussion by the group.

Section 3.4: Promotion and Tenure, page 1. “Participants may only vote once on a case.”

Section 3.4.2: Pre-tenure Probationary Period and Reviews of Progress Toward Promotion and/or Tenure; Pre-tenure Reviews subsection, page 3. “The promotion and tenure committee and the department head or chair meet with the faculty member to discuss the review and recommendations.” G. Daniel posed the question of whether or not this is generally only the department head and P&T committee chair?

Section 3.4.2: Pre-tenure Probationary Period and Reviews of Progress Toward Promotion and/or Tenure; review of progress toward
promotion to professor subsection, page 4. “The review required for faculty promoted and tenured during 2012-13…” T. Schenk asked why these dates were listed?

Section 3.4.2.1: Extending the Tenure Clock, page 4. J. Spotila pointed out that the phrase regarding the tenure clock extension is “automatically granted,” is misleading and should be altered. J. Finney noted that inserting “if requested” may be appropriate.

Section 3.4.2.1: Extending the Tenure Clock, page 4. T. Schenk pointed out that the passage regarding the discretionary basis for extending the tenure clock may be too limiting. As currently phrased, the passage states that “extraordinary professional circumstances not of the faculty member’s making may be acceptable justification for a probationary period extension,” while then going on to provide examples centered on start-up packages.” T. Schenk and others noted that there may be other reasons to include that would be more inclusive.

Section 3.4.3: Guidelines for the Calculation of Prior Service, page 5. T. Schenk posed the question of whether or not the following passage needs to specify “American college or university.” The passage states, “when calculating the period of time until mandatory tenure consideration, appropriate full-time service in another accredited four-year American college or university is credited toward probationary service at Virginia Tech only if the appointed faculty member requests such credit.”

Section 3.4.3: Guidelines for the Calculation of Prior Service, page 5. J. Spotila and others noted their concern of the lack of clarity concerning the defining of “credit” within aforementioned section.

Section 3.4.4: General Expectations for Promotion and/or Tenure, page 6. M. Abbas, M. Agah, and others noted the possibility of explicitly stating that there is no different expectations between those faculty members going through the P&T process as non-mandatory versus mandatory.

Section 3.4.4: General Expectations for Promotion and/or Tenure, page 6. Has legal counsel reviewed the passage covering integrity,
professional conduct, or ethics. Evaluation for promotion and/or tenure “should include consideration of the candidate’s integrity…” Additionally, should there be a discussion as to what specifically this means?

4. **Faculty Handbook working group: revision of promotion procedures for Instructor, Professors of Practice, Clinical Professors, and Collegiate Professors**

   J. Finney initiated the conversation regarding the revision of promotion procedures for the groups noted above. J. Finney informed the committee that revising these procedures occurred to him during the P&T committee meetings last year, which reviewed ~90 cases. M. Agah pointed out that the committee needs to think about what collegiate faculty body will look like ten years from now, which would allow more appropriate expectations, etc. to be established. B. Hicok and others supported the idea, as well as the formation of a working group to address the issue. M. Agah asked whether an email could be sent out by B. Hicok describing a call of faculty interested in participating in the working group (action item; email follow-up).

5. **Other business**

   No other business was presented.

6. **Adjourn**

   The meeting was adjourned at 11:45 a.m.

Guest: E. Plummer, M. Pratt-Clarke, Erin McCann, Patty Becksted, Stacy Wilkerson

Upcoming Meeting: October 12, 2018

1. Approval of agenda

Meeting called to order at 10:30 a.m. and the agenda was adopted.

2. Approval of September 14, 2018 minutes

The minutes were approved unanimously.

3. Continued read-through of P & T revision

B. Hicok continued the reading of the proposed P&T revision document drafted by the Faculty Handbook working group. B. Hicok reminded the committee that the purpose of the initial read-through was to identify passages/issues that warrant further discussion by the group.

Commission members raised questions and asked for clarifications, and these issues will be addressed during the next round of edits for the handbook sections.

4. Presentation on the VT Strategic Plan

Dr. Pratt-Clarke presented an update of the strategic plan process that has been active for the past year, and presented the current core themes, process/outcome driven themes, and functional/operational themes. Commission members asked questions about the content and
process, including faculty engagement in the institutes; the description of faculty as a commodity versus how to support their scholarship and professional development; focus on transdisciplinary research marginalizes others kinds of research (e.g., humanities, basic research, disciplinary); expanding economic growth to include community engagement; investments that can make a difference for the university’s goals; increasing success rates for grants, scholarship, and other scholarly products through review processes prior to submission; time management; refinement of promotion and tenure guidelines that reflect the focus on interdisciplinary/transdisciplinary research; support for team teaching; and investment in developing ways to characterize impact of faculty work.

5. Other business

No other business was presented.

6. Adjourn

The meeting was adjourned at 11:56 p.m.
Commission on Faculty Affairs
October 26, 2018
10:30 – 12:00 Noon
130 E Burruss Hall


Absent: Z. Mackey, L. Brogdon, G. Daniel, T. Schenk

Guests: M. Lewis, E. Plummer

1. Approval of agenda
   B. Hicok

   Meeting called to order at 10:30 a.m.

2. Approval of October 12, 2018 minutes
   B. Hicok

   The minutes were approved unanimously.

3. Continue the initial read-through of P & T revision
   B. Hicok

   B. Hicok continued with the reading of the P&T revision document.
   M. Paretti noted that the word “written” should be taken out of section 3.4.4.3.2 when referring to how a vote must take place. This allows for secret voting without it being written (e.g., Qualtrics).

   In section 3.4.4.3.3, should the president have to refer to expectations document, as well? M. Paretti asked whether their needs to be a time component in section 3.4.4.4, which indicated a point for future discussion. M. Agah asked whether there is an effect on administration based on who wrote recommendations, as outlined in section 3.4.4.4.

   M. Paretti noted that in section 3.4.5, the passage referring to appealing a P&T decision should be based on university calendar days, as opposed to “calendar days” due to holidays. It was noted that once an ombudsman office is launched, there may be changes to the last paragraph in section 3.4.5 referring to “seeking advice.”
M. Paretti asked why, in section 3.4.5.2, there is a specific reference to appealing “orally” (can this be in writing or orally?). Additionally, can the word “may” be replaced with “the right to.”

In section 3.4.5.2, notes that there is no appeal at the department-level. B. Hicok and M. Agah questioned whether this is appropriate. Should there be an appeal process at the department-level?

In section 3.4.5.2, there is reference to the dean forming an ad hoc committee at the college-level. M. Agah, M. McGrath, and others asked whether this is appropriate. Should this be in consultation with the provost office or the candidate? Or, should oversight here be assigned to the provost office?

The committee discussed the specifics of appeals and the differences between a rebuttal and an appeal in the P&T process. M. Paretti and M. McGrath initiated questions regarding the wording differences between a rebuttal (which doesn’t exist) and an appeal (which is based on impropriates during the P&T process). M. Agah initiated a discussion on whether there should be an additional page added to the faculty’s dossier after the department’s decision (whether yes or no).

4. **Possible topics for Employee Benefits Committee to take up this year**

T. Schenk was not present for this agenda item. Thus, it was not addressed.

5. **November meetings**

B. Hicok noted that the November meetings will be in 330 Burruss Hall.

6. **Other business**

No other business was presented.

7. **Adjourn**

The meeting was adjourned at 11:55 a.m.
Commission on Faculty Affairs
November 2, 2018
10:30 – 12:00 Noon
330 E Burruss Hall


Absent: Z. Mackey, L. Brogdon, R. Blythe, M. Abbas

Guests: M. Lewis, E. Plummer

1. Approval of agenda

Meeting called to order at 10:30 a.m.

2. Approval of October 26, 2018 minutes

The minutes were approved unanimously.

3. P & T revision: discussion of open issues

B. Hicok advised the committee that he determined the order of topics for open discussion based on how long he perceived the discussion for a given item would take. Thus, the topics he perceived as taking the longest time to discuss would be addressed first.

Discussion point #1: section 3.4.4. M. Agah and others noted that the wording surrounding what factors are considered for promotion and tenure were inconsistent and could be viewed differently by different individuals. M. Paretti pointed out that the initial sentence mentions teaching, however it is not mentioned in paragraph 2, sentence 3 covering what factors contribute to the decision for promotion. Wording surrounding these factors, and the adjectives used to described these factors, are inconsistent within the section. Particularly, differences in wording between the first two paragraphs.

Discussion point #2: section 3.4.4. The use of adjectives to describe the required performance in the factors on which promotion and tenure is determined. CFA committee members pointed out that there are
inconsistencies in the adjectives used to describe the required level of performance necessary for promotion and tenure.

M. Paretti noted that there should be a Provost repository where each department and college files their expectations documents. This repository would allow for enhanced accessibility to these documents without having to search department and college websites.

Discussion point #3: section 3.4.4. (paragraph 4). Considering behavior when determining promotion and tenure. B. Hicok noted that this discussion is about how information can come in. That is, what information can be considered. The consensus is to speak to legal prior to further discussion regarding this “morality” clause.

4. Possible topics for Employee Benefits Committee to take up this year  T. Schenk

T. Schenk opened the discussion regarding possible topics for the Employee Benefits Committee to take up this year. B. Hicok brought up the issue of health insurance for retirees. Meanwhile, M. Agah mentioned the issue of salary being charged to grants for holidays. Thus, research faculty must fund nearly 12 months of their salary from grants, which conflicts with the policies of a variety of funding agencies. T. Schenk mentioned the issue of housing. After which, B. Hicok noted the issue of parking for employees based on income. M. Paretti notes the issue of tuition discounting.

T. Schenk noted recognition of each of the aforementioned issues.

5. Other business  B. Hicok

No other business was presented.

6. Adjourn  B. Hicok

The meeting was adjourned at 11:55 a.m.
**MINUTES**

**Commission on Graduate Studies & Policies**  
**October 17, 2018**  
**3:30 – 5:00 p.m.**  
**Graduate School Conference Room**

**Present:** Rajesh Bagchi (Chair), Ellen Gilliland (for Alan Abrahams), Lujean Baab, Nancy Bodenhorn, Samantha Fried, Madlyn Frisard, Cynthia Hampton, Lesa Hanlin, John Hole, Rachel Holloway (ex officio), Joseph Kozak, Xin Luo, Anurag Mantha, Annie Pearce, Robert Sumichrast, Martina Svyantek, and Veronica Warda.

**Absent with notification:** Karen DePauw (ex officio), Paul Emmons, Kathy Lu, Gail McMillan, Hannah Parks, and Richard Vari.

**Absent without notification:** Sarah Karpanty, Nick Rexroad, Tyler Walters (ex officio), and Zhiwu Xie.

**Visitors and invited guests:** Janice Austin and Kevin Edgar.

**Call to Order**

The meeting was called to order by Dr. Bagchi at 3:30 p.m.

**Approval of the Agenda**

The agenda was approved as presented.

**Approval of the Minutes**

The minutes of October 3, 2018 were approved as presented.

**Committee Reports**

**Graduate Curriculum Committee**

The Graduate Curriculum Committee minutes of October 11, 2018 were accepted as presented. One proposal previously approved was returned for reconsideration. Four additional courses were approved.

**Graduate Student Appeals Committee**

Committee membership includes: Anurag Mantha, Cynthia Hampton, Annie Pearce, Madlyn Frisard, and Nancy Bodenhorn.
Dr. Bodenhorn noted the committee is working on the many charges given at the start of the academic year. She deferred to Dr. Bagchi for the second reading of the resolution to change the commission’s name and charge.

**Old Business**

CGS&P Resolution 2018-19C, A Resolution to Rename the Commission on Graduate Studies and Policies to the Commission on Graduate and Professional Studies & Policies and Update the Charge, was approved by the membership. The resolution will now be submitted to University Council for review.

**New Business**

There was no new business.

**Graduate School Update**

There was no report.

**Constituency Updates**

**Graduate Student Assembly**

Ms. Fried reported a General Assembly meeting was held this past week. Some of the committees addressing graduate concerns have met, others will meet next week. Many issues are being discussed, including housing, visa concerns, and office space.

**Graduate Honor System**

Mr. Mantha reported there are 10 cases under review representing 22 students. He urged everyone to remind students of the honor code.

**University Library Committee**

There was no report.

**Faculty Senate**

Dr. Gilliland reported the Faculty Senate is visiting other groups on campus to encourage improved communication and dialog. She noted that many issues are similar to all commissions and that the Senate will continue to seek improved relationships across the board.

**Student Government Association**

There was no report.
Board of Visitors

There was no report.

University Council and Commission Updates

Dr. Bagchi noted that University Council has not met since our last meeting.

Dr. Baab reported the Commission on Administrative and Professional Faculty discussed the university strategic plan. In addition, she reminded everyone to participate in the Climate Survey.

Dr. Holloway noted the Commission on Undergraduate Student Policies is working on curriculum review and will otherwise focus this year on policies that do not have an impact on graduate students.

There were no other commission updates.

Announcements

There were no announcements.

Adjournment

The meeting was adjourned at 4:00 p.m.

Respectfully Submitted,

/s/

Marilynn R. King
On behalf of Karen P. DePauw, Ph.D.
Vice President and Dean for Graduate Education
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS  
Minutes  
September 20, 2018; 3:30-4:30 p.m.  
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Andrea Brunais, Urs Buehlmann, Cheng Chen, Gregory Daniel, Lehi Dowell, Guru Ghosh, Shelley Martin, Valerie Ragan, Heinrich Schnoedt, Brett Shadle, Tom Thompson,  

Absent: Wayne Crotto, Ed Jones, Karen Munden, Juan Luis Nicolau, Susan Short, Kang Xia, Xiaowei Wu

1. Welcome and Introductions  
Brett Shadle welcomed the group, self-introductions were made.

2. Agenda Approval  
Brett made the call for motion to approve the agenda; motion made; was seconded; all were in favor and the agenda was approved.

3. Call for Announcements  
The call for announcements was made; there were no announcements.

4. Announcement of Approval of Minutes, August 30, 2018  
The minutes from the August 30, 2018 meeting were sent out electronically for edits; they are currently in the approval period and will be sent to University Council and will be posted to the University Governance website upon approval by University Council. Minutes can be found at: [http://www.governance.vt.edu/](http://www.governance.vt.edu/).  
The main web page for COIA is: [https://www.outreach.vt.edu/VP/CommissionsAndCommittees/coia.html](https://www.outreach.vt.edu/VP/CommissionsAndCommittees/coia.html).

5. Chairman’s Report  
Brett spoke of the Commission Chair Report; and the need for follow-up on the letter regarding support for Global Education Scholarships. Chair reports were given at University Council on September 20, 2018; which included the commission’s work on gathering information from the university with regard to international and outreach efforts; and exploring initiatives currently in process and the resources needed.

The University Council meeting from September 17, 2018 included the Commission on Graduate Studies and Policies Resolution to Establish a Master of Science Degree in Nutrition and Dietetics; and the Commission on Staff Policies and Affairs Resolution to Remove Board of Visitors Approval for Changes to the Staff Senate Constitution. University Council minutes can be found at: [http://governance.vt.edu/](http://governance.vt.edu/).

The Engagement Leadership Council met on September 6, 2018; which included the Continental Divide renovations at The Inn; the Engagement Scholarship Consortium, and JMU’s Engagement for the Public Good conference. A reminder about COTA small grants and the Inn’s Incentive funds for conferences, meetings, and special events at The Inn and the Hotel Roanoke; Reynolds Homestead programs; and various updates. Minutes may be found at: [https://www.outreach.vt.edu/VP/CommissionsAndCommittees/elc/elcminutes.html](https://www.outreach.vt.edu/VP/CommissionsAndCommittees/elc/elcminutes.html).

Brett discussed the on-going future plans for COIA and spoke to the document out on Google Docs; he would like to send out guidelines to units and collect information. Discussion included sending the survey to specific groups such as the University Committee on International Affairs (UCIA); Dean’s group; Faculty Senate and COIA member affiliations. A deadline for the survey to be completed should be established, perhaps a 30 day timeline. Brett and Graduate Student, Jessica Dorsch will be monitoring the results. The hope is to get it sent out within the next few days and report at the next meeting.

The suggestion was made to test the survey on COIA members. The structure of the survey was discussed, and it was suggested to have fewer lengthy questions that may take the person less time to complete and be more enticing for them to participate. A suggestion was made to have a question that includes a question if they are willing to participate in providing more information, the user could include their email address at the end of the survey. With regard to the letter that was sent to President Sands on
the loss of scholarship funding for Education Abroad, where the Language Culture Institute was a primary fund source, Brett was referred to discuss the matter with Interim Provost, Cyril Clarke. Brett is still waiting for a response. The hope is to get a meeting with President Sands and/or Dr. Clarke. Further discussion included how Honors/PGS programs are funded and the lack of endowed scholarships.

6. Vice-Chair Report
The Vice-Chair’s report included the process of gathering three (3) members of COIA to serve on the Selection committee for the Alumni Awards for Outreach Excellence both team and individual awards. The background included reviewing packets as they come in and shortly after the deadline of 4:00 p.m. on January 31, 2019; and discussion/meeting in early to mid-February to select a winner for each award. Lehi Dowell, Valerie Ragan, and Shelley Martin volunteered to serve on the committee.

7. Reports
There were no reports from the Virginia Cooperative Extension (VCE), and UCIA did not meet since last meeting.

8. Commission Board Member Comments
Brett called for any board member comments. Guru Ghosh indicated that a Botswana working group was established to establish a southern Africa university to include Colleges if Veterinary Med, Science, Natural Resources and Environment, and the Departments of Biology, Wild Life Management. Finance and Legal Counsel is involved; the hope is to launch sometime within the next 2 years. Kathy Alexander and her husband have been working there for a while and have 43 years of a 50-year lease left in the area that they are working. There is a current center near Chobe National Park where Kathy has been exploring wildlife and human health and infectious disease issues and water issues.

Another project is the Rural Resilience Initiative to explore Southside and Southwest Virginia. Ron Rordam and Jerry Gwaltney have been traveling to areas to talk to Economic Development Leaders and City Managers and explore how we can engage and help with areas to include the Opioid crisis as well as other matters.

A third project is called Vibrant Virginia. The concept is to bridge urban and rural divide. Anne Khademian and John Provo are working to create programs with corporate partners with shared prosperity to create ways how artificial intelligence world can impact the blue-collar world and the social aspects around the world.

Guru reported that the Steger Center is doing well, the enrollment numbers are stable; there are several different programs being run there to include a program run by Yannis Stivachtis and Scott Nelson in Political Science; Bob Bodnar and the Geoscience program; PGS programs; Honors programs; Architecture programs and others. There are 20 students this fall and over 20 scheduled for next fall.

A motion to adjourn was made, seconded; all were in favor. The meeting adjourned at 4:13 p.m.

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

TENTATIVE MEETING DATES FOR 2018-2019-(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

- October 18, 2018
- November 15, 2018
- December 13, 2018
- NO JANUARY MEETING
- February 21, 2019
- March 21, 2019
- April 18, 2019
- May 9, 2019
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
October 18, 2018; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Andrea Brunais, Urs Buehlmann, Lehi Dowell, Guru Ghosh, Roberto Leon, Shelley Martin, Karen Munden (via phone), Hunter Pittman (representing Heinrich Schnoedt), Brett Shadle, Susan Short, Xiaowei Wu, Patty Becksted (guest), Theresa Johansson (guest), Erin McCann (guest presenter)

Absent: Cheng Chen, Wayne Crotto, Gregory Daniel, Ed Jones, Juan Luis Nicolau, Valerie Ragan, Heinrich Schnoedt, Madilyne Tanner, Tom Thompson, Kang Xia

1. Welcome and Introductions
   Brett Shadle welcomed the group, self-introductions were made.

2. Agenda Approval
   Brett made the call for motion to approve the agenda; motion made; was seconded; all were in favor and the agenda was approved.

3. Call for Announcements
   The call for announcements was made. Andrea Brunais indicated that Season 5 of Save Our Towns was going to be posted soon. Andrea and her colleagues interview Mayors and Town Managers in Southwest Virginia.

4. Announcement of Approval of Minutes, September 20, 2018
   The minutes from the September 20, 2018 meeting were sent out electronically for edits; they are currently in the approval period and will be sent to University Council and will be posted to the University Governance website upon approval by University Council. Minutes can be found: http://www.governance.vt.edu/. The main web page for COIA: https://www.outreach.vt.edu/VP/CommissionsAndCommittees/coia.html.

5. Strategic Plan Update
   Erin McCann presented an update on the Strategic Plan (see attached). Additionally, a handout was given (see attached). Erin indicated that the plan has been updated based on feedback from various constituent groups; priorities and key opportunities were presented of what the groups want in the plan. Discussion included the language of the VT-Shaped student and how the outside community does not understand the language and what the definition means. Some outside of the Virginia Tech campus have expressed the feel of exclusiveness. The updated presentation does not include several key areas around the Commonwealth (Virginia Beach, Newport News, Richmond, Reynolds Homestead in Critz, Abingdon, AREC and Extension Agencies) as well as the lack of reference to the Global community.

   The expression of a disconnect with the branding exercise and the strategic planning was made. Discussion included the need for the core mission and commitment to rural Virginia. The Virginia Tech website is not representative of the breadth and depth of the University; and some feel that the institutional identify is being lost in the website. Several key areas are missing such as international, service learning, study abroad, global land-grant.

   The support and recognition for faculty to participate in education abroad and faculty research and international partners is lacking. Global rankings and collaborative research between the U.S. and international partners as well as retention of students of underrepresented minority and underserved students is also missing from the presentation.

   The issues of students being able to access the Cook Counseling Center was raised with some students having to wait a month for services due to understaffing. Approximately 18% of new students need services. There need to be alternatives as well as the lack of housing for students needs to be addressed.
The question was asked about what benchmarks are being set, and is another campaign to support the revenue sources being considered. With the number of bulleted items in the presentation, how many will require prioritization and which ones will be selected for taking action, since there are so many. Other dimensions must be added to our university in order to make Virginia Tech stand out as a unique university to attract both students and talent. Community partners, globalization, economic development and distance education aspects all need to be added, as well as consideration for faculty recruitment and optimizing the faculty-student ratio. Space is an issue and includes lack of space in both classrooms as well as housing.

6. Chairman’s Report  
The University Council meeting from October 1, 2018 included the second reading and approval of the Commission on Graduate Studies and Policies Resolution to Establish a Master of Science Degree in Nutrition and Dietetics; and the Commission on Staff Policies and Affairs Resolution to Remove Board of Visitors Approval for Changes to the Staff Senate Constitution. Presentation from Tyler Walters on the University Libraries, and the announcement of Indigenous People’s Day is observed on October 8, 2018. University Council minutes can be found: [http://governance.vt.edu/](http://governance.vt.edu/).

As a follow-up to the letter that was sent to President Sands with regard to funding for Global Education Scholarships, and subsequently sent to Interim Provost, Cyril Clarke, a response from the Provost’s Office was given. The response included a request from Dr. Clarke that more information and suggesting for establishing proper funding for study abroad to be compiled. Theresa Johansson, Director of Global Education put together a comprehensive document to include all aspects of funding and background information (see attached). The group indicated that the information contained in the document was good; however, the suggestion was made that the document needed to be concise and to lay out explicitly what was needed for funding. The question was raised about peer institution comparisons, and parameters that Virginia Tech may be missing. The need to increase diversity and account for regional struggles was expressed. Dr. Clarke has expressed an interest in visiting COIA to speak with the group. The target audience for the document should include Cyril Clarke, Dwight Shelton, Ken Smith, Duane Pinkney, and Dwight’s Chief of Staff. Several people agreed to help Theresa on the paring down of the document, and Brett will send out the second iteration out to COIA for review.

7. Vice-Chair Report  
Urs Buehlmann reported the committee is complete for reviewing packets of information and Kim Rhodes indicated that the memo under Urs’ name would go out in early November.

8. Reports  
Tom Thompson was unable to attend and present the summary from the September 24, 2018 University Committee on International Affairs (UCIA) minutes, minutes for previous meetings of may be found at: [https://www.outreach.vt.edu/VP/CommissionsAndCommittees/ucia/uciaminutes.html](https://www.outreach.vt.edu/VP/CommissionsAndCommittees/ucia/uciaminutes.html). Ed Jones was unable to attend, but Karen Munden talked about the Virginia State Fair that took place September 28-October 7, 2018, which highlighted agriculture products. She also spoke about the fall/winter conferences north (October 29), west (October 30), south (November 5), central (November 6).

9. Commission Board Member Comments  
Brett called for any board member comments. Comments included a capital campaign was needed in order to get bigger numbers of students to receive scholarships for education abroad.

A motion to adjourn was made, seconded; all were in favor. The meeting adjourned at 4:35 p.m.

Respectfully submitted,

Kimberly Rhodes  
Recording Secretary

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- November 15, 2018  
- December 13, 2018  
- NO JANUARY MEETING  
- February 21, 2019  
- March 21, 2019  
- April 18, 2019  
- May 9, 2019
Ut Prosim Difference:
Feedback session and strategic planning updates

Strategic Planning
Fall 2018
BEYOND BOUNDARIES: UT PROSIM DIFFERENCE

- VT-shaped experience for all faculty and staff
- Trans-disciplinary research that matters
- VT-shaped experience for all students
- Inclusion and diversity
- Continuous strategic planning
- Enhanced affordability, opportunity and diversity
- Catalyzing economic growth across Virginia
- Determining future campus facility and infrastructure needs
- New and diverse revenue sources for future growth
- Increasing alumni engagement
- VT-shaped experience for all students
12 ORGANIZED OPEN CAMPUS CONVERSATIONS FOR FACULTY, STAFF, STUDENTS & ALUMNI TO ATTEND

OVER 22 UNITS & DEPARTMENTS MET WITHIN COLLEGES

MEETINGS WITH INSTITUTE DIRECTORS, FACULTY, & STAFF: 14

250 FACILITATED ROUND TABLE SESSIONS WITH OVER EXPERTS

16 COMMISSIONS, COMMITTEES, & COUNCILS ENGAGED

OFFICE FOR STRATEGIC AFFAIRS VIRGINIA TECH
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VT-Shaped Experience for All Students
• Developing diverse and inclusive VT-shaped learning experiences for all students
• Developing a responsive and innovative portfolio of post baccalaureate programs, degrees, and certificates to meet the needs of society
• Promoting holistic wellbeing as the cornerstone of student success
• Ensuring a robust infrastructure and student support access in Blacksburg, Roanoke, and the NCR
• Offering flexible and personalized degrees
• Identifying core areas for graduate education, excellence, and growth
• Increasing the number of underrepresented minority and underserved students
• Ensuring an inclusive, welcoming, affirming, and accessible living, learning, and working campus climate

VT-Shaped Experience for Faculty and Staff
• Ensuring a robust infrastructure for faculty and staff support and success in Blacksburg, Roanoke, and the NCR
• Increasing faculty and staff compensation
• Reviewing policies related to work-life balance including childcare, eldercare, spousal support, and partner hires
• Increasing the percentages of underrepresented minority faculty and staff and the percent of women faculty
• Ensuring an inclusive, welcoming, affirming, and accessible living, learning, and working campus climate

Transformational Research
• Supporting disciplinary expertise and recognition of research excellence
• Leveraging strengths and areas of opportunity across Institutes, Destination Areas, Strategic Growth Areas, & cross-college collaboration
• Developing and supporting state-of-the-art infrastructure for effective and efficient research administration and support
• Developing and expanding sustainable, state-of-the-art, shared-use instrumentation facilities
• Translating research discoveries into commercial products
• Creating and growing externally funded research expenditures and industry partnerships in Blacksburg, Roanoke, and the NCR

Economic Growth and Community Engagement Across Virginia
• Growing Virginia Tech’s research, technology, policy, undergraduate, graduate, & professional education portfolios in the NCR
• Ensuring a robust relationship with the Commonwealth of Virginia as a land-grant institution
• Serving citizens of the Commonwealth in the spirit of Ut Prosim (that I may serve)
Determining Future Campus Facility and Infrastructure Needs

- Aligning and streamlining institutional processes and policies to support growth, excellence, and collaboration in Blacksburg, Roanoke, the NCR, and other locations across Virginia
- Developing & ensuring a robust information technology system
- Developing infrastructure to enable the use of data to inform decisions
- Ensuring a robust physical plant with a focus on sustainability, environmental compliance, health, & safety
- Enhancing communications infrastructure to enhance visibility and recognition of Virginia Tech

Identifying New & Diverse Revenue Sources For Future Growth

- Ensuring a robust infrastructure and database for financial modeling and systems in Blacksburg, Roanoke, and the NCR
- Increasing diversity of funding sources including growing philanthropy and major gifts
- Increasing our endowment
- Growing the alumni giving rate

Increasing Alumni Engagement

- Developing lifelong learning opportunities for alumni engagement with Virginia Tech throughout their lives, studies, and careers
- Engaging, supporting, valuing, and recognizing the talents and influence of alumni
- Creating opportunities for alumni to engage around diversity and inclusion
- Ensuring a robust infrastructure and database for alumni engagement in Blacksburg, Roanoke, and the NCR

Continuous Strategic Planning

- Creating a process for data-informed continuous evaluation and assessment of initiatives
- Establish a process to capitalize on opportunities in Blacksburg, Roanoke, & the NCR, and other locations
Strategic Themes

- What challenges and/or opportunities might there be with these objectives?
- What might be Beyond Boundaries Big Bets?
Timeline and Next Steps

January - December 2018:

• Committees information gathering and education about the University
• Campus engagement and expert discussions on vision, mission, values, objectives
• Campus engagement on the Ut Prosim Difference
• Strategic Planning Advisory Committee reviews results and common themes, refines the vision, mission and core values

January - May 2019:

• Finalize Strategic Framework
• Incorporate the Ut Prosim Difference

Ongoing Feedback and Updates available at www.strategicaffairs.vt.edu
Thank you for your voices!
strategicaffairs.vt.edu
Operational Themes

Enhancing Affordability, Opportunity, and Diversity
- Ensuring affordability and opportunity for the diverse citizens of the Commonwealth
- Ensuring a robust infrastructure to advance diversity and inclusion
- Ensuring accountability for diversity and inclusion efforts across the institution and all institutional locations

Determining Future Campus Facility and Infrastructure Needs
- Aligning and streamlining institutional processes and policies to support growth, excellence, and collaboration in Blacksburg, Roanoke, the NCR, and other locations across Virginia
- Developing & ensuring a robust information technology system
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Continuous Strategic Planning
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- Establish a process to capitalize on opportunities in Blacksburg, Roanoke, & the NCR, and other locations
Land-Grant Core Mission Themes

VT-Shaped Experience for All Students
- Developing diverse and inclusive VT-shaped learning experiences for all students
- Developing a responsive and innovative portfolio of post baccalaureate programs, degrees, and certificates to meet the needs of society
- Promoting holistic wellbeing as the cornerstone of student success
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- Supporting disciplinary expertise and recognition of research excellence
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- Growing Virginia Tech's research, technology, policy, undergraduate, graduate, & professional education portfolios in the NCR
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- Serving citizens of the Commonwealth in the spirit of Ut Prosim (that I may serve)
Almost two years ago, recognizing the pressing need to provide our students with authentic cross-cultural learning experiences to prepare them for the realities of life in the 21st century, Virginia Tech joined the Institute for International Education’s Generation Study Abroad (GSA) initiative with a commitment to increase our students’ study abroad participation rate from less than 17% in 2015-16 to 23% by 2020. We consider this just the beginning of a sustained ambition to see close to 50% of our students graduate having engaged in this type of learning experience by 2030. Straight away, we encountered two unforeseen and daunting obstacles. The first, most immediate, is the current version of the PIBB, which does not reward departments for international activity and incentivizes increasing enrollment in the classroom. Secondly, the university’s decision to increase undergraduate enrollment by 5,000 students over the next five years means that over that period we will need to continue increasing study abroad numbers just to maintain flat percentages.

In spite of these challenges, we are thus far meeting our GSA commitment for increased study abroad participation, with an undergraduate participation rate in 2017-18 of over 19.5%, Virginia Tech’s best year ever in this regard. That same year, though, brought us the greatest setback we have yet faced: the cancellation for 2019-20 and the foreseeable future of LCI’s support for scholarship funds in the Global Education Office (GEO). Modest though it was, this annual contribution of $100,000 constituted almost three quarters of GEO’s available funds for students on non-Steger programs abroad and the loss threw into harsh relief a bleak landscape devoid of institutional support for these important student opportunities.

Study abroad experiences are widely recognized as beneficial to students’ personal development, academic progress, and career advancement.1 Here at Virginia Tech, study abroad has been expressly singled out at the highest level of administration as a crucially important opportunity for our students. In his 2014 installation speech, Tim Sands recognized our students’ status as “global citizens” and affirmed his commitment to several aspirational goals, among them that “every undergraduate who wishes to participate in study abroad will have the opportunity to do so without delaying progress toward their degree and without financial hardship,” and that “every student...will have a culturally rich experience, with opportunities to live, work, and study with people whose life experience is very different than their own.” Study abroad is indeed particularly important for a university like Virginia Tech, with our determination to educate and develop the whole student and encourage connections across boundaries of all sorts – personal, sociopolitical, disciplinary, and cultural – to provide a “VT-shaped” education. It is one of the four principal high-impact practices identified by VT’s Beyond Boundaries Experiential Learning Committee as the type of purpose-driven, intentional engagement that would meet VT’s criteria for experiential learning.

There is also great value for students in having new light shed on known subject matter, studying familiar disciplines in vividly relevant contexts, in shifted academic frameworks, and from unfamiliar intellectual perspectives. Intercultural study experiences can make a great contribution to learning within the Destination Areas, all of which “embrace equity in the human condition by seeking the equitable distribution and availability of physical safety and well-being, psychological well-being, respect for human dignity, and access to crucial material and social resources throughout the world’s diverse communities.” International experiences could be considered essential for such DAs as Global Systems Science, Integrated Security, and Intelligent Infrastructure. Study abroad is likewise ideally suited to enriching all of the university’s Strategic Growth Areas, but it is fair to say that in two of these areas – Equity & Social Disparity for the Human Condition, and Policy – global reach in our students’ educations is critical to fully developed work.

1 We recommend https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Independent_Research_Measuring_the_Impact_of_Study_Abroad/ as a good source for study results pertinent to this topic.
Incorporating study abroad in the educational journey of our students can increase their success here at Virginia Tech and in their future careers. Large-scale studies have found that study abroad, especially for underrepresented students, improves completion and retention rates, increases academic performance and grade point averages, and promotes language-learning. The experience has also been shown to increase students’ curiosity, self-awareness, confidence, critical thinking skills, and positive work ethic.

IIE’s 2017 report on the impact of study abroad notes that “within the context of today’s global economy, most students will move into jobs where they work for or do business with international companies, as well as work with diverse colleagues.” So it is hardly surprising that, according to a 2013 NACE report, the top five qualities that prospective employers most value are “soft” inter- and intrapersonal skills, above specific domain knowledge or technical skills. President Sands had already recognized this when he arrived at Virginia Tech, noting in his installation speech that, “We are breaking free from the myth that employers focus on a graduate’s major rather than the interpersonal, intrapersonal, and cognitive skills that a student has developed.” The IIE report points out that study abroad advances the development of these very skills to a significant degree and goes on to identify numerous “power” skills fostered by study abroad, including intercultural skills, curiosity, flexibility and adaptability, interpersonal skills, communication, problem-solving, language, tolerance for ambiguity, teamwork, leadership, and work ethic. Experiential learning, especially of a type that immerses students in unfamiliar contexts and challenges them to thrive, is highly effective in exercising and strengthening those skills.

Beyond the direct benefit to the students themselves, high rates of study abroad and student exchange also have institutional benefits. There are the benefits to faculty in strengthened international partnerships, built on bilateral exchanges, which open doors to collaborative research and graduate student exchange (often with institutions whose strengths complement rather than duplicate Virginia Tech’s), faculty exchange, and international exposure. Faculty-led programs abroad can boost department enrollment, and mapped course equivalencies between VT and our international partner institutions can deepen and diversify curricular offerings far beyond what is possible with VT’s resources alone. The Global Education Office is also seeking to involve administrative and auxiliary offices across campus in international staff exchange with our bilateral exchange partners. All of these connections can serve to enrich Virginia Tech’s core activities of discovery, engagement, and service.

More broadly though, and perhaps more importantly, engaging our students in international learning experiences helps Virginia Tech fulfill its land-grant duty to the commonwealth and the nation. In his discussion of the Beyond Boundaries philosophy, Tim Sands notes that “the best way for VT to serve Virginians is to acknowledge that a global perspective is required to help citizens and companies

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2 An assessment by the University System of Georgia found the students who studied abroad had a 17.8% higher 4-year graduation rate than those who did not study abroad. African-American students who studied abroad had a 31.2% higher four-year graduation rate (GLOSSARI Project, 2010) and Indiana University reported that study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers (Indiana University, 2009).

3 IIE Center for Academic Mobility Research and Impact’s 2017 report “Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States,” which can be found here.

4 Idem

5 The National Association of Colleges and Employers report, as quoted by Susan Adams in Forbes Magazine article (10/11/13), lists these as the ability to work in a team; to make decisions and solve problems; to plan, organize and prioritize work; to communicate verbally with people inside and outside an organization; and to obtain and process information.

6 An analysis by the SAGE Research Project of 6,000 alumni over 50 years also demonstrates that study abroad has a substantial long-term impact on individuals’ career paths and global engagement.
compete internationally and to help address our own complex problems locally.” Graduating young people with the skills that employers most value, an understanding of our interconnectedness with other nations (and international connections of their own), and a readiness to work productively in the thoroughly and complexly entangled modern world will contribute concretely to our regional and national economies and, one hopes, to collaborative solutions to the great global problems of the age. This is particularly vital in the current political climate, when the US as a country is demonstrating just how easily we can lean toward isolation. Contact with difference is inevitable for the students who will graduate from Virginia Tech in the coming years, even if they never leave Southwest Virginia. The better we can equip them to thrive on diversity, the greater our hope for a strong future, and study abroad is a proven means to developing the skills students need to do so.

As we strive to broaden access to and interest in study abroad at Virginia Tech, we find no scarcity of contrary forces. Students are discouraged from taking this step by family, by fear of the unknown, by reluctance to leave friends, by safety concerns, and by the simple fact of not seeing themselves as suitable candidates for the experience. By far the most obstinate deterrents are cost and the potential for delay in degree completion if courses taken abroad do not fit into the VT major. Essentially, the single deterrent is cost, since if finances did not dictate the need to graduate in as few semesters as possible, academic fit would not be an issue. The GEO does great work recruiting underrepresented students, reassuring parents of the relative safety of study abroad, persuading students in particularly inflexible majors that there are viable study abroad options for them, helping students understand that they won’t miss anything irreplaceable by being away but will instead gain lifelong memories and friends—the list is unending. None of it matters, however, if students cannot afford to participate.

This is the greatest challenge. The cost of study abroad is the bottleneck, the rate-limiting factor. With the work we have done in the past two years promoting study abroad and raising awareness across campus not just of the opportunities for study abroad, but of its inherent value, we have steadily built up a reservoir of pent-up demand. It is heartbreaking when, through consistent effort, we manage to bring an increasing number of students to our office to explore their options for a winter term, summer, or semester abroad and we enthusiastically encourage them to apply, only to have the student’s hopes dashed when the conversation turns to cost. We have numerous resources to offer and strategies to suggest: We work with in-state students to find tuition exchanges that fit their academic needs, we help out-of-state students identify third-party programs that cost no more than an on-campus semester and are likely to provide transferrable academic credit, we show students where to look for external scholarships and advise them on applying for competitive national awards, etc. The unavoidable fact, however, is that to open the doors of study abroad to the majority of our student body, we must be able to provide scholarship support.

What would it take to move the needle on access to study abroad for Virginia Tech students? This is, in fact, a two-pronged question. On one level, there is the absolute question of how much money it takes to move a student from “I cannot” to “I can.” On another, somewhat more subtle level, there is the question of how we might use scholarship resources to change student behavior in ways that would return the greatest benefit for the dollars spent on study abroad. Let us look at the second of these questions first.

Overwhelmingly, our students choose to study abroad for short durations, mostly in Western Europe. While well-executed short programs can be highly effective and Western Europe can be the very best setting for certain academic programs, for the sake of transformational learning, cost containment, and preparation for the realities of this century, we must challenge these student preferences. We also need to diversify Virginia Tech’s study abroad population. Study abroad is
undertaken predominantly by white women, and many groups of students (e.g. students in majors with particularly inflexible course progressions, student athletes, students with disabilities) face their own barriers to study abroad. There are also individuals such as first-generation college students or students who have never left the state of Virginia, who often have difficulty seeing themselves as candidates for study abroad and may need extraordinary encouragement. Beyond their most essential function in making study abroad financially accessible where it otherwise would not be, scholarship funds can be an effective way of incentivizing students to choose semester programs over short-term, and locations in the developing world over less challenging destinations.

However, that core function of supporting our duty to make these opportunities accessible to all our students, not just those who are adding privilege to privilege, is our greatest concern. It is impossible for us to know how many students simply do not consider study abroad at all because they assume it is out of their reach – these students are invisible to us. We hear from students for whom our scholarships do make study abroad possible but we know, too, that for many even what support we can provide is not enough to make the difference. About fifteen students per year who have been given awards of $1,500 to $3,000 return those awards and inform us that they still cannot afford the experience. Consider the following comments from a few of our students:

As an immigrant and a first-generation college attendee from Viet Nam, I never thought studying at university was something feasible, let alone participating in two French study abroad programs. Thanks to...the Global Education Office Scholarship and the Presidential Scholarship Initiative, the financial strain was lifted off of me and my family, allowing me to achieve fluency and confidently perform research in my third language, French.  
(Caitlin Huynh)

I never thought I’d be able to study abroad because of finances, even though it’s always been my dream. I also never thought I would be able to hold conversations in Arabic, go shopping in Dubai mall, and swim in the lagoons of Oman, but I did. I can’t express how thankful I am for the Global Education Office Scholarship; without it, I wouldn’t have been able to study abroad and feel so free. There’s only so many people that can say they studied Arabic in Oman for a summer!  
(Aubrey Medina)

Despite the generous amounts of scholarships that I was given I am still, unfortunately, unable to afford the trip because it would be around $9,000 out of pocket. Therefore, I will not be studying abroad in the fall (which I am very sad about). I went ahead and withdrew the application so that the scholarships can go to someone that will be able to attend the program.  
(Megan Crouch)

Of course, there is no way of determining precisely how much is needed, since program costs can range anywhere from $4,000 to upwards of $40,000, and every student’s economic situation is unique, but we can draw on what we know to estimate. Before we lost our LCI funding, we were awarding c. $135,000 in GEO scholarships and were able to make at least modest awards to between 30-45% of the eligible students who applied. This would indicate that with between $300,000 and

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It bears noting that at Virginia Tech we are making good progress toward encouraging students of color to study abroad, with participation percentages in all minorities except Latinos tracking at or above the corresponding percentage of the general student population. However, this may simply be a function of the relatively low overall levels of diversity here; as VT continues to be successful in attracting a more diverse student body, we will need to work hard to keep up.
$445,000 in annual funding (of which we currently have only $35,000) we could address the needs of those students who do apply. However, this ignores the population of students whose need is such that they do not even entertain the possibility of overseas study, who would need substantially larger individual awards and who are arguably the very students for whom it is most pressing that we address the accessibility issue.

We surveyed large, public universities across the country, asking how much they awarded in study abroad scholarships each year and where those funds came from. The fifteen responses we received showed a range from $30,000 to $2.1 million. Of these, two award less than $120,000 yearly and three award $1 million or more; among the remaining ten, yearly scholarship awards average $508,000. Almost all have central funding from the university, many have contributions from departments and from various fees and, loosely speaking, as the amounts climb so does the reliance on endowments and gifts.

Given the importance of access to such experiential learning opportunities as these for Virginia Tech students, it should be reasonable to expect a base budget commitment of between $300,000 and $400,000 each year toward study abroad scholarships. Beyond this, there should be a dedicated advancement effort aimed at establishing a solid endowment to ensure that scholarship funds keep pace with our success in increasing study abroad participation among our students.

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8 Ohio State, Penn State, Michigan State, Iowa state, Indiana Univ., Univ. of Illinois, Univ. of Washington, Univ. of Minnesota, Univ. of Wisconsin, UC Davis, Univ. of Maryland, Univ. of Colorado, University of SC, NC State, and UVA. Undergraduate enrollment ranges from 16,000 to 46,000, with almost all falling between 26,500 and 36,500.
Commission on Staff Policies and Affairs

Date | time  9/25/2018 2:03 PM | Meeting called to order by Tammie Smith

Approval of Agenda and Minutes

Members Present: Tammie Smith, Sue Teel, Susan Hughes (for Bryan Garey), LaTawnya Burleson, Robert Sebek, Lori Buchanan, Teresa Lyons, Betty Wilkins, Judy Alford, Mary Helmick, Margaret Radcliffe, Susanna Rinehart, Hazem Sharaf, Lisa Boothe and Rosemary Blieszner

Minutes: The minutes from the June meeting were approved electronically with no revisions.

Agenda: Approval of the agenda was moved and seconded. The agenda was approved unanimously.

Introduction of Members: Chairman Smith requested that everyone introduce themselves since this was the first meeting of the new academic year.

Review of Commission Charge: The commission’s charge was provided to all members via the agenda.

New Business

Staff@VT Taskforce Meeting Update: Met through the summer of 2018. Key areas that were addressed were:

- Pay
- Recruiting
- Professional Development
- Parking

The work done by this taskforce is considered as Phase I. The committee’s report will be presented to the BOV in November. Chairman Smith asked for feedback on this report be provided back to her.

The commission goals for the 2018-2019 academic year have been identified as:

- Child care issues, benefits
- Mandatory Holiday Closings
- Improving upon the president’s endorsement of shared governance participation
- Training for staff on how to develop themselves
- New benefits for university staff under the Restructuring Act  
  - UVA and W&M have already offered new benefits and compensation models
- Benefits for Wage Staff
- Taskforce Issues

Commission Subcommittees are being formed for this year. Expectation for the subcommittees is that the groups work separately from the monthly CSPA meetings. Guidelines will be sent out by Chairman Smith that overview how these subcommittees should do their work. Members should expect brainstorming to identify barriers and then to come up with suggested action steps. Subcommittee work will be expected to be well underway by the time of our November meeting.

Mandatory Winter Closing: (Survey of options, benchmarking to other state institutions, presentation of current policies)

- LaTawyna Burrelson (*)
- Mary Helmick
- Sue Teel
- Betty Wilkins
Pay and Benefits: (Wage staff benefits, compensation packages, childcare, community services for lower pay band, retirement packages)

- Teresa Lyons
- Susanna Rinehart
- Lisa Boothe
- Judy Alford (*)

Recruitment and Retention: (Training staff on how to help themselves, participation in university governance, childcare, supervisor training, potential changes/enhancements to annual evaluation process for staff)

- Margaret Radcliffe (*)
- Lori Buchanan
- Sally Shupe
- Hazem Sharaf

(*) designates team lead of subcommittee

Additional Officers and Representative for other commissions and committee

- Staff representative from CSPA to the Employee Benefits Committee: Sally Shupe
- Virginia Tech employees spouse and dependent scholarship committee representative: Margaret Ratcliffe
- Staff Career Achievement Award Committee Representative: Judy Alford, Sue Teel, LaTawnya Burleson

The October meeting will be a presentation on the Strategic Planning process. All commission members are reminded to bring their laptops to the next meeting. Part of the presentation will require immediate input through an electronic device.

The meeting was adjourned at 3:08 PM.

Respectfully Submitted by Mary Helmick
MINUTES
COMMISSION ON UNDERGRADUATE STUDIES AND POLICIES
OCTOBER 8, 2018
230 STUDENT SERVICES BUILDING, 3:00 PM

PRESENT: M. Kasarda (Chair); L. Hoyns for M. Andrews; B. Barnhill; K. Edgar; V. Fowler; S. Sumner for A. Grant; S. Biscotte for R. Holloway; K. Hosig; S. Johnson; C. Leeth; J. Loferski; R. Panneton for S. Morton; K. Redican; B. Watford for J. Ross; D. Thorp; D. Wodak;

ABSENT WITH NOTIFICATION: K. Albright; M. Byers; G. Daniel; T. Hammett; L. Khansa; A. Knoblauch; S. Metko; J. Orr; J. Sible; P. Tarkenton; S. Tatum; L. Zietsman

ABSENT WITHOUT NOTIFICATION: C. Johnson; N. Rexroad; C. Touzel

VISITORS: N. Akers; G. Costello; A. Myers; R. Sparks

CALL TO ORDER

The meeting was called to order at 3:00 PM by M. Kasarda.

ADOPTION OF THE AGENDA

A motion was made and seconded to approve the agenda. The motion to approve the agenda passed unanimously.

ANNOUNCEMENT OF APPROVAL AND POSTING OF MINUTES

M. Kasarda announced the September 24, 2018 minutes were electronically approved and can be accessed via the University Registrar’s website: https://registrar.vt.edu/content/dam/registrar_vt_edu/documents/Updates/governance/2018-2019/sept24/minutes_cusp_9_24_18.pdf

REPORTS AND MINUTES FROM COMMISSION COMMITTEES/ SUB-COMMITTEES

COMMITTEE REPORTS

Academic Support Committee

No Report.

Academic Policies Committee

R. Panneton reported that she met with the University Registrar and is moving forward with business.

Athletics Committee
On behalf of S. Sumner, M. Kasarda presented the minutes of the April 17, 2018 meeting of the University Athletics Committee. A motion was made and seconded to accept the minutes of the April 17, 2018 meeting of the University Athletics Committee.

**Commencement Committee**

On behalf of L. Khansa, K. Redican noted that the Commencement Committee is finalizing the commencement dates for Fall and Spring.

**Honor Council**

On behalf of M. Andrews, L. Hoyns reported that the 2018-2019 Academic Integrity Day will be held on October 17, 2018, where the Honor Council will be hosting a booth to discuss what “integrity” means to students. L. Hoyns also reported that other colleges have been invited to visit campus to discuss the Honor System.

**Library Committee**

No Report.

**Undergraduate Curriculum Committee**

K. Redican presented the September 28, 2018 report of the Undergraduate Curriculum Committee. A motion was made and seconded to approve the September 28, 2018 report of the Undergraduate Curriculum Committee.

The motion passed unanimously.

| UNDERGRADUATE CURRICULUM COMMITTEE REPORT—SEPTEMBER 28, 2018 |
| FOR “FIRST AND SECOND READING” |
| UNANIMOUS APPROVAL |
| **COURSES** |

New:

**Spring 2019**

College of Engineering

ECE 4454 Multimedia Signal Processing (CM-4582)
ME 3524 Mechanical Vibrations (CM-4559)
MSE 4174 Corrosion & Degradation of Materials Laboratory (CM-4556)
MSE 4224 Electronic, Magnetic, and Optical Properties of Materials Laboratory (CM-4558)
MSE 4394 Introduction to Molecular Dynamics Simulation (CM-4555)
MSE 4434 Ceramic & Glass Materials Processing Laboratory (CM-4557)

Revised:

Spring 2019

College of Engineering
ECE 3054 Electrical Theory (CM-4581)

Pamplin College of Business
MKTG 4304 Marketing Communications (CM-4552)

University Curriculum Committee for General Education

On behalf of L. Zietsman, K. Redican presented the report of the September 26, 2018 Pathways Ad Hoc Review Committee. A motion was made and seconded to approve the September 26, 2018 report of the Pathways Ad Hoc Review Committee.

The motion passed unanimously.

PATHWAYS AD-HOC REVIEW COMMITTEE REPORT – SEPTEMBER 26, 2018
For “First and Second Reading”
Unanimous Approval

COURSES

New:
CLE Spring 2019/Pathways Spring 2019

College of Liberal Arts and Human Sciences

HIST 1014: Topics in Reacting to the Past (CLE Area 2, CLE Area 3, Pathways Critical Thinking in the Humanities G02, Ethical Reasoning G10) (CM 4423)

HIST 2234 (CLA 2234): Classics in the Modern World (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 4425)

Revised:

**CLE Spring 2019/Pathways Spring 2019**

**College of Agriculture and Life Sciences**
AAEC 2104: Personal Financial Planning (CLE Area 5, Pathways Advanced Quantitative and Computational Thinking G05a, Ethical Reasoning G10) (CM 3818)

HNFE 2664: Behavioral Theory in Health Promotion (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 3820)

**College of Architecture and Urban Studies**
ART 3384: Renaissance Art & Architecture (CLE Area 2, CLE Area 6, Pathways Critical Thinking in the Humanities G02, Critique and Practice in Design and the Arts G06a, Intercultural and Global Awareness G11) (CM 4145)

ART 3284: Medieval Art and Architecture (CLE Area 2, CLE Area 6, Pathways Critical Thinking in the Humanities G02, Critique and Practice in Design and the Arts G06a, Intercultural and Global Awareness G11) (CM 4146)

**College of Engineering**
CEM 3074: Global Design and Construction for Sustainable Development (CLE Area 7, Pathways Critique and Practice in Design and the Arts G06d, Intercultural and Global Awareness G11) (CM 4173)

**College of Liberal Arts and Human Sciences**
SPAN 3494: Introduction to Hispanic Linguistics (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 4421)
SPAN 3544: Sounds of Spanish (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 4422)

CONSTITUENT REPORTS

Commission on Administrative and Professional Faculty Affairs

On behalf of J. Orr, K. Redican reported that the Commission on Administrative & Professional Faculty Affairs appointed Greg Fansler as the Vice Chairperson and the next meeting is scheduled for October 10, 2018 at 1:30 p.m.

Staff Senate

No report.

Faculty Senate

K. Hosig reported that Faculty Senate has received feedback that students do not feel included in campus planning and that Faculty Senate is working to increase collaboration. An example provided was related to insufficient seating in the dining halls.

Student Government Association

No report.

Graduate Student Assembly

No report.

ADJOURNMENT

A motion was made and seconded to adjourn the meeting at 3:09PM.

Respectfully Submitted,
Nicole Akers, Office of the University Registrar
PRESENT: M. Kasarda (Chair); K. Albright; M. Andrews; B. Huckle for K. Edgar; V. Fowler; S. Sumner for A. Grant; T. Hammett; K. Hosig; S. Johnson; L. Khansa; C. Leeth; J. Loferski; J. Orr; R. Panneton for S. Morton; C. Boone for J. Ross; J. Sible; S. Tatum; D. Thorp; L. Zietsman

ABSENT WITH NOTIFICATION: B. Barnhill; M. Byers; G. Daniel; R. Holloway; C. Johnson; A. Knoblauch; S. Metko; K. Redican; P. Tarkenton; C. Touzel; D. Wodak

VISITORS: N. Akers; D. Agud; G. Costello; J. Hammer; B. Howell; C. Martin; R. Sparks

CALL TO ORDER

The meeting was called to order at 3:00 PM by M. Kasarda.

ADOPTION OF THE AGENDA

A motion was made and seconded to approve the agenda. The motion to approve the agenda passed unanimously.

ANNOUNCEMENT OF APPROVAL AND POSTING OF MINUTES

M. Kasarda announced the October 8, 2018 minutes were electronically approved and can be accessed via the University Registrar’s website:

REPORTS AND MINUTES FROM COMMISSION COMMITTEES/SUB-COMMITTEES

COMMITTEE REPORTS

Academic Support Committee

No Report.

Academic Policies Committee

No Report.

Athletics Committee

S. Sumner presented the minutes of the September 20, 2018 meeting of the University Athletics Committee. A motion was made and seconded to accept the
minutes of the September 20, 2018 meeting of the University Athletics Committee.

Commencement Committee

No Report.

Honor Council

No Report.

Library Committee

No Report.

Undergraduate Curriculum Committee

K. Redican presented the October 12, 2018 report of the Undergraduate Curriculum Committee. A motion was made and seconded to approve the October 12, 2018 report of the Undergraduate Curriculum Committee.

The motion passed unanimously.

| UNDERGRADUATE CURRICULUM COMMITTEE REPORT—OCTOBER 12, 2018 |
| FOR “FIRST AND SECOND READING” |
| UNANIMOUS APPROVAL |

COURSES

New:

Spring 2019

- College of Agriculture and Life Sciences
  - HNFE 4514 Nutritional Genomics (CM-4576)
- College of Architecture and Urban Studies
  - SPIA 4724 CyberLeaders Capstone (CM-4673)
- College of Engineering
  - ECE 4684 Network Science (CM-4658)
University Curriculum Committee for General Education

L. Zietsman presented the minutes of the October 3, 2018 University Curriculum Committee for General Education. A motion was made and seconded to accept the minutes of the October 3, 2018 University Curriculum Committee for General Education.

L. Zietsman presented the report of the October 10, 2018 Pathways Ad Hoc Review Committee. A motion was made and seconded to approve the October 10, 2018 report of the Pathways Ad Hoc Review Committee. The motion passed unanimously.
PATHWAYS AD-HOC REVIEW COMMITTEE REPORT– OCTOBER 10, 2018
For “First and Second Reading”
Unanimous Approval

## COURSES

### New:

**CLE Spring 2019/Pathways Spring 2019**

**College of Liberal Arts and Human Sciences**

CLA 2434: Fairytales, Folklore, and Magic: Popular Literature in Ancient Greece and Rome (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 4427)

MUS 1114: Listening in the Digital Age (CLE Area 6, Pathways Critique and Practice in Design and the Arts G06a, Intercultural and Global Awareness G11) (CM 3844)

### Revised:

**CLE Spring 2019/Pathways Spring 2019**

**College of Architecture and Urban Studies**

LAR 1264: Seeing, Understanding and Representing Landscape and the Built Environment (CLE Area 6, Pathways Critique and Practice in Design and the Arts G06ad, Ethical Reasoning G10) (CM 4568)

LAR 3044: Land Analysis and Site Planning (CLE Area 5, Pathways Advanced Quantitative and Computational Thinking G05a, Intercultural and Global Awareness G11) (CM 4456)

**College of Liberal Arts and Human Sciences**

APS 4414 (HUM 4414): Issues in Appalachian Studies (CLE Area 2, CLE Area 7, Pathways Discourse G01a, Ethical Reasoning GE10) (CM 4131)

RLCL 2324: Islam (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 4430)

SPAN 2754: Topics in Spanish American Culture (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 4433)
**College of Science**

CHEM 1045-1046: General Chemistry Laboratory (CLE Area 4, Pathways Reasoning in the Natural Sciences G04, Intercultural and Global Awareness G11) (CM 4546)

**Pamplin College of Business**

HTM 3424: Event Management (CLE Area 6, Pathways Critique and Practice in Design and the Arts G06d, Ethical Reasoning G10) (CM 4590)

HTM 4354: Informational Technology and Social Media in Hospitality and Tourism (CLE Area 5, Pathways Advanced Quantitative and Computational Thinking G05a, Ethical Reasoning G10) (CM 4591)

**Pathways Spring 2019**

**College of Science**

CMDA 4864: Computational Modeling and Data Analytics Capstone Project (Pathways Advanced Quantitative and Computational Thinking G05a, Ethical Reasoning G10) (CM 4572)

**Constituent Reports**

**Commission on Administrative and Professional Faculty Affairs**

No report.

**Staff Senate**

No report.

**Faculty Senate**

No report.

**Student Government Association**

No report.

**Graduate Student Assembly**
No report.

**OTHER BUSINESS**

**Undergraduate Honor System Presentation**

Michael Andrews, Dr. Buddy Howell, and Diane Agud conducted a presentation on the Undergraduate Honor System. Presentation topics included an overview of the faculty-student led Undergraduate Honor System process, statistics, training process, administrative oversight, outreach, and resources. More information can be found at [https://honorsystem.vt.edu/](https://honorsystem.vt.edu/) or by contacting the Office of Undergraduate Academic Integrity at honorsys@vt.edu.

**ADJOURNMENT**

A motion was made and seconded to adjourn the meeting at 4:10 PM.

*Respectfully Submitted,*  
*Nicole Akers, Office of the University Registrar*
PRESENT: R. Panneton (Acting Chair) for S. Morton; M. Andrews; S. Campos; B. Huckle for K. Edgar; V. Fowler; T. Hammett; R. Holloway; S. Johnson; C. Leeth; J. Loferski; B. Watford for J. Ross; S. Tatum; D. Thorp; L. Zietsman

ABSENT WITH NOTIFICATION: K. Albright; B. Barnhill; M. Byers; G. Daniel; S. Sumner for A. Grant; K. Hosig; C. Johnson; M. Kasarda; L. Khansa; A. Knoblauch; S. Metko; J. Orr; K. Redican; J. Sible; P. Tarkenton; C. Touzel; D. Wodak

VISITORS: N. Akers; K. Carlson; G. Costello

CALL TO ORDER

The meeting was called to order at 3:00 PM by R. Panneton on behalf of M. Kasarda.

ADOPTION OF THE AGENDA

A motion was made and seconded to approve the agenda. The motion to approve the agenda passed unanimously.

ANNOUNCEMENT OF APPROVAL AND POSTING OF MINUTES

R. Panneton announced the October 22, 2018 minutes were electronically approved and can be accessed via the University Registrar’s website: https://registrar.vt.edu/content/dam/registrar_vt_edu/documents/Updates/governance/2018-2019/oct22/minutes_cusp_10_22_18.pdf

D. Thorp announced that the College of Liberal Arts and Human Sciences has moved from Wallace Hall into the Liberal Arts and Human Science Building at 200 Stanger Street.

REPORTS AND MINUTES FROM COMMISSION COMMITTEES/SUB-COMMITTEES

COMMITTEE REPORTS

Academic Support Committee

D. Thorp reported that the Academic Support Committee has met and was provided the charge of drafting academic calendars for the next several years. The calendar criteria will be revised to include the winter term and to compile information regarding holidays.

Academic Policies Committee
No Report.

Athletics Committee

R. Holloway on behalf of S. Sumner presented the minutes of the October 4, 2018 meeting of the University Athletics Committee. A motion was made and seconded to accept the minutes of the October 4, 2018 meeting of the University Athletics Committee.

B. Watford shared information regarding concerns voiced by students and parents about parking and classes during Thursday night football games.

The Commission discussed potential safety concerns related to changing the bus schedules and how these changes are communicated to students.

Commencement Committee

No Report.

Honor Council

M. Andrews reported that the Office of Undergraduate Academic Integrity is increasing staff to include an Assistant Director and a Coordinator position to support the increased number of hearings.

Library Committee

No Report.

Undergraduate Curriculum Committee

R. Panneton on behalf of K. Redican presented the October 26, 2018 report of the Undergraduate Curriculum Committee. A motion was made and seconded to approve the October 26, 2018 report of the Undergraduate Curriculum Committee.

The motion passed unanimously.

UNDERGRADUATE CURRICULUM COMMITTEE REPORT—OCTOBER 26, 2018

FOR “FIRST AND SECOND READING”
UNANIMOUS APPROVAL

COURSES
New:

Spring 2019

College of Engineering

ME 3414 Fluid Dynamics (CM-4580)

ME 3534 Controls Engineering I (CM-4560)

Pamplin College of Business

REAL 2024 Principles of Real Estate Sales (CM-4700)

College of Science

NEUR 2014H Honors Fundamentals of Neuroscience (CM-4713)

FOR “FIRST AND SECOND READING”
UNANIMOUS APPROVAL

Minor:

New:

Effective Graduating Calendar Year 2020

Virginia-Maryland College of Veterinary Medicine

Establishment of New Minor: Public Health (PH), effective for students graduating in calendar year 2020, first effective date to declare minor: Spring 2019, first effective date to graduate: Winter 2020 (CM-4708)

Checksheet: Minor: Public Health (PH) (CM-4708)

Revised:

Effective Graduating Calendar Year 2021

College of Liberal Arts and Human Sciences

Checksheet: Minor: French for Business (FRBS) (CM-4344)
University Curriculum Committee for General Education

L. Zietsman presented the report of the October 24, 2018 Pathways Ad Hoc Review Committee. A motion was made and seconded to approve the October 24, 2018 report of the Pathways Ad Hoc Review Committee.

The motion passed unanimously.

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**PATHWAYS AD-HOC REVIEW COMMITTEE REPORT—OCTOBER 24, 2018**

For “First and Second Reading”

Unanimous Approval

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New:

**CLE Spring 2019/Pathways Spring 2019**

**College of Liberal Arts and Human Sciences**


**College of Science**


**Pathways Spring 2019**

**College of Science**

CMDA 2014: Data Matter (Pathways Advanced Quantitative and Computational Thinking G05a, Ethical Reasoning G10) (CM 4712)

Revised:

**CLE Spring 2019/Pathways Spring 2019**

**College of Liberal Arts and Human Sciences**

| Courses |
FR 3314: Introduction to Francophone Studies (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 4695)


**College of Science**

GEOS 1104: Introduction to Earth Sciences Laboratory (CLE Area 4, Pathways Reasoning in the Natural Sciences G04, Intercultural and Global Awareness G11) (CM 4717)

**CONSTITUENT REPORTS**

**Commission on Administrative and Professional Faculty Affairs**

No report.

**Staff Senate**

No report.

**Faculty Senate**

No report.

**Student Government Association**

No report.

**Graduate Student Assembly**

No report.

**OTHER BUSINESS**
Charter for the Establishment of a Center for Real Estate Excellence

The motion was made and seconded to present the Charter for the Establishment of a Center for Real Estate Excellence.

R. Panneton opened the floor for discussion.

R. Holloway provided background information, such as enrollment, the relationship with community partners, and opportunities for students to pursue experiential learning and internships.

On behalf of R. Holloway, K. Carlson provided information in response to Commission comments and questions regarding topics of faculty hiring and tenure practices, teaching load, degree awarding, and future expansion of the Center. K. Carlson will provide additional information from the Memorandum of Understanding to clarify hiring practices for the Commission.

The Commission deferred the vote.

ADJOURNMENT

A motion was made and seconded to adjourn the meeting at 3:00 PM.

Respectfully Submitted,
Nicole Akers, Office of the University Registrar
MINUTES
UNIVERSITY ADVISORY COUNCIL ON STRATEGIC BUDGETING AND PLANNING
October 18, 2018


ABSENT: Maria Balota, Sherri Clark-Deener, Cyril Clarke, Terry Clements, Bob Hicok, Quinton Nottingham, Dwight Shelton, and Linging Wang.

1. CALL TO ORDER

Mr. Tim Hodge, Associate Vice President of Budget and Financial Planning called the meeting to order.

2. APPROVAL OF THE SEPTEMBER 25, 2018 MINUTES

Mr. Hodge stated that the September 25, 2018 minutes have been approved and forwarded to the University Council for posting on the web.

3. FIRST READING OF RESOLUTION TO ADD NEW UACSBDP MEMBER

Mr. Hodge conducted the first reading of the Resolution to change membership to the University Advisory Council on Strategic Budgeting and Planning. The resolution resolved that that Bylaws of the University Council be changed to reflect the addition a representative from the Office of Strategic Affairs to the University Advisory Council on Strategic Budgeting and Planning, with said representative serving a three year term staring in 2019-2020 academic year.

4. UPDATE ON PIBB MODEL

Dr. Ken Smith, Vice Provost of Academic Resource Management, presented an update on the PIBB Model. Dr. Smith provided an overview at the national level of the trends in budget models and noted there was a shift from incremental budgeting to performance based budgeting. Our own change is rooted in the Beyond Boundaries vision and expansion of previous formula funding approaches. An overview was presented of the PIBB model budget process and he shared the budget allocation methodology and that it is metric driven. Dr. Smith explained the PIBB’s four components and the metrics used in the PIBB model. Examples of each were presented. Dr. Smith indicated many metrics are still in the process of being determined and that this is an ongoing collaborative process.

Dr. Smith discussed the initiative to improve data for information and decision making through the development of the University Data Commons (UDC) that is
the commonly defined data used for the PIBB metrics and other internal management decision making. Dr. Smith reminded the Council that the current fiscal year (2018-19) is the second year of using the PIBB model to inform college budgets. An example of the values was given using PIBB metrics in 2018-19. A PDF of the presentation with narration will be posted to the Provost website within the next month with a voice over narration.

5. No further business was discussed, and the meeting adjourned at 5:03 p.m.