UNIVERSITY COUNCIL MEETING
March 12, 2018
3:00 p.m.
1045 Pamplin Hall
AGENDA

1. Adoption of Agenda
   Dr. Cyril Clarke

2. Announcement of approval and posting of minutes of February 19, 2018
   These minutes have been voted on electronically and will be posted on the University web.
   Dr. Cyril Clarke

3. Old Business
   Dr. Cyril Clarke
   University Council Resolution UC 2017-18B
   Resolution to Approve the Virginia Tech Carilion School of Medicine (MD) Degree Program

4. Announcement of acceptance and posting of Commission Minutes
   These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of voting on Commission minutes 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
   December 4, 2017

   Commission on Faculty Affairs
   December 1, 2017
   February 2, 2018

   Commission on Graduate Studies and Policies
   February 7, 2018

   Commission on Research
   December 13, 2017

   Commission on Undergraduate Studies and Policies
   February 12, 2018

5. For Information Only
   Minutes of the University Advisory Council on Strategic Budgeting and Planning
   February 15, 2018
   Dr. Cyril Clarke

6. Presentation
   Overview of LINK
   Dr. Brandy Salmon

7. Adjournment
   Dr. Cyril Clarke
University Council Minutes  
February 19, 2018  
3:00 PM  
1045 Pamplin Hall


Absent: Tim Sands (with notice), Michael Friedlander, Theresa Mayer, Steve McKnight, Kelly Oaks, Menah Pratt-Clarke, John Ferris, Chris Saunders, Bryan Brown, Anita Puckett, Chris Lawrence, Mary Marchant (with notice), LaTawnya Burleson (with notice), Brian Huddleston, Katrina Loan, Jeannie Layton-Dudding, Christine Tyser, Michele Waters, Adwoa Baah-Dwomoh, Andre Stevenson, Seyi Olusina, & Robert Sebek

Guests: Jeri Baker, Daniel Breslau, Lori Buchanan, Jack Finney, Rachel Holloway, Rachel Gabriel, David Musick, Jason Soileau, & Rick Sparks

Dr. Clarke 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 February 5, 2018

Dr. Clarke 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. Old Business

Commission on Staff Policies and Affairs
Resolution CSPA 2017-18B
Resolution to Change Authority to Manage the Staff Career Achievement Award

Ms. Tammie Smith presented this resolution for second reading and made a motion to approve. The motion was seconded, and the motion passed.

Commission on Undergraduate Studies and Policies
Resolution CUSP 2017-18D
Resolution to Approve New Degree, Bachelor of Arts in Science, Technology, and Society

Commission on Undergraduate Studies and Policies
Resolution CUSP 2017-18E
Resolution to Approve New Degree, Bachelor of Science in Science, Technology, and Society
Dr. Dean Stauffer informed the members that the proposal has been updated to remove an elective that has not been through the governance approval process, and there are currently no plans to proceed with having this course approved. Dr. Stauffer then presented the resolutions for second reading and made a motion to approve. The motion was seconded, and the motion passed.

4. New Business

University Council
Resolution UC 2017-18B
Resolution to Approve the Virginia Tech Carilion School of Medicine (MD) Degree Program

Dr. Cyril Clarke presented this resolution for first reading and introduced Dr. David Musick from the Virginia Tech Carilion School of Medicine (VTCSOM) to answer any questions. Dr. Musick indicated that this resolution is the culmination of about ten years of work. Dr. Musick stated that the VTCSOM is excited and pleased to become a college of Virginia Tech. There have been many conversations with areas of Virginia Tech on how the VTCSOM can be of service to the university.

5. 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 voting on Commission minutes 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
  January 10, 2018

- Commission on Faculty Affairs
  January 19, 2018

- Commission on Graduate Studies and Policies
  January 17, 2018

6. For Information Only

Minutes of the University Advisory Council on Strategic Budgeting and Planning
January 18, 2018

7. Presentation

Ms. Jeri Baker, Director of Parking and Transportation, gave a presentation (attached) on parking and transportation.

8. Adjournment

There being no further business, a motion was made to adjourn the meeting 3:39 p.m.
Parking

- **Fully self-funded** auxiliary of the University

- **Responsibilities**
  - Provide safe and efficient parking for members of the university community
  - Maintain parking assets (lots and structures)
  - Regulate and enforce parking rules seven days/week

- **16,400** total parking spaces on campus
Parking and Transportation

Parking Permits by the Numbers

2016-17

Total permits 15,511

- Commuter/Graduate: 7,517
- Faculty/Staff: 5,594
- Resident: 1,732
- Cadet: 99
- Faculty/Staff Remote: 177
- Vendors/Contractors: 321
- Grad Reserved: 71

Annual Permits Sold
2017

Special Event Passes
15,500

Visitor Passes
29,493
Citations

Issued: 24,202
Voided: 2,737
Appealed: 1,730 or 7.1%
Dismissed: 561 or 33.2%
Upheld: 1,129 or 66.8%
Second Appeal: 63
Upheld: 40
Dismissed: 23
Fleet

- Daily Rental Fleet competitively priced
- Long-Term Departmental Rentals
- University Fueling Operation
- VTCRI Shuttle and Field Trip operations
Fleet Services 2016-17

- Total miles - 7,656,626
- Total gallons dispensed
  - Unleaded - 238,000 gallons
  - Diesel - 48,070 gallons
- Total passengers on the VTCRI Shuttle - 14,706
Alternative Transportation

ANY service that gets you to and from campus in anything other than a single occupancy vehicle.

- Blacksburg Transit
- SmartWay bus
- Campus-to-Campus Bus
- VTCRI Shuttle
- HomeRide
- College Transit
- DRPT Bus*

- Carpool
- Van pool
- Biking
- Walking
- Zipcar
- Zimride

Alternative Transportation Numbers
Alternative Transportation Numbers

Bike Hub visits for year - 3,254

Total Zipcar use for year - 2,390

Total Zimride users for the year
New users - 1,104
Total rides - 1,420
Hokie Bike Hub

- Started in FY15
- Average over 2,800 visitors a year
- Growing an average rate of 20% a year
CAMPUS to CAMPUS BUS

- President and Provost Initiative to create campus connectivity
- Two round trips a day between Arlington and Blacksburg
- Service started June 5, 2017

Passengers
Total passengers = 1,504 (June 17 - Jan 18)

Average Monthly Ridership = 188
<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passengers</td>
<td>3,513,538</td>
<td>3,734,989</td>
</tr>
<tr>
<td>Miles</td>
<td>878,241</td>
<td>945,586</td>
</tr>
</tbody>
</table>

**FY 17 Funding**
- Operating: $3,568,516
- Capital: $320,299
Virginia Tech Carilion Research Institute Shuttle

- 8 round trips a day between Blacksburg and the Roanoke campus
- 14,706 passengers in FY17
Bike Share Program

- A Consortium between Virginia Tech, Towns of Blacksburg and Christiansburg, and Montgomery County
- Regional approach to Bike Share
- Goal is to have Bike Share in the Region by April 2018
Alternative Transportation supports sustainability.
What Does the Future Hold?

Parking and Transportation

• Anticipated loss of 2,500 parking spaces in the next five to ten years

• Building parking, especially garages is expensive

• Leverage Alternative Transportation Programs to help curb demand

• Utilize other TDM strategies to mitigate the need for additional parking
University Council  
UC Resolution 2017-18B  
Resolution to Approve the Virginia Tech Carilion School of Medicine  
Doctor of Medicine (MD) Degree Program  

First Reading by University Council: February 19, 2018  
Second Reading by University Council: March 12, 2018  
Approval by University President:  
Approval by Board of Visitors:  
Effective: Upon Integration of the Virginia Tech Carilion School of Medicine into Virginia Tech

WHEREAS, since 2007, Virginia Tech and Carilion Clinic have benefited from a partnership that has resulted in successfully launching the Virginia Tech Carilion Research Institute and the Virginia Tech Carilion School of Medicine, and

WHEREAS, the university has a strong strategic interest in continuing to advance research and education in biomedicine, neuroscience, infectious disease, cardiovascular sciences, metabolism and obesity, biomaterials and body-device interfaces; and

WHEREAS, the Virginia Tech Carilion Research Institute continues to exceed its goals and surpassed $100M in total research funding awarded; and

WHEREAS, the Virginia Tech Carilion School of Medicine continues to exceed its goals as an accredited independent medical school; and

WHEREAS, the VTCSOM curriculum is innovative in its integration of research into the program of study resulting in the Doctor of Medicine (MD) degree including 126 on-going research projects with 73 VTCSOM faculty mentors; and

WHEREAS, 100% of the physicians who have completed their education at the VTCSOM pass the US Medical Licensing Exam Step 3, and the school has a 100% residency matching rate for each graduating class; and

WHEREAS, the school and the Virginia Tech and Carilion partners have agreed to integrate the school into Virginia Tech as a college; and

WHEREAS, Virginia Tech will confer the MD degree upon the integration of the school into the university; and

WHEREAS, the MD curriculum was developed and approved by the VTCSOM faculty, under the governance oversight of the VTCSOM’s Medical Curriculum Committee that represents the faculty and the 11 departments that comprise the VTCSOM; and
WHEREAS, the MD curriculum continues to be taught and delivered solely by VTCSOM faculty and, thus, does not require resources from other colleges; and

WHEREAS, the VTCSOM including its MD curriculum is accredited by the Liaison Committee on Medical Education (LCME) which is jointly sponsored by the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA): and

WHEREAS, the VTCSOM is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the same body that accredits Virginia Tech; and

WHEREAS, the desire is for the University Council to affirm the integration of the VTCSOM and the MD degree program into the university; and

NOW, THEREFORE BE IT RESOLVED, that the University Council votes to affirm and approve the integration of the VTCSOM as a college within Virginia Tech; and

BE IT FURTHER RESOLVED, that the University Council votes to approve the integration of the VTCSOM’s Doctor of Medicine degree and existing curriculum into the university’s graduate offerings.
VTCSOM Medical Doctor (MD) Degree Curriculum

The Virginia Tech Carilion School of Medicine (VTCSOM) offers a program of study leading to the MD degree (MD). After the VTCSOM becomes an academic unit of Virginia Tech, the MD will be awarded by Virginia Tech.

The curriculum for the VTCSOM Doctor of Medicine degree (MD) is a 169-week, four-year program. The curriculum is designed around four “value domains” that shape course delivery and instruction. The four value domains are: basic science, clinical science, research, and interprofessionalism.

In addition to the four value domains, the VTCSOM’s curriculum places patient care at the center of all learning. This approach trains students to be physicians who place patients at the center of medical practice. The VTCSOM’s pedagogical approach is active and reduces passive learning, and uses patient case-studies in facilitator-guided, small-group discussions. As life-long learners, the medical students at the VTCSOM acquire, integrate, and apply knowledge in pedagogically active settings that include peer teaching, communication, and professionalism.

The VTCSOM curriculum is divided into two phases with Years 1 and 2 referred to as Phase I and Years 3 and 4 referred to as Phase II. During Phase I, the curriculum is separated into units of study referred to as blocks. Each block in Year 1 lasts eight weeks and each block in Year 2 lasts six weeks. The four value domains form the cornerstone of student instruction in blocks, rotations, and clinical practice. The curriculum will remain unchanged upon integration of the school into the university. See Appendix B for a sample plan of study.

<table>
<thead>
<tr>
<th>VTCSOM Doctor of Medicine Curriculum</th>
<th>Value Domains: basic science, clinical science, research, and interprofessionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>4, 8-week blocks of study</td>
</tr>
<tr>
<td>Year 2</td>
<td>4, 6-week blocks of study</td>
</tr>
<tr>
<td>Phase II</td>
<td></td>
</tr>
<tr>
<td>Year 3 Carilion Clinic clerkships/clinical practice</td>
<td>Six-week rotations: internal medicine, surgery, family and community medicine, pediatrics, psychiatry, and OB/GYN. Two-week rotations: radiology, neurology Four-week block: research Electives</td>
</tr>
<tr>
<td>Year 4 Carilion Clinic clerkships/clinical practice</td>
<td>Four-week: emergency medicine Three, two-week electives: medical subspecialty, surgical subspecialty, ICU/critical care 18 to 26 weeks additional electives Two-week “Transition to Residency I” requirement Time for residency program interviews Two-week research rotation</td>
</tr>
</tbody>
</table>
VTCSOM -- Sample Plan of Study

PHASE I - Year 1 Block Schedule: Normal Structure and Function

Block I: August - October (8 weeks)

Functional Biology of Cells and Tissues: Molecules, Genes, Chromosomes, Proteins, Cells, Tissues, Metabolism, Transcription, Translation, Early Development, Pharmacodynamics, Pharmacokinetics

Interviewing and Professionalism: Interviewing Skills, Relationships with Colleagues, Medical Student Professionalism, Medicine as a Profession, Physician Privileges and Responsibilities, Medical Humanities

Fundamentals and Foundations of Research: Scientific Method, Thinking like a Researcher, Quantitative / Quantitative Research, Basic Clinical Translational Research Principles, Hypothesis Generation, Introduction to Medical Literature, "Research Live" - Intro

Interprofessional Healthcare: Introduction to Team Building Concepts, Interpersonal Relationships and Development of Camaraderie and Partnerships

Block II: October - December (8 weeks)

Human Body I: Immunology, Cardiovascular, Respiratory, Musculoskeletal, Autonomic Nervous System, Nutrition

Physical Exam and Human Life Cycle I: Major Body Regions, Cultural Diversity in the Medical Interview, Vital Signs, Heart and Lungs, Infancy and Early Childhood Development, Medical Humanities

Research Tools: Biostatistics, Epidemiology, Keys to Successful Collaboration, "Research Live" - Block Topics, Research Rotations

Interprofessional Healthcare: Theoretical Foundations and Models of Healthcare, Public Health, Population Health, Normal Structure and Function of Society, Experiential Team Learning (e.g., following a family)

Block III: January - March (8 weeks)

Human Body II: GI Tract, Liver & Biliary, Renal, Endocrine, Reproduction, Nutrition

Physical Exam and Human Life Cycle II: Abdominal, Male and Female Genitourinary Exams, Sexuality, Difficult Patient Interview - Sensitive Topics, Adolescent to Adult Development, Medical Humanities

Research Application: Biostatistics, Epidemiology, Research Design and Methods, Law and Medicine, Regulatory Principles, Research Rotations, "Research Live" - Block Topics

Interprofessional Healthcare: Healthcare Professional Roles, Conflict Resolution, Negotiations, Leadership, Clinical Skills Team Training (simulation), Experiential Team Learning, Patient Safety, Quality Improvement

Block IV: March - May (8 weeks)

Biology of the Nervous System: Central Nervous System, Peripheral Nervous System, Special Sensory Structures, Nutrition

Neurological Exam - Biopsychosocial Aspects: Aging, Death and Dying, Palliative Care, Lifestyle Modification and Stages of Change, Medical Humanities

Research Outcomes: Manuscript Preparation, Journal Selection, Manuscript Revision, Grant Writing, Grant Review Process (Study Sections), Research Mentor Selection Deadline, Project Identification Deadline, "Research Live" - Block Topics

Interprofessional Healthcare: Clinical Skills Team Training (simulation), Introduction Health Delivery Systems, Experiential Team Learning, Patient Safety, Quality Improvement
PHASE I - Year 2 Block Schedule - Abnormal Structure and Function

**Block V: July - August (6 weeks)**
- **Fundamentals of Pathobiology:** Cells and Tissues, Necrosis, Neoplasia, Inflammation, Genetic Disorders, Immunological Diseases, Infection, Microbiology, Virology, Pharmacology, Therapeutics
- **Communicating with Patients and Families:** Enhancement of Interviewing Skills, Fundamentals of Case Presentations, Psychosocial Aspects of Disease, Domestic Violence, Ambulatory Care Experience
- **Research Project:** Individual Student Research Project (hypothesis generation / specific aim), Ethics, "Research Live" - Block Topics
- **Interprofessional Healthcare:** Global Health Issues, Team Training in Disaster Preparedness, Patient Safety, Quality Improvement

**Block VI: September - October (6 weeks)**
- **Pathobiology of the Human Body I:** Hematology, Bleeding disorders, White Cell Disorders, Vascular Diseases, Heart, Pulmonary, ENT, Lymph Nodes and Spleen, Microbiology, Virology, Pharmacology, Therapeutics, Nutrition
- **The Physician & Society and Clinical Skills:** H & P and Psychosocial Aspects of CV and Pulmonary Diseases, Stress management for Physicians, Medical Marriages, Lifestyle Balance, Changing Healthcare Systems, Managed Care, Medical Legal Issues, Ambulatory Care
- **Research Project:** Individual Student Research Project (research design, tests), IRB, Ethics, "Research Live" - Block Topics
- **Interprofessional Healthcare:** Case Studies in Acute and Chronic Disease Management, Patient Safety, Quality Improvement

**Block VII: November - December (6 weeks)**
- **Pathobiology of the Human Body II:** GI Tract, Liver, Pancreas, Renal, Male and Female GU, Breast, Microbiology, Virology, Pharmacology, Therapeutics, Nutrition
- **Health Promotion, Disease Prevention and Clinical Skills:** H & P and Psychosocial Aspects of GI, Renal, and Urogenital Diseases, Ambulatory Care Experience, Writing Orders and Prescriptions
- **Research Project:** Individual Student Research Project (anticipated outcomes and preliminary data), IRB, Ethics, "Research Live" - Block Topics
- **Interprofessional Healthcare:** Case Studies in Acute and Chronic Disease Management Experiential Team Learning

**Block VIII: January - February (6 weeks)**
- **Pathobiology of the Human Body III:** Endocrine, Skeletal and Soft Tissues, Skin, Environmental and Nutritional Diseases, Central and Peripheral Nervous Systems, Nutrition
- **Psychobiology and Substance Abuse:** H & P and Psychosocial Aspects of Neurological Diseases, Clinical psychiatric syndromes and their underlying neurobiological dysfunctions, Ambulatory Care Experience
- **Research Project:** Individual Student Research Project (proposal in grant format), "Research Live" - Block Topics
- **Interprofessional Healthcare:** Health Policy Analysis, Case Studies in Acute and Chronic Disease Management, Experiential Team Learning

The basic science curriculum taught in the first two years of the medical school’s curriculum prepares students to enter into the more formal clinical phase in their third and fourth years.
**PHASE II - Year 3** is spent at Carilion Medical Center with clinical faculty who are largely members of Carilion Clinic. There, students complete a year of required clerkships consisting of six-week rotations in the core clinical disciplines (internal medicine, surgery, family and community medicine, pediatrics, psychiatry, and OB/GYN) and two-week rotations in radiology and neurology. Research continues to be integrated into the clerkship year with a dedicated four-week block. In addition, there are four weeks available for electives in Year 3.

**PHASE II - Year 4**, students complete a four-week required clinical experience in Emergency Medicine as well as electives that must include one medical subspecialty, one surgical subspecialty, and one ICU/critical care rotation, each for two weeks. Students have 18 to 26 weeks of additional elective time, a two-week “Transition to Residency I” requirement, and additional flexible time for interviewing for residency programs and vacation. Finally, there is a required two-week research rotation, which can be lengthened for students whose research requires additional time.
COMMISSION ON EQUAL OPPORTUNITY AND DIVERSITY
Full Membership Meeting
10:30AM, Monday, December 4th, 2017
Room B, The Graduate Life Center

Minutes

WELCOME

Deyu welcomed members at start time of 10:31 AM.

INFORMATION UPDATES AND DISCUSSIONS

CEOD is able to have a poster at the Advancing Diversity Workshop at Virginia Tech annual conference, which takes places on January 9, 2018. If members wish to take a look at this opportunity, please visit the Canvas site for more information. The last date to register for the conference is December 20th.

November meeting minutes were approved at 10:36 AM.

Ellington Graves’ CEOD subcommittee has written a response to white supremacy on behalf of CEOD.

Feedback was provided to the Commission on Graduate Studies and Policies on their resolution to incorporate an inclusion and diversity component into graduate education.

UNIVERSITY MASTER PLAN PRESENTATION

Jason Soileau, the University Architect and Assistant Vice President in the Office of University Planning visited CEOD and gave a presentation on the university’s ten-year master plan. He began with informing the group of where to locate all of the presentations on the VT Facilities website and that an email address is provided for encouraged feedback.

He then began his presentation talking about the Virginia Tech “sense of place” and the importance of the master plan staying true to that. InclusiveVT is a key component of the master plan, and Virginia Tech’s identified strategic advance is community. Mr. Soileau stated, “development of community and participation within a diverse and inclusive community teaches students how to live in a multicultural society and enhance their opportunities to build transformative leadership skills.” The Master Plan was tasked with respecting the past, impacting the present, and providing a vision for the future.

Sasaki and Associates was chosen for this project and is an internationally recognized and highly-awarded planning firm, and their scope of work on this plan is quite extensive. They have contacted over 20 peer institutions in order to best create a multitude of benchmarks and standards for the process. There is a new space policy on how to allocate space that is fair and equitable across campus; student life initiatives are imperative to focus on for this master plan.
He also mentioned a new utility infrastructure charged with thinking about infrastructure in a more holistic way and explained the future-looking strategy of the plan.

PRESENTATION: ORGANIZATION AND COMMUNITY REPRESENTATIVES TO CEOD

The Staff Senate stated their mission and goals were as follows: to serve as the representative body for the staff employees of Virginia Tech; to act in an advisory capacity to the university administration and governance system; to appoint or recommend staff representatives to University Council, commissions, advisory councils, committees, and other ad hoc committees as appropriate; to provide a two-way medium for the exchange of information between the staff and the administration; to foster a spirit of unity and cooperation; to provide referral for individual concerns and problems to appropriate organizations or personnel; to accept and share responsibility with the administration, faculty, and students in all efforts to attain the stated goals of the University.

Their top three priorities are to increase participation of staff in shared governance; ensure remote staff can participate (institutional support for video conferences for committees, commissions, and University Council); and review policies, benefits, HR procedures, and barriers that affect our lowest-paid staff.

Their priorities are related to CEOD because they are related to the economic diversity of our staff, who deal with commuting, parking, healthcare, childcare, retirement, and insurance in ways higher-paid staff never even think about. It affects their upward mobility (because they have less professional development opportunities they can take advantage of), which ultimately affects the economy/economic diversity of the entire region.

The American Indian Caucus stated their mission and goals were as follows: to create supportive and welcoming spaces for Peoples to connect and be empowered; to build reciprocal relationships between constituents; to ensure all voices are represented in university programming; to optimize the spirit of Virginia Tech’s land grant mission; to honor the Monacan Nation (as Virginia Tech is a land-grant university on Monacan land); to foster the development of positive and lasting collaboration between Virginia Tech and Virginia tribes; to promote the tenets of the university’s statement of purpose regarding culturally inclusive learning communities; and to engage Natives, especially youth, in pathways that might lead to future studies at Virginia Tech.

Their top three priorities are to mentor their existing constituency providing support across the spectrum of stakeholders; to address the concerns of Virginia's indigenous communities within the state and beyond; and to connect the university's resources with indigenous community resources.

WRAP-UP DISCUSSION AND AGENDA FOR NEXT MEETING

CEOD worked together to discuss problems and challenges the commission is experiencing and what specific knowledge, skills, and resources CEOD and its members need to meet the challenges. They also discussed what core information every member should know; mission/vision, charge, history, basic policy and procedure, etc.
The next meeting will be on Monday, February 5, at 10:30 AM in GLC Room B. The meeting was adjourned at 12:02 PM.

Respectfully Submitted,

Alexa Parsley
Recording Secretary, Commission on Equal Opportunity and Diversity

Absent: L. Brogdon, J. Spotila, P. Young

Guests: T. Bluestein, E. Plummer

Upcoming Meetings: Jan. 19, 2018 (130 Burruss), Feb. 2, 2018 (130 Burruss)

1. Welcome and Approval of Agenda

   Meeting called to order at 10:30 a.m.
   The agenda was approved unanimously.

2. Approval of November 17, 2017 Minutes

   The minutes were approved unanimously.

3. Promotion and Tenure (P&T) Work Group Update

   J. Ferris, Chair of the Commission on Faculty Affairs, gave an update on the Promotion and
   Tenure (P&T) Work Group. J. Ferris presented a Dear Colleague Letter drafted by the Work
   Group to be sent to Deans and the Department Head Executive Committee. J. Ferris
   solicited any feedback on the letter from the Commission on Faculty Affairs, and the
   Commission expressed unanimous support for the Dear Colleague Letter. The Commission
   discussed that the charge of the Work Group is to clarify issues with Promotion and Tenure,
   and that the Work Group intends on putting any changes through University Governance. J.
   Ferris asked the Commission to please let him know if there are any further topics or issues
   that they believe the Work Group should review.

4. UC Resolution 2017-18A

   UC Resolution 2017-18A was reviewed by the Commission on Faculty Affairs. UC Resolution
   2017-2018A is a resolution originating in the Staff Senate which will bring it to the
   University Council Meeting on December 4, 2017 for a First Reading. The Commission on
   Faculty Affairs expressed support for the Resolution and J. Ferris, Chair of the Commission
   on Faculty Affairs may report that the Commission supports the resolution if prompted at
   University Council. The Commission discussed that there will need to be a discussion about
   implementation of this resolution, if passed, and it was suggested that this discussion
   include A. Myers, Associate Director of Governance and Secretary to University Council.

5. Employee Benefits Update

   G. Amacher, Commission on Faculty Affairs Representative to the Employee Benefits
   Committee, reported that Virginia Tech Human Resources has researched health benefits
for tenured track faculty retirees at SCHEV peer institutions. Human Resources found that retirement benefits differ widely, and that peer institutions often change retirement benefits because of recruitment and retention issues. Human Resources supports further researching the issue of retirees receiving a $4/month per year of service allowance that is insufficient to provide Medicare Part B. The Commission recommended that Human Resources and/or the Employee Benefits Committee consider other institutions (William & Mary, University of Virginia, Virginia Commonwealth University, and George Mason University) to understand if they further supplement the $4 allowance for Medicare Part B.

G. Amacher reported that Human Resources would like evidence that benefits issues are causing problems with recruiting and retention of faculty, and asked the Commission on Faculty Affairs to offer any suggestions that he can bring to the next Employee Benefits Committee meeting on January 31, 2018.

J. Finney, Vice Provost for Faculty Affairs will attend the January 31, 2018 Employee Benefits Committee meeting to present on child care issues.

6. Other Business

The Commission unanimously voted to cancel the next scheduled Commission on Faculty Affairs meeting on December 15, 2017.

The Commission on Faculty Affairs thanked member L. Geyer for his service as he will be retiring soon.

7. Adjourn

The meeting was adjourned at 11:10 a.m.
Commission on Faculty Affairs
Minutes
February 2, 2018
10:30 a.m.-12:00 p.m.
130 Burruss Hall

In Attendance:  R. Hicok (acting chair), G. Amacher, S-Y. Chien, J. Ferris, V. Groover, M. Paretti, D. Stoudt (for R. Blieszner), R. Willis, P. Young


Guests:  T. Bluestein, E. Plummer

Upcoming Meetings:  Feb. 16, 2018 (130 Burruss); March 2, 2018 (130 Burruss)

1.  Welcome and Approval of Agenda  R. Hicok
    Meeting called to order at 10:30 a.m.
The agenda was approved unanimously.

2.  Approval of January 19, 2018 Minutes  R. Hicok

    The minutes were approved unanimously.

3.  Promotion and Tenure Work Group Update  R. Hicok
    R. Hicok gave an update on the Promotion and Tenure Work Group meeting from the morning of February 2, 2018. The Work Group is going through the entire Promotion and Tenure section in the Faculty Handbook and have begun making preliminary recommendations for changes, but discussions are ongoing and will need to be expanded upon prior to the Work Group presenting any proposed changes to the Commission on Faculty Affairs. Topics briefly considered by the Commission in discussion included dossiers, notification, letters from former advisors for positions at Virginia Tech, and the correct location for certain changes (i.e. in the Faculty Handbook or College guidelines). Finally, it was suggested that a joint Promotion and Tenure Work Group/Commission on Faculty Affairs meet to bring forward recommendations.

4.  Open Access Policy Work Group Update  P. Young
    P. Young, member of the Commission on Faculty Affairs and representative on the Open Access Policy Work Group, gave a presentation about the Work Group’s work on an Open Access policy at Virginia Tech. P. Young discussed the Work Group’s charge and mission to draft an Open Access policy for consideration, and provide outreach to faculty to collect feedback about the potential policy. In addition, the presentation briefly discussed what Open Access is, why it is important, what other peer institutions do in terms of Open Access Policies.

5.  Other Business  R. Hicok

    No other business was discussed.
7. Adjourn

The meeting was adjourned at 12:00 p.m.
MINUTES
Commission on Graduate Studies & Policies
February 7, 2018
3:30 – 5:00 p.m.
Graduate School Conference Room

Present: Kevin Edgar (Chair), Alan Abrahams, Adwoa Baah-Dwomoh, Rajesh Bagchi, Jacob Barney, Sudip Bhattacharjee, Nancy Bodenhorn, Karen DePauw (ex officio), Rachel Holloway, Alex Hyler, Erin Lavender-Stott, Peizhen Lu, Brett Netto, Hannah Parks, Gina French (for Robert Sumichrast), and Zhiwu Xie.

Absent with notification: Lesa Hanlin, Eric Hill, Xin Luo, Sally Paulson, Annie Pearce, and Martina Svyantek.

Absent without notification: Lujean Baab, Julie Billingsley, and Tyler Walters (ex officio).

Visitors and invited guests: Janice Austin, Ron Fricker, Muhammad Hajj, Bill Huckle, Jessie Mann, and Kenneth Wong.

Call to Order
The meeting was called to order by Dr. Edgar at 3:30 p.m.

Approval of the Agenda
The agenda was approved as presented.

Approval of the Minutes
The minutes of January 17, 2018 were approved as presented.

Committee Reports

Graduate Curriculum Committee
The minutes of January 25, 2018 were accepted as presented. Dr. Bagchi reported on the proposals reviewed and said the approval rate is improving. There will be no meeting this week.

Graduate Student Appeals Committee
Dr. DePauw has acted on the committee’s report for the most recent appeal and there are no further pending appeals.

Degree Requirements, Standards, Criteria, and Academic Progress (DRSCAP) Committee
Dr. Bodenhorn reported on a draft letter to be sent to the Council of Graduate Schools that seeks reconsideration of the April 15 resolution indicating that the deadline as the earliest required date for graduate students to respond to offers of assistantships is April 15. The commission supported the letter going forward. A Resolution to Incorporate an Inclusion and Diversity Education Component into Graduate Education was presented. The Graduate School Dean, Associate Deans and Director of OIRD would be included in a review of the diversity plans submitted from the departments. The proposed resolution will move forward to Faculty Senate for review. DRSCAP will not meet again in February.

**Constituency Updates**

**Graduate Student Assembly**

Ms. Hyler reported that Career Services staff attended a recent GSA meeting. A job board for graduate students will be developed. This past weekend’s social and basketball game were well attended, with representatives from northern Virginia and Roanoke. Unfortunately, the brunch was cancelled due to weather. A group of students from northern Virginia may also participate in spring commencement in Blacksburg. The GSA will explore additional topics to include parking, student fees, and mental health resources this spring.

**Graduate Honor System**

Ms. Lavender-Stott reported the first meeting on the constitution revision will be Monday.

**University Library Committee**

Dr. Xie reported on the pilot to explore graduate data management procedures. The main goal is to produce an inventory to manage data and improve research quality. One department has begun the pilot and two other departments are under consideration. A form for student disclosure of data, the Graduate Student Research Products Inventory, has been developed, indicating the type(s) of data being disclosed. As this process is adopted, an e-form may be developed. A preliminary survey has been developed with some responses. Faculty support a more defined procedure and do not see this process as burdensome. While it is not a top priority, faculty do support the process. Hong Kong University has developed a much more stringent plan than what is proposed in our pilot. The presentation will be added to SharePoint.

**Faculty Senate**

Dr. Barney and Dr. Abrahams had no report.

**Student Government Association**

There was no report.

**Board of Visitors**

Mr. Netto reported that next year’s representative will be announced soon.

**University Council and Commission Updates**
Dr. Edgar reported the Resolution UC 2017-18A Resolution to Amend the University Council By-Laws as Recommended by the Governance Task Force (Includes Governance Task Force report as requested by CSA Resolution 2015-16B & CFA Resolution 2015-16D) was approved.

The Commission on Student Affairs provided training at the most recent commission meeting. Also, CSA will be partnering with others to develop mental health awareness programs.

**Graduate School Update**

Dr. DePauw reminded everyone that the last full week of March is Graduate Education Week. The banquet and awards program will be held on Thursday evening. Everyone is invited to support their students at the appreciation lunch. The Cunningham and other fellowship nominations should be submitted now. An international student fee is being considered. The medical school integration is happening, and their leaders will be invited to this group for informal participation. The medical school will have its own honor system. Medical school students will also be invited to have representation with the GSA. Based on a wonderful opportunity to make a dual career hire, we will hire an Assistant Director for OIRD. Dr. DePauw announced that Dr. Hajj will resign effective July 1 and begin a new position at Stephens Institute of Technology.

**Old Business**

Dr. DePauw announced that TLOS will provide workshops for Feedback Studio and iThenticate soon. Availability will likely be in March. Implementation for the ETD will be Summer I and II. The student will submit the initial report to the faculty chair. A final report will be submitted to the Graduate School.

Dr. Bagchi announced the disrupting academic bullying website continues to evolve. Bryan Hanson will be organizing workshops at the college level. Common messaging will be included as well as action plans after bullying is identified. A workshop will also be offered for the graduate program directors.

**New Business**

Dr. Wong reviewed the NCR working groups summary provided to the Commission. The focus is only on programs offered in northern Virginia and is intended to generate revenue. Many of the programs that have been offered do not have common financial models. This is a barrier and a template that supports a standard financial model will allow for quicker implementation and scale. Program incubators may be helpful for new start-ups. Housing will be a critical consideration. The fundamental question for this working group is to address agility and speed in the market while maintaining academic quality.

Dr. Fricker presented the MA in Data Analysis and Applied Statistics. It has been offered on campus for the last year and a half. This degree will be offered in northern Virginia as a terminal degree in the next year or so. A director will likely manage this program when it begins in northern Virginia. Demand is being studied with consideration for the current big data interest. The model in northern Virginia will likely be a cohort group with support through other programs, maintaining the core curriculum as originally designed. The IGEP model will give students an opportunity to enter into various other academic programs and exit with this degree.
Dr. Austin reported on the processing time for plans of study. She reviewed plans of study from the point the plan enters Banner until Graduate School approval. Fifty-nine percent were approved within the first 30 days, 74% were within 60 days, 82% were approved within 90 days. Some plans are returned due to errors on submission. The highest volume months are May, July, and September. A question was fielded on why the Graduate School does not use DARS, the undergraduate system. The differences in undergraduate and graduate programs generally address why DARS would not be acceptable. Consideration will be given to potential improvements to the process in the future. Automating may have a positive impact on earlier student participation as well as the faculty finalizing the degree plan. Coordinator training was also recommended for improved accuracy and completion of the plans.

**Announcements**

The Resolution to Amend the University Council By-Laws as Recommended by the Governance Task Force was passed and will be effective fall, 2018.

**Adjournment**

The meeting was adjourned at 5:03 p.m.

Respectfully Submitted,

/s/

Marilynn R. King  
On behalf of Karen P. DePauw, Ph.D.  
Vice President and Dean for Graduate Education
I. Approval of the Agenda: Approved by vote

II. Announcements

a. Approval of the minutes from November 8, 2017 – J. Irish* - Approved electronically

III. Unfinished Business

a. Dr. Theresa Mayer – “State of Research” Part 2 – Continuation of discussion from last meeting with a recap in the beginning. One point of discussion came from the statement that for every $1.00 in Modified Total Direct Cost (MTDC), VT is reimbursed $0.61 in F&A costs. Discussion about the way this information is presented could be confusing and taken different ways. Suggested re-writing the way this information is displayed and provided. Rate negotiations for VT with government on indirect rates are beginning now. NSF Space survey is due mid-January. 9th College at VT in 2018 coming onboard and will be Virginia Tech Carilion School of Medicine. Theresa Mayer explained the difference in Virginia Tech’s institutes- two major types are Affiliated Thematic Research units to include VTTI, Bl, VT ARC, VTCRI and Hume. These institutes are soft-money organizations and have specialized research faculty funded by grants/contracts. Interdisciplinary Academic Research Institutes include ICTAS, ISCE, Fralin and ICAT and are E&G funded, direct line item off the budget from the state. These institutes are meant to seed research within Virginia Tech to better position the university faculty to go after larger external funding. A question was brought up- how does the CoR interact with these institutes given the two different types/models?
   a. COR Topics for FY 2017-18 - J. Irish – What are the critical path items for CoR moving forward? Increasing external funding, using space more efficiently, clarity within VT for research faculty and opportunities and other strategic investments that can make VT more competitive. Also, the CoR web link had been removed from the OVPRI website but it will be going back on in January 2018. Clarity of the Destination Areas for faculty (how does VT increase external expenditures based on the internal initiatives we are building), need clear graduate student target numbers as the current perception appears not to be focused on growth of the graduate school or graduate student body.
   b. Report of Ongoing Activities

b. Faculty Senate – B. Vogelaar – EFAR Subcommittee was formed to start reviewing the system and the group has been encouraged to meet with Deans and gather insight/feedback.
   i. Faculty Resolution on Faculty Inclusion & Access to Opportunities – J. Irish – Bullet list of items, actions and questions needs to go up to Theresa Mayer on this topic. Please forward any items you would like to see included to Jen Irish and Chris Tysor no later than December 20th for inclusion in this document. This will be sent up to Theresa Mayer and Legal.

c. Committee on Research Competitiveness – no update


e. Update to Policy 13005 – A. Michaels
   i. Faculty senate resolution -- "Faculty Inclusion and Access to Opportunities"
   ii. At the core, we do not see 13005 overlapping significantly with the resolution; limited provisions that could be enforceable / actionable
   iii. Given the core intent of the resolution is inclusiveness, options for Policy 13005 include (1) incorporating language for Center/Institute stakeholders to consider faculty inclusiveness during (a) charting and (b) 5-year reviews, and (2) requiring Centers / Institutes to publish an "Opportunities to Engage" invitation to the campus community annually
   iv. As stated in 13005, the process of growing Centers/Institutes is strictly bottom up -- should there be a provision for OVPRI / leadership to define strategic directions for new Centers/Institutes?
   v. Does the university want to pursue UARCs?
      1. Possibly beyond scope of this document, but no other appropriate Policy known -- do we want to incorporate a campus pre-review of UARC initiatives?
      2. Does the university want to provide resources towards lobbying and obtaining a UARC? Difficult to grow organically / bottom up.
   vi. Review intervals and independence
      1. Current review process states independence and time gap between Center/Institute review and Center/Institute's Director's review -- we believe more efficient to combine and maintain same stakeholders
   vii. Wording changes and clarifications:
      1. Correct usage of OVPR/OVPRI throughout document

f. Revisions to the Faculty Handbook – P. Layne –
   i. CoR Resolution on Overload Pay for Research Faculty Who Teach – First Reading
   ii. CoR Resolution on Research Faculty Promotions – First Reading
   iii. CoR Resolution to Clarify Language in Faculty Handbook on Search Requirements and Removal Processes for Research Faculty Members – The First Reading for this resolution will be held at the CoR February meeting

The second reading for all three resolutions will be held concurrently, and is expected to occur at the CoR March meeting. Discussion around the fact VT
considers Post-Docs research faculty but our peer institutions do not. This could affect numbers when we are stacked against peers. Is this something VT should look into changing?

IV. New Business

a. Revision to Policy 13020 – J. Irish -Administrative change was sent to Kim O’Rourke and we are awaiting a response.

b. Governance 101 snapshot on Google Drive – J. Irish – a brief summary document of university governance can be found on the CoR Google Drive and includes helpful links for ease of reference.

V. Adjournment – Meeting called to adjournment at 1658

*The meeting minutes of November 8, 2017, were voted on electronically. Please remember that the absence of a response indicates a positive vote.

Please take note of the following upcoming meetings which will all take place in Burruss 130 from 3:30pm-5:00pm unless otherwise noted:

    February 14, 2018
    March 14, 2018
    April 11, 2018
    May 9, 2018
RESOLUTION TO CLARIFY FACULTY HANDBOOK LANGUAGE ON OVERLOAD COMPENSATION FOR RESEARCH FACULTY MEMBERS TEACHING CREDIT CLASSES

WHEREAS, Virginia Tech places a high value on the contributions to the instructional mission and student learning made by qualified members of the university community, and

WHEREAS, while the primary responsibility of research faculty is to conduct research and advance the university’s research mission, there are circumstances in which the university and its instructional program benefit from the occasional participation of research faculty members with appropriate expertise, and

WHEREAS, section 6.16 of the faculty handbook does not currently provide for additional compensation for research faculty members who teach a class in excess of their normal research assignment, and

WHEREAS, Virginia Tech has successfully piloted a process for compensating research faculty for teaching classes over and above their usual job responsibilities, now

THEREFORE BE IT RESOLVED, that section 6.16 of the faculty handbook be modified to insert the third full paragraph below:

6.16 Instructional Responsibilities for Research Faculty Members

The primary responsibility of a research faculty appointment is to conduct research and contribute to the university’s research mission through the acquisition of and successful implementation of sponsored grants and contracts. Federal guidelines require truthful and auditable documentation of the faculty member’s efforts on a semester basis. If the faculty member’s salary is paid for by sponsored grants and contracts then there is a concomitant expectation that the faculty member’s time is allocated to those projects.

While keeping the primacy of the research role in mind, there are circumstances in which the university and its instructional programs benefit from the occasional participation of research faculty members who have the appropriate credentials, expertise, and interest. The usual limitation on teaching by research faculty members is one (three-credit) course
per academic year, or no more than two courses in a two-year period. The principal investigator/supervisor, department head/chair, and dean must approve exceptions. The academic department provides instructional funding for the teaching appointment and research duties are adjusted accordingly. A three-credit course equates to .25 FTE during an academic semester; this is the usual basis for salary charges to the instructional budget.

Research faculty members may receive additional compensation to teach a class that is in excess of their normal research assignment. To qualify for additional compensation, the research faculty member may not be 100% supported from sponsored funds, must be the instructor of record, and must be assigned to teach for the entire semester. The academic department responsible for the course must fund the payment from non-sponsored funds and initiate the payment as a temporary pay action. The payment must be approved jointly by the academic and home departments and colleges and by OVPRI.
RESOLUTION TO CLARIFY FACULTY HANDBOOK LANGUAGE ON RESEARCH FACULTY PROMOTION PROCESS

WHEREAS, research is part of the core mission of Virginia Tech, and

WHEREAS, research faculty make significant ongoing contributions to the university mission, and

WHEREAS, Virginia Tech wants to recognize and reward the contributions of research faculty through an intentional process of review, recognition, and promotion where appropriate, consistent with the process for recognizing contributions of other types of faculty, now

THEREFORE BE IT RESOLVED, that section 6.2 of the Faculty Handbook be modified and a section 6.2.1 added that defines the process for research faculty promotions as indicated below.

6.2 Research Faculty Appointments

Research faculty appointments are designated to promote and expedite university research activities. The rank descriptions create several series common to current sponsored research or outreach projects. For example, employees involved in conducting research are generally appointed as research associates or research scientists (or to the “senior” titles for either of these). Those individuals who are appointed to a research traineeship for a period of up to four years following receipt of their doctorate are usually appointed as postdoctoral associates. (See Guidelines for the Hiring of Postdoctoral Associates on the OVPRI Human Resources website.) Usually, postdoctoral associates work closely with a faculty mentor in preparation for a career in academe or research; if they remain involved with research projects at Virginia Tech over a period of time, they are appointed or promoted into another appropriate rank.

The “project associate” series was designed for employees involved in sponsored activity other than traditional research, such as delivery of service or technical assistance, consultation with particular clients, preparation of manuals and materials, and so on. The project associate series is also appropriate for personnel involved primarily in the administration of large and complex sponsored programs.
While there is logic to the progression between and among ranks, employees may change ranks as appropriate or necessary to reflect a change in role or project. Promotions from one rank to another in order to recognize a faculty member’s increased responsibilities, credentials, and/or contributions to the program over time may be recommended by the supervisor. Recommendations for promotions are done during the annual evaluation and merit adjustment process. The promotions require approval by the department head, dean, and Office of the Vice President for Research and Innovation. Approval by a departmental committee is also required for certain ranks (see below). A faculty member may not serve on any committee that is evaluating a spouse, family member, or other individual with whom the faculty member has a close personal relationship. (See chapter two, “Potential Conflicts Involving Spouses and Immediate Family Members.”)

Research faculty members may be assigned a functional title in addition to their official faculty rank in order to facilitate their work or clarify their role to internal or external constituencies. (A functional title may not be an official faculty rank other than that held by the research faculty member.) In some cases, increased responsibilities may lead to a change in functional title and possibly a salary adjustment rather than a promotion in faculty rank.

Appointments to research faculty ranks, except the rank of postdoctoral associate, are indefinitely renewable. However, tenure cannot be earned in any of the research faculty ranks and service is not applicable toward the pre-tenure probationary period if the employee is subsequently appointed to a tenure-track position.

The source of funds is not the determining factor as to whether a position carries a research faculty rank, but rather the nature and purpose of the assignment. Thus, a research faculty member may be funded by sponsored projects, overhead, state dollars, or other sources. Policies related to research faculty apply, regardless of the source of funding.

Research faculty may participate in activities outside of their direct source of funding, such as providing significant contributions to the conceptualization or writing of new proposals, or teaching; however, support for any time or effort spent on activities outside of their sponsored research must come from non-sponsored research funds. Special attention should be given in the development of position descriptions where funding is limited to only sponsored funding. (See chapter six, “Effort Certification Compliance Issues for Research Faculty Members,” and chapter ten, “Effort Certification and Salary Charges to Sponsored Grants and Contracts.”)

Original appointments and reappointments, including rank, salary, and other conditions, require the approval of the department head, dean (or next level administrator), and the Office of the Vice President for Research and Innovation before an offer is extended. Requests for principal investigator status may be submitted to the Office of the Vice President for Research and Innovation. Such requests require the approval of the department head, dean, and the Office of the Vice President for Research and Innovation.
6.2.1 Research Faculty Promotions

While there is logic to the progression between and among ranks, employees may change ranks as appropriate or necessary to reflect a change in role or project. Promotions from one rank to another in order to recognize a faculty member's increased responsibilities, credentials, and/or contributions to the program over time may be recommended by the supervisor.

Recommendations for promotions are done during the annual evaluation and merit adjustment process within the non-professorial ranks (such as project associates, research associates, and research scientist etc.) may be requested at any time during the year in recognition of significant increases in responsibilities, credentials or contributions. The promotions require approval by the department head, dean, and Office of the Vice President for Research and Innovation. Approval by a departmental committee is also required for certain ranks (see below). A faculty member may not serve on any committee that is evaluating a spouse, family member, or other individual with whom the faculty member has a close personal relationship. (See chapter two, “Potential Conflicts Involving Spouses and Immediate Family Members.”) Following approval of the promotion request, a promotion letter signed by the department head should be presented to the employee.

Promotion recommendation into and within the research professorial faculty ranks (research assistant professor, research associate professor and research professor) should align with the annual timeline published by the university. Faculty members being considered for promotion have their dossiers reviewed by: (1) a departmental committee and the head or chair; (2) a college committee and the dean; and (3) the vice president for research and innovation. A parallel process for review, approved in advance by the executive vice president and provost and the vice president for research and innovation, is required for promotion of a member of the research professor series whose primary appointment is not in an academic department. Following approval of the promotion request, a promotion letter signed by the vice president of research and innovation should be presented to the employee.
Present: D. Stauffer; K. Albright; D. Clubb; M. Davenport; V. Fowler; M. Hajj; T. Hammett; R. Holloway; K. Hosig; M. Kasarda; L. Khansa; A. Knoblauch; C. Leeth; R. Panneton for S. Morton; K. Redican; J. Sible; P. Ziegler for S. Sumner; S. Tatum; D. Thorp; R. Wagoner for B. Watford; L. Zietsman; A. Zink-Sharp

Absent with Notification: S. Metko

Absent without Notification: J. Billingsley; G. Daniel; G. Jenkins; A. Roche; S. Ulrich; R. Willis

Visitors: N. Akers; M. Coulter; R. Pillai; J. Orr

Call to Order

The meeting was called to order at 3:00 PM by D. Stauffer.

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

D. Stauffer announced the December 11, 2017 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/2017-2018/dec11/MINUTES-CUSP-Dec-11-17.pdf

Reports and Minutes from Commission Committees/Sub-Committees

Committee Reports

Academic Support Committee

No Report.

Academic Policies Committee

No Report.
Athletics Committee

On behalf of S. Sumner, P. Ziegler presented the minutes of the December 6, 2017 meeting of the University Athletics Committee. A motion was made and seconded to accept the minutes of the December 6, 2017 meeting of the University Athletics Committee.

The motion passed unanimously.

Commencement Committee

No Report.

Honor Council

No Report.

Library Committee

No Report.

Undergraduate Curriculum Committee

M. Kasarda presented the report of the January 26, 2018 Undergraduate Curriculum Committee. A motion was made and seconded to approve the report of the January 26, 2018 Undergraduate Curriculum Committee.

The motion passed unanimously.

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<td>New:</td>
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<tr>
<td>Summer I 2018</td>
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<tr>
<td>College of Engineering</td>
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<tr>
<td>ECE 3214 Semiconductor Device Fundamentals (CM-3864)</td>
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<tr>
<td>Pamplin College of Business</td>
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<tr>
<td>MGT 3804 Topics for Cadet Global Leadership Studies (CM-3877)</td>
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Fall 2018

College of Engineering
AOE 3154 Astromechanics (CM-3650)
ECE 3714 Introduction to Control Systems (CM-3934)

College of Liberal Arts and Human Sciences
PHIL 4014 Special Topics in Philosophy (CM-3918)
PSCI 3044 (IS 3044) The Politics of Internet Governance (CM-3957)
PSCI 4074 (IS 4074) The Politics of Cybersecurity (CM-3958)

College of Natural Resources and Environment
GEOG 4514 Tropical Meteorology (CM-3887)

Pamplin College of Business
ACIS 4654 Accounting Analytics (CM-3902)

Spring 2019

Virginia-Maryland College of Veterinary Medicine
PHS 4014 Public Health Program Planning and Evaluation (CM-3908)

Revised:

Fall 2018

College of Engineering
ECE 3105 – 3106 Electromagnetic Fields (CM-3865)
ECE 4134 Photonics (CM-3919)
Discontinue:

Summer I 2018

College of Engineering

ECE 4214 Semiconductor Device Fundamentals (CM-3864)

Fall 2018

College of Engineering

AOE 4134 Astromechanics (CM-3650)

ECE 4405 – 4406 Control Systems (CM-3934)

College of Liberal Arts and Human Sciences

PHIL 4015, 4016 Special Topics in Philosophy (CM-3918)

Option:

New:

Effective Graduating Calendar Year 2020

College of Liberal Arts and Human Sciences

Establishment of New Option: Humanities for Public Service (HPS) under Degree: Bachelor of Arts (BA), Major: Religion and Culture (RLCL), effective for students graduating in calendar year 2020; first effective date to declare option: Spring 2018; first effective date to graduate: Winter 2020 (CM-3713)

Checksheet: Degree: Bachelor of Arts (BA), Major: Religion and Culture (RLCL); Option: Humanities for Public Service (HPS); effective for students graduating in calendar year 2020 (CM-3713)
L. Zietsman presented the minutes of the December 6, 2017 meeting of the University Curriculum Committee for General Education. A motion was made and seconded to accept the minutes of the December 6, 2017 meeting of the University Curriculum Committee for General Education.

D. Stauffer reminded the commission that there is a lot of good and helpful information provided in these minutes.

The motion passed unanimously.

L. Zietsman presented the report of the December 13, 2017 Pathways Ad Hoc Review Committee. A motion was made and seconded to approve the report of the December 13, 2017 Pathways Ad Hoc Review Committee.

The motion passed unanimously.

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

The motion passed unanimously.

### PATHWAYS AD HOC REVIEW COMMITTEE REPORT—DECEMBER 13, 2017

For “First and Second Reading”

Unanimous Approval

<table>
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**New:**

**CLE Spring 2018/Pathways Fall 2018**

**College of Agriculture and Life Sciences**

ALCE 2414: Identity and Inclusion in Agriculture and Life Sciences (CLE Area 2, Pathways Advanced/Applied Discourse GE01, Critical Analysis of Equity and Identity in the United States GE07, Ethical Reasoning GE10) (CM 3692)
College of Architecture and Urban Studies

SPIA 2104: Urban Analytics for Decision-Making (CLE Area 5, Pathways Advanced/Applied Quantitative and Computational Thinking GE05, Ethical Reasoning GE10) (CM 3834)

SPIA 2554: Collaborative Policy-Making and Planning (CLE Area 3, Pathways Reasoning in the Social Sciences GE03, Critical Analysis of Identity and Equity in the United States GE07, Ethical Reasoning GE10) (CM 3814)

SPIA 4464: Data and the Art of Policy-Making and Planning (CLE Area 5, Pathways Advanced/Applied Quantitative and Computational Thinking GE05, Ethical Reasoning GE10) (CM 3817)

College of Science

GEOS 1054: Age of Dinosaurs (CLE Areas 4 and 7, Pathways Reasoning in the Natural Sciences GE04, Intercultural and Global Awareness GE11) (CM 3875)

Revised:

CLE Spring 2018/Pathways Fall 2018

College of Agriculture and Life Sciences

HORT 2184: Plants, Places, and Cultures in a Global Context (CLE Area 7, Pathways Reasoning in the Social Sciences GE03, Intercultural and Global Awareness GE11) (CM 3067)

College of Architecture and Urban Studies

ART 3064: Arts of China and Japan (CLE Areas 2 and 6, Pathways Critical Thinking in the Humanities GE02, Critique and Practice in Design and the Arts GE06, Intercultural and Global Awareness GE11) (CM 3857)

College of Liberal Arts and Human Sciences

PSCI 2064 (IS 2064) (GEOG 2064): The Global Economy and World Politics (CLE Areas 3 and 7, Pathways Reasoning in the Social Sciences GE03, Intercultural and Global Awareness GE11) (CM 3744)

College of Natural Resources and the Environment

FREC 2004: Forest Ecosystems (CLE Area 4, Pathways Reasoning in the Natural Sciences GE04, Intercultural and Global Awareness GE11) (CM 3872)
**College of Science**

GEOS 1034: Earth’s Natural Hazards (CLE Area 4, Pathways Reasoning in the Natural Sciences GE04, Ethical Reasoning GE10) (CM 3874)

**Pathways Fall 2018**

**College of Agriculture and Life Sciences**

APSC 4004: Contemporary Issues in the Animal Sciences (Pathways Advanced/Applied Discourse GE01, Ethical Reasoning GE10) (CM 3846)

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**PATHWAYS AD HOC REVIEW COMMITTEE REPORT—JANUARY 24, 2018**

*For “First and Second Reading”
Unanimous Approval*

**COURSES**

New:

**CLE Fall 2018/Pathways Fall 2018**

**College of Liberal Arts and Human Sciences**

ARBC 3474: Topics in Arab Cinema (CLE Areas 2 and 7, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 3942)

**College of Natural Resources and the Environment**

GEOG 2244 (SPIA 2244): Sustainable Urbanization (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 3889)

**College of Science**

BIOL 1014: Introduction to Biology (CLE Area 4, Pathways Reasoning in the Natural Sciences G04, Ethical Reasoning G10) (CM 3878)
BIOL 1054: Human Biology: Concepts and Current Issues (CLE Area 4, Pathways Reasoning in the Natural Sciences G04, Ethical Reasoning G10) (CM 3885)

Revised:

**CLE Fall 2018/Pathways Fall 2018**

**College of Liberal Arts and Human Sciences**

AFST 1714: Introduction to African American Studies (CLE Area 2, Pathways Reasoning in the Social Sciences G03, Critical Analysis of Equity and Identity in the United States G07, Intercultural and Global Awareness G11) (CM 3941)

HUM 2204: The Creative Process (CLE Area 6, Pathways Critique and Practice in Design and the Arts G06a/G06d, Intercultural and Global Awareness G11) (CM 3943)

RUS 2734: Introduction to Russian Culture and Civilization (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 3945)

RUS 3424 (ENGL 3424): Topics in Russian Literature in English (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) (CM 3946)

**College of Science**

PSYC 1004: Introductory Psychology (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 3697)

PSYC 2034: Developmental Psychology (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 3698)

PSYC 2044: Psychology of Learning (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Ethical Reasoning G10) (CM 3738)

GEOS 1014: Evolution of the Earth-Life System (CLE Area 4, Pathways Reasoning in the Natural Sciences G04, Ethical Reasoning G10) (CM 3886)

NEUR 2464: Neuroscience and Society (CLE Area 4, Pathways Reasoning in the Natural Sciences G04, Ethical Reasoning G10) (CM 3936)
Discontinued:

Effective Fall 2018

College of Science

NEUR 3464: Neuroscience and Society (CM 3936)

| MINORS |

Rename:

Effective Graduating Calendar Year 2019

College of Science

Rename Minor to: Science, Technology, and Law; First term to declare: Fall 2018; First term and year to graduate: Winter 2019 (CM 3251)

With approval of renamed Minor: Science, Technology, and Law (STL), discontinue Minor name: Science, Engineering, and Law (SELW); Last term and year to graduate: Fall 2018 (CM 3251)

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

Pamplin College of Business Request for Posthumous Degree

L. Khansa, Associate Dean of the Pamplin College of Business, moved approval of the posthumous awarding of the degree Bachelor of Science in Business to Nicholas Russell Ciullo effective Spring 2018.

Dr. Khansa indicated that the request was based on the recommendation of the faculty of the Department of Business Information Technology and supported by the Pamplin College of Business.

The motion was seconded and passed unanimously.

Undergraduate Honor System Presentation

Morgan Davenport, Royston Pillai, and Dr. James Orr conducted a presentation on the Undergraduate Honor System. Presentation topics included recent updates to the faculty-student led Undergraduate Honor System, honor code, training process, adjudication, data reports, administrative oversight, outreach, and resources. More information can be found at https://honorsystem.vt.edu/ or by contacting the Office of Undergraduate Academic Integrity at honorsys@vt.edu.

UC Resolution 2017-18A Resolution to Amend the University Council By-Laws as Recommended by the Governance Task Force

D. Stauffer provided a brief update that at the last University Council meeting, amendments were made to the resolution, which addressed the comments of the Commission on Undergraduate Studies and Policies.

ADJOURNMENT

A motion was made and seconded to adjourn the meeting at 3:34 PM.

Respectfully Submitted,
Megan Coulter, Office of the University Registrar
MINUTES
UNIVERSITY ADVISORY COUNCIL ON
STRATEGIC BUDGETING AND PLANNING
February 15, 2018

PRESENT: Julia Billingsley, Tim Hodge, Omchand Mahdu, Cayce Myers, Andi Ogier, Robert Sebek, Ken Smith, Michael Sorice, Benjamin Tracy, Jack Washington (substitute for Jason Soileau), and Susan White.

ABSENT: Maria Balota, Michele Borgarelli, Cyril Clarke, Henri de Hahn, Quinton Nottingham, Randy Penson, Hans Robinson, Dwight Shelton and Linbing Wang

1. CALL TO ORDER AND WELCOME NEW MEMBERS

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

2. APPROVAL OF THE JANUARY 18, 2018 MINUTES

Mr. Hodge stated that the January 18, 2018 minutes were shared electronically, having received no feedback, those minutes are considered approved and are forwarded to the University Council for posting on the web.

3. UPDATE ON PIBB MODEL

Dr. Ken Smith, Vice Provost of Academic Resource Management presented an update on the Partnership an Incentive-Based Budget (PIBB) Model. Dr. Smith provided an overview at the national level of the trends in budget models and noted there has been a shift from incremental budgeting to performance based budgeting. Also presented were reasons the budget model needed to evolve. An overview of what the PIBB model is intended to do and characteristics of the model followed. Dr. Smith presented the PIBB model budget process and provided an example of the budget allocation methodology and metrics utilized. An example of how the PIBB components are arrayed across colleges to align with the uniqueness of each college was also presented. Dr. Smith reminded the council the Deans retain the ability to allocate resources within a college. The two types of metrics used in the PIBB model were described and examples of each were presented. Dr. Smith indicated some metrics are still in the process of being determined.

Dr. Smith discussed the initiative to improve data for information and decision making. A demonstration of the beta system was provided. The need for developing supporting data for the new budget model was also noted. A copy of Mr. Smith’s presentation is attached to these minutes.

4. No further business was discussed, and the meeting adjourned at 5:04 p.m.
Update on Partnership for an Incentive-Based Budget (PIBB) and University Data Commons

Ken Smith
Vice Provost Academic Resource Management
Strategic Budget and Planning Committee
February 15, 2018
# The PIBB Model – Higher Education Context

Changes in Budget Models – 2011 Inside Higher Education Survey

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Table 18: Effectiveness of Various Budget Models

(Percentages rating the business model as 6 or 7; scale: 1=not effective, 7=very effective; spring 2011)

<table>
<thead>
<tr>
<th>How would you rate the effectiveness of the budget model used at your institution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall effectiveness</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>All Institutions</strong></td>
</tr>
<tr>
<td><strong>Public Institutions</strong></td>
</tr>
<tr>
<td><strong>Doctoral Universities</strong></td>
</tr>
<tr>
<td><strong>Master’s Institutions</strong></td>
</tr>
<tr>
<td><strong>Baccalaureate Colleges</strong></td>
</tr>
<tr>
<td><strong>Associate/Community Colleges</strong></td>
</tr>
<tr>
<td><strong>Private/Non-Profit Institutions</strong></td>
</tr>
<tr>
<td><strong>Doctoral Universities</strong></td>
</tr>
<tr>
<td><strong>Master’s Institutions</strong></td>
</tr>
<tr>
<td><strong>Baccalaureate Colleges</strong></td>
</tr>
</tbody>
</table>

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### The PIBB Model – Higher Education Context

#### Changes in Budget Models – 2016 Inside Higher Education Survey

**Has your institution significantly changed its budget model in the past four years?**

<table>
<thead>
<tr>
<th></th>
<th>All Institutions by Sector</th>
<th></th>
<th>Public</th>
<th>Private Nonprofit</th>
<th>Doctoral</th>
<th>Master’s/ Bacc.</th>
<th>Assoc.</th>
<th>Doctoral/ Master</th>
<th>Bacc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% Yes</strong></td>
<td>47</td>
<td>49</td>
<td>44</td>
<td>48</td>
<td>32</td>
<td>53</td>
<td>37</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td><strong>% No</strong></td>
<td>53</td>
<td>51</td>
<td>56</td>
<td>52</td>
<td>68</td>
<td>47</td>
<td>63</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

(Based on those whose institution has not changed its budget model in the past four years)

**Does your institution plan to significantly change its budget model in the near future?**

<table>
<thead>
<tr>
<th></th>
<th>All Institutions by Sector</th>
<th></th>
<th>Public</th>
<th>Private Nonprofit</th>
<th>Doctoral</th>
<th>Master’s/ Bacc.</th>
<th>Assoc.</th>
<th>Doctoral/ Master</th>
<th>Bacc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% Yes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>45</td>
<td>28</td>
</tr>
<tr>
<td><strong>% No</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>55</td>
<td>72</td>
</tr>
</tbody>
</table>

n/a: Data not shown due to insufficient sample size.

**Does your institution use a Responsibility-Centered Management (RCM) (or RCM variant) budget model?**

<table>
<thead>
<tr>
<th></th>
<th>All Institutions by Sector</th>
<th></th>
<th>Public</th>
<th>Private Nonprofit</th>
<th>Doctoral</th>
<th>Master’s/ Bacc.</th>
<th>Assoc.</th>
<th>Doctoral/ Master</th>
<th>Bacc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% Yes</strong></td>
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<td>24</td>
<td>20</td>
<td>17</td>
<td>21</td>
<td>27</td>
<td>25</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>% No</strong></td>
<td>79</td>
<td>76</td>
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<td>83</td>
<td>79</td>
<td>73</td>
<td>75</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

The PIBB Model – Higher Education Context

Timeline of Institutions Moving to RCM Budget Models

- **2000s**
  - Brandeis University
  - Ohio State University
  - Okanagan College
  - University of New Hampshire
  - University of Minnesota
  - University of Utah

- **2005s**
  - Iowa State University
  - Kent State University
  - Marquette University
  - Rutgers University
  - Southern Oregon University
  - Syracuse University
  - University of Toronto

- **2010s**
  - McMaster University
  - Northeastern University
  - Queens University
  - Simon Fraser University

- **2014 and Beyond**
  - Auburn University
  - Cornell University
  - George Washington University
  - Ohio University
  - Portland State University
  - Temple University
  - University of Arizona
  - University of Kentucky
  - University of New Mexico
  - University of Vermont
  - University of Virginia

25% of CBOs report using RCM-type model in 2015

3. Education Advisory Board (2016). Aligning the budget model to strategic goals: Executive level decision points to ensure impact on cost, growth, and strategy.
The PIBB Model – Higher Education Context

Trending Towards Budget Model Hybridization

Advantages:
- Resources available for central investment
- Senior leaders able to drive institutional vision

Limitations:
- May not incent unit revenue growth or cost control
- Difficult to maintain in periods of stagnant growth
- May not accommodate changes in enrollment patterns

Advantages:
- Creates unit-level financial accountability
- Automatically shifts resources to areas of high growth

Limitations:
- Yields few resources for central strategic investment
- Devolves decision-making power to units at expense of central strategic vision
- Shifts resources to units based on year-to-year performance and market trends rather than institutional priorities

3. Education Advisory Board (2016). Aligning the budget model to strategic goals: Executive level decision points to ensure impact on cost, growth, and strategy.
The PIBB Model – Higher Education Context

The Need for Change

- The Beyond Boundaries vision called for new financial models that incentivize growth and the shared accomplishment of strategic goals.

- To adapt to a changing resource environment from one of subsidized operations to self-support/revenue generation.

- To manage effectively in the growing complexity of the organization by moving decision making closer to where program outcomes are occurring.

- To achieve greater transparency and accountability in the allocation of resources and the accomplishment of outcomes.

- To optimize the availability of data and meet expectations that data should inform operational decisions.
The PIBB Model
What the PIBB is . . .

• A further decentralization of tactical decision-making – from central administration to college leadership.
• A more structured method of accountability for accomplishment of institutional desired outcomes
• Implemented within the traditional hierarchy of responsibility Provost > Deans > Departments > Faculty
• An improvement in the logic and transparency of resource allocation decisions
• Not a simplistic formula – looking for balanced complexity appropriate for a diverse organization
• Subject to continuous evaluation, calibration and improvement
• Change managed with relation to the historical funding levels of colleges
The PIBB Model
What the PIBB is not . . .

• Not a revenue sharing model – those models will fall outside of the PIBB
• Not the entire budget for any college
• Not yet fully implemented for any college. Nor are its component metrics, values and factors fixed.
• Not appropriate for estimating department level budgets within a college – it’s a college level model
• Not a plug and play formula that simply spits out a number with no qualitative evaluation
The PIBB Model

Characteristics of the Model

Results-Based
- Budgeting connects to planning
- Budget provides transparent performance incentives

Comprehensive
- Quantity is connected to quality
- Supports diversified outcomes

Data Informed Model
- Utilizes extensive and shared decision support system

Adaptable Model
- Allows for continuous calibration and changes to shared goals
The PIBB Model
The Budget Process

- Shared Data
- Activity Based Resource Allocations
- Realignment & Adjustment of Resources & Goals
- Semi-Annual Assessment of Outcomes

Periodic Modifications to Incent Different Outcomes
The PIBB Metrics

Two Types of Metrics

- **Unit allocation metrics**
  - Formulaic – 1 unit of outcome = 1 unit of value
  - Generally linked to revenue generating activity
  - Valued equally for all colleges to promote intercollege cooperation

- **Scorecard metrics**
  - Not formulaic
  - Linked to annual assessment of outcomes in the area of faculty success, student success, and administrative effectiveness
  - Can be college specific
  - Covers a much broader range of activity
  - Balances quality expectations against the quantity incentives inherent in the unit allocation metrics
The PIBB Metrics

**Current Unit Allocation Metrics - Teaching**

- **SCH Baseline**
  Number of credit hours delivered to students attributed 80% to payroll department of faculty member or members teaching course and 20% to academic department offering course.

- **SCH Other Major**
  Number of credit hours attributed using SCH Baseline methodology delivered to students with primary majors in another college.

- **SCH Section Size**
  Number of credit hours attributed using SCH Baseline methodology delivered in a course within a targeted section size specified by college and/or department.

- **SCH Honors Course**
  Number of credit hours attributed using SCH Baseline methodology in an approved Honors Program course.

- **SCH Pathway Course**
  Number of credit hours attributed using SCH Baseline methodology delivered in any approved Pathways general education course.
The PIBB Metrics
Current Unit Allocation Metrics - Enrollment

• **Majors Baseline**
  Number of undergraduate and graduate students adjusted for full and part-time status who have their primary major in a department program.

• **Majors Out-of-State**
  Number of undergraduate and graduate students attributed using the Majors Baseline methodology who are enrolled in a departmental program as their primary major who are classified as out of state for purposes of tuition and fees.

• **Majors Not Primary**
  Number of undergraduate and graduate students attributed using the Majors Baseline methodology who are enrolled in a departmental program that is outside of their primary major.
The PIBB Metrics
Current Unit Allocation Metrics - Fundraising

• **Annual Cash Gifts**
  Dollar value of annual cash gift receipts per fiscal year assigned to the college or one of its departments based on donor designation

• **Endowment Annual Cash Gifts**
  Dollar value of annual cash gift receipts per fiscal year assigned to the college or one of its department for an endowed scholarship, fellowship or professorship based on donor designation
The PIBB Metrics

Current Unit Allocation Metrics – Sponsored

• **Sponsored Expenditures**
  Dollar value of annual externally sponsored expenditures attributed to a college by methodology TBD

• **Industry Sponsored Expenditures**
  Dollar value of annual externally funded sponsored research expenditures that are industry funded (NSF Definition)
The PIBB Metrics

Scorecard Metrics – Faculty Success

• Faculty Scholarship
• Faculty Teaching
• Faculty Engagement
• Faculty Diversity
The PIBB Metrics
Scorecard Metrics – Student Success

- Entering Students
- Continuing Students
- Graduating Students
- VT-Shaped Student Experiences
- Student Diversity
University Data Commons

A web portal that provides users at the department, college, VP level, and other administrative offices defined views of metrics used in the PIBB model, the strategic plan, and other key decision making processes.

### Metrics Development – University Data Commons

**Define**
Support university leaders in the development of data definitions for purposes of using information to inform and incentivize actions to achieve strategic goals.

Assess a broad range of measured activities to ensure that numerical outputs as defined may be reasonably relied upon as surrogate measures of desired outcomes.

**Operationalize**
Convert the definitions leadership has identified as important into information by extracting the necessary data elements from university systems of record.

Extract, clean, organize, connect and visualize the data in ways that will help leaders and managers at all levels understand what has happened, why it happened, what will happen, and what should be done.

**Inform:**
Make this information accessible through the University DataCommons website such that deans, VPs, department heads and data analysts are all working from a commonly defined data set.

Use the information to guide decisions, from major strategic decisions such as the annual budget development process to local, tactical decisions such as enrollment planning for a department.
University Data Commons

Define and Operationalize

Inform