UNIVERSITY COUNCIL MEETING
March 27, 2017
3:00 p.m.
1045 Pamplin Hall
AGENDA

1. Adoption of Agenda
   Dr. Thanassis Rikakis

2. Announcement of approval and posting of minutes of March 13, 2017
   Dr. Thanassis Rikakis
   These minutes have been voted on electronically and will be posted on the university web.

3. Presentation
   Dr. Karey Eley Sanders
   College Access Collaborative

4. Old Business
   Dr. Thanassis Rikakis
   Commission on Faculty Affairs
   Resolution CFA 2016-17C
   Resolution to Clarify Language on Instructional Faculty in the Faculty Handbook Regarding Teaching Responsibilities and Expectations
   Resolution CFA 2016-17D
   Resolution to Amend Procedures for Faculty Appointments with Tenure
   Commission on Graduate Studies and Policies
   Resolution CGSP 2016-17K
   Resolution to Establish a Dairy Science Major within the Master of Science in Life Sciences Degree
   Commission on Undergraduate Studies and Policies
   Resolution CUSP 2016-17F
   Resolution to Approve New Major, Cinema, in Bachelor of Arts in Theatre Arts
   Resolution CUSP 2016-17G
   Resolution to Revise Pathways General Education Curriculum (Presidential Policy Memorandum No. 125 and University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM24)) and Implementation for the Pathways General Education Curriculum to Include Identity and Equity in the United States
   Commission on University Support
   Resolution CUS 2016-17A
   Resolution to Amend Policy on Smoking No. 1010

5. New Business
   Dr. Thanassis Rikakis
   Commission on Graduate Studies and Policies
   Resolution CGSP 2016-17G
   Resolution to Establish a Master’s of Science Degree in Translational Biology, Medicine and Health
   Commission on Undergraduate Studies and Policies
   Resolution CUSP 2016-17I
   Resolution to Revise University Calendar Criteria (Presidential Policy Memorandum 228)
6. **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.

7. **For Information Only**

Minutes of the University Advisory Council on Strategic Budgeting and Planning

8. **Adjournment**
University Council Minutes  
March 13, 2017  
3:00 PM  
1045 Pamplin Hall


Absent: Cyril Clarke (with notice), Michael Friedlander (with notice), Steve McKnight, Kelly Oaks, Menah Pratt-Clarke (with notice), Paul Winistorfer, Bryan Brown, Robert Bush (with notice), Anita Puckett, Jennifer Brill, Kathrine Carter, Paul Herr, Nathan King, Tracey Drowne, Sue Teel (with notice), John Benner, Michele Waters (with notice), Preston Huennekens, Brett Netto, & Julia Billingsley

Guests: Stephen Biscotte, Shelia Collins, Jack Finney, Rachel Gabriele, Ellington Graves, Rachel Holloway, April Myers & Christine Watkinson

Dr. Sands 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 6, 2017

Dr. Sands 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). (Note: the February 20, 2017, University Council meeting was cancelled.)

3. Presentation

Mr. Scott Nostaja with Sibson Consulting gave a presentation on the changes within the Department of Human Resources (Attached).

4. Old Business

Commission on Graduate Studies and Policies
Resolution 2016-17F
Resolution to Establish a Horticulture Major with the Master of Science in Life Sciences Degree

Dr. Sally Paulson 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 2016-17E
Resolution to Discontinue Major in Economics, in Bachelor of Science in Business

Dr. Dean Stauffer presented the resolution for second reading and made a motion to approve. The motion was seconded, and the motion passed.

Commission on Staff Policies and Affairs
Resolution 2016-17A
Resolution on Amendment to Staff Policies and Affairs

Mr. Robert Sebek presented the resolution for second reading and made a motion to approve. The motion was seconded, and the motion passed.

5. New Business

Commission on Faculty Affairs
Resolution CFA 2016-17C
Resolution to Clarify Language on Instructional Faculty in Handbook Regarding Teaching Responsibilities and Expectations

Dr. Hans Robinson presented the resolution for first reading. This resolution came about due to the non-tenure faculty who teach in the Language and Cultural Institute. These instructor positions typically have twenty contact hours, which is more than the typical twelve contact hours listed in the Faculty Handbook. This resolution adds a sentence in sections 5.1.7 and 9.1 of the Faculty Handbook stating, “Instructors with distinctive assignments and work schedules will have these responsibilities conveyed in the Terms of Faculty Offer at the time of appointment.” There is no need for present instructors to renegotiate their Terms of Faculty Offer.

Commission on Faculty Affairs
Resolution CFA 2016-17D
Resolution to Amend Procedure for Faculty Appointments with Tenure

Dr. Hans Robinson presented the resolution for first reading. This resolution adds to the procedure on hiring a faculty member with tenure. This resolution will make the tenure process for both those hired with tenure and those hired without tenure more aligned. The process will have a sub-committee from the college level and a sub-committee from the university level review the request for hire with tenure. This process is not meant to slow down the hiring process for those that are hired with tenure. The review will take place on the application and letters of recommendation, not the full dossier.

Commission on Graduate Studies and Polices
Resolution CGSP 2016-17G
Resolution to Establish a Master’s of Science Degree in Translational Biology, Medicine and Health

Dr. Sally Paulson withdrew the resolution.

Commission on Graduate Studies and Polices
Resolution CGSP 2016-17K
Resolution to Establish a Dairy Science Major within the Master of Science in Life Sciences Degree
Dr. Sally Paulson presented the resolution for first reading. Mater’s level enrollments in Dairy Science are near or below the minimum productivity standards based on the new requirements defined by the State Council of Higher Education for Virginia. This new Dairy Science Major in the Master of Science in Life Sciences Degree is thesis based.

**Commission on Undergraduate Studies and Polices**  
**Resolution CUSP 2016-17F**  
Resolution to Approve New Major, Cinema, in Bachelor of Arts in Theatre Arts

Dr. Dean Stauffer presented the resolution for first reading. This resolution is elevating an existing option to a major status. There are highly qualified faculty to provide this major. Enrollment in the option has increased. Dr. Rikakis indicated that he interviewed the two finalists for chair of the performing arts units and both requested a change in name from Cinema to something that incorporates New Media in Cinema or something similar. Dr. Stauffer will take this request back to the Theatre Arts Department.

**Commission on Undergraduate Studies and Polices**  
**Resolution CGSP 2016-17G**  
Resolution to Revise Pathways General Education Curriculum (Presidential Policy Memorandum No. 125 and University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM24)) and Implementation for the Pathways General Education Curriculum to Include Identity and Equity in the United States

Dr. Dean Stauffer presented the resolution for first reading. This resolution is a result of a resolution from the 2015-16 academic year that called for a working group to evaluate the Pathways curriculum to incorporate intersectional diversity in the United States. This resolution recommends that within the Pathways program there be adopted a three-credit, double-counted core outcome area as described in the document “Pathways General Education Curriculum Revision Proposal: Critical Analysis of Identity and Equity in the United States.” This will be effective for students entering the fall of 2018. Dr. Stauffer also indicated that the supporting document has been amended in the proposal to reflect gender identity and gender expression to be consistent with the Principles of Community. Dr. Monty Abbas stated that the Faculty Senate strongly supports this resolution.

**Commission on University Support**  
**Resolution CUS 2016-17A**  
Resolution to Amend Policy on Smoking N. 1010

Ms. Anna Pope presented the resolution for first reading. This resolution includes “the use of any electronic cigarette, or vaping device” to Section 4 of University Policy 1010. Ms. Pope indicated that this resolution is the first step in establishing a smoke-free campus, which is a policy that the Student Government Association is working on.

6. **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 Faculty Affairs  
  February 10, 2017

- Commission on Graduate Studies and Policies
7. **For Information Only**

Minutes of the University Advisory Council on Strategic Budgeting and Planning
January 26, 2017

8. **Announcement**

Dr. Wilson reviewed the procedures for handling campus operations should we receive a snowfall. The first consideration is whether Blacksburg Transit (BT) will be able to operate. If the BT cannot operate (because of safety reason) then the University will have a delayed opening or close the university. The decision to delay opening or close the university will be made by 5:00 a.m. The BT has to be notified by 5:30 a.m. and a VT Alert will be sent out at 6:00 a.m. There will also be a status page on the Virginia Tech website.

9. **Adjournment**

There being no further business, a motion was made to adjourn the meeting at 3:53 p.m.
Assessment Findings

- **Administrative, Rather Than Strategic**: The current HR function is focused on transactional and administrative activities rather than adding strategic value.
- **Inconsistent, Decentralized HR Services**: The level and quality of HR services across the institution is highly varied.
- **Inequity in Pay and Other Employment Terms**: Policies are broad or ill-defined at Central HR and units have made their own decisions and policies to fit their needs, resulting in differing pay and other practices across the institution.
- **Disjointed Approach to Compensation**: Different areas of the institution pay differently for similar work. As a result, employees are constantly moving to new positions to improve their pay.
- **HR Underperformance**: Not fully leveraging industry and HR best practices.
- **Inefficient Processes and Systems**: Multiple handoffs, approvals, and paper-based processes.
- **Risk Aversion**: Greater focus on avoiding risk than on strategic growth and improvement.
- **Ineffective, Inconsistent Performance Management**: Managers do not often provide their direct reports with regular feedback, and the performance management program is not sufficiently focused on professional development.
Where HR Adds Value to the Institution

THREE PRIMARY WAYS FOR HR TO CREATE VALUE

1. Strategic Value and Leadership (25% of all time and investments)
   - Building organizational competencies
   - Developing and delivering effective retention, succession, and recruiting strategies
   - Driving culture and leading change

2. Consultative Value (50% of all time and investments)
   - Guiding and supporting leaders and managers on workplace needs and issues
   - Consulting with employees on workplace needs and issues

3. Administrative Value (25% of all time and investments)
   - Payroll and Benefits Administration
   - Record Keeping
   - Compliance

The Case for Change

Traditional Virginia Tech HR Service Distribution

Very Few Strategic Services
Some Consultative Services
Majority of HR Resources and Services Administrative

The current HR organization is not supporting the strategic objectives of the University and is focused primarily on performing administrative/transactional services.
The Case for Change
Future State Goals

From Current State
- Insufficient customer service and incorrect and/or incomplete information
- Unaligned to the University’s vision and strategic initiatives
- Desire for HR to play more of a strategic role, but low levels of confidence in HR to do so
- Siloed with limited collaboration between sub-units
- The decentralized HR Partner model creates risk to the University and diminishes quality, consistency, and accuracy of HR services
- Inefficient and inconsistent processes, policies and systems

To Future State
- Alignment between HR and institutional goals
- Optimal structure and composition of the HR organization
- Reduced HR-related work for faculty and staff to allow more time for core activities
- Increased quality of hires across campus
- Efficient and streamlined HR processes
- Effective, future-focused performance management
- Consistency and clarity in promotions, titles, benefits, and pay
- An integrated HR infrastructure that supports a changing and culturally diverse workforce

In order to support the University’s vision, HR must evolve to provide a greater level of strategic and consultative services.

The Strategic Path to HR Transformation
Committees and Teams

Monthly Meetings: September 2016 – May 2017
- Create a guiding vision for the future of HR at Virginia Tech
- Determine appropriate HR leadership structure, roles and reporting relationships
- Review work and recommendations of HR Advisory Committee and HR Project Teams

Bi-Weekly Meetings: September 2016 – May 2017
- Review leading practices and develop appropriate HR delivery model for VT
- Define future HR services, points of delivery, organizational alignment to new model
- Develop recommendations for implementing new HR model (costs, timelines, etc.)

Regular Meetings (TBD): September 2016 – May 2017
- Streamline processes, create efficiencies, reduce errors
- Develop recommendations for enhancing use of technology
- Initial focus on Service Center, Benefits, and Leaves
Emerging Model for HR at Virginia Tech

**High-Level Structure**

**Administrative**
- HR Administrative Center
- Payroll
- Forms Administration
- Orientation
- Service Center
- Benefits
- Leaves

**Consultative**
- HR University Leader
- HR Business Partners

**Strategic**
- Strategic Center
- Rewards (Compensation, Benefits, Other)
- Employee Relations
- Technology
- Business Practices
- Training and Development
- Diversity
- Inclusion

**Within each major academic and administrative Division**

Supports the strategic and consultative HR needs of the Division

Led by an individual with deep HR skills and abilities

Reports to University HR leader and Division

---

**Benefits of the Emerging Model to Divisions**

1. **Proactively identifying and addressing the Division HR’s needs – to ensure that it has the right people and talent to achieve its future goals.**
   - On-going assessment of the Division’s workforce with accompanying plans to address staffing needs, enhance skills, and build high performing cultures
   - Targeted training and development activities
   - Professional development and career framework opportunities that align with the current and future business needs and strategy of the institution and the Division
   - Integrated performance management and employee development
   - Support for strengthening morale and employee engagement
   - More consultation and support on strategic Division-specific recruiting needs

2. **Faster and simpler HR processes that are aligned to the demands of the Division.**
   - Streamlined recruiting tools and hiring processes, eliminating current bureaucracies
   - Improved onboarding experience for all new hires
   - Learning Management System to facilitate value-added professional development

3. **Consistency and equity in compensation and other HR**
   - Fair and consistent pay practices
   - Improved retention strategies and activities
   - Reduced risk of employment related claims or litigation
Next Steps
Piloting the Emerging Model

- Create a guiding vision for the future of HR at Virginia Tech
- Determine appropriate HR leadership structure, roles, and reporting relationships

- Review leading practices and develop conceptual framework for HR service delivery given the vision of the Executive Committee
- Define future HR services, points of delivery, and HR operating model

- Define detailed framework of roles and responsibilities across the model
- Develop recommendations for implementing new HR model, including the particulars of how this would work in the pilot units
- Test and refine

Questions or Comments?
WHEREAS, the Faculty Handbook contains policies governing the employment of non-tenure track instructional faculty; and

WHEREAS, several academic departments employ non-tenure track instructional faculty; and

WHEREAS, the unique nature of classes and programs offered by some academic departments frequently require that the teaching assignments and work schedules of instructors differ from instructors teaching credit-bearing classes;

NOW, THEREFORE, BE IT RESOLVED, that language be added to the appropriate sections of the Virginia Tech Faculty Handbook to clarify that unique teaching responsibilities and expectations for instructional faculty will be conveyed at the time of appointment in the Terms of Faculty Offer.
Under 5.1.7 add new language to Instructor rank.

5.1.7 Instructor Faculty Ranks - The responsibilities of a person appointed to one of the instructor ranks in an academic department are focused on undergraduate education, with minimal or no expectation for development of an independent program of research or scholarship. A master’s degree is the usual minimum educational credential for an appointment to the instructor ranks, and generally a minimum of 18 graduate credits teaching in the discipline required to meet accreditation standards. Further information regarding appropriate credentials for the teaching faculty is found in chapter two, “Faculty Credentialing Guidelines,” and on the provost’s website.

Instructors with distinctive assignments and work schedules will have these responsibilities conveyed in the Terms of Faculty Offer letter at the time of appointment.

While initial appointment is typically at the entry rank, prior experience may be considered for a recommendation of appointment at a higher rank with the approval of the appropriate departmental committee and head. Up to three years of similar instructional service at another accredited American four-year college or university may be counted toward the designated period required prior to review for promotion in rank.

Tenure is not awarded at any of these ranks and all service at any instructor rank is excluded from the pre-tenure probationary period if the faculty member is subsequently appointed to a tenure-track position. Faculty members within the instructor ranks may not chair a graduate committee.

Instructor: The instructor rank is the initial rank for appointment of a full- or part-time faculty member. Primary responsibilities are usually to the instructional program, but assignments vary depending on the faculty member’s expertise and experience and departmental needs. Typically, they include teaching undergraduate courses, advising students, developing or revising courses and curricula, and fulfilling other instructional, administrative, or service responsibilities. Appointment at this rank consists of a series of one- or two-year renewable appointments with a minimum of five years of completed service before consideration for promotion.

Add new language to Section 9.1

9.1 Assignment of Academic Responsibilities - Assignments of teaching load and academic advising are the responsibility of the department head or chair and may vary from one term to the next depending on the departmental requirements. Assignments should involve consultation with the faculty member, and in cases involving non-routine assignments—such as those requiring extensive travel—consultation is required. Ultimately, authority rests with the department head or chair to make the final assignment. Although the usual load for those engaged only in teaching is 12 didactic hours, the loads vary widely and are usually adjusted to permit time for other scholarly activities—for outreach which is related to the mission of the university and the faculty member’s disciplinary expertise, and for faculty development related to the quality of instruction. A didactic hour is defined here as one contact hour in a lecture course or 0.60 hour for each contact hour in a course designated as a laboratory course.
Faculty members are expected to be available two weeks prior to the first day of classes and two weeks following commencement. The discretion of the department head or chair is recognized in assigning duties during periods when the university is not in session. Faculty members are expected to inform their department heads or chairs of their whereabouts during such periods.

Instructors with distinctive assignments and work schedules will have these responsibilities conveyed in the Terms of Faculty Offer letter at the time of appointment.
WHEREAS, the Faculty Handbook contains policies governing the hiring of faculty members with tenure, and

WHEREAS, current procedures outlined in the Faculty Handbook do not provide for faculty review of new hires with tenure at all levels of the promotion and tenure process; and

WHEREAS, in the interest of strengthening the processes by which new faculty members with strong and desirable credentials are fully vetted and approved at all levels of the university’s promotion and tenure processes; and

WHEREAS, the expectation is that the review of tenure will be completed as quickly as possible to best serve the interests of the prospective faculty member, the department, the college, and Virginia Tech,

NOW, THEREFORE BE IT RESOLVED, that the Faculty Handbook be amended to include revised language in section 3.3 as written below (new language is in red and underlined):

3.3 Procedures for Faculty Appointments with Tenure

An offer of a faculty appointment with tenure may be made with the review and approval of the department head or chair, the department promotion and tenure committee, a subcommittee of the college promotion and tenure committee appointed by the dean, the dean, a subcommittee of the university promotion and tenure committee, the provost, and the president. Ultimately, final approval rests with the Board of Visitors.

The dean forwards to the provost and president for their consideration and decision: the candidate’s application package, including cover letter, curriculum vita, and at least two letters of reference which address the appointment of rank and tenure; documentation of the department promotion and tenure committee’s approval of rank and tenure, documentation of the college promotion and tenure subcommittee’s approval of rank and tenure, and concurrence of the department head or chair and dean with as much
supporting evidence as deemed appropriate; and a brief overview of the search itself—how many candidates applied, were interviewed, and what is the compelling case for the candidate. **With approvals by the department committee and the department chair/head, and approvals by the college subcommittee and/or the dean, the provost will forward the candidate’s package to the university promotion and tenure subcommittee, which will include three faculty members who previously served on the university committee. The provost will invite faculty members who are rotating off the university committee to serve on the subcommittee and will appoint others with prior experience as necessary. The provost will receive the recommendation of the university promotion and tenure subcommittee and will make a recommendation to the president. The president makes the decision to approve and takes the final approval to the Board of Visitors.**

In general, faculty recruited from a comparable university should be recommended for a position at Virginia Tech at a similar level with tenure. If the recommended appointment involves a promotion or the initial awarding of tenure, the case must be strongly justified. If an individual is coming from a university with a less extensive research mission, or a university of lesser stature, the case must also be strongly justified.
**Justification**

Master’s-level enrollments and degrees awarded in Dairy Science are near or below minimum productivity standards based on the new requirements defined by the State Council of Higher Education for Virginia. Because the related doctoral programs carried a different CIP designation and title (Ph.D. Animal and Poultry Science rather than Ph.D. in Dairy Science), State Council staff determined that the MS in Dairy Science did not meet the definition of a "fall-back"- master’s program exempt from review or action related to productivity.

This new Dairy Science Major in the Master of Science in Life Sciences program is a thesis-based degree whose focused research is accounted for by 6-10 credit hours of supervised research on a dairy related topic. Research results are presented orally in an organized seminar class consisting of other Dairy Science graduate students, faculty and staff. It is also expected that research results will be published in an appropriate scientific journal. The thesis research is supported by the MSLS core and 4-8 credit hours of other classes that relate to the chosen project. These support classes include those offered by the Dairy Science Department and relevant classes taught by other departments. For example, a student working on mammary development might take a class on animal histology whereas a student interested in dairy nutrition a class on mathematical modeling of nutrient fluxes in the cow. In other words, the 4-8 hours of graded classroom credit needs to include the flexibility of choosing classes from across the college and university. The exact classes needed are determined by the student’s advisory committee, the major professor, and the student.

**Target audience for the major:**
Our target market will continue to be outstanding MS students recruited worldwide and placement of graduates in Dairy industry (research, academics, industry, and government positions) in the USA and abroad.

**Resource needs:** funding, faculty, facilities, other department resources, library, other:
No additional resources at this time.
October 5, 2016

CALS Curriculum Committee  
VT Campus  

Re: Masters of Science in Life Sciences – Dairy Science Major  

Dear Curriculum Committee:  

Our long-standing M.S. in Dairy Science degree was recently deactivated as a result of increased proportions of students pursuing our Ph.D. degree. However, an M.S. degree that provides a major and research experience in Dairy Science is actively sought and successful candidates are highly relevant to our academic and industry communities. Our students are increasingly involved in multidisciplinary projects with a common base in the Life Sciences.  

Consequently, we would like to join the MSLS degree with a major in Dairy Science. We require no new resources to join the MSLS degree and I support the inclusion of DASC and DASC 5994 to be listed as requirements.  

5004  

Sincerely yours,  

[Signature]  

Benjamin Corl, Ph.D.  
Associate Professor and Interim Department Head  
Department of Dairy Science
From: Sumner, Susan  
Sent: Wednesday, October 12, 2016 7:43 AM  
To: Taylor, Anna  
Subject: Re: MS in Life Sci - Dairy Science  
Importance: High

It is acceptable for these courses to be listed on the check sheet.

Susan

Susan Sumner  
Associate Dean and Director of Academic Programs  
College of Agriculture and Life Sciences  
Litton Reaves, 1060, Virginia Tech (0334)  
175 West Campus Drive  
Blacksburg, VA 24061  
sumners@vt.edu  
540-231-5290  
540-231-6741 (fax)

From: Anna Taylor <ataylor@vt.edu>  
Date: Tuesday, October 11, 2016 at 6:40 PM  
To: sumners <sumners@vt.edu>  
Subject: MS in Life Sci - Dairy Science

Dear Dr. Sumner,

Attached is a copy of a proposal with a list of class requirements for the new Master of Science in Life Sciences – Dairy Science major, in the College of Agriculture and Life Sciences, that is being added to the current master of science in life sciences. A resolution to discontinue the Master of Science in Dairy Science was approved last year. We appreciate your support for horticulture in this same regard.

ALS 5204, Research & Information Systems Life Sciences; ALS 5324, Research Ethics in Agriculture and Life Sciences; ALS 5334, Professional Communications ALS; and ALS 5405, Analysis of Animal Experiments with SAS are listed as core classes for Master of Science in Life Sciences and is already a core class for the master’s program so there will not be an increase in student enrollment for this course for this major.

Please reply back to this email as to whether or not it is acceptable for ALS 5204, ALS 5324, ALS 5334, and ALS 5405 to be listed as Master of Life Sciences core classes. I need your reply by the end of the day on Friday, October 14 if possible so that this proposal can be reviewed at our next curriculum committee meeting.

Please let me know if you have any questions.
Hi Anna,

The Department of Statistics agrees with this change. Please let me know if you need anything else.

Sincerely,
Ron

—
R.D. Fricker, Jr., Ph.D.
Professor and Head
Department of Statistics (MC0439)
Hutcheson Hall, RM 406-A, Virginia Tech
250 Drillfield Drive
Blacksburg, VA 24061

(540) 231-7754 (office)
(831) 869-8414 (cell)
rfr@vt.edu

Statistics is the grammar of science. —Karl Pearson

Dear Dr. Fricker,

Attached is a list of class requirements for the new Master of Science in Life Sciences – Dairy Science major, in the College of Agriculture and Life Sciences, that is being added to the current master of science in life sciences. A resolution to discontinue the Master of Science in Dairy Science was approved last year. We appreciate your support for horticulture in this same regard.

STAT 5615, Statistics in Research 1, and STAT 5616, Statistics in Research 2 are listed as core classes for Master of Science in Life Sciences and is already a core class for the master’s program so there will not be an increase in student enrollment for this course for this concentration.

Please reply back to this email as to whether or not it is acceptable for STAT 5615 and STAT 5616 to be listed as Master of Life Sciences core classes. I need your reply by the end of the day on Friday, October 14 if possible so that this proposal can be reviewed at our next curriculum committee meeting.
Hi Anna,

Yes, it is acceptable to include BCHM 5124 as a core course for the MSLS/Dairy Science major.

Best,

Pablo

Dr. Pablo Sobrado
Professor
Graduate Program Director
Director of the Center for Drug Discovery Screening Lab
Department of Biochemistry
Virginia Tech
360 West Campus Drive
Blacksburg, VA 24061

540-231-9485
psobrado@vt.edu
URL: sobradolab.weebly.com

On Oct 11, 2016, at 6:45 PM, Taylor, Anna <ataylor@vt.edu> wrote:

Dear Dr. Sobrado,

Attached is a copy of a proposal with a list of class requirements for the new Master of Science in Life Sciences – Dairy Science major, in the College of Agriculture and Life Sciences, that is being added to the current master of science in life sciences. A resolution to discontinue the Master of Science in Dairy Science was approved last year. We appreciate your support for horticulture in this same regard.

BCHM 5124, Life Sciences Biochemistry, is listed as a core class for Master of Science in Life Sciences and is already a core class for the master’s program so there will not be an increase in student enrollment for this course for this major.

Please reply back to this email as to whether or not it is acceptable for BCHM 5124 to be listed as a Master of Life Sciences core class. I need your reply by the end of the day on Friday.
WHEREAS, a significant number of faculty members in the Theatre and Cinema program in the School of Performing Arts have international reputations, active research agendas, outreach activities, and teaching responsibilities in the area of cinema; and

WHEREAS, Cinema has been an Option under the Bachelor of Arts Degree, Major Theatre Arts, and the new Major in Cinema incorporates required courses of the Cinema major option; while maintaining a robust curriculum within the same accredited Theatre Arts degree; and

WHEREAS, the number of Theatre Arts Majors who select the Option in Cinema continues to increase indicating a strong interest in the study of cinema production and studies; and

WHEREAS, the change from an Option to a Major enables the School of Performing Arts to more clearly reflect one of its principal areas of study and better align the program with our peer institutions; and

WHEREAS, the Major in Cinema will provide better visibility for the program and will provide support to the enrollment management of incoming freshmen and transfer students into the College of Liberal Arts and Human Sciences; and

WHEREAS, cinema studies prepares students for a wide range of careers or advanced degree studies, the Major in Cinema can be more readily promoted to potential employers and graduate schools and make it easier for students to market themselves; and

WHEREAS, the Major in Cinema will provide for more curricular flexibility and specialization within the School, as well as participation in cross-disciplinary curricular initiatives across the university,

THEREFORE LET IT BE RESOLVED that the Major in Cinema be approved for addition to the Bachelor of Arts in Theatre Arts effective Spring 2017 and the proposal forwarded through University governance and to the President for approval.
April 15, 2016

To: Deans and Curriculum Committee Members

Dear Curriculum Committee Members,

I write this in support of the proposed new Cinema major under the B.A. Degree in Theatre Arts. The proposal represents our departmental decision to elevate an existing option to a major.

We believe that such a change will more clearly reflect the status and content of our program to current and potential students and to all units in the university, as well as to external stakeholders.

As the plan and the checksheet for the major closely follow the current option, no new resources will be needed at this time.

Sincerely,

Susanna Rinehart
Faculty Chair
Theatre & Cinema
Department of Theatre & Cinema – School of Performing Arts
Proposal for Cinema Major under B. A. Degree in Theatre Arts

Justification / Need for Major

The conversion from option to major for cinema will provide numerous benefits for students, the department, and the School.

• The change enables the School of Performing Arts to better reflect one of its principal areas of study and better align the program with our peer institutions.
• Students will be able to clearly describe their area of expertise when they seek employment or post-secondary education. The name of the major will describe more clearly the course of study that they have pursued.
• The change will provide for more curricular flexibility and specialization within the School, as well as participation in cross-disciplinary curricular initiatives.
• Students who are considering Virginia Tech for their education in cinema will be able to identify it more easily as being on the list of VT majors. Cinema currently appears under ‘T’ for Theatre. Changing the major title to Cinema will be readily identifiable to prospective students. In addition, our program will be more ‘searchable’ on the internet. Both results should have a positive effect on student recruiting efforts.

Relevance to Virginia Tech mission and strategic plan

Moving cinema from an option to a major will more clearly align this program in the School of Performing Arts with the university's strategic plan for 2012-2018. One of the aspirations articulated in the plan is this: “We aim to become the national model for the merger and application of the arts and technology as a catalyst for educational excellence.” Cinema exemplifies the merger of art and technology. It is a digital medium in which students use computer-based technology to build narratives and graphic designs, through which they explore cultural and social diversity and re-imagine the conditions of global interdependence.

Students Served

Currently, there are approximately 30 students enrolled in the Cinema option. The program has steadily maintained roughly a quarter of the total number of Theatre Arts majors. It is anticipated that the new major will attract additional students to the major, as the change will help them to more clearly identify and promote themselves to employers and graduate schools.
Resources Needed
The new checksheet for the major incurs only minor changes from the present checksheet for the cinema option. Therefore, no new resources will be required for the implementation of the major at this time.

Administration
First semester students can enroll in the Cinema Major: fall 2017.

Last semester students will be able to graduate with the Cinema Option: fall 2019.

Students currently in the theatre major with a cinema option (TAC) will have the choice of rolling over to the new Cinema Major as early as fall 2017 or remaining in the Cinema Option through fall 2019.

Implementation for either choice can be achieved without significant disruption. The new checksheet closely matches the checksheets currently in force, and current students will have few changes in requirements. These can be handled administratively. In addition, the new major will have the same title as the currently approved option.

The advising staff will work closely with any student who temporarily leaves the program or who returns after the current option checksheet is discontinued, providing appropriate assistance for a timely completion of their degree.

All students will be informed via the department web site (www.performingarts.vt.edu), the majors listserv, and individual advising sessions. New checksheets will be posted on the department web site and in hard copy by the advising offices. Recruiting materials will reflect the changes upon approvals.
Theatre Arts Degree Core Requirements  (33 credit hours)

Take all courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 1004 SOPA First Year Experience</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TA 2014 Introduction to Theatre</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TA 2104 Fundamentals of Theatre and Production</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TA 2114 Script Analysis</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TA 2134 Acting Lab</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TA 2135 Theatre Design Lab</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TA 3014 Theatre Production Lab</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

5 Credits required in at least 4 separate areas as listed below. Credits earned over and above the 5 required count as theatre electives. Maximum 9 Credits.

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design/Tech - Req.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Costume - Req.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Management - Req.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Production Crew – Req.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab Elective - student choice of area</td>
<td>1</td>
<td>student choice of area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 3105 History of Drama &amp; Theatre</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TA 3106 History of Drama &amp; Theatre</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TA 4315 Directing</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

SHAKESPEARIAN Study - requirement may be satisfied by taking one of following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 4165 Shakespeare</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4166 Shakespeare</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued....
Cinema Major Requirements

A minimum of 57 credit hours in Theatre and Cinema is required to complete the B.A. degree in Theatre Arts with a Cinema Major — the 33 hours of foundation credits as listed, plus 15 defined cinema credits and 9 hours of restricted electives. A total of 120 hours is required for the degree, including CLE credits and free electives.

Take five required courses as listed below (15 credit hours)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CINE 2054</td>
<td>Introduction to Cinema</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CINE 2064</td>
<td>Introduction to Cinema Production</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One of the following is required (3 hours). The second may be taken as a TA/CINE elective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CINE 3214</td>
<td>Fiction Cinema Production</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>CINE 3224</td>
<td>Documentary Cinema Production</td>
</tr>
<tr>
<td></td>
<td>4) CINE 3184</td>
<td>Cinema Production Topics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Minimum 3 hours of 3184 required; course may be repeated if different topics for up to 9 hours; additional hours over 3 can count as TA/CINE electives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) CINE 4084</td>
<td>Cinema History</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Theatre and Cinema Electives from the List Below (9 credit hours)

(Notes: A minimum of 3 hours must be TA credits. No Theatre and Cinema classes, except for Topics courses may be counted for more than one place on the checksheet, unless otherwise indicated.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CINE</td>
<td>(Course Title)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CINE</td>
<td>(Course Title)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TA</td>
<td>(Course Title)</td>
<td>3</td>
</tr>
</tbody>
</table>

continued....
Theatre and Cinema Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 2014</td>
<td>Introduction to Theatre</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2136</td>
<td>Theatre Design Lab</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2144</td>
<td>Foundations of Movement &amp; Voice</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2204</td>
<td>Creative Dance</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2224</td>
<td>Intermediate Performance Intensive</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2414</td>
<td>Stage and Lighting Technology</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2604</td>
<td>Introduction to Arts Marketing</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2964</td>
<td>Field Study</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 2974</td>
<td>Independent Study</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3014</td>
<td>Theatre Production Lab</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3114</td>
<td>Scenography Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3124</td>
<td>Costume Design &amp; Technology Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3134</td>
<td>Lighting Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3144</td>
<td>Theatre Design Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3154</td>
<td>Acting Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3164</td>
<td>Voice &amp; Speech Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3174</td>
<td>Movement Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3184</td>
<td>Cinema Production Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3214</td>
<td>Fiction Cinema Production</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3224</td>
<td>Documentary Cinema Production</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3315</td>
<td>Playwriting</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3316</td>
<td>Playwriting</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3444</td>
<td>African American Images in Film</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3514</td>
<td>American Cinema Genres</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3524</td>
<td>The Cinema Director</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3534</td>
<td>Avant-Garde Cinema</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 3544</td>
<td>Literature and Cinema</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3604</td>
<td>Arts Management</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3624</td>
<td>Stage Management</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 3954</td>
<td>Study Abroad</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 4014</td>
<td>Contemporary Theatre Seminar</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 4144</td>
<td>Cinema Studies Topics</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 4304</td>
<td>Theatre Outreach</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 4316</td>
<td>Directing</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>CINE 4534</td>
<td>Underground Cinema &amp; Culture</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 4704</td>
<td>Prof. Theatre and Cinema Internship</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 4964</td>
<td>Field Study</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 4974</td>
<td>Independent Study</td>
<td>(variable credit)</td>
</tr>
<tr>
<td>TA 4994</td>
<td>Undergrad. Research</td>
<td>(variable credit)</td>
</tr>
</tbody>
</table>

List any Additional, Transfer, or Duplicate Theatre Arts and Cinema Electives Here:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>Title</th>
<th>Semester Taken</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued…
FOREIGN LANGUAGE REQUIREMENTS
Students who completed 3 years of a single foreign, classical, or sign language in high school have completed the requirement. Students who did not complete 3 years of a single foreign, classical, or sign language in high school may complete the requirement as follows:

Complete 2 years of a single foreign, classical, or sign language in high school plus 1105 or the equivalent in college (these 3 hours count toward the 120 required for graduation) OR Complete Foreign Language 1105-1106 equivalent courses (e.g., FR, SPAN, GER, ITAL, etc.) or the equivalent in college (these 6 hours do not count toward the 120 required for graduation)

CLE Credits (36 credit hours)

<table>
<thead>
<tr>
<th>Area 1</th>
<th>WRITING AND DISCOURSE</th>
<th>(6 credits from university-approved CLE list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term/Yr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 2</th>
<th>IDEAS, CULTURAL TRADITIONS AND VALUES</th>
<th>(6 credits from university-approved CLE list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term/Yr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 3</th>
<th>SOCIETY AND HUMAN BEHAVIOR</th>
<th>(6 credits from university-approved CLE list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term/Yr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 4</th>
<th>SCIENTIFIC REASONING AND DISCOVERY</th>
<th>(6 credits from university-approved CLE list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term/Yr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 5</th>
<th>QUANTITATIVE AND SYMBOLIC REASONING</th>
<th>(6 credits from university-approved CLE list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term/Yr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 6</th>
<th>CREATIVE AND AESTHETIC EXPERIENCE</th>
<th>(3 credits from university-approved CLE list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term/Yr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______</td>
</tr>
</tbody>
</table>

This area is fulfilled by CINE 2054.

<table>
<thead>
<tr>
<th>Area 7</th>
<th>CRITICAL ISSUES IN A GLOBAL CONTEXT</th>
<th>(3 credits from university-approved CLE list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term/Yr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_______</td>
</tr>
</tbody>
</table>

Free Electives as needed to reach 120 credits (minimum 27 credit hours)

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>Title</th>
<th>Term/Yr</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>
Departmental Policies

TOTAL HOURS REQUIRED FOR DEGREE  
A total of 120 hours is required for the degree.

OVERALL GPA  
A GPA of 2.0 or higher is required for graduation.

IN-MAJOR GPA  
All TA and CINE courses will be used to calculate the in-major GPA.  
A minimum in-major GPA of 2.0 is required for graduation.  
All major courses must be taken on an A-F basis, unless only offered as P/F.

Prerequisites  
Some courses listed on this checksheet have prerequisites, please consult the University Course Catalog and current Timetable, or check with your advisor, for the most current requirements.

Minimum Theatre Arts Credits  
A minimum of 36 TA credits, including the Shakespeare course, is required for the Theatre Arts degree.

Satisfactory Progress Toward Degree  
Upon having attempted 72 semester credits (including transfer, advanced placement, advanced standing, credit by examination, course withdrawal) students must have a minimum in-major GPA of 2.0 and must have completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINE 2054</td>
<td>Introduction to Cinema</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2104</td>
<td>Fundamentals of Theatre and Production</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2114</td>
<td>Script Analysis</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2134</td>
<td>Acting Lab</td>
<td>(3)</td>
</tr>
<tr>
<td>TA 2135</td>
<td>Theatre Design Lab</td>
<td>(3)</td>
</tr>
<tr>
<td>TA/CINE XXX</td>
<td>Other TA/CINE Requirement or Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Please consult the Undergraduate catalog for other University and College Satisfactory Progress requirements.
All options require a common set of foundational courses listed below, plus additional courses according to the requirements of the option. A total of 120 credits is required for the degree in any option.

**Core Requirements for all options —**

Take all courses listed below (33 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 1004</td>
<td>SOPA First Year Experience</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CINE 2054</td>
<td>Introduction to Cinema</td>
<td>3</td>
<td>3</td>
<td>satisfies CLE Area 6 requirement</td>
</tr>
<tr>
<td>TA 2104</td>
<td>Fundamentals of Theatre and Production</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 2114</td>
<td>Script Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 2134</td>
<td>Acting Lab</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 2135</td>
<td>Design Lab</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 3014</td>
<td>Production Lab</td>
<td>5</td>
<td></td>
<td>5 Credits required in at least four separate areas as listed below. 9 Credits Max. Credits earned over and above the 5 required are considered theatre electives.</td>
</tr>
<tr>
<td>Design/Tech - Req.</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costume - Req. w/ Design Lab</td>
<td></td>
<td>1</td>
<td></td>
<td>co-reg. w/ TA 2135 or 2136</td>
</tr>
<tr>
<td>Management - Req.</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Crew - Req.</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 3105</td>
<td>History of Drama &amp; Theatre</td>
<td>3</td>
<td></td>
<td>pre-reg. TA 2114</td>
</tr>
<tr>
<td>TA 3106</td>
<td>History of Drama &amp; Theatre</td>
<td>3</td>
<td></td>
<td>pre-reg. TA 2114</td>
</tr>
<tr>
<td>TA 4315</td>
<td>Directing I</td>
<td>3</td>
<td></td>
<td>senior standing required</td>
</tr>
</tbody>
</table>

**SHAKESPEARIAN Study** - requirement may be satisfied by taking one of following; junior standing required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 4165</td>
<td>Shakespeare</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4166</td>
<td>Shakespeare</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued....
Cinema Option -- (TAC)

A minimum of 57 hours in Theatre and Cinema is required to complete the B.A. degree in Theatre Arts under the Cinema Option. (33 foundation credits are required, plus 12 specific cinema credits and 12 credit hours of Department of Theatre and Cinema electives (minimum 6 hours TA credits plus 6 additional TA or CINE credits). A total of 120 credits is required for the degree.

Take four required courses as listed below (12 credits) (Semester)

1) CINE 2064 Introduction to Cinema Production (3) pre-reg. or co-reg. 2054

2) One of the following is required (3 hours). The second may be taken as a TA/CINE elective.
   CINE 3214 Fiction Cinema Production  (3) pre-reg. 2054 and 2064
   or
   CINE 3224 Documentary Cinema Production  (3) pre-reg. 2054 and 2064

3) CINE 3184 Cinema Production Topics (3) pre-reg. 3214 or 3224
   Minimum 3 hours of 3184 required; course may be repeated if different topics for up to 9 hours;
   additional hours over 3 can count as TA/CINE electives.

4) CINE 4084 Cinema History (3) pre-reg. 2054

12 Additional Credit Hours of Theatre and Cinema Electives from the List Below
(Notes: A minimum of 6 hours must be TA credits. No Theatre and Cinema classes, except for Topics courses may be counted for more than one place on the checksheet, unless otherwise indicated.)

(Semester)

TA/CINE
(Number)  (Course Title)

TA/CINE
(Number)  (Course Title)

TA
(Number)  (Course Title)

TA
(Number)  (Course Title)

continued....
### Theatre and Cinema Electives – Cinema Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 2014</td>
<td>Introduction to Theatre</td>
</tr>
<tr>
<td>TA 2136</td>
<td>Design Lab</td>
</tr>
<tr>
<td>TA 2144</td>
<td>Foundations of Movement &amp; Voice</td>
</tr>
<tr>
<td>TA 2204</td>
<td>Creative Dance</td>
</tr>
<tr>
<td>TA 2224</td>
<td>Intermediate Performance Intensive</td>
</tr>
<tr>
<td>TA 2414</td>
<td>Stage and Lighting Technology</td>
</tr>
<tr>
<td>TA 2604</td>
<td>Introduction to Arts Marketing</td>
</tr>
</tbody>
</table>

(Cross-Listed w/MUS 2604)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 2964</td>
<td>Field Study</td>
</tr>
<tr>
<td>TA 2974</td>
<td>Independent Study</td>
</tr>
<tr>
<td>TA 3014</td>
<td>Production Lab (9 credits max.)</td>
</tr>
<tr>
<td>TA 3104</td>
<td>Japanese Theatre</td>
</tr>
<tr>
<td>TA 3114</td>
<td>Scenography Topics (9 credits max.)</td>
</tr>
<tr>
<td>TA 3124</td>
<td>Costume Topics (9 credits max.)</td>
</tr>
<tr>
<td>TA 3134</td>
<td>Lighting Topics (9 credits max.)</td>
</tr>
<tr>
<td>TA 3144</td>
<td>Theatre Design Topics (9 credits max.)</td>
</tr>
<tr>
<td>TA 3154</td>
<td>Acting Topics (9 credits max.)</td>
</tr>
<tr>
<td>TA 3164</td>
<td>Voice &amp; Speech Topics (9 credits max.)</td>
</tr>
<tr>
<td>TA 3174</td>
<td>Movement Topics (9 credits max.)</td>
</tr>
<tr>
<td>CINE 3184</td>
<td>Cinema Production Topics (9 credits max.)</td>
</tr>
<tr>
<td>CINE 3214</td>
<td>Fiction Cinema Production</td>
</tr>
<tr>
<td>CINE 3224</td>
<td>Documentary Cinema Production</td>
</tr>
<tr>
<td>TA 3315</td>
<td>Playwriting (Cross-Listed w/ ENGL 3315)</td>
</tr>
</tbody>
</table>

(Cross-Listed w/ ENGL 3316)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINE 3444</td>
<td>African American Images in Film</td>
</tr>
</tbody>
</table>

(Cross-Listed w/AFST 3444 and SOC 3444)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINE 3514</td>
<td>American Cinema Genres</td>
</tr>
<tr>
<td>CINE 3524</td>
<td>The Cinema Director</td>
</tr>
<tr>
<td>CINE 3534</td>
<td>Avant-Garde Cinema</td>
</tr>
<tr>
<td>CINE 3544</td>
<td>Literature and Cinema</td>
</tr>
</tbody>
</table>

(Cross-Listed w/ ENGL 3544)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 3604</td>
<td>Arts Management</td>
</tr>
<tr>
<td>TA 3624</td>
<td>Stage Management</td>
</tr>
<tr>
<td>TA 3954</td>
<td>Study Abroad</td>
</tr>
<tr>
<td>TA 4014</td>
<td>Contemporary Theatre Seminar</td>
</tr>
<tr>
<td>CINE 4144</td>
<td>Cinema Studies Topics (9 credits max.)</td>
</tr>
<tr>
<td>TA 4304</td>
<td>Theatre Outreach</td>
</tr>
<tr>
<td>TA 4316</td>
<td>Directing (Styles)</td>
</tr>
<tr>
<td>CINE 4534</td>
<td>Underground Cinema &amp; Culture</td>
</tr>
<tr>
<td>TA 4704</td>
<td>Prof. Theatre Internship [6 min., 15 max.]</td>
</tr>
<tr>
<td>TA 4964</td>
<td>Field Study</td>
</tr>
<tr>
<td>TA 4974</td>
<td>Independent Study</td>
</tr>
<tr>
<td>TA 4994</td>
<td>Undergrad. Research</td>
</tr>
</tbody>
</table>

List any Additional, Transfer, or Duplicate Theatre Arts and Cinema Electives Here:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued…
OVERALL GPA
A GPA of 2.0 or higher is required for graduation.

IN-MAJOR GPA
All TA and CINE courses will be used to calculate the in-major GPA.
A minimum in-major GPA of 2.0 is required for graduation.

Minimum Theatre Arts Credits
A minimum of 33 TA credits plus the ENGL Shakespeare class is required for the degree.
A total of 120 hours is required for the degree.

Satisfactory Progress Toward Degree
Upon having attempted 72 semester credits (including transfer, advanced placement, advanced standing, credit by examination, course withdrawal) students must have a minimum in-major GPA of 2.0 and must have completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 2114</td>
<td>Script Analysis (3)</td>
</tr>
<tr>
<td>TA 2104</td>
<td>Fundamentals of Theatre and Production (3)</td>
</tr>
<tr>
<td>CINE 2054 or TA 2014</td>
<td>Intro to Cinema or Intro to Theatre (3)</td>
</tr>
<tr>
<td>TA 2134</td>
<td>Acting Lab (3)</td>
</tr>
<tr>
<td>TA 3135</td>
<td>Design Lab (3)</td>
</tr>
<tr>
<td>TA/CINE XXX</td>
<td>Other TA/CINE Requirement or Elective (3)</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>18</td>
</tr>
</tbody>
</table>

Please consult the Undergraduate catalog for other University and College Satisfactory Progress requirements.
FOREIGN LANGUAGE REQUIREMENTS

Students who completed 3 years of a single foreign, classical, or sign language in high school have completed the requirement.

Students who did not complete 3 years of a single foreign, classical, or sign language in high school may complete the requirement as follows:
- Complete 2 years of a single foreign, classical, or sign language in high school plus 1105 or the equivalent in college (these 3 hours count toward the 120 required for graduation) OR
- Complete FL 1105-1106 or the equivalent in college (these 6 hours do not count toward the 120 required for graduation)

(list FL completed req. here)

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>Name</th>
<th>Term/Yr</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1</td>
<td>WRITING AND DISCOURSE (6 credits from university-approved CLE list)</td>
<td></td>
<td></td>
<td>(3)</td>
</tr>
</tbody>
</table>

| Area 2 | IDEAS, CULTURAL TRADITIONS AND VALUES (6 credits from university-approved CLE list) |  |  | (3) |

| Area 3 | SOCIETY AND HUMAN BEHAVIOR (6 credits from university-approved CLE list) |  |  | (3) |

| Area 4 | SCIENTIFIC REASONING AND DISCOVERY (6 credits from university-approved CLE list) |  |  | (3) |

| Area 5 | QUANTITATIVE AND SYMBOLIC REASONING (6 credits from university-approved CLE list) |  |  | (3) |

| Area 6 | CREATIVE AND AESTHETIC EXPERIENCE (6 credits from university-approved CLE list) | This area is fulfilled by CINE 2054 as required in the major. |

| Area 7 | CRITICAL ISSUES IN A GLOBAL CONTEXT (3 credits from university-approved CLE list) |  |  | (3) |

OTHER FREE ELECTIVE HOURS (i.e., transfer credits used toward the 120 required for graduation)

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>Title</th>
<th>Semester Taken</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
February 10, 2010

Dear Greg,

Theatre Arts students are welcome to enroll in ENGL 4165 or 4166. Thank you for letting us know of this change in your curriculum.

Carolyn Rude
Professor and Chair
Department of English

-----Original Message-----
From: Gregory Justice [mailto:gjustice@vt.edu]
Sent: Monday, February 08, 2010 2:06 PM
To: Rude, Carolyn
Cc: Raun, Patty
Subject: Letter of Support

Dear Caroline,

Greetings. The Department of Theatre and Cinema is working on revising our curriculum now that we have integrated the Cinema program from Communications into our Theatre Arts Department.

In the past, to receive a BA in Theatre Arts, all Theatre Arts students had to take an ancillary course in ENGL. They could take either ENGL 4165 Shakespeare or ENGL 4166 Shakespeare to satisfy this ancillary requirement.

In our new curriculum, we are proposing to remove our ancillary course requirements. However, we would still like our students to take one of your Shakespeare offerings. We are proposing that our students take either ENGL 4165 or ENGL 4166 as one of their CLE requirements in Area 2 Human Ideas, Cultural Traditions and Values.

I am writing to request your permission to have this requirement as part of our curriculum.

If you have questions, please do not hesitate to contact me.

Yours,
Greg Justice
Undergraduate Coordinator, Theatre and Cinema
Resolution to Revise Pathways General Education Curriculum (Presidential Policy Memorandum No. 125 and University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM 24)) and Implementation for the Pathways General Education Curriculum to Include Identity and Equity in the United States

WHEREAS, the University Council approved CEOD Resolution 2015-16C calling for a working group composed of CEOD and UCCGE members to review and update the Pathways curriculum to incorporate intersectional diversity in the United States; and

WHEREAS, members of the Virginia Tech faculty have been engaged for consideration of the manner in which intersectional diversity in the United States may be addressed in general education; and

WHEREAS, faculty members with expertise and interest in diversity support the approach of addressing diversity through engagement with the complex ways in which identities interact with one another and with social structures, space, place, and cultural expression and artifacts; and

WHEREAS, faculty members also emphasized the need to engage students in discussion and analysis of the nature of power, privilege, and equity; and

WHEREAS, the resultant proposal has been discussed preliminarily with representatives of each college enrolling undergraduate students, student government, and the Faculty Senate; and

WHEREAS, engaging Virginia Tech undergraduate students in a meaningful consideration of diversity fulfills the institutional commitment to Ut Prosim and the Principles of Community

THEREFORE, LET IT BE RESOLVED that the University revise the Pathways General Education curriculum (approved April 2015) to adopt a 3-credit, double-counted core outcome area as described in the accompanying “Pathways General Education Curriculum Revision Proposal: Critical Analysis of Identity and Equity in the United States” for students entering Fall 2018, effecting revisions to the Implementation of the Pathways General Education Curriculum (Spring 2016) guide as follows:

1. That all Pathways forms and materials will reflect the addition of the new core outcome and indicators as referenced in the accompanying proposal (pp. 9).
2. That any courses already approved for Pathways that wish to add this designation will provide an addendum to the Pathways course proposal as described (pp. 10-11).

3. That any courses not yet approved for Pathways that wish to add this designation will follow standard procedures outlined in the *Implementation of the Pathways General Education Curriculum* guide as described (pp. 10-11).

4. That any courses that carry this designation will participate in all aspects of the assessment process as outlined in the *Implementation of the Pathways General Education Curriculum* guide as described (pp. 11-12).
Pathways General Education Curriculum Revision Proposal:
Critical Analysis of Identity and Equity in the United States

CEOD/UCCGE Working Group

March 20, 2017
Summary

In May 2016, University Council approved a Commission on Equal Opportunity and Diversity resolution (CEOD Resolution 2015-2016C) to “review and update the ways in which intersectional diversity can be incorporated into the Pathways curriculum beginning Fall 2017” in light of the opportunity provided through “the study of diversity in the United States….” Faculty from across the University (representing 8 colleges and 28 schools and departments - see Appendix 3) participated in multiple meetings between May and August to discuss relevant issues and approaches.

In September, a working group was formed from the memberships of CEOD and the University Curriculum Committee for General Education (UCCGE) as set forth in the originating resolution. The working group synthesized the ideas from the summer discussions as well as additional meetings with segments of the campus community to produce the following core outcome area for consideration as a revision to the Pathways to General Education curriculum.

Critical Analysis of Equity and Identity in the United States

Explores the ways social identities related to race, ethnicity, gender, gender identity, gender expression, class, disability status, sexual orientation, religion, veteran status, economic status, age, and other socially salient categories and statuses, influence the human condition and experience, with focus on the United States in particular or in comparative perspective.

It recognizes that people in society have had different experiences and opportunities related to social categories, and challenges students to consider their ethical responsibilities to others in that context and in the context of Ut Prosim, to enhance their capacities to be engaged citizens and visionary leaders in an increasingly diverse society.

Students will gain self-awareness of how they are situated relative to those around them based on social identities and foundational knowledge of the interactive dynamics of social identities, power and inequity.

Learning Indicators (Courses must meet a majority (3 of 5) of indicators)

- Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).
- Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.
- Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective).
- Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).
- Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective).
This outcome is proposed as a 3-credit, double-counting core outcome area. It would not entail an increase in the total number of credit hours (42) required of students under Pathways - rather, courses approved for one of the other core outcomes (Discourse, Social Science Reasoning, Critical Thinking in the Humanities, Critique and Practice in Design and the Arts, Reasoning in the Natural Sciences, and Quantitative and Computational Thinking) would simultaneously satisfy this requirement upon demonstrating that they cover a majority of the indicators. The proposal will proceed through the University Governance system during Spring, 2017.
Part I. Revision to Curriculum

Rationale - Summary

The full rationale can be found in Appendix 1. The points highlighted below are more fully discussed there.

Impetus for Change

- Awareness of critical issues impacting the human condition is critical to the capacity of the next generation of Virginia Tech graduates to be engaged citizens and to provide visionary leadership.
- It is incumbent upon Virginia Tech to ensure that students completing their undergraduate education here have had the opportunity to develop an understanding of critical questions related to equity and identity.
- Virginia Tech’s history, as well as its motto *Ut Prosim* (That I may serve) and commitment to the Principles of Community, combine to create a challenge for the university to equip students to understand how diversity and equity matter for service and lifelong learning in an increasingly diverse society.

Considerations for Revising Pathways

Virginia Tech faculty interested in ensuring that our students are well prepared on these matters have identified several important dimensions that would be important both for adequate intellectual engagement and to fit the context of Virginia Tech’s needs and capacities.

- Awareness of the dynamics of identity construction
- Knowledge of structural (systemic), historical and contemporary inequalities informed by recognition of the significance of power and positionality
- Knowledge of broad conceptions of diversity inclusive of dimensions like veteran status, disability, rurality, gender identity, sexual orientation, and political orientation, but also strongly oriented to grappling with the significance of race, gender, and class
- Ability to understand relationships among multiple aspects of diversity, while maintaining the salience of power and social, cultural, and historical context

Improving Pathways

Pathways currently addresses issues of diversity through the Intercultural and Global Awareness integrative outcome. The absence of clear diversity related learning indicators in the Ethical Reasoning integrating outcome and the core learning outcome areas makes the following concerns about the Intercultural and Global Awareness outcome.

- Emphasis on interaction across boundaries ignores issues of inequality and power, as well as issues of diversity not rooted in culture but salient social categories
- Only vague allusion to “critical analysis of systems,” which would not necessitate an actual engagement with systemic inequality
• Ignores the role of historical and contemporary bias and discrimination in constructions and manifestations of difference
• Fails to provide any priority for or necessity of addressing domestic diversity in the United States
• The structure of Pathways allows courses and minors to address only 2 of the 3 learning indicators creating a potential gap in student exposure to key ideas related to inclusion and diversity

Alignment with the Mission and Principles of Pathways

The revision fits well within the principles of integration, inclusivity and relevance. It also would not present meaningful challenges for inclusion under the options of Pathways minors, distributive Pathways, or alternative Pathways.

Process and Curricular Content

Review and Revision Process

This revision process was initiated through a resolution of the Commission on Equal Opportunity and Diversity on April 4, 2016. The resolution specifically called for the creation of a joint working group between CEOD and UCCGE (the University Curriculum Committee for General Education) in order to “review the ways in which intersectional diversity can be incorporated into the Pathways curriculum "as a means of addressing “the study of diversity in the United States.” The resolution was approved by University Council on May 2, 2016 and specifically calls for the revision of Pathways to reflect the outcome of such a review.

Since that time, with support from the Office for Inclusion and Diversity, meetings were convened – April 20, June 20, and July 12 – involving faculty who either possessed expertise in diversity across multiple departments and colleges, saw a need to develop a more sophisticated engagement with issues of diversity and inequality, or engaged as representatives of colleges and departments seeking to ensure that any developments would consider implications across the University. These conversations were characterized as a part of the process for defining the vision of what would become the Equity and Social Disparity Strategic Growth Area, of which the revision of Pathways was regarded as a curricular component. It was in the course of these discussions that the key considerations discussed in the preceding sections were elucidated. Appendix 3 lists the colleges and departments represented by faculty members participating in the discussions, cutting across much of the university. This representation was especially crucial to ensure that the eventual revision reflected as broad a range of perspectives as possible in the time frame available.

Additional consultation with administrative and faculty leadership took place during the same time frame. Deans or associate deans from each college were consulted about the prospects for revising Pathways and the capacities and interest within their college for contributing to the revision of existing courses or the development of new courses that could address the kinds of issues being raised by faculty in the effort to define the outcome area and learning indicators. Leaders from both UCCGE and CEOD were also involved in meetings, as were representatives of the Office for General Education (OGE). In the latter weeks of the summer, the executive board of the Faculty Senate and the president and vice president of the Student Government
Association were informed of the process and consulted as to any concerns they might have about introducing such a revision to Pathways.

Upon the beginning of the academic year, the actual working group was formed by volunteers from the memberships of CEOD and UCCGE, comprised of two A/P faculty members and six instructional faculty members. The composition of the working group was not intended to be representative but rather reflected availability to participate in the ongoing activity required for the revision process. That group discussed the concerns and ideas produced in the preceding meetings and discussions and, based upon that foundation, has drafted this proposal, in ongoing consultation with OGE staff, as well as additional meetings with faculty, students, and administrators of multiple colleges to refine the proposed outcome area and learning indicators.

In the course of the discussions that took place, several options for revision were discussed. Revision to the Intercultural and Global Awareness integrative outcome was considered, but many felt that this would preclude many courses in STEM fields from opting into the Intercultural and Global outcome as the expertise to address this material in those disciplines would not be prevalent.

The integration principle of Pathways holds that “[t]he incorporation of the integrative learning outcomes—Ethical Reasoning and Intercultural and Global Awareness—throughout the curriculum will further enable students to connect the courses and identify various perspectives on these themes.” The goal of seeing integrative outcomes incorporated throughout the curriculum would be difficult to meet in this instance as the material and ideas are not considered routinely outside of specific fields and disciplines.

The possibility of creating a third integrative outcome addressing the dynamics of intersecting identities raised two concerns. First, to the extent that courses addressing this content would require some degree of specialized expertise, pursuing the integrative approach would not result in substantially more opportunities to expose students to the material. Second, a desired outcome for faculty during preliminary discussions was to ensure that Virginia Tech students are engaged with courses teaching this material, and there are no credit hour requirement for integrative outcomes.

Another option introduced was the revision of the entire Pathways curriculum to integrate intersectional diversity into the core outcome areas and learning indicators. The magnitude of the changes required for such an approach resulted in the conclusion that this option was impractical.

The final option discussed was the creation of the core outcome area and learning indicators discussed in the following section. The proposed outcome would entail a 3-credit requirement, with courses allowed to double-count towards another core outcome - this would preclude students needing any additional credit hours under Pathways beyond the 42 already approved.
**The outcome and its indicators**

**Critical Analysis of Equity and Identity in the United States**

Explores the ways social identities related to race, ethnicity, gender, gender identity, gender expression, class, disability status, sexual orientation, religion, veteran status, economic status, age, and other socially salient categories and statuses, influence the human condition and experience, with focus on the United States in particular or in comparative perspective.

It recognizes that people in society have had different experiences and opportunities related to social categories, and challenges students to consider their ethical responsibilities to others in that context and in the context of Ut Prosim, to enhance their capacities to be engaged citizens and visionary leaders in an increasingly diverse society.

Students will gain self-awareness of how they are situated relative to those around them based on social identities and foundational knowledge of the interactive dynamics of social identities, power and inequity.

**Learning Indicators (Courses must meet a majority (3 of 5) of indicators)**

- Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).
- Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.
- Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective).
- Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).
- Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective).

**Justification**

The chief concern raised by this option focused on the addition of general education credit hour requirements for students in majors that were already strained to make room for the existing Pathways core requirements. The response to this concern was to create a 3 credit hour requirement that can be met through courses that also meet the learning outcomes for another core area, such as discourse, humanities, social science, and design and the arts. There have been some concerns raised that this will result in a “watering down” of content for one or both of the double counted outcomes. Perspectives connected to understanding the ways in which identities intersect are amenable to a broad range of scholarly topics and social and cultural issues, so there is no necessity of taking focus away from the substantive thrust of courses addressing other material. Rather, thinking in this manner becomes another way to grasp that material rather than competing content. As always, course integrity is ultimately a matter for instructors, but there is nothing about the consideration of the unique ways in which identities combine in experience that would of necessity lead to less rigor in double counted courses.
There was extensive discussion of the parallels and challenges related to Area 7 from the existing Curriculum for Liberal Education, which also allowed for double counting and was routinely criticized for inconsistency in the extent to which many of the courses so labeled actually addressed the substance of the area. A disadvantage for the Area 7 model was the vagueness of the learning objectives which resulted in a disconnected body of courses that failed to impact student learning in the ways intended. The proposed learning objectives for this revision are substantially more focused. An added advantage for Pathways rests with the extent to which assessment is treated as a core principle of this approach to general education, such that courses claiming to address inequality and identity will need to actually document how they address the learning indicators and report the results of evaluations of student competency for these learning indicators and those of any other area listed for the course. In instances where courses are approved for more than two core outcome areas other than this requirement, the course will only count towards this area and one other..

The indicators presented above represent the distillation of the conversations that took place in the meetings of concerned faculty and the working group, and are intended to guide the creation of classes that will facilitate the development of analytical lenses among our students that will orient them to issues of diversity and equity. The 3 credit requirement represents a reasonable and realistic compromise to the realities of general education at Virginia Tech, and, in concert with the Intercultural and Global Awareness outcome, certainly represents a step forward in preparing Virginia Tech students to engage intellectually, professionally, and personally in a diverse society and world. The proposed requirement would expose students to a sustained and intensive treatment of material that complements the integrative principle of inclusivity across the curriculum. Given that many courses in other core areas can be structured to include these learning indicators, there should be an even stronger integration of identity and equity throughout the curriculum. It also more prominently and clearly demonstrates the campus’ commitment to ensuring that issues of identity and inequality in the human condition are clearly addressed in the curriculum.
Part II: Implementation of Revision

Course approvals

Courses seeking to be considered as meeting the outcome described herein, which have been approved for Pathways prior to the final disposition of this proposal, would submit an addendum to Part II of the previously approved proposal. Upon review by UCCGE, course approvals will follow the order of approval currently in place for Pathways courses. Courses seeking initial Pathways approval after full consideration of this proposal by university governance will follow the procedures defined in the Revised Pathways Implementation Plan (Section II, Parts A and B).

Infrastructure

Capacity

For a 3 credit requirement, approximately 6,000 students would need to complete the requirement in a given year, inclusive of Summer and Winter Session courses, and possible Maymester offerings. Appendix 4 includes enrollment data from several years for 30 CLE courses that, with revision, would likely be acceptable options for this requirement. However, those enrollment capacities should be recognized as not being reflective solely of general education enrollments, since many of these courses are also being taken by students with majors and minors in those areas. Preliminary analyses indicate that roughly 10% of enrollments in these courses have their primary major in the departments offering the courses, so the majority of seats in these courses would be available for general education enrollments. However, there is no certainty that all of these courses will be proposed for inclusion in Pathways, or in this area. Therefore, it is anticipated that there will need to be additional courses proposed to meet the demand.

Transfer Equivalency

Transfer credits from classes that are considered equivalent to courses approved for the proposed requirement will satisfy the Pathways requirement. The transfer equivalency appeal process will be handled in accordance with the policy currently under development by UCCGE. Importantly, the designation of course equivalents will be sensitive to the content of transfer courses. As a consequence, further engagement should occur with the appropriate administrative offices to determine whether to revisit equivalencies.

Assessment

Assessment of the proposed outcome area will follow the parameters described in the Revised Pathways Implementation Plan, Section VI, except as specified in the following items.

Data Sorting and Reporting

Double-counting refers to the possibility that courses will be able to satisfy student credit requirements for the outcome area outlined herein, as well as for one of the other core learning outcomes, based upon the criteria already established for that area. Double-counting does not refer to the combination of a core learning outcome and an integrative learning outcome. Double
counting will not reduce the number of learning outcomes expected for each core outcome area, i.e., courses will still need to address at least three of the four learning outcomes described in the Outcome section of this proposal and the number of learning outcomes specified for the other area (a majority for all but Discourse, which requires that all indicators be met). The actual practical significance of double-counting refers to the degree audit process, wherein advisors and enrollment management will count courses approved for this area towards one other Pathways requirement.

Courses that are double counted will capture data and report out on results separately. The process through which faculty capture and report out on assessment data should adhere to the Pathways Implementation Plan, Section VI, Part D & E.

Rubric Development

In a manner paralleling that described in the Revised Pathways Implementation Plan, Section VI, Part B, a faculty group will be assembled by the Office of the Provost to define criteria for competency in student performance and learning in collaboration with the Office for Assessment and the Office for General Education. That process should be completed by July 2017.

Support

Resources

Much of the support for implementation of Critical Analysis of Equity and Identity in the Human Condition would not differ greatly from what has been discussed in section VII. Support for General Education in the UCCGE Implementation Plan. (See below).

Support from the Office of the Provost, the Office of the Vice Provost for Undergraduate Academic Affairs, and the Office of the Vice Provost for Inclusion and Diversity is discussed in attached letters of support.

As an outcome, Critical Analysis of Equity and Identity in the Human Condition can be approached as a specific body of research, with its own content and theories, and in terms of the ways in which the indicators within the outcome can be explored within and across disciplines. With this in mind, there are several key areas that may need some additional considerations when it comes to resource support. While we do have a range of internal scholars published and working on research related to the indicators described in the outcome, successful implementation will require additional faculty to meet the demand. The support (both internally and externally provided) needs to consider the range and possibilities available for meeting the outcome and the indicators therein, both in terms of content and pedagogical approach.

Professional Development Support

As described below, there will need to be support for Course Development and Delivery. There will also need to be Professional Development support which includes the units listed under that section in the Revised Pathways Implementation Plan, but also perhaps with the addition of an advisory board – convened and coordinated by the Office of Inclusion and Diversity and consisting of university colleagues whose research, publication, outreach and
teaching directly addresses Critical Analysis of Equity and Identity in the Human Condition and the indicators described therein.

This Course Development Delivery and Professional Development support should take place in the form of instructor, and GTA education (during and after offering courses approved for this area to facilitate effective pedagogical reflection and content clarification) as well as on-going sustained discipline-specific educational support (for those teaching courses that are accepted as meeting these outcomes).

As noted in the approved Revised Pathways Implementation Plan, many programs and offices on campus stand ready to support faculty members and students as they move forward into the Pathways curriculum. There will need to be additional conversations with these units to determine their ability to address the specifics of course content for courses proposed to meet this area versus general support for general education course development, delivery and academic advising. These include the following:

- Center for Instructional Development and Research (CIDER)
- Office of Assessment and Evaluation (OAE)
- University Libraries
- Technology-enhanced Learning and Online Strategies (TLOS), Learning Experiences Design, and Networked Learning Initiatives (NLI), units within TLOS
- Diversity Development Institute
- Graduate School (training for graduate students who teach in general education)
- University Academic Advising Center
- Office of General Education (OGE)
- University Curriculum Committee for General Education

**Support for faculty members and other course instructors** will be available at every stage in the process. The professional development needs for a successful implementation range from course proposal workshops to institutes for development of minors to training for review committees. The Office of General Education will continue to work with CIDER, TLOS, Office of Assessment and Evaluation, the Diversity Development Institute and other units to offer professional development during the academic year and summers. Proposal-writing workshops for departmental committees and individual faculty will guide course planners through the process. Institutes will support faculty working to develop Pathways minor programs including outcome alignment, interdisciplinary approaches, and embedded assessment. To support faculty and other teaching professionals in the area of integrated outcomes and the proposed area, partnerships with professional development offices and faculty from relevant departments (e.g. Philosophy, Foreign Language, Business, etc.) will provide training in the form of workshops and institutes.

All full-time faculty, part-time faculty, adjunct faculty, graduate students and other course instructors will be welcome to participate in these workshops. In addition, the Office of General Education will work with professional development offices and academic departments to offer and schedule training opportunities in a structure appropriate for part-time and adjunct faculty teaching general education for the department. Graduate students will be offered professional development for teaching in Pathways as part of the GTA Training Workshop, Graduate Teaching Scholar, and Transformative Graduate Education programs.
In addition to training for proposing, teaching and assessing courses, training for departmental and college-level groups/committees responsible for proposal reviews will be coordinated by the Office of General Education.

Advising support for students will be available from well-informed advisors across the university. Because of the increased choices in Pathways, advising resources will include advisor training, up-to-date information on the Pathways website that includes Pathways Minors checksheets and flyers, Frequently Asked Questions, Pathways course lists by outcome, and other information for students as needed.

Support for Advisors will be available through regular training, updated databases, informational materials, and coordination with the University Academic Advising Center. Information will be provided not only to support student choices in Pathways, but also to support students who are completing requirements for the Curriculum for Liberal Education (CLE).

References


Appendix 1

Comprehensive Rationale

Impetus for change

Virginia Tech seeks to prepare its students for leadership and service, consistent with its motto of Ut Prosim (that I may serve). This means that awareness of critical issues impacting the human condition is critical to the capacity of the next generation of Virginia Tech graduates to be engaged citizens and to provide visionary leadership. They become critical participants in furthering the ideals of a just society and world, forging greater bonds nationally and globally for co-existence and cooperation.

Among those issues are questions of identity, ranging from questions about the treatment of racial and ethnic minorities, to issues of gender equity, sexual orientation, and gender identity, to controversies surrounding immigration and the treatment of refugees, to the treatment of persons with disabilities and veterans, and myriad more issues of controversy and uncertainty. Citizens and leaders for the coming century must be aware of these issues, and recognize their significance across the spectrum of practical and social concerns. An increasingly diverse nation and Commonwealth means that there will be fewer prospects for avoiding the conflicts born of a troubled history and contemporary bias, discrimination, and disparate life chances. It is thus incumbent upon Virginia Tech to ensure that students completing their undergraduate education here have had the opportunity to develop an understanding of critical questions related to equity and identity. The goal must be to help students to realize their own agency in addressing these concerns, as well as that of others with whom they will deal in their future lives. Finding avenues to understanding the nature of diverse circumstances and experiences that facilitate an enhanced sense of the possibilities inherent in the human condition should be the goal. Diversity should not to be superficially celebrated, but understood for how it comes to be and how it comes to matter, with an eye towards expanded opportunity and maximized potential, individually and collectively.

Virginia Tech has its own history with which it must deal. Even as the University grapples with the fact that it is built on land from which indigenous populations were displaced, to the legacy of Smithfield plantation and Jim Crow, to the exclusion of women until the 1960s, to ongoing climate and accessibility issues, we seek to bill ourselves as a truly inclusive institution, as a model global land grant. Nearly 1 in 3 Virginia high school graduates are members of underrepresented groups, yet fewer than 1 in 10 undergraduates at VT belong to those groups. Most Virginia Tech students don’t understand either why this is the case or the implications of this reality for the future prospects of Virginia and the nation.

InclusiveVT is the institutional commitment to diversity and inclusion. Grounded in the University motto of Ut Prosim (That I may serve) InclusiveVT represents the opportunity to “actualize the institutional and individual commitment… [to service] in the spirit of community, diversity, and excellence.” Thinking of excellence as inclusion makes the consideration of diversity a key priority for the redefinition of general education at Virginia Tech. Also in the context of Ut Prosim, preparing Virginia Tech students to serve without helping them to understand the experiences and circumstances of those in the diverse communities they likely will be serving renders the motto superficial at best. In much the same vein, the Virginia Tech Principles of
Community urge that “We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.” More clearly and directly engaging our students in courses that facilitate such increased understanding within the context of Pathways makes the commitment of the Principles of Community manifest.

What do we, as a land grant university, hold to be the significance of this conversation for Virginia Tech’s vision of the 21st Century land grant university? It is appropriate to recall that land grant colleges were created, in part, to expand the reach of higher education in the United States. Bringing to bear the capacities of higher education on issues in agriculture and rural life, and creating opportunities for non-elites to benefit from a college education, the American land grant mission had at its core the creation of more inclusive education. Equipping future students with a more meaningful perspective on equity and identity represents an opportunity to revamp the land grant mission to expand access yet again, as well as shaping our students to become conduits for the impact of higher education in diverse communities and organizations.

Making Virginia Tech’s general education curricula more meaningfully engaged with the interactions of identities and questions of inequality makes good on the invocation of the human condition as a chief component of the strategic vision for the next 30 years. Without the ability to teach our students about the nuances of identity and inequality domestically and globally, we are hard pressed to claim that the human condition is well understood even as such issues are increasingly visible.

**Considerations for Revising Pathways**

Addressing identity and inequality can be done in many ways. Virginia Tech faculty interested in ensuring that our students are well prepared on these matters have identified several important dimensions that would be important both for adequate intellectual engagement and to fit the context of Virginia Tech’s needs and capacities.

- **Awareness of the dynamics of identity construction**

Effective instruction on diversity often taps into issues of identity. Orienting students to their own identities provides an engaging way to introduce issues of difference, helping them to understand that diversity is not just about others, but rather about the human condition as a whole. Moving from there to a broader conversation about identities and their roots in culture, experience, and social location is eased by the connection to their own experience. It is also at this point that the simultaneity of identities becomes crucial, as students come to recognize not only their own individuality as partly produced by the combination of identities linked to the categories to which they belong, but also the distinctiveness of experience and circumstance for everyone, rooted in the interactions of their identities. The development of empathy for others who belong to groups and communities other than their own is eased by beginning with their own identities.

- **Knowledge of structural (systemic), historical and contemporary inequalities informed by recognition of the significance of power and positionality**
Identities matter in the context of history and social location, as points of what Stuart Hall (1996) called “suturing,” through which we come to orient social interaction, capacities for decision making, and access to power and privilege. Students thus need to come to grips with the dynamics of systems of privilege and their roots in historical and contemporary inequality. This will allow them to understand contemporary issues as not simply moments of controversy and conflict, but as manifestations of ongoing imbalances of power and control mediated through institutional disparities and individual biases.

The elements discussed above represent crucial components of intersectionality, a perspective most powerfully associated with feminists of color (Crenshaw 1988), but which has proven to be insightful in a whole range of contexts and intellectual traditions.1 Developing an analytical lens informed by considering the ways in which identities interact with one another allows one to grasp not only the nature of calls for social justice and possibilities for the building of coalitions for social change, but also the complexity of human experience and circumstance in ways that lend themselves to effective leadership in diverse organizations and communities.

- Discussion of broad conceptions of diversity, such as veteran status, disability, rurality, gender identity, sexual orientation, and political orientation, but also strongly oriented to grappling with the significance of race, gender, and class

Approaches to diversity grounded in the complexity of identity lend themselves to inclusive conceptions of difference – i.e., “diversity broadly conceived.” Recognizing the multiple character of identities is a fundamental component of the intersectional lens, and students begin to recognize how virtually any identity impinges upon, and influences the experience of, other identities. As a result, being a veteran, or coming from a rural community, or being socially conservative matter for how students understand their own experiences and those of others. Recognition of the significance of social location, power, and privilege also allows students to understand that race, gender, and socioeconomic status matter profoundly for the significance of identity, resulting in a greater capacity to understand the roots of some of the most prominent issues related to diversity in the U.S.

- Ability to understand the relationships among and between multiple aspects of diversity, while maintaining the salience of power and social, cultural, and historical context

Several peer institutions have adopted mandatory diversity course requirements – for example, the University of California, Berkeley has instituted an American Cultures requirement, while the University of Illinois has approved a U.S. Minorities standard. Some specifically have required courses dealing with race and ethnicity, while others have required students to choose from among several options, especially courses dealing with issues of race, ethnicity, or

---

1 Intersectionality is an intellectual and scholarly tradition in its own right. The proposed outcome area is not intended to require faculty to teach from the perspective of intersectional scholars nor to require students to know the core tenets of intersectionality as articulated by feminist scholars, though that can be a very powerful way to meet the goals of this area. Rather, it borrows the metaphor of intersection to frame the ways in which identities, categories, and social locations merge to produce unique combinations of circumstances and experiences, and to connect those combinations to issues of power and inequity. Beyond that metaphor, faculty may use any relevant theoretical approaches to help students understand the specific issues being addressed in the courses.
gender. Integrative outcomes are one way of addressing this concern. However, as noted earlier in this proposal, there are concerns raised by solely pursuing diversity via the integrative approach here at Virginia Tech. By defining a new Pathways requirement in terms of a comprehensive lens related to intersecting identities, Virginia Tech would take an innovative step that would preclude the need for prioritizing, or arbitrarily choosing, any given dimension of diversity.

Effective approaches to identity maintain the significance of context. Students need to be able to situate identities in social location, history, and arrays of other relationships to grasp the dynamics of diversity. Doing so would avoid replicating superficial versions of diversity that lack efficacy in providing meaningful understanding of key issues in American society and the connections between identities and life chances – the essential elements of the human condition.

**Improving Pathways**

Pathways currently incorporates diversity through the Intercultural and Global Awareness integrative outcome area. The integrative outcomes require that instructors of all Pathways approved courses select either Intercultural and Global Awareness or Ethical Reasoning (or both). The utilization of integrative outcomes makes it more likely that material such as diversity will be connected in meaningful ways to the other content students are learning across the university, a chief goal of the approved Pathways to General Education. As a result, issues of cultural interaction, cross-cultural empathy, and global context are not addressed as discrete subject matter, but as relevant for much of what students come to learn.

Nonetheless, there are a number of shortcomings to the Intercultural and Global Awareness outcome as currently approved. There is also a fundamental lack of reference to diversity in the learning indicators of the Ethical Reasoning integrative outcome and every Core Outcome Area, such that the only exposure to diversity required by Pathways comes via the Intercultural and Global Area. Reference to interconnections among and differences between social institutions and groups in the Social Science Reasoning area comes close, but this indicator can be satisfied without addressing core issues related to inequality and identity. While there may indeed be courses that include some of the material about which concern has been registered, it is likely that many will not, and, in turn, it is likely that students will leave Virginia Tech without having been exposed to the kinds of learning experiences that will prepare them for an increasingly diverse society and world. Revision to Pathways should address these concerns.

- Emphasis on interaction across cultural boundaries

While cross-cultural interactions are of obvious importance, contemporary treatments of diversity understand that issues of cultural difference are only one aspect of a broader spectrum with which our students need to be familiar. In many instances, those with whom our students will interact and/or about whom our students must think have far more in common with them culturally than there is distinctiveness. Categories of socially salient difference, such as sexual orientation and sexual identity, or class and disability matter powerfully for the experience of diversity, but go unaddressed by a focus on cultural interaction.
This approach also maintains the fallacious premise that diversity is linked to difficulties because of negative interaction and miscommunication. It absolutely fails to address any notion of inequality and power, of institutional barriers and cumulative disadvantage.

- Only vague allusion to “critical analysis of systems,” which would not necessitate an actual engagement with systemic inequality.

By referencing the “…critical analysis of global systems and legacies,” the Intercultural and Global Awareness area introduces the prospect of courses raising the issue of social, political, economic, and cultural systems. But it also lends itself to concern with other sorts of systems that are less directly connected to patterns of inequality and marginalization. Understandably, the recognition of systems and their implications for human life chances has broad relevance in agriculture, ecology and environmental sustainability, but it is crucial that students come to understand the nature and consequences of systems originating in human contexts and the current diversity related learning indicators do not address that need.

- Ignores the role of historical and contemporary bias and discrimination in constructions and manifestations of difference

The manifestations of diversity in life chances and experience are fundamentally tied to issues of differential treatment and bias. For our students to be adequately prepared to grapple with the issues of difference in their organizations and communities requires that they grasp the realities of discrimination arrayed along multiple dimensions of difference, and understand the ways in which individual, institutional, and systemic patterns of bias matter for the lived realities of many of the people with whom they will have contact.

The description of the Intercultural and Global Awareness area, as well as the learning indicators, omit any clear reference to discrimination and bias. As a result, it is entirely feasible that many courses will also fail to address these factors and students may never grasp the historical and contemporary significance of discrimination and bias across dimensions and contexts.

- Fails to provide any priority for, or necessity of, addressing domestic diversity

We live in an increasingly global reality. It is incumbent upon the University to equip our students to operate in such a context. But it is also important to understand that the great majority of our students will not live and work abroad, but in the United States. As a result, the nature of domestic diversity and controversies surrounding it are the most salient issues of diversity with which Virginia Tech students should be familiar. This argument in no way precludes the consideration of global questions of difference, but emphasizes the importance of making sure that Virginia Tech students come to grips with the distinct issues surrounding diversity in the United States.

The Intercultural and Global Awareness area makes no specific differentiation between global issues of cross-cultural interaction and domestic issues connected to a distinctive historical and contemporary cultural and structural context unique to the United States. It is indeed important that our students be ready should they need to conduct business or otherwise interact with someone who is from another country. But it is far more likely that they
will need to understand the complexity of issues of identity and equity in the context of the United States in order to ensure that they are prepared to lead and serve in this society.

• The structure of Pathways allows courses and minors to address only 2 of the 3 learning indicators creating a potential gap in student exposure to key ideas related to inclusion and diversity.

Were the Intercultural and Global Awareness area sufficient in its treatment of issues of diversity and inclusion, the current standard requires that courses identified as addressing that area meet only two of the three learning indicators. As a consequence, it is conceivable that students would meet the requirements of Pathways without having engaged with issues and ideas crucial to making sense of how diversity matters and the tensions arising from efforts at addressing it.

**Alignment with the Mission and Principles of Pathways**

• Integration

The principle of integration in general education refers to the development of curricula that allow students to make connections across the general education experience. Successfully implemented, integrated general education results in course sequences that build upon one another and facilitate the development of knowledge and skills that are not constrained by disciplinary or professional boundaries.

Approaches focused on the intersections of identities and social systems lend themselves to a range of subjects and topics, as they relate to the distinctiveness of human experience and circumstance. Scholars in the social sciences and humanities have been especially associated with such analyses. There are also scholars in fields such as agriculture, public health and medicine, fine and performing arts who have found the analytical lens associated with intersectional approaches useful for producing scholarship relevant to their fields. Thus, thinking about identities and experiences in terms of intersection is itself an integrative approach.

Understanding the implications of disparate life chances, privilege, and power is meaningful across a wide range of academic disciplines and professional fields. Recognition of the ways in which identities come to be expressed in various types of cultural artifacts similarly provides a useful way to understand varied approaches to creativity and innovation that are applicable to a whole range of majors and academic interests. A variety of courses should also allow the inclusion of this material into Pathways minors as a further layer of embeddedness across the multiple colleges and departments.

• Inclusivity

Inclusivity refers to the ability of general education to offer equitable opportunities for learning regardless of the path students have taken to Virginia Tech. The Pathways curriculum plan also specifically includes course content addressing diversity as a component of this principle.

Courses addressing this outcome area will be focused explicitly on issues of diversity. The most effective pedagogical approaches for teaching the relevant material reflect key principles of inclusive, high-impact teaching. Teaching students about their own identities and those of others also presents opportunities for building more inclusive climate in the classroom.
Relevance

The impetus for proposing this revision is fundamentally about the relevance of the Pathways curriculum for preparing our students to be leaders and engaged citizens in a diverse society, which is the focus of this principle of general education. The faculty who have participated in the conversations leading to this proposal felt that reconsidering the manner in which general education at Virginia Tech addresses difference, power, and inequality was crucial to ensuring that undergraduate students become cognizant of the fundamentals of work, life, and service in a society that is increasingly diverse. The analytical lenses they develop will prove to be valuable across multiple dimensions of their lives – academic, professional, civic, and social. Studies have demonstrated a range of positive benefits for students taking courses that address issues of diversity and inequality.

As course development and revision proceeds, it is anticipated that courses will be integrated into both new and existing Pathways minors. There is also the prospect for the creation of Pathways minors focused on diversity and intersectionality. Students pursuing the distributive model and alternative Pathways will need to enroll in courses approved for this area just as they recognize the requirement to meet other outcome area requirements. Engagement with academic advisors as described in the implementation section will minimize any difficulties with degree audits to ensure that double-counted courses are appropriately applied.
Appendix 2
CEOD/UCCGE Working Group

Sheila Carter-Tod, English, CLAHS (UCCGE)
Raifu Durodoye, Institutional Assessment and Effectiveness (CEOD)
Martha Glass, Division of Student Affairs (UCCGE)
Ellington Graves, Africana Studies/Sociology, CLAHS (CEOD & UCCGE)
Erika Meitner, English, CLAHS (CEOD)
Michel Pleimling, Physics, CoS (UCCGE)
Takumi Sato, School of Education, CLAHS (CEOD)
Jim Spotila, Geosciences, CoS (UCCGE)

Support
Stephen Biscotte, OGE
Marcy Schnitzer, OID
Mercedes Ramirez, OID
Fang Fang, OID
Menah Pratt-Clarke, OID
Appendix 3
Faculty Participation in Pathways Revision Discussions

College of Architecture and Urban Studies – School of Visual Arts, School of Public and International Affairs, Urban Affairs and Planning, Landscape Architecture

Pamplin College of Business – Management

College of Agriculture and Life Sciences – Agricultural Leadership, Crop and Soil Environmental Science, Agricultural Economics

College of Liberal Arts and Human Sciences – Sociology, English, Human Development, History, Religion and Culture, Foreign Languages and Literatures, Political Science, School of Education, School of Performing Arts, Science and Technology in Society

College of Natural Resources and the Environment – Fish and Wildlife Conservation, Forest Resources and Environmental Conservation, Geography

College of Science – Physics, Chemistry, Geosciences, Psychology

College of Engineering – Engineering Education, Biomedical Engineering

College of Veterinary Medicine
Appendix 4
Potential Courses from CLE (Areas 2, 3, and 7)

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course #</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td>Capacity</td>
<td>Enrollment</td>
<td>Capacity</td>
</tr>
<tr>
<td>AFST</td>
<td>1714</td>
<td>223</td>
<td>260</td>
<td>172</td>
</tr>
<tr>
<td>AFST</td>
<td>1814</td>
<td>99</td>
<td>106</td>
<td>123</td>
</tr>
<tr>
<td>AINS/HUM</td>
<td>1104</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM/HUM/RLCL</td>
<td>3204</td>
<td>43</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>EDCI</td>
<td>3024</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG</td>
<td>2214</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG</td>
<td>4074</td>
<td>29</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>HD</td>
<td>2304</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD</td>
<td>2314</td>
<td></td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>HIST</td>
<td>1004</td>
<td>146</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>HUM/APS</td>
<td>1704</td>
<td>310</td>
<td>319</td>
<td>337</td>
</tr>
<tr>
<td>HUM/APS</td>
<td>4404</td>
<td>24</td>
<td>35</td>
<td>38</td>
</tr>
<tr>
<td>IS/PSCI/SPIA</td>
<td>1004</td>
<td>162</td>
<td>600</td>
<td>59</td>
</tr>
<tr>
<td>RLCL/RLCL</td>
<td>1004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1024</td>
<td>71</td>
<td>80</td>
<td>126</td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1034</td>
<td>56</td>
<td>75</td>
<td>96</td>
</tr>
<tr>
<td>REL/RLCL/WGS</td>
<td>2234</td>
<td>17</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>SOC</td>
<td>1004</td>
<td>2295</td>
<td>2420</td>
<td>2363</td>
</tr>
<tr>
<td>SOC</td>
<td>2004</td>
<td>162</td>
<td>105</td>
<td>132</td>
</tr>
<tr>
<td>SOC</td>
<td>2014</td>
<td>195</td>
<td>195</td>
<td>176</td>
</tr>
<tr>
<td>SOC</td>
<td>2024</td>
<td>159</td>
<td>150</td>
<td>140</td>
</tr>
<tr>
<td>SOC</td>
<td>2034</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td>3004</td>
<td>123</td>
<td>105</td>
<td>136</td>
</tr>
<tr>
<td>SOC</td>
<td>3304</td>
<td>38</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td>SOC/HUM/RLCL</td>
<td>2514</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAP</td>
<td>1024</td>
<td>279</td>
<td>208</td>
<td>267</td>
</tr>
<tr>
<td>UAP</td>
<td>4214</td>
<td>11</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>1824</td>
<td>589</td>
<td>680</td>
<td>660</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2224</td>
<td>62</td>
<td>65</td>
<td>43</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2254</td>
<td>23</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>WS/WGS/SOC/AFST</td>
<td>2264</td>
<td>16</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>3214</td>
<td>11</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>TOTALS</td>
<td>5245</td>
<td>5848</td>
<td>5349</td>
<td>5863</td>
</tr>
</tbody>
</table>
## Appendix 4
### Potential Courses from CLE (continued)

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course #</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrollment</td>
<td>Capacity</td>
<td>Enrollment</td>
</tr>
<tr>
<td>AFST</td>
<td>1714</td>
<td>244</td>
<td>279</td>
<td>232</td>
</tr>
<tr>
<td>AFST</td>
<td>1814</td>
<td>122</td>
<td>145</td>
<td>95</td>
</tr>
<tr>
<td>AINS/HUM</td>
<td>1104</td>
<td>152</td>
<td>160</td>
<td>369</td>
</tr>
<tr>
<td>COMM/HUM/RLCL</td>
<td>3204</td>
<td>63</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>EDCI</td>
<td>3024</td>
<td>20</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>GEOG</td>
<td>2214</td>
<td>32</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>GEOG</td>
<td>4074</td>
<td>42</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>HD</td>
<td>2304</td>
<td>77</td>
<td>65</td>
<td>156</td>
</tr>
<tr>
<td>HD</td>
<td>2314</td>
<td>759</td>
<td>811</td>
<td>769</td>
</tr>
<tr>
<td>HIST</td>
<td>1004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM/APS</td>
<td>1704</td>
<td>428</td>
<td>460</td>
<td>431</td>
</tr>
<tr>
<td>HUM/APS</td>
<td>4404</td>
<td>26</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>IS/PSCI/SPIA</td>
<td>1004</td>
<td>145</td>
<td>530</td>
<td>89</td>
</tr>
<tr>
<td>RLCL/RLCL</td>
<td>1004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1024</td>
<td>101</td>
<td>105</td>
<td>167</td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1034</td>
<td>26</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>REL/RLCL/WGS</td>
<td>2234</td>
<td>21</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>SOC</td>
<td>1004</td>
<td>2112</td>
<td>2214</td>
<td>1922</td>
</tr>
<tr>
<td>SOC</td>
<td>2004</td>
<td>207</td>
<td>252</td>
<td>296</td>
</tr>
<tr>
<td>SOC</td>
<td>2014</td>
<td>146</td>
<td>160</td>
<td>138</td>
</tr>
<tr>
<td>SOC</td>
<td>2024</td>
<td>116</td>
<td>178</td>
<td>119</td>
</tr>
<tr>
<td>SOC</td>
<td>2034</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td>3004</td>
<td>120</td>
<td>160</td>
<td>122</td>
</tr>
<tr>
<td>SOC</td>
<td>3304</td>
<td>43</td>
<td>49</td>
<td>47</td>
</tr>
<tr>
<td>SOC/HUM/RLCL</td>
<td>2514</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAP</td>
<td>1024</td>
<td>278</td>
<td>320</td>
<td>250</td>
</tr>
<tr>
<td>UAP</td>
<td>4214</td>
<td>7</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>1824</td>
<td>621</td>
<td>715</td>
<td>664</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2224</td>
<td>67</td>
<td>80</td>
<td>47</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2254</td>
<td>22</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>WS/WGS/SOC/AFST</td>
<td>2264</td>
<td>45</td>
<td>55</td>
<td>79</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>3214</td>
<td>15</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>TOTALS</td>
<td>6075</td>
<td>6147</td>
<td>6333</td>
<td>6199</td>
</tr>
</tbody>
</table>
## Appendix 4
### Potential Courses from CLE (continued)

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course #</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrollment</td>
<td>Capacity</td>
<td>Enrollment</td>
</tr>
<tr>
<td>AFST</td>
<td>1714</td>
<td>253</td>
<td>330</td>
<td>296</td>
</tr>
<tr>
<td>AFST</td>
<td>1814</td>
<td>99</td>
<td>115</td>
<td>102</td>
</tr>
<tr>
<td>AINS/HUM</td>
<td>1104</td>
<td>394</td>
<td>369</td>
<td>315</td>
</tr>
<tr>
<td>COMM/HUM/RLCL</td>
<td>3204</td>
<td>36</td>
<td>90</td>
<td>32</td>
</tr>
<tr>
<td>EDCI</td>
<td>3024</td>
<td>22</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>GEOG</td>
<td>2214</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG</td>
<td>4074</td>
<td>49</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td>HD</td>
<td>2304</td>
<td>206</td>
<td>140</td>
<td>364</td>
</tr>
<tr>
<td>HD</td>
<td>2314</td>
<td>267</td>
<td>355</td>
<td>1132</td>
</tr>
<tr>
<td>HIST</td>
<td>1004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM/APS</td>
<td>1704</td>
<td>400</td>
<td>440</td>
<td>447</td>
</tr>
<tr>
<td>HUM/APS</td>
<td>4404</td>
<td>26</td>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>IS/PSCI/SPIA</td>
<td>1004</td>
<td>72</td>
<td>185</td>
<td>62</td>
</tr>
<tr>
<td>RLCL/RLCL</td>
<td>1004</td>
<td>7</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1024</td>
<td>98</td>
<td>115</td>
<td>136</td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1034</td>
<td>64</td>
<td>80</td>
<td>22</td>
</tr>
<tr>
<td>REL/RLCL/WGS</td>
<td>2234</td>
<td>35</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>SOC</td>
<td>1004</td>
<td>1666</td>
<td>2313</td>
<td>1499</td>
</tr>
<tr>
<td>SOC</td>
<td>2004</td>
<td>218</td>
<td>200</td>
<td>187</td>
</tr>
<tr>
<td>SOC</td>
<td>2014</td>
<td>153</td>
<td>150</td>
<td>183</td>
</tr>
<tr>
<td>SOC</td>
<td>2024</td>
<td>114</td>
<td>143</td>
<td>160</td>
</tr>
<tr>
<td>SOC</td>
<td>2034</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td>3004</td>
<td>127</td>
<td>158</td>
<td>129</td>
</tr>
<tr>
<td>SOC</td>
<td>3304</td>
<td>41</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>SOC/HUM/RLCL</td>
<td>2514</td>
<td>29</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>UAP</td>
<td>1024</td>
<td>158</td>
<td>210</td>
<td>116</td>
</tr>
<tr>
<td>UAP</td>
<td>4214</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS/WGS</td>
<td>1824</td>
<td>447</td>
<td>470</td>
<td>430</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2224</td>
<td>32</td>
<td>50</td>
<td>38</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2254</td>
<td>16</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td>WS/WGS/SOC/AFST</td>
<td>2264</td>
<td>19</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>3214</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>5095</td>
<td>6172</td>
<td>5905</td>
</tr>
<tr>
<td>Subject</td>
<td>No.</td>
<td>2014-15</td>
<td></td>
<td>2015-16</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------</td>
<td>---------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment</td>
<td>Capacity</td>
<td>Enrollment</td>
</tr>
<tr>
<td>AFST</td>
<td>1714</td>
<td>361</td>
<td>439</td>
<td>317</td>
</tr>
<tr>
<td>AFST</td>
<td>1814</td>
<td>143</td>
<td>152</td>
<td>172</td>
</tr>
<tr>
<td>AINS/HUM</td>
<td>1104</td>
<td>274</td>
<td>292</td>
<td>294</td>
</tr>
<tr>
<td>COMM/HUM/RLCL</td>
<td>3204</td>
<td>142</td>
<td></td>
<td>233</td>
</tr>
<tr>
<td>EDCI</td>
<td>3024</td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>GEOG</td>
<td>2214</td>
<td>34</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>GEOG</td>
<td>4074</td>
<td>65</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>HD</td>
<td>2304</td>
<td>388</td>
<td>470</td>
<td>334</td>
</tr>
<tr>
<td>HD</td>
<td>2314</td>
<td>1335</td>
<td></td>
<td>1208</td>
</tr>
<tr>
<td>HIST</td>
<td>1004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM/APS</td>
<td>1704</td>
<td>437</td>
<td>940</td>
<td>432</td>
</tr>
<tr>
<td>HUM/APS</td>
<td>4404</td>
<td>15</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>IS/PSCI/SPIA</td>
<td>1004</td>
<td>68</td>
<td>75</td>
<td>250</td>
</tr>
<tr>
<td>RLCL/RLCL</td>
<td>1004</td>
<td>50</td>
<td>120</td>
<td>66</td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1024</td>
<td>105</td>
<td>145</td>
<td>131</td>
</tr>
<tr>
<td>REL/RLCL</td>
<td>1034</td>
<td>141</td>
<td>186</td>
<td>119</td>
</tr>
<tr>
<td>REL/RLCL/WGS</td>
<td>2234</td>
<td>48</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td>1004</td>
<td>2135</td>
<td>2213</td>
<td>1640</td>
</tr>
<tr>
<td>SOC</td>
<td>2004</td>
<td>267</td>
<td>355</td>
<td>267</td>
</tr>
<tr>
<td>SOC</td>
<td>2014</td>
<td>136</td>
<td>160</td>
<td>98</td>
</tr>
<tr>
<td>SOC</td>
<td>2024</td>
<td>155</td>
<td>212</td>
<td>149</td>
</tr>
<tr>
<td>SOC</td>
<td>2034</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>SOC</td>
<td>3004</td>
<td>85</td>
<td>165</td>
<td>111</td>
</tr>
<tr>
<td>SOC</td>
<td>3304</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC/HUM/RLCL</td>
<td>2514</td>
<td>22</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>UAP</td>
<td>1024</td>
<td>88</td>
<td>185</td>
<td>56</td>
</tr>
<tr>
<td>UAP</td>
<td>4214</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>1824</td>
<td>423</td>
<td>492</td>
<td>543</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2224</td>
<td>23</td>
<td>55</td>
<td>37</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>2254</td>
<td>20</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>WS/WGS/SOC/AFST</td>
<td>2264</td>
<td>47</td>
<td>50</td>
<td>22</td>
</tr>
<tr>
<td>WS/WGS</td>
<td>3214</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>TOTALS</td>
<td>7018</td>
<td>6861</td>
<td>6644</td>
<td>120</td>
</tr>
</tbody>
</table>
Appendix 4
Potential Courses from CLE (continued)

AFST 1714 - Introduction to African American Studies
AFST 1814 - Introduction to African Studies
AINS/HUM 1104 - Introduction to American Indian Studies
COMM/HUM/RLCL 3204 - Multicultural Communication
EDCI 3024 - Issues in American Schooling
GEOG 2214 - Geography of North America
GEOG 4074 - Medical Geography
HD 2304 - Human Sexuality
HD 2314 - Human Sexuality
HIST 1004 - Introduction to the History of the United States
HUM/APS 1704 - Introduction to Appalachian Studies
HUM/APS 4404 - Appalachian Folk Cultures
IS/PSCI/SPIA 1004 - Nations and Nationalities
REL/RLCL 1004 - Investigations in Religion and Culture
REL/RLCL 1024 - Judaism, Christianity, Islam
REL/RLCL 1034 - Religion and the Modern World
REL/RLCL/WGS 2234 - Women, Ethics, and Religion
SOC 1004 - Introduction to Sociology
SOC 2004 - Social Problems
SOC 2014 - Dating, Marriage, and Divorce
SOC 2024 - Minority Group Relations
SOC 2034 - Diversity and Community Engagement
SOC 3004 - Social Inequality
SOC 3304 - Collective Action
SOC/HUM/RLCL 2514 - Asian American Experience
UAP 1024 - Public Issues in an Urban Society
UAP 4214 - Women, Environment, and Development in a Global Perspective
WS/WGS 1824 - Introduction to Women’s and Gender Studies
WS/WGS 2224 - Women and Creativity
WS/WGS 2254 - Feminist Activism
WS/WGS/SOC/AFST 2264 - Race, Class, Gender, and Sexualities
WS/WGS 3214 - Global Feminisms

Additional potential courses identified by the Department of English
ENGL 3134 Gender and Linguistics, 1 per year @ 35 students
ENGL3144 Language and Ethnicity in the United States, 1 per year @ 35 students
ENGL 3514 Ethnic Literature for Children, 1 per year @ 35 students
ENGL 3834 Intercultural Issues in Professional Writing, 1 per year @ 25 students
To: University Council, Kim O’Rourke, Secretary
CC: Office for Inclusion and Diversity

The Hispanic and Latino Faculty & Staff Caucus strongly supports the inclusion of “Critical Analysis of Identity and Equity in the Human Condition” as a core learning outcome for the Pathways curriculum for general education. We affirm this outcome’s importance in helping our students understand our increasingly diverse and global society, aiding them in successfully working in diverse organizations, and providing Virginia Tech graduates with the tools and strategies to take on leadership positions to resolve conflicts over inclusion in the United States and the world.

Our Caucus affirms the need for a learning outcome with a defined domestic focus, which enhances the existing Intercultural and Global Awareness integrative outcome. Since most of our students will live and work in the United States, it is important that our student body understand the importance and value of diversity in their own communities. Additionally, through this proposed learning outcome, our international students will learn essential concepts of US society and culture. As proposed, the Pathways core learning outcome increases the likelihood that students will have to consider diversity in intersectional and plural ways, encouraging them to grapple with crucial aspects of the American context, to thereby understand that diversity conversations are relevant for everyone. Ultimately, students will appreciate the global value of diversity.

“Critical Analysis of Identity and Equity in the Human Condition” may potentially contribute to improving campus climate as it pertains to underrepresented, underserved, and majority groups. It is a reflection of our Principles of Community, and has the potential to orient students to issues of diversity and inclusion that may otherwise be glossed over in our curriculum. The learning outcome is particularly relevant to our Hispanic and Latinx students, as it situates their experience and identities at the core of learning at Virginia Tech.

Finally, we affirm that said learning outcome will create an opportunity for our faculty and staff to engage in diversity scholarship, teaching, and programming from a central position within the general education curriculum at Virginia Tech. As a key community in the intellectual life of this University, the Hispanic and Latino Faculty & Staff Caucus wholeheartedly stands behind the inclusion of “Critical Analysis of Identity and Equity in the Human Condition” as a core Pathways learning outcome.

On behalf of the Hispanic and Latino Faculty and Staff Caucus

Vinodh Venkatesh, Chair
Carlos Evia, Vice-Chair
WHEREAS, the state of Virginia prohibits the sale, distribution, and use of electronic cigarettes, vapor products and other alternative nicotine products to persons under the age of 18, mirroring their regulation of tobacco products like cigars and cigarettes, and

WHEREAS, there is currently no FDA regulation of what can be included in electronic cigarettes, and

WHEREAS, initial lab tests conducted in 2009 found detectable levels of toxic cancer causing chemicals in two leading brands of electronic cigarettes, and

WHEREAS, the American College Health Association recommends that colleges and universities “Develop a strongly worded tobacco policy… including, but not limited to, cigarettes, electronic cigarettes, cigars, and cigarillos,” and

WHEREAS, universities including University of Florida and Vanderbilt University have adopted similar policies, and surveys conducted by the Commission on University Support (CUS) show majority support for treating electronic cigarettes in the same manner as other tobacco products, and

WHEREAS, Policy 1010, Section 4, currently reads: “SMOKING is the lighting or burning of any pipe, cigar, or cigarette or other tobacco product.”

THEREFORE, BE IT RESOLVED, that Policy 1010, Section 4, be amended to read: “SMOKING is the lighting or burning of any pipe, cigar, or cigarette, or other tobacco product; or the use of any electronic cigarette, or vaping device.”
Subject: Policy on Smoking

1. Purpose
Virginia Polytechnic Institute and State University is committed to providing a safe, healthy, and pleasant learning and working environment for its students and employees. Medical research has shown that smoking poses hazards to one's health. Furthermore, research suggests that passive smoke may be hazardous to non-smokers. This policy is an effort to protect students and employees from the potential health hazards and discomfort of exposure to smoke, while also recognizing and respecting the rights of those who choose to smoke.

2. Policy
Within facilities owned or leased by the university and in university-owned vehicles, smoking is not permitted. This also includes parking garages, covered walkways, temporary enclosed structures, trailers, and tents as well as structures placed on university-owned property by contractors or vendors. Smoking is permitted outdoors on university grounds, plazas, sidewalks, malls, and other similar open pedestrian-ways, provided smokers are at least 25 feet from an air intake, entrance or exit of any facility, including parking garages.

3. Procedures

3.1 Employee Work Breaks
In accordance with University Policy 4300, Hours of Work (http://www.policies.vt.edu/4300), supervisors may grant staff and wage employees working an 8-hour shift one morning break and one afternoon break which shall not exceed fifteen minutes each. These work breaks may be used to smoke outside buildings, as provided in Section 2 above. No additional smoking breaks are allowed.

3.2 Disposal of Smoking Materials
Where ash urns are furnished, they shall be placed at outside locations (25 feet or more from entry/exit ways) to aid smokers in disposing of smoking materials.

3.3 Responsibility
It is the responsibility of all students, faculty, and staff to observe the smoking policy. It is the responsibility of each supervisor, manager, department head, director, dean, and vice president to enforce the provisions of this policy in their area of accountability.
Those who smoke outside of buildings are expected to be considerate and courteous of other individuals in the university community. Smoking locations should not impede traffic flow in or out of buildings and should be in a location where smoke cannot drift into office, class or living space. Additionally, smokers should leave the smoking locations free of cigarette butts and other trash materials. All faculty, staff, students and visitors share the responsibility of keeping the campus clean, attractive, and litter-free.

4. **Definitions**

SMOKING is the lighting or burning of any pipe, cigar, or cigarette, or other tobacco product; or the use of any electronic cigarette or vaping device.

5. **References**

Virginia Tech, University Policy 4300, Hours of Work

[http://www.policies.vt.edu/4300](http://www.policies.vt.edu/4300)

6. **Approval and Revisions**

Approved by the Virginia Polytechnic Institute and State University Board of Visitors on November 6, 1989. Effective January 1, 1990.

- Revision 1

  Smoking prohibited in all university facilities and university-owned vehicles with the exception of special purpose housing and Hancock Hall Atrium.

  Approved April 7, 1997, by the President, Paul E. Torgersen.

- Revision 2

  Section 2.3 deleted. Smoking no longer permitted in Hancock Hall Atrium

  Approved June 17, 1999, by the President, Paul E. Torgersen.

Annual Review December 2, 2001 by Executive Vice President and Chief Operating Officer, Minnis E. Ridenour. No revisions.

- Revision 3

  Section 2 revised. The only exception to the policy where smoking is allowed is in lodging rooms designated as smoking rooms in the Donaldson Brown Hotel and Conference Center.

  Sections 2.1 and 2.2 deleted. Smoking is no longer permitted in Residential and Special Purpose Housing.

  Approved by Residence Hall Federation on April 23, 2002.
  Approved by the Commission on Student Affairs on October 24, 2002.
  Approved by University Council on December 2, 2002.
  Approved by the President, Charles W. Steger, on December 2, 2002.
  Approved by the Board of Visitors on March 10, 2003.
• Revision 4

Section 2 revised to read “The only exception to the policy where smoking is allowed is in lodging rooms designated as smoking rooms at The Inn at Virginia Tech and Skelton Conference Center, which is not operated by the university.” (Administrative change due to name change from Donaldson Brown Hotel and Conference Center to the Inn at Virginia Tech and Skelton Conference Center.) Revised February 8, 2007.

• Revision 5

To comply with Governor’s Executive Order 41 and guidelines promulgated by the Secretary of Administration for the Commonwealth of Virginia, as amended on July 22, 2008. The policy was revised to add the more stringent regulation that smoking is not permitted within 25 feet of an air intake, entrance, or exit of any facility owned or leased by the university, including parking garages. Smoking is not permitted in structures placed on state-owned property by contractors or vendors.

Approved by the Commission on University Support on November 20, 2008.
Approved by University Council on February 16, 2009.
Approved by President Charles W. Steger on February 16, 2009.
Approved by the Board of Visitors on March 23, 2009.

• Revision 6

Section 2 revised to remove the exemption that previously allowed smoking at The Inn at Virginia Tech and Skelton Conference Center.

Approved January 28, 2011 by President Charles W. Steger.

• Revision 7

Technical updates to references.

Approved January 3, 2017 by President Timothy D. Sands.

• Revision 8

Section 4 revised to add electronic cigarette or vaping device to the definition of Smoking.
Statement of Support: Resolution to Amend Policy 1010
March 13, 2017

Dear University Council,

Student Government Association and Relay For Life at Virginia Teach support the Resolution to Amend Policy 1010 which will help create a cleaner and healthier living and learning environment in academic buildings and residence halls.

Thousands of universities across the country are smoke-free and have adopted similar e-cigarette policies, and six of those schools are in the ACC. Many smoke-free campuses are comparable in size and demographic to Virginia Tech, including Purdue, UNC Chapel Hill, and Auburn University.

Additionally, SGA and Relay For Life have collected 2,500 signatures of students, faculty, and alumni who support this policy change. SGA and Relay For Life are working closely with Hokie Wellness on this matter and are committed to collaborating with the university to promote available resources and increase education regarding tobacco and e-cigarette use. We hope you consider adopting this resolution and creating a meaningful change that will make Virginia Tech a more competitive school with higher standards for environmental and public health.

Thank you for your consideration.

Sincerely,

Anna Pope and Stephanie Payne  Brian Kelleher and Kristin DeCou
Student Government Association  Relay for Life at Virginia Tech
Class of 2017  Class of 2017
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 a critical immediate need for interdisciplinary and transdisciplinary training of translational researchers in the biomedical and health sciences in order to accelerate the transformation of fundamental biological discoveries into preventions, diagnostics, treatments and cures; and

WHEREAS, there is a growing demand and statewide and national need for such programs, evidenced by initiatives to integrate translational and clinical topics into biomedical graduate education, and calls for interdisciplinary and translationally focused research education from the National Institutes for Health, Federation of American Societies for Experimental Biology, and the Association of American Medical Colleges; and

WHEREAS, faculty from across departments, colleges and disciplinary boundaries at Virginia Tech are already delivering an innovative Translational Biology, Medicine, and Health (TBMH) Ph.D. curriculum in its third year of operation, which prepares students for research-related careers in translational health science, by providing students with an integrated interdisciplinary knowledge base, methodology, technical skills, critical thinking skills and awareness of major local, statewide and national challenges to improved health of individuals and populations, so that they may contribute to leading edge translational research across a range of biomedical and health-related disciplines; and

WHEREAS, this new Masters of Science program will provide breadth of training in translational biology, medicine, and health, while allowing students to specialize in areas that are strengths of VT and priorities for research and training funding by the federal government: i. Brain and Cognitive Sciences; ii. Immunology and Infections Disease; iii. Cancer; iv. Metabolism and Cardiovascular Science; v. Development, Aging and Repair; or vi. Health Implementation Science; and

WHEREAS, this will be the only M.S. degree program in the Commonwealth of Virginia to cover this range of biomedical and health-related subjects with a focus on translational discoveries and their implementation, with attention to integration of the biological, computational, behavioral, health delivery and economic underpinnings of health and disease;

THEREFORE BE IT RESOLVED, that the Masters of Science Degree in Translational Biology, Medicine and Health be established, effective Fall 2018, and the proposal be forwarded to the State Council of Higher Education for Virginia for approval and to the Southern Association of Colleges and Schools for notification.
<table>
<thead>
<tr>
<th>1. Institution</th>
<th>Virginia Polytechnic Institute and State University</th>
</tr>
</thead>
</table>
| 2. Academic Program (Check one): | New program proposal **X**  
| | Spin-off proposal  
| | Certificate document |
| 3. Name/title of proposed program | Translational Biology, Medicine, and Health |
| 4. CIP code | 26.0102 |
| 5. Degree/certificate designation | Masters of Science (M.S.) |
| 6. Term and year of initiation | Fall 2018 |

7a. For a proposed spin-off, title and degree designation of existing degree program

7b. CIP code (existing program)

| 8. Term and year of first graduates | Spring 2019 |
| 9. Date approved by Board of Visitors |

10. For community colleges:
   - date approved by local board
   - date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)

12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).
   - Departments(s) or division of  Faculty of Health Sciences
   - School(s) or college(s) of  Graduate School
   - Campus(es) or off-campus site(s)  Blacksburg, VA and Roanoke, VA
   - Mode(s) of delivery: face-to-face  
   - distance (51% or more web-based)  
   - hybrid (both face-to-face and distance) **X**

13. Name, title, telephone number, and e-mail address of person(s) other than the institution’s chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.
   - Audra Van Wart, TBMH Program Co-Director, 540-526-2005, avanwart@vtc.vt.edu
   - Dr. Rosemary Blieszner, Asst. Vice Provost, Degree Management, (540) 231-5645, rmb@vt.edu
M.S. in Translational Biology, Medicine, and Health (CIP: 26.0102)

Type of degree action: New

Program description
The proposed M.S. program in Translational Biology, Medicine, and Health (TBMH) is an integrative, multidisciplinary, and innovative graduate program in the biomedical and health sciences that emphasizes the concept of “translational science” at multiple levels of investigation and across multiple disciplines. Faculty from departments across the College of Science, College of Veterinary Medicine, College of Engineering, College of Agriculture and Life Sciences, College of Natural Resources and Environment, and College of Liberal Arts and Human Sciences, as well as the Virginia Tech Carilion Research Institute, the Biocomplexity Institute, and the Fralin Life Science Institute, have developed an integrated graduate-level curriculum. This curriculum covers the fundamental molecular processes that dictate the development and life-long homeostatic regulatory function of cells, tissues and organs; the dysfunction of these mechanisms in a wide range of disorders; and adoption, integration and application of translational discoveries, their cost, commercialization, delivery, effectiveness and related policy issues. The M.S. program will graduate individuals who will be employed in research and research-related positions in universities, biotechnology and pharmaceutical companies, health systems, hospitals and clinics, public health and other healthcare and human service agencies, and foundations, with a focus on interdisciplinary and translational research applications.

The M.S. program will begin in Fall 2018. As the core coursework is already being offered at Virginia Tech, we expect the first students could graduate as early as May 2019. Due to the interdisciplinary nature of the program and the diversity of the faculty instructors, including clinical faculty who will instruct in formal courses and participate on committees, formal course instruction will take place at Virginia Tech’s Blacksburg and Roanoke facilities, with some utilization of videoconferencing capabilities. Participating faculty constitute part of the Faculty of Health Sciences, which will serve as the academic home for the program. The program will be administered through the Graduate School.

Curriculum summary
The M.S. is a thesis-based program. Students pursuing an M.S. degree must earn a minimum of 42 credit hours beyond the B.S. degree, including 20 core credits, 8 concentration credits, 3 credits of quantitative elective, and 11 hours of research and thesis. Exceptional applicants from a variety of scientific backgrounds will be considered
for acceptance to the program. Students will utilize graduate level coursework that was designed previously during development of the Ph.D. program in TBMH. They will take an intensive Gateway course (TBMH 5004, 8 credits) in semester 1, where they will learn the principles of biomedicine, physiological systems, and translational science. They will then select a focus area in semester 2 and take an equally intensive Fundamentals course (8 credits) covering in depth the essentials of that focus area, with heavy emphasis on translational exemplars and case studies. The six focus areas are: Neuroscience; Cancer; Health Implementation Science; Metabolism and Cardiovascular Science; Immunity and Infectious Disease; and Development, Aging, and Repair. Before beginning their course of study, students will pre-select their faculty research mentor and begin research training during their first term. In their second year, students will focus on their thesis research, supervised by their selected research mentor.

**Relevance to university mission and strategic planning**

With respect to Virginia Tech’s strategic goals, the proposed interdepartmental, intercollege, and interdisciplinary program is expected to enhance the quality and increase the quantity of the graduate student population, in alignment with the Virginia Tech strategic goals of increasing the number of graduate students, particularly in the health sciences and STEMH; facilitate interactions between faculty across disciplines without regard to departmental or college boundaries; enhance Virginia Tech’s national and international identity in the biomedical and health sciences; and substantially increase and broaden Virginia Tech’s extramural funding portfolio in research and training as it relates to the biomedical and health sciences.

Finally, Virginia Tech’s Beyond Boundaries strategic initiative is exploring ways to expand on Virginia Tech’s multifaceted and comprehensive curriculum towards addressing the complex challenges of tomorrow. One of the proposed “destination areas” of institutional focus is “the adaptive brain and behavior” which would benefit from the talent the M.S. in Translational Biology, Medicine, and Health would attract (http://provost.vt.edu/destination-areas.html).

**Justification for the proposed program**

Human health represents the single largest challenge and domestic expenditure in U.S. society, and despite the progress and investment in basic biomedical research, the progress in terms of delivering successful new therapies and diagnostics has not kept pace. There is a critical and immediate need for transdisciplinary training of translational researchers at all levels in the biomedical and health sciences, in order to accelerate the transformation of fundamental biological discoveries into preventions, diagnostics, treatments, cures, and healthier behaviors to avoid the costs and consequences of compromised health at the individual and population levels.
The growing interest and demand for such programs is evidenced by national initiatives over the past decade to integrate translational and clinical topics into basic biomedical graduate education (such as the Howard Hughes Medical Institute’s “Med to Grad” initiative) and recent calls for similar interdisciplinary and translationally focused efforts from the National Institutes of Health, Federation of American Societies for Experimental Biology, and the Association of American Medical Colleges. The proposed TBMH M.S. program will incorporate these elements and expand upon them to provide a curriculum that deviates from a traditional master’s degree structure to one that includes a diverse cohort of students from a wide range of educational backgrounds and fields of study, balances breadth and depth, and prepares students for the new age of biomedical and health research by focusing on how to identify the key challenges, formulate translatable hypotheses, and implement the translation of discoveries (made at bench and bedside) into meaningful solutions to human health problems.

This is the right time to launch such a program at Virginia Tech, as the university merges strengths in the basic life and chemical sciences, social and behavioral sciences, bioinformatics, computational sciences, and engineering, with an expanding biomedical enterprise, producing an increasing cohort of faculty with federally funded biomedical and health related research programs that provide opportunities and needs for this type of graduate student. Over 200 faculty from these areas at Virginia Tech have already been appointed to the Faculty of Health Sciences, which serves as the academic home for the program. The coursework for the TBMH M.S. degree is already being delivered as part of the TBMH Ph.D. program, which has been recognized by the Association of American Medical Colleges for innovation in graduate education and training.

Additionally, the Virginia Tech Carilion School of Medicine is attracting a set of students who are interested in pursuing advanced degrees beyond the M.D., and new emerging and expanded partnerships with medical centers (e.g., Carilion Clinic, Wake Forest University School of Medicine, and Children’s National Medical Center) are providing rich new sources of collaborations, data, samples, and patients to Virginia Tech faculty and graduate students who are primarily interested in health related research programs.

Nationally, such translational graduate programs are attracting large cohorts of bright students. For example, among the top 20 NIH-funded universities, each has a large and vibrant graduate program in biomedical sciences that trains students in contemporary interdisciplinary approaches to biomedical, translational, and health-related research. Thus, this M.S. program will assist Virginia Tech in constructively growing its graduate student body, and assist in producing students who are ready to
work in translational research and research-related positions. Upon completion of the program, successful graduates will be qualified for a number of positions where an M.S. in a biomedical field is required or preferred. These include research scientists or research liaisons in the pharmaceutical or biotechnology industries; research scientists and research technicians at universities; research scientist or health science administrator in a government or private non-profit agency, hospital or clinic; or a non-research position where biomedical/health research expertise and excellent communication skills are required, such as science writer, editor, or journalist; patent agent; public policy analyst; or scientific or business consultant.

**Student demand**
Based on the successful launch of the Ph.D. TBMH program which already has almost 60 students enrolled in its third year of operation, we plan a program size for the new M.S. TBMH program of approximately 5 – 10 students per year. The program design should attract strong applicants, based on national data and early success with the Ph.D. TBMH program, which is attracting talented student applicants nationally and internationally. Indeed, TBMH program staff has received numerous inquiries from prospective students who wish to pursue positions that require research training beyond the B.S., but do not require a PhD. Other inquiries come from individuals with other advanced degrees (MPH, MD), who wish to receive research training at the master’s level. Given the growth in the health care industry and translationally focused academic research, the proposed M.S. in TBMH will be an attractive option for these students, and will well prepare them for these careers.

There is a need to bridge the gap between traditional disciplines, and to promote greater collaboration, cooperation, and understanding among basic and clinical scientists in order to speed progress in delivering successful new therapies and diagnostics (Bond & Galbraith, 2012). Today’s students need to understand not only how bodies work, but what goes wrong in disease, how decisions affect health, the costs and barriers to particular strategies for improving health, and where translational medicine has succeeded and failed, in order to design optimal experiments in basic, clinical, and population/community-based research which can translate to health care practice.

Thus, the program will appeal to students who are interested in working at the boundaries of scientific research and seeing their work applied in health care settings. While the program will be of interest to students considering a career in medicine, as well as to existing M.D. students at the Virginia Tech Carilion School of Medicine, the majority of students who apply will be embarking on health related research careers in academia, industry, and health systems.
Market/employer demand
A recent study by the Biomedical Workforce Working Group for the National Institutes of Health states: “graduate training continues to be aimed almost exclusively at preparing people for academic research positions. Therefore, the working group believes that graduate programs must accommodate a greater range of anticipated careers for students.” (Biomedical Workforce Working Group Report, 2012) The chart below, plotting data from the Working Group Report, shows less than half of US-trained biomedical PhD program graduates work in an academic setting.

The M.S. in TBMH program will recognize this reality by providing foundational training that will prepare students for careers in academia, as well as for positions in health care and industry. Job advertisements may specify particular areas of expertise, such as neuroscience, cancer, infectious disease, cardiovascular science, aging, and health care implementation. These positions include:

- Research Scientists in the pharmaceutical or biotechnology industries (titles include Scientist, Project Manager, Principal Scientist, Research Scientist, Senior Scientist, Senior Scientific Manager, Senior Staff Scientist)
- Research Scientists or Health Science Administrators in government agencies (including titles such as Program Officer or Scientific Review Administrator)
- Research-related positions where a M.S. and excellent communication skills are required, such as: Science or Technical Writers (industry), Scientific
Editors (academic publishing), Science Journalists (newspapers, magazines, web); Patent Agent (industry, law firms); Health Science Administrator at a university/government/hospital or other non-profit; Public Policy Analyst; Scientific Consultant, and/or Scientific Grant Officer at a funding agency.

While the U.S. Bureau of Labor Statistics (USBLS) and the Virginia Employment Commission (VEC) do not have job categories specifically labeled “translational scientists” or even “biomedical scientists”, these jobs are included within other categories, listed below.

Health Scientists

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemists and Biophysicists</td>
<td>19-1021</td>
<td>34,100</td>
<td>36,900</td>
<td>8%</td>
<td>2,800</td>
</tr>
<tr>
<td>Biomedical Engineers</td>
<td>17-2031</td>
<td>22,100</td>
<td>27,200</td>
<td>23%</td>
<td>5,100</td>
</tr>
<tr>
<td>Medical Scientists</td>
<td>19-1042</td>
<td>107,900</td>
<td>116,900</td>
<td>8%</td>
<td>9,000</td>
</tr>
<tr>
<td>Post-secondary Teachers</td>
<td>25-1000</td>
<td>1,313,000</td>
<td>1,490,000</td>
<td>13%</td>
<td>177,000</td>
</tr>
<tr>
<td>Post-secondary Administrators</td>
<td>11-9033</td>
<td>175,100</td>
<td>190,300</td>
<td>9%</td>
<td>15,200</td>
</tr>
</tbody>
</table>

Roles filled by TBMH graduates will be classified under Biochemists & Biophysicists, defined by the USBLS as scientists who “study the chemical and physical principles of living things and of biological processes such as cell development, growth, and heredity” and who “play a key role in developing new medicines to fight diseases such as cancer”. Employment of biochemists and biophysicists is projected to increase by 8% nationally from 2014 to 2024, faster than the average for all occupations, and by 16% in Virginia

alone. The USBLS reports that more of these scientists will be needed to use the knowledge they have gained from basic research to develop biological products and processes that improve lives. Other relevant job categories include Post-Secondary Teachers (for teaching-focused instructors, including Biological Science Teachers), Medical Scientists, Biomedical Engineers (particularly for students taking coursework in the program’s Development, Aging, and Repair focus area), and Post-Secondary Administrators (for those who focus on overseeing academics and research at colleges and universities). Growth in these categories ranges from 8% to 23% as outlined in Table 1.

Table 2: Employment Projections 2014 - 2024 (Virginia Employment Commission)²

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemists and Biophysicists</td>
<td>19-1021</td>
<td>620</td>
<td>718</td>
<td>98</td>
<td>1.5%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Biomedical Engineers</td>
<td>17-2031</td>
<td>367</td>
<td>457</td>
<td>90</td>
<td>2.2%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Biological Scientists (all others)</td>
<td>19-1029</td>
<td>588</td>
<td>580</td>
<td>-8</td>
<td>-.1%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Biological Science Teachers, Postsecondary</td>
<td>25-1042</td>
<td>1,592</td>
<td>1,936</td>
<td>344</td>
<td>2%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Medical Scientists</td>
<td>19-1042</td>
<td>1,985</td>
<td>2,280</td>
<td>295</td>
<td>1.4%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

**Issues of duplication**

While there are a number of departmental-based M.S. programs covering specific areas of biomedical or health science offered in Virginia, we are offering a uniquely integrated program for students who want to develop a specific expertise (such as cancer biology or neuroscience) but will also be well prepared to apply this knowledge to tackle broad-based, translationally-driven problems in biomedical and health

² [www.virginialmi.com](http://www.virginialmi.com); accessed November, 2016
research as part of interdisciplinary teams. There are only two graduate programs like this in Virginia, utilizing CIP 26.0102 (Biomedical Sciences, General).

The Ph.D. program in Clinical and Translational Sciences at Virginia Commonwealth University has an M.S. program open only to VCU scholar-researchers. The VCU program is heavily focused on clinical research training, and also does not have overlapping concentration areas with the TBMH M.S. program. The Ph.D. program in Biomedical Sciences at Old Dominion University does not offer a master's option. Therefore, there is no duplication in Virginia for the new M.S. TBMH degree proposed by Virginia Tech which derives in part from the existing Ph.D. TBMH program and which will not limit applications to internal candidates.

**Resource needs**
The degree program does not require any new targeted state resources to initiate and sustain the program. Since an administrative structure is already in place for the TBMH Ph.D. program, the development of this new degree will build on that foundation. In addition, this is a master's program for which M.S. students will pay tuition rather than being funded by graduate assistantships. Teaching and thesis mentoring by faculty will not require any additional financial resources, as they reflect the activities of faculty already in place at the university and available to participate in the program (letters of support from department chairs are part of the full degree proposal), and faculty who are already part of planned recruitments in clusters that reflect the university’s strategic plan. By increasing the quantity of talented graduate students at Virginia Tech, investment in this graduate program will have a direct positive impact on faculty research grant funding and their research productivity by providing increased intellectual and technical capital and talent for faculty to successfully compete for contemporary research grants in a competitive environment with institutions that already have a commitment to interdisciplinary biomedical and health sciences graduate education.

**Faculty.** The Ph.D. program is already led by two internally appointed faculty members who serve as Program Co-Directors to administer the program. These program Co-Directors will also administer the M.S. Program, dedicating a combined total of .10 FTE of their time toward additional coordination and leadership of the Masters program.

Many existing faculty members campus-wide are already actively participating in the TBMH program as research mentors, instructors, and committee members. The teaching responsibilities of most faculty are minimal, and the coursework is team-taught by a collection of faculty with appropriate and complementary expertise. Teaching credit is assigned to faculty and departments commensurate with their level of involvement in each course. Faculty at the VTCRI are heavily involved, as they do not have major
teaching responsibilities in departments and are able to focus their graduate teaching efforts in this program, although faculty from many departments and colleges across the entire VT campus are involved in teaching, mentoring and committee service, as well. Because no new coursework is being proposed as part of the M.S., we do not expect significant additional time commitment towards teaching, although there will be a need for additional faculty time spent mentoring students in their research, and serving on committees. We expect 10 TBMH faculty will be involved in mentoring students in research and dissertation (.10 FTE x 10, or 1 FTE).

**Administrative staff.** The TBMH Ph.D. Program currently has two existing administrative staff to assist with the core operations of the program. We estimate 0.5 FTE for additional administrative needs of the Masters program.

**Library.** Reading assignments from the primary research literature will be critical to most of the core coursework, and access to specific key journals will be important for the students’ thesis research and education. M.S. TBMH students will use titles already available through the Virginia Tech library, and will have similar library needs as the Ph.D. students.

**Space.** No new resources are requested. The physical resources for this program exist in current Virginia Tech facilities, including four existing seminar rooms equipped with projectors, whiteboards, wireless internet, and interactive videoconferencing technology at the university’s Virginia Tech Carilion Research Institute, as well as space at Virginia Tech’s facilities at 1 Riverside Circle that include 3 classrooms equipped with videoconferencing technology, administrative offices, and a student workspace that seats 31 students.

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>ESTIMATED COSTS (use NA if not applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$126,500</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>$24,500</td>
</tr>
<tr>
<td>Graduate Teaching/Graduate Research Assistants</td>
<td>NA</td>
</tr>
<tr>
<td>Space</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
</tr>
</tbody>
</table>
WHEREAS, the university calendar criteria require 72 instructional days for fall and spring terms as well as two separate summer session terms, and

WHEREAS, the Virginia Tech Carilion School of Medicine will become the university’s ninth college on July 1, 2018, and

WHEREAS, the University Committee on Academic Support has considered the need and impact of creating an additional university holiday and transitioning the instructional calendar needs of the Virginia Tech Carilion School of Medicine as well as construct flexibility for innovative delivery of instruction, and

WHEREAS, a recent survey found that 90 percent of students and 76 percent of faculty at Virginia Tech would prefer that the university hold no classes on Labor Day and 24 of Virginia Tech’s 25 SCHEV peers hold no classes on Labor Day; and

WHEREAS, President Sands has indicated his support of no classes on Labor Day; and

WHEREAS, the current academic calendar includes adequate contact hours during the fall term to permit Virginia Tech to reduce the semester by one day without affecting the defined instructional semester calendar length; and

WHEREAS, existing university calendar criteria do not accommodate the loss of one instructional day, and

WHEREAS, the university cannot reduce the number of days between the end of term and Fall commencement due to the length of exams and Fall commencement ceremony, and

WHEREAS, the Virginia Tech Carilion School of Medicine has an academic calendar that falls outside of the current established fall, spring, and summer terms, and

WHEREAS, the construct of two summer terms limits the university’s ability to accommodate all constituent needs and provide innovative instructional modules, and
WHEREAS, the university can construct multiple timelines to allow multiple sessions within the overarching one term (including the current standard Summer I and Summer II) thus allowing the opportunity for a Budget Tuition Plan for students, and

WHEREAS, multiple timelines can be used to create flexibility in scheduling in order to accommodate unique modules that may be developed around Destination Areas,

THEREFORE, BE IT RESOLVED, the University Calendar be revised as follows:

• Labor Day be stipulated as a non-class day.
• Restate the number of class days in a term to 71 days in the fall and 72 days in the spring.
• Summer term to be defined as one term that may be divided into a variety of different periods in addition to the traditional Summer I and Summer II schedules.
• All other calendar criteria remain as previously stated:
  o The Fall Commencement Ceremony shall be scheduled after the completion of final exams whenever possible.
  o Fall semester shall include a long weekend break in October to allow a short break.
  o The fall semester shall contain a one-week break for the Thanksgiving holiday. The spring semester shall contain a one-week break approximately half-way through spring semester.
  o No class days are held on Martin Luther King Jr. Day.
  o There shall be at least two days between the end of spring semester examinations and the spring commencement. This necessitates a Saturday examination day.
  o There shall be no scheduling of Spring Commencement on the same weekend as Commencement at Radford University.
  o There will be no classes on Memorial Day and Independence Day.
WHEREAS, the existing charter for the Energy and Sustainability Committee was a carry-over charter from a previous Energy Committee; and

WHEREAS, the existing charter did not encompass the full range of sustainability activities and actions per the approved Virginia Tech definition of sustainability per the Climate Action Commitment; and

WHEREAS, the existing charter unintentionally had the potential to constrain the focus of the Energy & Sustainability Committee (E&SC) since it only identified the “university’s energy supply and use, and resource conservation” as the focus of the committee;

THEREFORE, LET IT BE RESOLVED, that the Energy and Sustainability Committee Charter should be amended as follows;

To review and provide advice to the University Administration on broad policy issues relating the university’s pursuit of environmental quality through action, education, and engagement to address current needs without compromising the capacity and needs of future generations.
Commission on Administrative and Professional Faculty Affairs Minutes
February 8, 2017
1:30 p.m.
2317 North End Center

Present: Janice Austin, John Benner, Allen Campbell, Mary Christian, Monika Lawless, Kirk Wehner, Laurie Brogdon, Sandra Muse, Margaret Radcliffe, Mary Norris, Ross Verbrugge

Absent: Amy Hogan (with notice), Sue Teel (with notice), Laura Neff-Henderson, Randy Penson, Jacob Frey, Alex Fritz, Alan Grant, Jim Reinhard, Lujean Baab, David Close, Alicia Cohen, Debbie Greer, Nancy Dudek (with notice); Kelly Rawlings

Guests: Ellington Graves

Mr. Verbrugge called the meeting to order at 1:35 pm. A quorum was present.

Presentation
Dr. Ellington Graves gave a presentation regarding the proposed revision to the Pathways General Education Curriculum, particularly with respect to the issue of a critical analysis of identity and equity in the United States and the learning indicators that courses will be required to meet.

Old Business

Survey Questions
The formulation of the survey questions is still in process.

New Business
Mr. Verbrugge presented a draft of a resolution regarding the establishment of a university ombuds office at the university. This resolution expresses the commission’s support of such an office and will be presented for a first reading at the next CAPFA meeting.

Commission reports:
- Transportation and Parking Committee: No update.
- Commission on Undergraduate Studies & Policies: No update.
- Commission on Faculty Affairs: No meeting since last CAPFA meeting, so no update.
- Commission on Equal Opportunity and Diversity: Ms. Muse discussed the following issues: the equity workgroup regarding women’s compensation, the gender identity workgroup, the discussion on the Pathways Curriculum proposed revision, and the current climate at the university in terms of the DREAM Act and national politics.
- Staff Senate: No update.
- **Graduate Student Assembly:** Ms. Norris gave an update on the new SGA President and Dean DePauw expressing support for VT students affected by the recent travel ban.

- **University Advisory Council on Strategic Budgeting and Planning:** No update.

- **Student Government Association:** No update.

- **Commission on Research:** No update.

- **Commission on Student Affairs:** No update.

- **Commission on Staff Policies and Affairs:** Ms. Radcliffe discussed the recent approval of the amendment to the Staff Senate charter.

**Adjournment**

There being no further business, the meeting was adjourned at 2:10 pm.
Commission on Faculty Affairs
Minutes
February 24, 2017
10:30 – 12:00 Noon
130 Burruss Hall

In attendance: H. Robinson, Chair; G. Amacher, R. Dalloul, J. Finney, D. Good (online), V. Groover, L. Geyer, J. Spotila, P. Young, A. Zajac
(15 CFA members, 1 vacancy = quorum is 7)

Absent: L. Brogdon, J. Davis, J. Ferris, C. Montgomery, E. Spiller
Guests: R. Gabriele

Next meetings: March 17, 31, April 7, 21

1. **Welcome and Approval of Agenda**  H. Robinson

2. **Approval of Feb. 10 minutes**, approved unanimously  H. Robinson

*3 **Second Reading:** CFA Resolution 2016-17D Resolution on Procedures for Faculty Appointments with Tenure  J. Finney
Members of the commission discussed the rigor of this process as compared to process for faculty already at Virginia Tech.

The resolution passed unanimously.

*4. **Second Reading:** CFA Resolution 2016-17E Resolution Supporting the Establishment of a University Ombuds Function at Virginia Tech  H. Robinson
Resolution will be updated after a review/approval by Faculty Senate. Discussion regarding perception of conflict of interest by having a part-time person who has other duties at the university.
J. Finney described the process recommended to us by Judi Seagall, and that those details would be resolved in the implementation process.

The resolution passed unanimously.

5. **First Reading** CFA Resolution 2016-17F – Resolution to Amend the Promotion Guidelines for Non-Tenured Faculty  H. Robinson
Members of the commission offered edits to the wording of this section of the faculty handbook related to promotion of restricted faculty, to assure the reason for an exception has documentation to support it. A revised version of the resolution will be shared with commission members prior to Second Reading.
6. **First Reading CFA Resolution 2016-17G – Resolution to Amend the Promotion Guidelines for Non-Tenure Track Collegiate Faculty Appointments**

J. Finney provided an overview of the proposed promotion process for collegiate faculty, that it would parallel the traditional P&T process, adding in a university level review. Members of the commission proposed moving collegiate faculty guidelines before the other non-tenure faculty promotion guidelines, and changing the title to of the section on Promotion Guidelines for Non-Tenured Faculty to “Promotion Guidelines for Professor of Practice, Clinical Faculty, and Instructor Appointment” Changes will be made to prior resolution to accommodate this suggestion. A revised version of the resolution will be shared with commission members prior to Second Reading.

7. **Updates on CFA Work Plan/Schedule**

H. Robinson

The commission’s workplan, located in the Scholar site, was reviewed.

8. **Other Business**

- The library expressed concerns about university level P&CA committee, as it is likely that Extension will, in the next few years, no longer have continued appointment faculty to serve on that committee. J. Finney suggested using current committee, having them “change gears” to review library. P. Young will speak with the libraries, and will then follow up with J. Finney.
- A request to formally add library representation to CFA.
- Next week’s meeting (March 3rd) is canceled.
- A brief update on the new Voluntary Transitional Retirement Plan was provided to the commission by R. Gabriele and J. Finney.
- A brief update on the childcare initiatives was provided by J. Finney.

The meeting adjourned at 12:10pm.
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
February 16, 2017; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Jan Helge Bøhn, Andrea Brunais, Dave Close, Svetlana Filiatreau, Guru Ghosh, Ed Jones, Roberto Leon, Kaveh Rahimi, Heinrich Schnoedt, Gerhardt Schurig, Brett Shadle, Susan Short, Ian Leuschner (for David Clubb/UCIA)

Absent: Bonnie Alberts, Kathy Alexander, Cyril Clarke, David Clubb, Brian Hairston, Sara Jordan, Karl Markgraf, Djordje Minic, Jordan Schoeneberger

1. Welcome and Introductions
   Dave Close welcomed the group; self-introductions were made.

2. Agenda Approval
   Dave Close made the call for motion to approve the agenda; motion made; was seconded and approved.

3. Call for Announcements
   The call for announcements was made; Guru Ghosh spoke about a group that will be formed to look at Economic Development.

4. Approval of Minutes, December 15, 2016
   The minutes from the December 15, 2016 meeting were sent out electronically for updates; were approved electronically; were 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/.

5. Chairman’s Report
   Dave Close gave the reports for the Engagement Leadership Council (ELC) meeting in which members discussed the conference incentive funds as well as Continuing and Professional Education’s announcement of new price structures for conferences. The suggestion was made for price structures to be reviewed annually to avoid announcing large increases. The prices will increase effective July 1st. Also discussed was the 2017 Engagement Scholarship Consortium annual conference to be held in Birmingham Alabama September 26-17, 2017. Submission deadline for presentations and posters is March 15, 2017; the link is https://engagementscholarship.org/upload/conferences/2017ESC-call-for-proposals.pdf.

   The resolutions for the February 9th University Council meeting will be discussed at the next meeting. All minutes can be found at: http://www.governance.vt.edu/.

6. Vice-Chairman’s Report
   Jan Helge Bøhn reported on the Alumni Awards for Outreach Excellence. He indicated there was one (1) application packet for the team award and two (2) application packets for the individual award. Discussion also included re-defining outreach vs engagement to attract more applications. Susan Short offered to take the language for the awards definition to the ELC for review and recommendations back to COIA. Jan Helge offered to include scholarship of engagement as well. Discussion also included name changes for the awards and the impact on
other names that include outreach vs engagement. Others discussed that their application packets for awards were down as well.

7. Reports
   a. Virginia Cooperative Extension (VCE)
      Ed Jones talked about the annual winter conference that VCE hosted last week. The conference was hosted virtually and there were good reports and feedback on the conference. Ed encouraged the members that if there is a need to share information across extension agents, there is a possibility of getting the agents and colleges together virtually.

   b. University Committee on International Affairs (UCIA) Meeting
      Ian Leuschner, Vice-Chair of UCIA, attended the meeting for David Clubb. Ian spoke about a letter to be submitted to the Provost in support for credit for international scholarship and education by faculty; UCIA is in support of the endorsement. He asked if COIA might be willing to also draft a letter of support. Brett Shadle mentioned that through the faculty senate it was noted that service doesn’t appear in the new budget model. Ian also discussed that Juan Espinoza spoke to UCIA on international recruitment as a guest speaker; and information about the executive order/travel ban is on line; although there haven’t been many updates due to the current court blocks. The website is: http://www.vt.edu/immigration.html; the email for questions is vtimmigration@vt.edu. Discussion included visa interview waiver process and the impact of the seven (7) countries. The ban affects over 100 students from the seven (7) countries here at Virginia Tech. Minutes for the UCIA meetings can be found online at: http://www.outreach.vt.edu/VP/CommissionsAndCommittees/ucia/uciaminutes.html.

8. Commission Board Member Comments
   Dave Close made the call for comments; Ian talked about committees having a filter when reviewing applications for the awards; some faculty see the awards process as a hassle.

   Roberto Leon asked why the DAAD English exam in Germany was not valid for J-1 applicants. Ian indicated that the Virginia Tech Admissions office bases the criteria on certain acceptable tests, but does not recognize the DAAD test. The best test is the SKYPE interview. Discussion included Graduate Admissions accepting the test, Ian indicated he would have to check into it.

   A motion to adjourn was made, seconded, all in favor; adjourned at 4:34 p.m.

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

TENTATIVE MEETING DATES FOR 2016-2017
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

- March 16, 2017
- April 20, 2017
- May 11, 2017
New Business

Chairman Sebek presented for first reading of a Resolution on Amendment to the Staff Senate Constitution regarding defining a circumstance when a senator could be removed from office and also defining an unacceptable absence from staff senate meetings as being missed without advance notice sent to the Senate Secretary.

A clarification was requested from the floor regarding the need for the Commission to approve such a Resolution. Chair Sebek explained that it was upon guidance from university administration the CSPA would need follow the prescribed procedure for presenting the Resolution to the University Council.

A second reading of the Resolution will take place during the CSPA’s January meeting and a vote for approval will be taken. With no further new business being offered by the commission members, the meeting was moved to adjourn.

Next Meeting

1/24/2017 2:00 PM, Human Resources Conference Room
Chairman Sebek adjourned the Commission at 2:10PM.

Respectfully Submitted,
Mary Helmick
Vice Chair, Commission on Staff Policies and Affairs

Attachment: First Reading of State Senate Resolution to Amend Constitution
RESOLUTION ON AMENDMENT TO STAFF SENATE CONSTITUTION
Commission on Staff Policies and Affairs
Resolution 2016-17A

Approved, Staff Senate: September 15, 2016
First Reading, Commission on Staff Policies and Affairs: December 20, 2016
Second Reading, CSPA: January 24, 2017
First Reading, University Council: February 6, 2017
Second Reading, University Council: February 20, 2017
Approved, President:
Approved, Board of Visitors:
Effective Date: On Approval

WHEREAS, participation by Staff Senators in the senate’s meeting and activities plays an important role in the communication of senate business to staff; and

WHEREAS, the Policies and Issues standing committee of the Staff Senate has identified clarifications needed in the circumstances when a senator can be removed and for the definition of an unacceptable absence; and

WHEREAS, the Staff Senate’s current constitution refers to absences occurring during a calendar year while the Senate conducts itself during academic years; and

WHEREAS, the Staff Senate’s current constitution does not define an unacceptable absence;

THEREFORE BE IT RESOLVED, that Article 5, section E of the Virginia Tech Staff Senate Constitution be amended as follows: [Current language italicized]

5. Term of office

A. Term of office for Staff Senators will be three years. Each term will begin July 1. Terms shall be staggered to permit election of approximately one-third of the Senate body each year.

B. Transfer of a member from one staff association to another shall result in the replacement of that individual by the elected alternate until the staff association designates a permanent replacement.

C. Movement of a member from one occupational classification to another or from Classified Staff to University Staff within the same staff association shall not affect his/her unexpired term on the Staff Senate.

D. A senator may be reelected. The respective Staff Associations may establish any limit on the number of terms that may be served. Under no circumstances shall the maximum number of terms be limited to less than two. There are no restrictions on serving as an alternate.

E. Vacancies may occur as a result of death, termination of employment, transfer, retirement, resignation, or by a majority vote of the Staff Senate to remove a senator following three consecutive unacceptable absences from regular meetings during any calendar year. The senator’s term.

a. Unacceptable absence is a no show without advance notice sent to the Staff Senate Secretary.
F. The retiring President of the Staff Senate shall serve as an advisor to the Executive Committee for one year. If his/her elected term as a senator has expired, he/she shall serve as a non-voting member of the Staff Senate and Executive Committee.
Commission on Staff Policies and Affairs

Date | time 1/24/2017 2:00 PM | Meeting called to order by Chair Robert Sebek

Old Business

Chair Sebek presented the second reading to the committee of the Amendment to the Staff Senate Constitution (first reading, December 2016). Margaret Radcliffe moved to approve the Amendment, Seconded by Sue Teel, and Unanimously Approved by the CSPA Committee. Chair Sebek stated he would now notify University Council of the committee’s actions.

New Business

The Committee discussed a suggestion that an expectation be included in the performance plans of all employees that emphasizes the importance of “service to the university” for each staff member.

Another option being considered is a request to President Sands to present a memorandum to all staff supporting the importance for participation of “service to the university”.

Margaret Radcliffe reported that a survey would be sent out to AP Faculty asking for input regarding potential future professional development needs or requests. Historically, the committee had sponsored speaker events but due to previous low attendance, the committee was looking for other options for this year.

Next Meeting

1/24/2017 2:00 PM, Human Resources Conference Room
Chairman Sebek adjourned the Commission at 2:25PM.

Respectfully Submitted,

Mary Helmick

Vice Chair, Commission on Staff Policies and Affairs
UNIVERSITY ADVANCEMENT UPDATE

Commission on University Support
Thursday, February 16, 2017

Charles D. Phlegar
Vice President for Advancement

A Time of Change

• New Division
• New Leadership
• New Programs
• New Mission and Values
• New Moves
• New Goals
New Division and Leadership

• **Integration**
  • Alumni Relations
  • University Relations
  • University Development

• **Leadership Changes**
  • Tracy Vosburgh, Senior Assoc. VP for University Relations
  • Matt Winston, Senior Assoc. VP for Alumni Relations
  • Monecia Taylor, Associate VP for Principal Gifts
  • Mike Moyer, Associate VP for Colleges
  • John Torget, Assistant VP for Leadership Gifts & Annual Giving

New Programs

• **Principal Gifts**
  • Portfolio consists of significant percentage of Top 300 prospects
  • Focus on 7-figure prospects (generally $5M+)
  • 35% - 50% of annual gift income and campaign revenue from this group

• **Leadership Gifts**
  • Highlight ANNUAL participation
  • Emphasis on Current-Use Gifts
  • 1872 Society

• **Research**
  • GG+A Review
  • Evertrue
  • Address Marketing
New Mission

The Division of University Advancement is committed to informing, engaging, partnering with, and securing financial support from a diverse spectrum of audiences through integrated, strategically aligned communications, engagement programs, and philanthropic opportunities.

We build lifelong relationships that engage the time, loyalty, and intellectual and financial resources of individuals in support of Virginia Tech's aspirations, goals, and broader land-grant mission to serve society.

New Values

The Division of University Advancement endorses and is guided by the Principles of Community.

- We are committed to transparency, collaboration, and consistency in operations between the central offices and those in the colleges and units.
- We are firmly committed to an audience-centered approach in our communications, engagement, and philanthropic activities.
- We are committed to a performance-based culture of excellence and accountability as a means of reaching our organizational goals and the personal and professional development goals of our staff.
- We will strive for continuous program innovation that will support the university's goals and leadership position in higher education.
Five Advancement Questions

1. How does this project/process align with the mission and values of the Advancement Division?

2. Which key Advancement audiences will this project/process reach?

3. Which strategic Advancement goals does this help achieve?

4. Does the return on investment (including budget dollars and employee time) justify the allocation of Advancement resources on this effort?

5. Who in the Advancement division should be lead on this and who else should be involved based on the strategic goals this is helping accomplish?

ADVANCEMENT DIVISION PROGRESS
YEAR ONE
(July 2015-June 2016)

• Exceeded the $100M mark in both Private Gift Income (Cash) and in New Gifts and Commitments

  • $101.5M in Cash
  • $100.4M in New Gifts and Commitments
Fiscal Year 2017 Fundraising Progress (to date)

• For the period July 2016 through January 2017:
  • $67.9M in Cash
  • 14.8% increase over this same period last year
  • $75.33M in New Gifts and Commitments
  • 34% increase over this same period last year

RETURN ON INVESTMENT
TOTAL PRIVATE SUPPORT (CASH, FY13-FY15 AVERAGE)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Private Support (Cash)</th>
<th>Total Advancement Expenditures</th>
<th>Total Advancement FTE</th>
<th>Total Advancement Cost per Dollar Raised</th>
<th>Return on Investment</th>
<th>Net Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>$213.89M</td>
<td>$35.29M</td>
<td>287.8</td>
<td>$0.16</td>
<td>$6.06</td>
<td>$178.60M</td>
</tr>
<tr>
<td>North Carolina</td>
<td>$292.09M</td>
<td>$40.82M</td>
<td>300.0</td>
<td>$0.14</td>
<td>$7.16</td>
<td>$251.27M</td>
</tr>
<tr>
<td>Ohio State</td>
<td>$329.80M</td>
<td>$58.23M</td>
<td>419.8</td>
<td>$0.18</td>
<td>$5.66</td>
<td>$271.57M</td>
</tr>
<tr>
<td>Penn State</td>
<td>$209.20M</td>
<td>$53.93M</td>
<td>386.9</td>
<td>$0.26</td>
<td>$3.87</td>
<td>$155.21M</td>
</tr>
<tr>
<td>Toronto</td>
<td>$170.23M</td>
<td>$44.24M</td>
<td>302.4</td>
<td>$0.26</td>
<td>$3.85</td>
<td>$128.00M</td>
</tr>
<tr>
<td>UCLA</td>
<td>$441.04M</td>
<td>$82.02M</td>
<td>584.1</td>
<td>$0.19</td>
<td>$5.38</td>
<td>$359.02M</td>
</tr>
<tr>
<td>Virginia</td>
<td>$230.13M</td>
<td>$57.26M</td>
<td>403.5</td>
<td>$0.25</td>
<td>$4.02</td>
<td>$172.87M</td>
</tr>
<tr>
<td>Washington</td>
<td>$423.27M</td>
<td>$57.78M</td>
<td>504.7</td>
<td>$0.14</td>
<td>$7.35</td>
<td>$365.50M</td>
</tr>
<tr>
<td>Mean</td>
<td>$288.22M</td>
<td>$55.54M</td>
<td>398.6</td>
<td>$0.20</td>
<td>$5.17</td>
<td>$232.68M</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>$83.83M</td>
<td>$24.31M</td>
<td>198.67</td>
<td>$0.29</td>
<td>$3.45</td>
<td>$59.52M</td>
</tr>
</tbody>
</table>

Source: Self-reported
Notes: North Carolina did not report Alumni Association dollars of FTE, resulting in lower expenditures and FTE. They have been removed from the means on this chart.
Key Advancement Priorities

CURRENT PRIORITIES

Health Sciences & Technology Corridor ($100M)

Intelligent Infrastructure ($25M)

Global Business Analytics Complex ($75M)

Honors College ($100M)

Inclusion & Diversity Scholarships (130 @ $6,000 | $5,000 | $3,000 annually)

High Achiever Scholarships (200 @ $13,000 | $7,000 | $4,000 annually)
Short-Term Goals

- Raise $100M in cash and $115M in NG&C
- Open Advancement Office in Northern Virginia/DC Area
- Complete Office Moves (Univ. Relations to UGC; Special Events to Alumni Center)
- Develop College/Unit Goals and Priorities and write case for support
- Advancement Advisory Boards (12-24 members; 100% participation)
- Crowdfunding Program
- Tiered Chapters Program
- Launch Blackbaud CRM Database

Short-Term Goals, continued

- Brand Refresh
- Expand Culture of Philanthropy
- Grow Young Alumni Engagement
- Portfolio Review and Market Segmentation Strategies
- 22% Participation by 2022: Annual fund asks, athletic support, senior gift, young alumni, RSOs
- Finalize Campaign Plan
CAMPAIGN TIMELINE

July 2017 – July 2027

- Silent Phase (July 2017 – June 2019)
- Campaign Kickoff and Public Phase Launch (October 2019)
- Sesquicentennial (July 2021-December 2022)
- Campaign Celebration (July 2027)

Questions??

Charlie Phlegar
Vice President for Advancement
540-231-7676
cphlegar@vt.edu