UNIVERSITY COUNCIL MEETING
September 17, 2018
3:00 p.m.
1045 Pamplin Hall
AGENDA

1. Adoption of Agenda
   Dr. Cyril Clarke

2. Announcement of approval and posting of minutes of May 7, 2018
   Dr. Cyril Clarke

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

3. Reports from Commission Chairs
   Dr. Cyril Clarke
   - Commission Chair Briefings
     - Commission on Administrative and Professional Faculty Affairs
     - Commission on Equal Opportunity and Diversity
     - Commission on Faculty Affairs
     - Commission on Graduate Studies and Policies
     - Commission on Outreach and International Affairs
     - Commission on Research
     - Commission on Staff Policies and Affairs
     - Commission on Student Affairs
     - Commission on Undergraduate Studies and Policies
     - Commission on University Support

   Ms. Monika Lawless
   Ms. Kimberley Homer
   Mr. Bob Hicok
   Dr. Rajesh Bagchi
   Dr. Brett Shadle
   Ms. Ginny Pannabecker
   Ms. Tammie Smith
   Ms. Louise Raran
   Dr. Mary Kasarda
   Dr. Jonathan Bradley

4. New Business
   Dr. Cyril Clarke
   - Commission on Graduate Studies and Policies
     Resolution CGSP 2018-19A
     Resolution to Establish a Master of Science Degree in Nutrition and Dietetics

   - Commission on Staff Policies and Affairs
     Resolution CSPA 2018-19A
     Resolution to Remove Board of Visitors Approval for Changes to the Staff Senate Constitution

   Dr. Rajesh Bagchi
   Ms. Tammie Smith

5. Announcement of acceptance and posting of Commission Minutes
   Dr. Cyril Clarke
   These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

   Commission on Administrative and Professional Faculty Affairs
   April 11, 2018
   May 9, 2018

   Commission on Equal Opportunity and Diversity
   September 15, 2017
   November 9, 2017
   March 19, 2018
   April 9, 2018

   Commission on Graduate Studies and Policies
   April 18, 2018
   May 2, 2018
Commission on Outreach and International Affairs
April 19, 2018
May 10, 2018

Commission on Research
April 11, 2018

Commission on Staff Policies and Affairs
November 28, 2017
January 23, 2018
February 27, 2018
March 27, 2018

Commission on Undergraduate Studies and Policies
April 23, 2018

6. Presentation
Meet the New Senior Vice President for Operations and Administrations and Learn about his Vision for Virginia Tech

Dr. Dwayne Pinkney

7. Presentation
Climate Survey Update

Mr. Ross Mecham

8. Adjournment

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


**Absent:** Michael Friedlander, Theresa Mayer, Steve McKnight, Bryan Brown, Bob Hicok, Anita Puckett, David Tegarden, Chris Lawrence, Yan Jiao, LaTawnya Burleson, Brian Huddleston, Katrina Loan, Teresa Lyons, Michele Waters, Alexandra Hyler, Rex Willis, & Robert Sebek

**Guests:** Kai Baisden, Tom Bluestein, Doris Brown, Jason Chavez, Sam Cook, Shoa Deese, Melissa Faircloth, Nathalie Groot, Moe Hey, Rachel Holloway, Kimberly Homer, Bill Huckle, Isaiah Johnson, Qualla Ketchum, Erin Lavender-Stott, Jordon Lozoma, Prateek Mishra, Alexa Parsley, Ellen Plummer, Marcy Schnitzer, Catherine Setaro, Christina Shammas, Rick Sparks, Caylin Stewart, Nizhoni Tallas, Aizlinn Tyrie, Stacey Wilkerson, & Amariah Williams

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. **Moment of Silence for President Emeritus Dr. Charles Steger who passed away May 6, 2018**

   After the moment of silence, Dr. Sands mentioned some of Dr. Steger’s accomplishments while he was president at Virginia Tech. Dr. Sands stated that Dr. Steger’s term was characterized by several really bold moves that he himself would not take on lightly or even pursue. These bold moves have shaped Virginia Tech that we know now.

3. **Announcement of approval and posting of minutes of April 16, 2018**

   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).

4. **Old Business**

**Commission on Equal Opportunity and Diversity**

Resolution CEOD 2017-18A

Resolution to Modify Caucus Criteria for Representation on the Commission on Equal Opportunity and Diversity
Dr. Deyu Hu presented the resolution for second reading and made a motion to approve. The motion was seconded, and the motion passed.

**Commission on Equal Opportunity and Diversity**

Resolution CEOD 2017-18B
Resolution to Modify the Membership of the Commission on Equal Opportunity and Diversity (CEOD)

Dr. Deyu Hu presented the resolution for second reading and made a motion to approve. The motion was seconded. There were two small revisions made to the resolution after the first reading. The first revision was to add “Organizations and Caucuses” as a category for one section of the membership in order to differentiate this group from the ex officio members. The second revision was to add back the third at-large-member and specify that the at-large members will consist of one undergraduate student representative, one graduate student representative, and one faculty/staff representative. A vote was taken, and the motion passed.

**Commission on Graduate Studies and Policies**

Resolution CGSP 2017-18A
Resolution to Incorporate an Inclusion and Diversity Education Component into Graduate Education

Dr. Kevin Edgar presented the resolution for second reading and made a motion to approve. The motion was seconded. A friendly amendment was made to change the “Therefore Be It Resolved,” statement to read as follows: “that all degree seeking graduate students (with the exception of professional students in DVM and MD unless also pursuing a graduate degree simultaneously)...” in order to clarify that the requirement would apply only to degree-seeking students. After the first reading there was feedback given with concerns regarding the time it will take for faculty to implement and deliver this component. The appendix has been modified to specify courses and workshops that the Graduate School offers that can fulfill this requirement if the department does not wish to design their own course. A vote was taken and the resolution passed, as amended.

**Commission on Graduate Studies and Policies**

Resolution CEOD 2017-18C
Resolution to Revise the Graduate Honor System Constitution

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

4. **New Business**

Note: University Council By-laws state that University Council may approve a request for first reading and action on a resolution at its last meeting of the academic year by a vote of three-fourths of the membership present.

**Commission on Faculty Affairs**

Resolution CFA 2017-18A
Resolution to Revise Faculty Handbook Section 3.2.2: Alumni Distinguished Professors

Dr. Jack Finney first made a motion for first reading and action (commonly referred to as “waiver of first reading”). The motion was seconded. A vote was taken and the motion for action passed. A motion was then made by Dr. Finney to approve the resolution itself. The current Alumni Distinguished Professors (ADP) definition and selection criteria are too restrictive and may curtail the diversity of candidates that Virginia Tech might wish to put in an ADP position. This began a workgroup of current ADPs that looked at the entire description of ADPs and this resolution is the final product of that workgroup. The general shift is toward
contributions made to a global land grant university. The motion to approve the resolution was seconded, and the motion passed.

**Commission on Undergraduate Studies and Policies**

Resolution CUSP 2017-18U

Resolution to Approve New Major, Nanomedicine, in Bachelor of Science in Nanoscience

Dr. Dean Stauffer first made a motion for first reading and action (commonly referred to as “waiver of first reading”). The motion was seconded, and the motion passed. A motion was then made by Dr. Stauffer to approve the resolution itself. This is a relatively new degree that currently has a major in Nanoscience. Nanomedicine will be the second major within the Nanoscience degree. Having this major will continue to put Virginia Tech in the forefront of the Nanoscience arena. This major will be a precursor to medical school. The motion to approve the resolution was seconded, and the motion passed.

**Commission on Undergraduate Studies and Policies**

Resolution CUSP 2017-18V

Resolution to Amend Implementation for the Pathways General Education Curriculum to Extend Pathways Ad Hoc Review Committee

Dr. Dean Stauffer first made a motion for first reading and action (commonly referred to as “waiver of first reading”). The motion was seconded, and the motion passed. A motion was then made by Dr. Stauffer to approve the resolution itself. An ad hoc review committee was established to last two years to review Pathways courses coming forward. It is anticipated that there will be an additional 50 new proposals for Pathways that will need to be reviewed. This resolution will extend the ad hoc committee from two to three years in order to handle the additional 50 proposals. There is a process in place to review new proposals after the initial wave of proposals have been reviewed. A motion was made to approve the resolution. The motion was seconded, and the motion passed.

**University Council**

Resolution UC 2017-18C

Resolution to Observe Indigenous People’s Day

As an individual member of University Council (not representing a commission), Dr. Deyu Hu first made a motion for first reading and action (commonly referred to as “waiver of first reading”). The motion was seconded. Virginia Tech is a land grant institution and the land that Virginia Tech sits on used to belong to the Native Americans. Until 1963, Native Americans were discouraged from obtaining public education. There are currently 48 Native American students at Virginia Tech, and 14 Indigenous communities are represented. This resolution will help to cultivate a positive and welcoming environment for Indigenous students by designating the second Monday of October (which coincides with Columbus Day) every year as Indigenous People’s Day at Virginia Tech. Dr. Cyril Clarke indicated that he was in support of the intention of the resolution, but he feels more time and consideration is needed for appropriate review and discussion of this issue and for that reason the waiving of the first reading is not appropriate at this time. Unlike the previous three resolutions for which a waiver of first reading was approved, this resolution was not brought through a commission so the request has not been through the full shared governance process. Dr. Hu indicated that the Commission on Equal Opportunity and Diversity met earlier in the day and is in support of this resolution. After lengthy discussion regarding this resolution and concerns about process, a vote was taken on the waiver of the first reading and the vote was defeated with only six members voting in favor of the waiver of the first reading. President Sands will issue a Presidential Policy Memorandum to recognize Indigenous People’s Day at Virginia Tech on October 8, 2018. This will allow a new resolution to be brought forward next year through the regular shared governance process with ample time for review and discussion of the proposal for an annual recognition of Indigenous People’s Day.
5. **Announcement of Approval and Posting of Commission Minutes**

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

- Commission on Faculty Affairs  
  April 13, 2018

- Commission on Graduate Studies and Policies  
  April 4, 2018

- Commission on Research  
  March 14, 2018

- Commission on Undergraduate Studies and Policies  
  April 9, 2018

6. **Presentation**

Mr. Dwight Shelton, Mr. Chris Yianilos, & Ms. Elizabeth Hooper presented a federal and state legislative update (attached).

7. **Adjournment**

There being no further business, a motion was made to adjourn the meeting 4:45 p.m.
Review of 2018 Legislative Session
May 7, 2018

CHRIS YIANILOS
EXECUTIVE DIRECTOR OF GOVERNMENT RELATIONS

ELIZABETH HOOPER
DIRECTOR OF STATE GOVERNMENT RELATIONS

DWIGHT SHELTON
INTERIM SENIOR VICE PRESIDENT FOR OPERATIONS AND ADMINISTRATION, VICE PRESIDENT FOR FINANCE AND CFO

Overview

- Federal Legislative Update
- General Assembly Legislative Update
- 2018-20 State Budget Update
  - Background and Current Events
  - Budget Actions
  - Timeline
Federal Legislative Update

Federal Agencies Affected by the Administration’s Proposed Budget

-31% 
-29% 
-21% 
-21% 
-18% 
-16% 
-14% 
-13% 
-13% 
-12% 
-6% 
-5% 
-4% 
-4% 
-1% 

Environmental Protection Agency
State Department
Agriculture Department
Labor Department
Department of Health and Human Services
Commerce Department
Education Department
Department of Housing and Urban Development
Transportation Department
Interior Department
Energy Department
Small Business Administration
Treasury Department
Justice Department
NASA
Department of Veterans Affairs
Department of Homeland Security
Defense Department
General Assembly Legislative Update

Legislation that FAILED TO PASS included:

- Student Housing (HB658) – prohibited requiring students, outside of ROTC, to live on-campus
- Higher Education Funding (HB982) – re-based state funding around a new (yet undefined) set of performance metrics.
- Restructuring Review (HJ80) – called for a JLARC review of Level III management agreements
- Public Comment (HB1473/SB824) – required opportunity for public comment prior to any governing board vote on tuition and fee increases.
- Tuition Cap Legislation – several bills would have limited institutional authority to set tuition rates:
  - Four-year ‘class cap’ on tuition increases for each incoming cohort
  - Capping increases at various indices like the CPI or National Average Wage Index.
  - Required discounts for first responders, in-state tuition for National Guard
- Legislation impacting pricing will be studied by the Joint Subcommittee on the Future Competitiveness of Higher Education prior to the 2019 session.

General Assembly Legislative Update

Legislation that PASSED included:

- Student Directory Information (HB1/SB512) – Places requirements around the release of student directory information.
- Dual Enrollment (HB3) – requires SCHEV and each public institution to establish:
  - Quality standards for dual enrollment courses.
  - Process to certify these courses as universal transfer courses that satisfy requirements at any public institution.
- Campus Free Speech (HB344) – Requires the institution to develop policies and materials related to campus free speech, annually report on such policies, and make the Commonwealth aware of free speech complaints filed in court.
- Open Educational Resources (HB454) – Directs the Board of Visitors to develop guidelines for the adoption and use of low-cost and no-cost Open Educational Resources.
- Substance Abuse Advisory Committee (HB852/SB120) – Creates statewide Advisory Committee to develop strategic plan for substance use education, prevention, and intervention at Virginia’s institutions of higher education.
- 911 Regional Authority (HB1500/SB821) – Virginia Tech and three participating localities may develop funding formula based on usage data.
- Cat and Dog Category E Research (SB28) – Prevents the Commonwealth from funding any medically unnecessary category E research using cats or dogs.
- Student Loan Information (SB568) – Requires institutions to provide estimated loan repayment amounts to students each year.
2018-20 State Budget Update

September 2017

- Governor provided opportunity for limited agency operating budget requests
- University submitted the 2018-24 Six-year Capital Plan
- University submitted nine requests for consideration in Governor’s Executive Budget

December 2017

<table>
<thead>
<tr>
<th>Executive Budget Results: dollars in millions</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restoration of Restructuring-related Financial Benefits (E&amp;G Interest Earnings and Credit Card Purchase Rebate)</td>
<td>$0.7</td>
<td>$0.7</td>
</tr>
<tr>
<td>Undergraduate Student Financial Aid Increase</td>
<td>0.5</td>
<td>1.6</td>
</tr>
<tr>
<td>Maintenance Reserve funding Increase</td>
<td>3.9</td>
<td>3.9</td>
</tr>
</tbody>
</table>

2018-20 State Budget Update

Environment:

- The economic climate in the state has steadily improved. There was cautious optimism that the state would outperform revenue estimates.
- Continued uncertainty due to federal budget and impact of federal tax reform on state revenue.
- S&P gave Virginia a “negative outlook” due to lack of reserve and structural imbalance

University Budget Amendments to House and Senate:

- Enrollment Growth
- Research – Health/Life Sciences, Cybersecurity, Decision Sciences and Data Analytics, Autonomous Systems
- Unique Military Activities Support
- Agriculture & Natural Resources Industry Initiative (Agency 229)
- VTCRI Biosciences Addition – Equipment and Furnishings
- Planning for the Data Analytics and Decision Sciences Building
- Planning for the Randolph Hall Renovation/Replacement
## 2018-20 State Budget Update

### Executive and Money Committees’ Budgets

**Incremental General Fund – dollars in millions**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>University Division E&amp;G (Agency 208)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Growth</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2.6</td>
<td>$ 5.2</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Restoration of Interest Earnings/CC Rebate</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Subtotal University Division E&amp;G</td>
<td>0.7</td>
<td>0.7</td>
<td>3.3</td>
<td>5.9</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Undergraduate Student Financial Aid</td>
<td>0.5</td>
<td>1.6</td>
<td>0.5</td>
<td>1.6</td>
<td>0.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Unique Military Activities</td>
<td>-</td>
<td>-</td>
<td>0.3</td>
<td>0.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Maintenance Reserve Support</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total University Division</strong></td>
<td><strong>$ 5.1</strong></td>
<td><strong>$ 6.2</strong></td>
<td><strong>$ 8.0</strong></td>
<td><strong>$ 11.7</strong></td>
<td><strong>$ 4.8</strong></td>
<td><strong>$ 5.4</strong></td>
</tr>
</tbody>
</table>

Totals exclude technical adjustments for current year costs totaling $6.7 million, which are required to bring the university budget into alignment with the state as of July 1, 2018, and are not new resources. Totals also exclude state funding for proposed compensation and benefit adjustments in the new biennium.

### VCE/VAES Division E&G (Agency 229)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Operation &amp; Maintenance of New Facilities</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 0.5</td>
<td>$ 0.5</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Soil Scientist Assistance Program</td>
<td>-</td>
<td>-</td>
<td>0.2</td>
<td>0.2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total VCE/VAES Division</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ 0.7</strong></td>
<td><strong>$ 0.7</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
</tr>
</tbody>
</table>

Totals exclude technical adjustments for current year costs totaling $2.1 million, which are required to bring the university budget into alignment with the state as of July 1, 2018, and are not new resources. Totals also exclude state funding for proposed compensation and benefit adjustments in the new biennium.
## 2018-20 State Budget Update

### Compensation & Benefits Summary

<table>
<thead>
<tr>
<th>NGF Resource Requirement:</th>
<th>University Division (Agency 208) is expected to share approximately 60% of the cost in E&amp;G programs, and 100% of the cost in Auxiliary and Sponsored Programs.</th>
<th>CE/AES (Agency 229) is expected to share approximately 5% of the cost in E&amp;G programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>2% increase, December 1, 2019</td>
<td>2% increase, June 10, 2019</td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>2% increase, December 1, 2019</td>
<td>3% increase, June 10, 2019</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>Employee share of increase funded by state/university</td>
<td>No change to traditional employee/employer share of increase.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employee share of increase funded by state/university</td>
</tr>
</tbody>
</table>

### 2018-20 State Budget Update

#### Capital Projects Funding Summary

**Proposed General Fund Support – dollars in millions**

<table>
<thead>
<tr>
<th>Replace Hampton Roads AREC</th>
<th>Executive</th>
<th>House</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>Funded*</td>
<td>-</td>
</tr>
<tr>
<td>VTCRI Biosciences Addition – Equipment and Furnishings</td>
<td>-</td>
<td>$ 6.1</td>
<td>$ 6.1</td>
</tr>
</tbody>
</table>

*Project included in construction pool in House Budget. Funding amount is not yet known.*
2018-20 State Budget Update

Commonwealth Cyber Initiative (CyberX)

- **House Budget** – provides $50 million to develop an engine for research, innovation, and commercialization of cybersecurity technologies.
  - Virginia Tech would serve as the anchoring institution, or “Hub”, in Northern Virginia.
  - Institutions throughout the Commonwealth would participate as “Spokes”.
  - Goal to attract investment and grow talent pipeline in cyber workforce.
  - Proximity is crucial for developing knowledge clusters and innovation ecosystems
    - Facilitates collaboration between students, researchers, and firms to translate ideas into new products and services.

New Partnership Proposal and VBHEC* Outcomes Agreement Proposal

- **House Budget** – would direct the Joint Subcommittee on the Future Competitiveness of Higher Education in Virginia to identify policies and processes to align institutional programs and activities with strategic economic goals of the Commonwealth.
  - Focus on retaining human capital through internships, work-study, and other experiential learning opportunities
  - Language also directs the Joint Subcommittee to evaluate policies and practices related to affordability

- **Senate Budget** – would direct the Joint Subcommittee to develop individual outcome agreements with Level III institutions on goals, initiatives, and mutual expectations to advance strategic objectives of the Commonwealth.
  - Provides authority to Op-Six group to expedite development of pilot outcome agreements in 2018
  - Implementation of pilot agreement would need majority approval from members of the Joint Subcommittee
  - Could include enhanced enrollment autonomy in exchange for state goal achievement

*Virginia Business Higher Education Council
2018-20 State Budget Update

Statewide Internship Pilot Program

- **House Budget** – allows use of existing General Fund scholarship allocation for internships.
  - Prioritizes use for students in Data Science & Technology, Science & Engineering, Health Care, and Education
  - Grant must be matched equally with non-state funding (private partner) and/or by institution with private funds
- **Senate Budget** – provides $400,000 General Fund over biennium for pilot program.
  - Grants awarded on a competitive basis with criteria determined by SCHEV
  - Grant must involve a private sector partner and be matched equally by non-state funding
  - Designed to meet strategic workforce needs of the Commonwealth, support regional economic growth and diversification plans (GO Virginia), stimulate research and commercialization, and enhance job readiness

General Assembly Calendar

- Adjourned on March 10th
  - No final budget was passed
- Governor Northam called for an April 11th Special Session for General Assembly to complete work on the state budget
  - House reintroduced budget largely the same as original
  - Senate has yet to act: Finance Committee meeting scheduled for May 14
Discussion
WHEREAS, the Department of Human Nutrition, Foods and Exercise proposes a master’s degree administered from Blacksburg VA, and focused on preparing competent, graduate-trained registered dietitian nutritionists who are prepared to work in a variety of practice areas and contribute to advancing the professional practice; and

WHEREAS, the degree prepares students for careers in nutrition counseling, promotion of dietary guidelines and healthy dietary behaviors, and utilizing emerging evidence-based practices to develop interventions and programs with significant impact at the individual, community, and population levels. This includes employment as a registered dietitian nutritionist in hospitals and other health facilities, research centers, government agencies, non-profit organizations, schools, restaurants and other food-related retail outlets, and marketing and public relations firms; and

WHEREAS, the US population of elderly, obese, and patients with chronic disease has grown dramatically in the last 10-15 years, with a concomitant demand for additional professionals in the field qualified to reduce chronic diseases through food and nutrition with an emphasis on preventive care and personalized nutrition; and

WHEREAS, Virginia Tech is uniquely suited to offer such a degree program through its proven capacity to prepare professionals in this sector as evidenced by sustained enrollment in the award winning undergraduate dietetics degree program and the dietetics internship; and

WHEREAS, the preparation of future dietetics professionals is a natural fit with a public land-grant university serving the Commonwealth of Virginia, nation, and world community to improve quality of life; and

THEREFORE, BE IT RESOLVED, that the Master of Science Degree in Nutrition and Dietetics be established, effective Fall, 2019.
# Proposal for Revision, Discontinuation, or New Checksheets, Options, Concentrations, and Degrees

**General Information**

<table>
<thead>
<tr>
<th>Proposal Date</th>
<th>12/11/2017</th>
<th>15-Day Review End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>HNFE</td>
<td></td>
</tr>
<tr>
<td>Degree/Major (as applicable)</td>
<td>Master of Science Nutrition and Dietetics</td>
<td></td>
</tr>
<tr>
<td>□ Major</td>
<td>□ Minor</td>
<td>□ Option/Concentration</td>
</tr>
<tr>
<td>□ Graduate Certificate</td>
<td>□ University Concentration</td>
<td></td>
</tr>
<tr>
<td>Dean and/or Departmental Contact</td>
<td>Madlyn Fisard</td>
<td></td>
</tr>
<tr>
<td>Contact Phone</td>
<td>231-9994</td>
<td>Contact E-Mail <a href="mailto:firsadm@vt.edu">firsadm@vt.edu</a></td>
</tr>
<tr>
<td>Contact Mailcode</td>
<td>0430</td>
<td></td>
</tr>
</tbody>
</table>

Check **ONLY ONE** of the following boxes

- [ ] New Undergraduate Checksheet
- [ ] New Minor
- [ ] New Pathways Minor
- [ ] New Option
- [ ] New University Concentration
- [ ] New Concentration
- [ ] New Graduate Certificate
- [ ] New Degree

- [ ] Revised Checksheet  (Revision > 20%)
  - Attachment copy of current APPROVED checksheet
- [ ] Revised Minor
  - Attachment copy of current APPROVED checksheet
- [ ] Revised Pathways Minor
  - Attachment copy of current APPROVED checksheet
- [ ] Revised Option
  - Attachment copy of current APPROVED checksheet
- [ ] Revised University Concentration
  - Attachment copy of current APPROVED checksheet
- [ ] Revised Concentration
  - Attachment copy of current APPROVED checksheet
- [ ] Revised Graduate Certificate
- [ ] Discontinued Minor
  - Attachment Transition Plan
- [ ] Discontinued Pathways Minor
  - Attachment Transition Plan
- [ ] Discontinued Option
  - Attachment Transition Plan
- [ ] Discontinued University Concentration
  - Attachment Transition Plan
- [ ] Discontinued Concentration
  - Attachment Transition Plan
- [ ] Discontinued Degree
  - Attachment Transition Plan

**Effective Date**

**Graduating Class Of** 2020  
(List Year Only)

For all Checksheets  
(NEW and REVISED)

- Attach statement from Dean or Departmental Representative outlining the changes from the currently APPROVED Checksheet and method(s) of communication to students impacted by these changes.
- Attach appropriate letters of support from affected Departments and/or Colleges

Revised checksheets with 20% or less revision can be forwarded directly to the Office of the University Registrar (0134) for Administrative Approval. Supporting documentation should be attached.

**Revision Summary**

**Approval Signatures**

<table>
<thead>
<tr>
<th>Department Representative</th>
<th>[Signature]</th>
<th>Date</th>
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<tr>
<td>College Dean</td>
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Virginia Tech Degree Proposal
Master of Science Nutrition and Dietetics
(CIP: 51.3101 (Dietetics/Dietitian))

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

Program Description
Virginia Polytechnic Institute and State University (Virginia Tech) requests approval for a new Master of Science (MS) Degree in Nutrition and Dietetics to commence in the fall 2019 semester. This new degree will be housed within the Department of Human Nutrition, Foods, and Exercise (HNFE), located in the College of Agriculture and Life Sciences. Other programs and departments involved in sponsoring this request include the Department of Statistics, the School of Education Counselor Education Degree Program, and Carilion Clinic Dining and Nutrition Services. These joint efforts will enable the applied degree in Nutrition and Dietetics to fulfill its mission of preparing HNFE graduate-trained RDNs to be effective practitioners in a variety of positions as well as to advance professional practice.

Chronic diseases (heart disease, stroke, cancer, type 2 diabetes, obesity, and arthritis), are among the leading causes of morbidity and mortality in the United States and globally. As of 2012, about half of all adults—117 million people—had one or more chronic health conditions and in 2014 in the United States, the direct costs of medical treatment for these and other health conditions causally related to obesity and overweight totaled $427.8 billion. These lifestyle-related diseases, whose etiology, prevention and treatment are influenced primarily by diet, physical activity, and use of alcohol and tobacco products, impose a tremendous financial burden on the health care system. More importantly, the effects of these conditions could be effectively mitigated with the appropriate changes to the built environment and interventions that encourage population-wide behavioral change. However, in order for this to happen, there must be experts in the field in the areas of food and nutrition, dietary guidelines and dietary behaviors, nutrition counseling and behavior modification, nutritional pharmacology, nutritional genomics, food and nutrition policy, all of which are included as key competencies in the proposed graduate program in Nutrition and Dietetics.

The current pathway for individuals pursuing a career in the nutrition and dietetics field includes earning a minimum of a Bachelor’s degree, completing a Verification Statement from an Accreditation Council for Education in Nutrition and Dietetics (ACEND)-accredited program, completing 1200 hours or more of supervised practice from an ACEND-accredited program, passing the Commission on Dietetic Registration Examination for Dietitians, and following appropriate state laws that regulate the practice of dietetics. Currently, students must earn a Bachelor’s degree as well as a verification statement to be eligible to sit for the exam for dietitians. In 2012, the Academy of Nutrition and Dietetics’ Council on Future Practice recommended that the level of educational preparation for dietitians be elevated to a graduate level to provide a greater depth of knowledge and skills needed for future practice in the profession. As a result, in 2013 the Commission on Dietetic Registration changed the entry level registration eligibility education requirements for dietitians, beginning in 2024, from a baccalaureate

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1 https://www.cdc.gov/chronicdisease/overview/index.htm
degree to a minimum of a graduate degree. In response to this change, the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics, developed the Future Education Model (FEM), a new model for education in nutrition and dietetics with the purpose of advancing the profession and protecting the public. ACEND’s Future Education Model moves the educational preparation of entry level dietitian nutritionists to the graduate degree level and incorporates new competencies and standards designed to address areas where dietitians could benefit from advanced knowledge and skills.

In response to these needs and changes; and a desire by the faculty in the department to continue to evolve the dietetics offerings at VT, the Department of Human Nutrition, Foods and Exercise in the College of Agriculture and Life Sciences has developed the Master of Science in Nutrition and Dietetics Degree Program to align with the new ACEND FEM graduate requirements. This coursework-only degree program with a planned start date of August 2019 is designed to prepare competent graduate-trained registered dietitian nutritionists (RDNs) who are prepared to work in a variety of practice areas and contribute to advancing professional practice. The program combines coursework with supervised experiential learning activities (supervised practice) to meet the ACEND’s FEM standards and will enable graduates of the program to be eligible to sit for the Commission on Dietetic Registration (CDR) RDN national registration exam.

The skill set for RDNs is based on evidence-informed practice, critical thinking and analysis, interpersonal communication, nutrition, and management skills. Dietitians must be prepared to manage the nutrition care of clients/patients, provide nutrition and health information, manage projects, develop and implement programs, lead interprofessional teams, conduct research, direct foodservice operations, and educate future dietetic professionals. Job settings and positions for Master degree prepared Registered Dietitian Nutritionists (RDNs) focus on medical nutrition therapy, food and nutrition research, client/patient counseling, community programming, food service operations, and population and global health programming and initiative development. Graduates are expected to be competitive for employment as a RDN in the following settings: hospitals, ambulatory care/outpatient clinics, group care facilities, long-term care facilities, home health, or hospice programs; research centers, government agencies, non-profit organizations, or schools (elementary, middle, high school, college, university); restaurants and cafeterias, food companies (including manufacturing and distribution), food service equipment and supply companies, pharmaceutical companies, grocery and other retail, commodity groups, or marketing and public relations firms. The proposed program is designed to prepare dietitians to work in these various settings.

Curriculum Summary

The Master of Science in Nutrition and Dietetics comprises 51 credits within the Department of Human Nutrition, Foods, and Exercise with support from the Department of Statistics and the School of Education Counselor Education Degree Program. A prescribed set of courses is required as part of the core program designed to achieve the competencies established in the ACEND FEM and to prepare HNFE graduate-trained RDNs to be effective practitioners in a variety of positions as well as to advance professional practice.
The core program will consist of courses comprising 31 credit hours in the following required courses: HNFE 5125G and HNFE 5126G Advanced Medical Nutrition Therapy (6), HNFE 5154 Research Methods in Nutrition and Physical Activity (3), STAT 5615 Statistics in Research (3), HNFE 5314 Business of Dietetics and Healthcare (3), EDCO 5214 Theories of Counseling and Consultation (3), HNFE 5344 Nutrition Counseling for Behavior Change (3), HNFE 5354 Food for Optimal Health (3), HNFE 5324 Public Health Nutrition Policies and Programs (3), HNFE 5334 Clinical Nutrition Care Applications (2), HNFE 5304 Principles of Dietetics and Nutrition Practice (1), and HNFE 5464 Professional Practice in Nutrition and Dietetics (1). The coursework has been designed to provide the foundation necessary for students to be able to achieve the standards and competencies outlined in the future education model. After successfully completing the laddered coursework, students will have developed the knowledge and skills necessary to be able to enter into the required 20 credits of supervised experiential learning in clinical, management, and community settings.

Relevance to University Mission and Strategic Planning

The Virginia Tech Mission Statement states, “Virginia Tech is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.”

The mission of the college of Agriculture and Life Sciences is to create, integrate, and share knowledge to enhance: Life sciences, food, and agricultural systems, the economic prosperity and life quality of the greater community, the stewardship and health of land, water, and air for future generations, and student learning through diverse, hands-on, experiential opportunities. The mission of the Department of Human Nutrition, Foods and Exercise is to discover, translate, and disseminate health-related advances in the nutrition, food, and exercise sciences.

The program’s mission of preparing HNFE graduate-trained RDNs to be effective practitioners in a variety of positions as well as to advance professional practice aligns well with the missions of Virginia Tech, CALS, and HNFE. Preparation of future dietetics professionals is a natural fit with a public land-grant university serving the Commonwealth of Virginia, nation, and world community to improve quality of life. The university, college and department missions emphasize the discovery and sharing (dissemination) of knowledge to enhance student learning, communities, and environments, all characteristics of a successfully prepared dietetics program graduate. The MS Nutrition and Dietetics degree program fits well within the college mission areas related to life sciences, food, and life quality of the greater community as many program graduates will move forward into employment in these areas, and may pursue additional graduate programs (doctoral programs) and advanced certifications such as the Dietetics Board Certified Specialist in Sports Dietetics or Certificate of Training in Weight Management.

Improvement of health, well-being, and/or quality of life are specifically included in each mission statement, which is consistent with a career as a RDN. The theme of
advancement through discovery and hands-on learning is also consistent with the program’s mission of advancing professional practice with graduate trained RDNs. Outreach through service are key to Virginia Tech’s mission and to RDN’s as well. The MS Nutrition and Dietetics program can achieve successful preparation of students within a college with a mission valuing student learning through diverse, hands-on, experiential opportunities. The other organizational mission statements identify and place value on outreach, extension, and interdisciplinary efforts, all foundational components to dietetics practice. Through the innovative educational curricula, the use of experiential and service learning models to incorporate novel content with training and practice, unique collaborations with Carilion Clinic and other local and regional organizations, and the dissemination of evidenced-informed practice to the community, this new program is in direct alignment with Virginia Tech’s focus of teaching and learning, research and discovery, and outreach and engagement.

Finally, this new graduate degree in the Department of Human Nutrition, Foods and Exercise is ideally suited to contribute to two of Virginia Tech’s new thrust areas: 1) the Adaptive Brain and Behavior destination area, and 2) Health Science and Technology Innovation District, both of which are aimed at employing innovative, transdisciplinary, translational approaches to improve our understanding of the links between the adaptive brain and behaviors that affect metabolism and obesity, and overall human health across the lifespan.

**Justification for the Proposed Program**

The proposed Master of Science in Nutrition and Dietetics degree program is a direct response to the evolving needs of the healthcare and dietetics field. The degree will meet the new FEM requirements of entry level generalist dietitian nutritionists at a graduate degree level set forth by CDR, the credentialing agency for RDNs. This change from CDR was based on the expanding scope of practice for those working in the profession resulting in an emergence of many non-traditional practice settings for the field of nutrition and dietetics. The Master of Science in Nutrition and Dietetics at Virginia Tech will provide such training that will address these needs and lead its graduates to excellent job opportunities. The logic for the new degree is based on the following arguments.

1. **There is a need for master’s level graduate training in nutrition and dietetics to accommodate the expanding scope of practice of RDN’s.**

   The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is recognized by the United States Department of Education as a Title IV gatekeeper and operates to serve and protect students and the public by assuring the quality and continued improvement of nutrition and dietetics education programs. For the past 50+ years ACEND registered dietitian nutritionist (RDN) educational standards have required that individuals complete specified coursework and earn a minimum of a baccalaureate degree to be eligible to apply for and complete a 1200+ hour supervised practice dietetic internship. Once the supervised practice internship is successfully completed, an individual has achieved eligibility to sit for the Commission on Dietetic Registration (CDR) national Registration Examination for Dietitians. As the credentialing agency for
the profession of dietetics, CDR is charged with the establishment of registration eligibility requirements for its certifications. In April of 2013, the CDR Board voted to change the entry-level registration eligibility education requirements for registered dietitian nutritionists (RDNs), beginning in January 2024, from a baccalaureate degree to a minimum of a graduate degree. This decision was based on the recommendations of the Academy of Nutrition and Dietetics Future Practice and Education Task Force, along with professional practice audits. The task force identified areas where entry level RDNs could benefit from more advanced knowledge and skills including research and technological skills, behavioral counseling skills, ability to collaborate as part of an interdisciplinary team, prescriptive authority, case management, knowledge of coding and billing, nutritional genomics, nutritional pharmacology, and food and nutrition policy. Additionally, the changing landscape of health care systems, administration, and delivery in the United States have created the need to include additional core knowledge content in dietetics education.

In recent years, the scope of dietetics’ practice has expanded to include foci and settings beyond the traditional settings of acute and long-term clinical care, food service, and community and public health education and management. There is an increased focus in the health profession on disease prevention and integrative healthcare and the need for more knowledge in emerging areas such as genomics, telehealth, behavioral counseling, diet order writing, and informatics. As a result, this work requires that health care professionals work more interprofessionally with improved communication skills and an improved ability to understand the patient’s community and cultural ecosystem. A need for graduate level skills related to organizational leadership, project management, and communication has also been highlighted. Furthermore, practitioners need to be able to read, apply, interpret, and communicate scientific knowledge to their patients and the public.

The Accrediting Council for Education in Nutrition and Dietetics (ACEND) conducted a competency gap analysis to examine current RDN competencies and projected skills required for the successful future of RDNs and several themes emerged. It was determined that competency-based Master-level training could address gaps in skills such as nutritional genomics, telehealth, nutritional pharmacology, case management, behavioral counseling, prescriptive authority, coding and reimbursement, interprofessional work, evidence-based practice, and nutrition informatics. This resulted in the development of the future education model (FEM) designed to address these gaps in knowledge and skills related to the future of dietetics practice. The MS in Nutrition and Dietetics degree incorporates advanced training in the referenced skill gaps along

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7 Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners
with numerous other competencies and skills outlined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Future Education Model (FEM).

Additionally, as a result of a 2014 Centers of Medicare and Medicaid Services ruling, RDNs now have order writing privileges including diet orders for modified diets and medical nutrition therapy including vitamin/ mineral supplementation, enteral and parenteral nutrition and can order nutritional laboratory tests. A complex knowledge of pharmacotherapy is needed to carefully select and time medical nutrition therapy in patients also receiving medication therapy. These new skills and competencies require advanced training in the referenced areas.

Finally, the worldwide population is expected to exceed nine billion by the year 2050 and as a result the protection of natural resources and sustainable initiatives have been a significant focus to ensure the availability of safe and healthy food and water. This relatively new practice area for future nutrition and dietetics professionals requires focused knowledge, systems analysis, and environmental change strategies addressing quality, quantity, and safety on human, environmental, economic, and social health.

2. There is an increased demand for registered dietitian nutritionists.

According to an analysis conducted by the Lewin Group, a professional consulting firm, in conjunction with the Academy of Nutrition and Dietetics and Commission on Dietetics Registration, “if current supply factors and limitations persist there will be a shortfall between demand for services and the capacity of the dietetics workforce. By 2020, a projected shortfall of approximately 18,000 full-time workers (or more) may exist” 9. There are a variety of reasons for the increase in demand. An increase in the population of elderly, obese, and patients with chronic disease in addition to a greater number of insured individuals is part of the explanation. Emphasis on preventive care, personalized nutrition, an increase in disposable income, and expansion of RDN services to non-traditional venues may also be factors 10. Data from CDR also reveal that 51% of the approximately 81,000 RDNs credentialed in 2010 were 45 years or older, indicating that a substantial portion of the RDN workforce may be retiring within 10-20 years 11. The Master of Science in Nutrition and Dietetics will work toward a national professional goal of increasing the supply of RDNs.

In addition, the U.S. Bureau of Labor Statistics (2010) has projected a significant growth in demand for diabetes educators due to an expansion of federally qualified health centers and other community health centers 12. As RDNs are one of the few professions eligible to become “certified diabetes educators”, graduates of this program will be uniquely situated to serve many of these new roles.

3. The changing landscape of the medical health profession and professional degree maturation.

The medical and educational landscapes have changed greatly and continue to change. Over that time, the practice of medicine has become increasingly complex in three main areas: new knowledge (e.g. genetics and implications of therapy); new skills (e.g., use of information and medical technology); and professional attitudes, which are taking on greater importance in ensuring public trust in medical professionals. These increasing complexities have mandated curriculum reform and the development of objective assessment tools to measure student knowledge, skills and attitudes, as well as the need to prepare students to be self-directed critical thinkers who can adapt to changes in the field.

As a result of this change, a number of health professions have recently increased degree requirements including audiology, occupational therapy, pharmacy, physical therapy, and physician assistant. Furthermore, other health professions are considering increased degree requirements, such as dental hygiene. Dietetics professionals theorize that an advanced degree accompanied by enhanced competencies will impact responsibilities and scope of practice for RDNs in the workplace, reimbursement landscape, and in salary/compensation 13.

Student Demand

Evidence of student demand comes from two sources: 1) a survey of demand among Virginia Tech and Radford University undergraduate students and Virginia Tech Graduate Students, and 2) inquiries from prospective students.

Student Survey

In the spring and summer 2017, the Department of Human Nutrition, Foods, and Exercise conducted a survey of undergraduate students at Virginia Tech and Radford University and Graduate students at Virginia Tech. The survey was sent to undergraduate students taking courses in the dietetics option within the HNFE department at Virginia Tech, undergraduate students taking courses in the department of Health and Human Performance at Radford University, and students in the graduate program in the HNFE department and Virginia Tech. We focused on undergraduate students who were in the Dietetics option/ major at both universities and graduate students who were completing the undergraduate dietetics curriculum while in the graduate program in the HNFE department at Virginia Tech. A total of 34 undergraduate and graduate students completed the survey. Of these, 11 were graduate students, 13 were seniors, and 10 were juniors. Of the 23 seniors and juniors, 13 were very interested, 4 were moderately interested, and 6 were mildly interested in pursuing the degree if Virginia Tech offered a Master of Science (MS) in Nutrition and Dietetics. Seven of the 11 graduate students were very interested in pursuing the degree if Virginia Tech offered a Master of Science (MS) in Nutrition and Dietetics. Three graduate students stated they would not be interested in pursuing the degree if offered.

Inquiries from prospective students

The department began receiving inquiries from prospective graduate students about completing the undergraduate dietetics curriculum while completing a graduate degree in 2004. Students wanted to complete the dietetics curriculum simultaneous with the graduate program for the following reasons: 1) for a change in career path, 2) to provide necessary knowledge needed in the workplace, particularly for those with degrees in the health professions; 3) changes in accreditation requirements and new job positions requiring advanced degrees, and 4) to conduct nutrition related research and continue on to a PhD program. We have had about ~30 inquiries/year from 2004-2015. Since 2015, this has increased to ~80 per year.

**Market/Employer Demand**

All indications are that strong training in Nutrition and Dietetics will benefit the graduates in obtaining jobs. Employment demand was evaluated through web-based job searches, the Bureau of Labor Statistics (BLS), and the Virginia Employment Commission (VEC) and is summarized in Tables 1 and 2 below. The tables provide information on the relevant labor category, dietitians and nutritionists, which currently requires a Bachelor’s degree. As of 2024, a Master’s Degree will be required to be eligible to sit for the Dietetic Nutritionist National Registration exam. As a result, there will be an increased need for Master’s level training in Nutrition and Dietetics. The proposed program will directly respond to this increased need by providing graduate level training in Nutrition and Dietetics. Graduates of the proposed program will be eligible to sit for the CDR exam and for job positions as a RDN in various settings.

**Table 1. Degree-related employment projections 2016-2026 (U.S. Bureau of Labor Statistics)**

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<th>Occupational Title</th>
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<th>Employment 2016</th>
<th>Projected Employment 2026</th>
<th>Total Change</th>
<th>Percent Change</th>
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<td>68,000</td>
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**Table 2. Degree-related employment projections 2014-2024 (Virginia Employment Commission)**

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<th>Occupational Title</th>
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<th>Projected Employment 2024</th>
<th>Total Change</th>
<th>Percent Change</th>
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<tr>
<td>Dietitians and Nutritionists</td>
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<td>1375</td>
<td>1614</td>
<td>239</td>
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**Issues of Duplication**

There are no issues of duplication with the proposed program. To our knowledge, there are no other programs in the state designed to meet the ACEND FEM standards. There are four programs in the state that have programs with similar CIP codes (51.3101/51.3102). These include Hampton University, Virginia State University, Liberty University, and George Mason University. There is no publically available information on Hampton University’s program. Virginia State University’s program is a post-baccalaureate certificate program in nutrition and dietetics that allows students who have already earned a baccalaureate degree to take dietetics coursework in the ACEND
accredited undergraduate program. Liberty University offers two graduate degree programs: MPH – Nutrition, and MS, Exercise Science – Nutrition. George Mason offers a MS, Nutrition degree. These programs provide nutrition related coursework, however they are not designed or accredited to meet the current ACEND education standards or the FEM and therefore do not contribute to the pathway for students to be eligible to sit for the registration exam for dietitians.

While there are common courses among programs (medical nutrition therapy, nutrition counseling), Virginia Tech’s MS Nutrition and Dietetics degree program is specifically designed to meet the ACEND Future Education Model Accreditation Standards for Graduate Degree Programs. This includes incorporation and integration of graduate level coursework designed to address current gaps in competencies, with supervised experiential learning activities to achieve the required competencies. This program is also designed to include a compact, streamlined design which takes advantage of year-round course offerings (summer and winter semesters) to allow students to complete the program in 17 months. By designing the program to be completed in this fashion, students are able to take the registration exam for dietitians and enter the workforce in expedited time and with less financial burden. In addition, the program addresses nutrition counseling, disease prevention, genetics, integrative health care, evidence-based practice, coding and reimbursement, and other areas of dietetics practice recognized as having increased importance for the emerging RDN. Finally, this is the only such program in the Southwest Virginia Region. Therefore, the proposed program fills a growing need in the area.

Resource Needs/Savings

Virginia Tech, CALS, and the Department of Human Nutrition, Foods and Exercise have the resources needed to initiate and sustain the proposed MS degree program in Nutrition and Dietetics. The department will have the faculty, staff, equipment, space, and library resources to launch and maintain the proposed program. There are 13 students completing dietetics requirements as part of either the HNFE graduate program (9) or other graduate programs (4) in the university. It is expected that a percentage of these students would have completed the MS Nutrition and Dietetics degree had it been an option. However, this will not have a significant impact on these programs. In addition, some of the courses included in the proposed program will also be open to students in the current Human Nutrition, Foods and Exercise Master of Science and Doctoral degree programs. Finally, the proposed program is a professional degree program with students able to enter the workforce immediately upon graduation provided they pass the registered dietitian credential exam. As such, students will be expected to self-fund their program and therefore the program is expected to be self-sustaining. The proposed program allocates 1.0 FTE of instructional effort for every 7.0 FTE of enrollment. The proposed program will therefore require a total of 2.0 FTE of instructional effort in 2019-2020, rising to 3.5 FTE by the target year 2023-2024.

Five (5) faculty currently in the Department of Human Nutrition, Foods and Exercise will teach in the proposed program. Three faculty will dedicate 50% or more of their teaching load to the proposed degree program. This equates to 0.8 FTE in 2019-2020 and this will be maintained for the target year 2023-2024.

The Dean of the College of Agriculture and Life Sciences has committed resources for three additional faculty members who will be available to teach in the
proposed MS in Nutrition and Dietetics degree program. Two of the faculty members will be hired in 2017-2018. One faculty member will be a tenure track, Associate Professor level position who will serve as the Program Director. This individual will devote 30% of their time to the program. The second faculty member will be a 12-month instructor level position and will serve as the Assistant Director of the program and will devote 100% of their time to the program. The third faculty member will be a 9-month collegiate assistant level position and will devote 60% of their teaching load to the proposed degree program. This equates to 1.9 FTE in 2019-2020 and this will be maintained for the target year 2023-2024.

The Department is also collaborating with the Carilion Clinic (VT will support 40% of the position) in support of a supervised learning experiences site director who will assist the Assistant Director with all internship (HNFE 5754 Internship in Human Nutrition, Foods, and Exercise) content and curriculum. The program will devote .40 FTE for the program as this will be maintained for the target year 2023-2024.

Faculty from the Department of Statistics and the School of Education have agreed to teach required courses in the proposed degree program. It is anticipated that two faculty members (one from each department) will teach a required course as part of the already established curriculum. The program will require 0.20 FTE to initiate the program in 2019-2020 and this will be maintained for the target year. This equates to 0.4 FTE in 2019-2020 and this will be maintained for the target year 2023-2024.

An administrative assistant currently employed by the Department will support the proposed degree program. The program will require 0.50 FTE of classified support to initiate the program and this level of effort will remain constant through the target year 2023-24. Salary for the administrative assistant will be $20,000 and benefits $7,000.

No graduate assistants are necessary for the initiation or maintenance of this degree program.

Office furniture is already available for the new hires. In the initial year, equipment will be purchased by the department for the new hires. A computer system (~$2,000 per computer) will also be provided. The Department will allocate a total of $4,000 for these purposes.

No new library resources are needed for the initiation or maintenance of this degree program. A library catalog search located all of the top 10 impact journals publishing in Nutrition and Dietetics currently held by the Virginia Tech library.

New resources will be needed to provide telecommunications support for the new hires. Each of the new faculty members will be provided with a telephone system. The Department will allocate $1,000 to establish telephone service for the new hires.

No new space is needed to initiate and sustain the proposed degree program. Office space is available in the Department of Human Nutrition, Foods and Exercise for the new hires.

No other resources will be required to initiate or maintain this degree program and no new state resources will be required to sustain the proposed program.

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December 1, 2017

To: Members of Virginia Tech Governance:

We would like to offer our support for the new degree program, Master of Science in Nutrition and Dietetics. No additional resources are required for this course. The HNFE faculties have unanimously voted in support of this new degree program. The program has received preliminary approval from the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics.

Sincerely,

Matthew W. Hulver, PhD
Department Head, HNFE
Dear Colleagues,

As Program Leader of the Counselor Education program in the School of Education, I offer my support for the new MS in Nutrition and Dietetics degree program. I am willing to arrange a section of EDCO 5214: Theories of Counseling and Consultation for students in the new program as needed. I also approve the use of EDCO 5214 as a prerequisite for the course Nutrition Counseling for Behavior Change (HNFE 5344). If there is additional information I can provide in support of the program, please do not hesitate to ask.

Sincerely,

Laura E. Welfare, PhD, LPC, NCC, ACS
Associate Professor and Program Leader
Counselor Education
Virginia Tech
Blacksburg, VA 24061
Mobile: 540-819-7551
welfare@vt.edu
July 18, 2017

To whom it may concern:

This letter is written in support of the Department of Human Nutrition, Foods, and Exercise’s Master of Science in Nutrition and Dietetics. This new degree will require students to take either Biometry I (STAT 5605) or Statistics in Research I (STAT 5615). We currently have the capacity to support the expected 20 students who would take one of these courses each fall term.

It is important to note that STAT 5615 currently fills to capacity (250 students) every fall, so it will likely be more difficult for students to get into this class, but there is sufficient room in STAT 5605 to support the program. Also, we are now offering STAT 5615 in the summer with plenty of capacity to support these students.

That said, we are excited to be a part of this new educational initiative that promises to produce graduates with skills valuable to the advancement of human health and societal well-being. We offer our support to the program and we look forward to the opportunities for research collaboration between Department of Statistics faculty and the Human Nutrition, Foods, and Exercise faculty.

Sincerely,

[Signature]

R.D. Fricker, Jr.
Professor and Head
WHEREAS, the Constitution of the Staff Senate serves as a self-governing document; and

WHEREAS, changes reflected in the Constitution of the Staff Senate are served with sufficient oversight by University Council.

THEREFORE BE IT RESOLVED, that Article 10, number 6 of the Virginia Tech Staff Senate Constitution be amended as follows:

10. Amendments: The approval process of amendments to the Constitution shall be
   1. A proposal for an amendment must be submitted to the Executive Committee for review and clarification.
   2. A notice that an amendment is to be proposed must be given by the Executive Committee to all members of the Staff Senate at least thirty days before the meeting when the amendment will be proposed. The notice shall contain the proposed amendment in context or general nature of the matter.
   3. A proposed amendment may be discussed at the regular meeting the amendment is proposed.
   4. Proposed amendments shall not be voted on until at least one regular meeting after the introduction of the amendment.
   5. A proposed amendment shall first be approved by simple majority vote of the Staff Senate.
   6. Amendments to the Constitution shall become effective upon approval by a simple majority vote of the staff associations' voting members and by the University Council and President of the University and Board of Visitors.
Monika Lawless called the meeting to order at 1:30pm. A quorum was present.

**Note of Approval of Minutes from March 14, 2018 done electronically**

Ms. Lawless reported the minutes were sent out for review and were approved electronically. They have since been forwarded to the University Council.

**Old Business**

Ms. Lawless mentioned the fourth grievance this year was received and the grievability panel completed.

**New Business**

A presentation was made by Erin McCann, Director of Strategic Planning. A copy of the presentation will be distributed to members along with the meeting minutes. Questions or feedback should be directed to Ms. McCann.

Ms. Lawless noted that AY 2018-2019 CAPFA representative elections will be held April 16th-27th. A notice will be placed in VT News four times during those two weeks. All current members are encouraged to vote.

Next item of discussion were commission representative reports. No reports were made from other commissions.

The meeting concluded with an announcement of the next meeting to be held on May 9, 2018 at 1:30 PM.
Menah Pratt-Clarke
Vice President for Strategic Affairs

Strategic Planning Process Update
April 2018

Strategic Planning Process
Overview

- Beyond Boundaries Summary
- Strategic Planning Structure
- Common Foundation
- Strategic Framework Integration
- Proposed Mission, Vision, Core Values and Objectives
- Planning Process and Roadmap
- Next Steps
- Questions
What is Beyond Boundaries?

Beyond Boundaries is the foundation for a vision for Virginia Tech a generation into the future.
Why is Beyond Boundaries Important to Virginia Tech?

Beyond Boundaries is the foundation for a vision that provides a framework for Virginia Tech to:

- Be **nationally/internationally recognized** for excellence in academics, research, and innovation
- **Compete for top talent** across faculty, staff, and students
- **Expand** the breadth and depth of educational and experiential **opportunities through inclusion and diversity**
- **Address** continued **funding cuts and disinvestment** at federal and state levels
- Make a clear case for **philanthropy and public-private partnerships**
- Become more **operationally nimble** and **adaptable** to address industry changes and funding challenges
Guiding Components and Discovery Concepts of Beyond Boundaries

Campus of the Future
Determining future campus facility and infrastructure needs.

Global Land-Grant
Utilizing research and service to address complex global issues.

New Funding Models
Identifying new and diverse revenue sources for future growth.

Preparing Students
Creating innovative approaches to teaching and learning.

VT-Shaped Discovery
Purpose-driven engagement with a combination of disciplinary depth and interdisciplinary capacities.

Communities of Discovery
Advance organizational networks and engage the university in ideas that matter.

Nexus of Discovery
Living laboratory that projects Virginia Tech to the world and brings the world to Virginia Tech.
Current Initiatives

Destination Areas and Strategic Growth Areas

Advances Beyond Boundaries by combining existing academic and research strengths with innovative transdisciplinary teams, tools, and processes.

InclusiveVT

Virginia Tech’s institutional and individual commitment to Ut Prosim (That I May Serve) in the spirit of community, diversity, and excellence.

Campus Master Plan

Buildings and facility component of the strategic plan that serves as a road map for the physical future of campus.

Partnership for Incentive-Based Budget (PIBB)

Tool for supporting the strategic vision of the university through an incentive-based college-level budget process.
Strategic Planning Structure

Office for Strategic Affairs

- Steering Committee
  - Advisory Committee
    - Metrics and Rankings Subcommittee
    - Research Subcommittee
      - Data Analysis Workgroup
      - SWOT Analysis Workgroup
Leadership Team
Office for Strategic Affairs

Menah Pratt-Clarke
Vice President
for Strategic Affairs

Erin McCann
Director
for Strategic Planning

Patty Becksted
Assistant Director
for Strategic Planning

Agnes Porter
Program Administrator
for Strategic Affairs
**Leadership Team**

Steering Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Role</th>
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<tr>
<td>Matthew Holt</td>
<td>Professor and Head of Department of Agricultural and Applied Economics</td>
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<tr>
<td>Anne Khademian</td>
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<tr>
<td>Mallory Miller</td>
<td>Project Manager, Office of the Executive Vice President and Provost</td>
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<td>Benjamin Knapp</td>
<td>Director of the Institute for Creativity, Arts, and Technology</td>
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<tr>
<td>Theresa Mayer</td>
<td>Vice President for Research and Innovation</td>
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<td>Name</td>
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<tr>
<td>Catherine Amelink</td>
<td>Assistant Vice Provost for Learning Systems Innovation and Effectiveness</td>
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<tr>
<td>Kwame Harrison</td>
<td>Associate Professor of Sociology</td>
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<tr>
<td>Chelsea Corkins</td>
<td>Graduate Assistant, College of Agriculture and Life Sciences</td>
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<td>Tom Crawford</td>
<td>Professor and Chair of the Department of Geography</td>
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<td>Jennifer Case</td>
<td>Professor and Head of the Department of Engineering Education</td>
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<td>Jeff Earley</td>
<td>Associate Vice Provost for Finance</td>
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<td>Laura Hungerford</td>
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<td>Benjamin Jantzen</td>
<td>Assistant Professor of Philosophy</td>
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<td>David Guerin</td>
<td>Associate Vice Provost for Communications</td>
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<tr>
<td>Steve Holbrook</td>
<td>Professor and Head of the Department of Geosciences</td>
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<tr>
<td>James Harder</td>
<td>Project Research Specialist</td>
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Advisory Committee

Benjamin Knapp
Director of the Institute for Creativity, Arts, and Technology

Kenneth Wong
Associate Dean of the Graduate School, National Capital Region and Director of the Northern Virginia Center

Marcy Schnitzer
Assistant Provost for Diversity and Strategic Planning

Lisa Wilkes
Interim Vice President for Human Resources

Savita Sharma
Chief of Staff to the Vice President for Finance

Paige Talley
Student, College of Liberal Arts and Human Sciences

Angela Simmons
Assistant Vice President for Student Affairs

Nick Stone
Director of Operations for the National Capital Region

Karen Roberto
Director of the Institute for Society, Culture, and Environment

Brandon Lambert
Student, Pamplin College of Business

Mercedes Ramirez Fernandez
Associate Vice Provost for Strategic Affairs and Diversity

Tammie Smith
Business Operations Specialist

William Knocke
Professor and Program Coordinator, Department of Civil & Environmental Engineering

Matthew Holt
Professor and Head of Department of Agricultural and Applied Economics
Subcommittees
Metrics and Rankings

Lauren Bulka
Associate Director of Strategic Initiatives, National Capital Region Operations

Ronald Fricker
Professor and Head of the Department of Statistics

Luisa Havens Gerardo
Vice Provost, Enrollment Management

Jeff Earley
Associate Vice Provost for Finance

Marcy Schnitzer
Assistant Provost for Diversity and Strategic Planning

Mallory Miller
Project Manager, Office of the Executive Vice President and Provost

James Harder
Project Research Specialist

John Provo
Director of the Office of Economic Development

Savita Sharma
Chief of Staff to the Vice President for Finance

Lara Khansa
Associate Dean for Undergraduate Programs, Pamplin College of Business

Sylvester Johnson
Assistant Vice Provost for the Humanities

Vijay Singal
J. Gray Ferguson Professor of Finance
Subcommittees
Research

Ronald Fricker
Professor and Head of the Department of Statistics

Chris Barrett
Professor and Director, Biocomplexity Institute

Karen Roberto
Director of the Institute for Society, Culture, and Environment

Matthew Holt
Professor and Head of Department of Agricultural and Applied Economics

Theresa Mayer
Vice President for Research and Innovation

Steve Holbrook
Professor and Head of the Department of Geosciences

Tom Dingus
Director, Virginia Tech Transportation Institute

Lara Khansa
Associate Dean for Undergraduate Programs, Pamplin College of Business

Benjamin Knapp
Director of the Institute for Creativity, Arts, and Technology

Loy Van Crowder
Executive Director of the Office of International Research, Education, and Development

Cassandra Hockman
Communications Coordinator, Fralin (Administrative Support)

Sanjay Raman
Associate Vice President, Virginia Tech Research Center

Catherine Amelink
Assistant Vice Provost for Learning Systems Innovation and Effectiveness

William Knocke
Professor and Program Coordinator, Department of Civil & Environmental Engineering

Kenneth Wong
Associate Dean of the Graduate School, National Capital Region and Director of the Northern Virginia Center
Creating a Common Committee Foundation

- Review Beyond Boundaries
- Examine Current Strategic Plan
- Analyze Prior Strategic Plans
- Explore Academic and Administrative Units
Creating a Common Committee Foundation:
Retreat 1, January 10, 2018

- Pathways/VT Shaped/Experiential Learning/Destination Areas/Strategic Growth Areas (Rachel Holloway)
- Graduate Education, Interdisciplinary Graduate Education Programs (Karen DePauw)
- Student Affairs (Patty Perillo)
- Research Enterprise/Institutes/ Learning/Destination Areas/Strategic Growth Areas (Theresa Mayer)
- Master Plan (Jason Soileau)
- External Affairs & Outreach National Capital Region (Steve McKnight, Nick Stone)
- International and Outreach (Guru Ghosh)
- Roanoke and Health Science &Technology Center (Mike Friedlander)
- Financial Affairs (Tim Hodge, Ken Smith)
- InclusiveVT (Menah Pratt-Clarke)
Creating a Common Committee Foundation:
Retreat 2, January 26, 2018

- Corp of Cadets (Randy Fullhart)
- Human Resources (Lisa Wilkes)
- Information Technology (Scott Midkiff)
- Learning Systems and Destination Areas (Don Taylor)
- Library Services (Tyler Walters)
- University Relations (Tracy Vosburgh)
- Faculty Affairs (Jack Finney)
- Advancement (Charles Phlegar)
- Government Relations (Chris Yianilos)
Creating a Common Committee Foundation: Retreat 3, February 9, 2018

- Dean of Science (Sally Morton)
- Dean of Engineering (Julie Ross)
- Associate Dean of Business (Kevin Carlson)
- Athletics (Whit Babcock)
- Enrollment (Luisa Havens)
- Virginia Cooperative Extension (Cathy Sutphin)
- Dean of College of Liberal Arts and Human Sciences (Rosemary Blieszner)
- Dean of Natural Resources (Paul Winistorfer)
- Dean of Architecture (Richard Blythe)
- Dean of Veterinary College (Gregory Daniel)
- Dean of Agriculture and Life Sciences (Alan Grant)
- VT Carilion School of Medicine (Dan Harrington)
Committee Presentations and Discussions

PIBB
(Jeff Earley)

Biocomplexity Institute
(Chris Barrett)

Virginia Tech
Transportation Institute
(Tim Dingus)

Financial Resource
Metrics
(Savita Sharma)

Academic Affairs Metrics
(Ken Smith)

FRALIN
(Dennis Dean)

Metrics In Academia
(Ron Fricker)

HUME
(Charles Clancy)

Rankings and Metrics Indicators
(James Harder, Mallory Miller)

Destination Areas
(Marcia Davitt)

Research
(Theresa Mayer)

Institute for Society Culture and Environment
(Karen Roberto)

Institute for Creativity Arts and Technology
(Ben Knapp)

Auxiliary Budget Process
(Tim Hodge)

Assessment and SACS Accreditation
(Jaime Williams, Bethany Bodo)

Institute for Critical Technology and Applied Science
(Stefan Duma)

Institutional Research
(Roxanne Gile, Abhay Joshi)

Institute for Innovative Technology and Applied Science
(Stefan Duma)

Office for Strategic Affairs
Draft Vision, Mission, Core Values, Strategic Objectives

Beyond Boundaries Vision

University Colleges and Units Overview

Prior Strategic Plan Review

Strategic Framework Development Process
Fall 2017-Spring 2018
We will be the global leader for transformative change in the spirit of *Ut Prosim* (That I May Serve).
Draft Mission
How the vision will be achieved

As a public land grant university,
we enhance personal development;
foster economic growth and sustainability;
promote diverse and inclusive communities;
advance the human condition;
and improve the quality of life throughknowledge, discovery, innovation, and creativity.
Global Land-Grant

Engage in integrated approaches to discovery, learning, and engagement – regionally, nationally, and globally.

Economic Development

Support the viability of the Commonwealth of Virginia and the nation through economic development, industry partnerships, and talent development.

Research and Discovery

Advance knowledge acquisition, discovery, innovation, and the creative process within and across disciplines.

Student Success

Prepare students, through innovative teaching and learning, to be empathetic, creative, informed, and engaged citizens.
Draft Strategic Objectives

The key principles that support the vision and mission

**Inclusion, Diversity, and Excellence**

Promote the institutional and individual commitment to community, diversity, equity, and excellence in accordance with the Principles of Community.

**Financial Sustainability**

Identify and manage new, diverse, and sustainable revenue sources and implement versatile and robust financial management models and systems.

**Campus of the Future**

Create and sustain an infrastructure that supports world-class talent and provides dynamic learning and discovery environments through a technology-enhanced, data-enabled, and interconnected campus.

**Continuous Planning**

Integrate continuous planning, evaluation, and assessment to ensure the organizational capacity for agile, flexible, and data-informed decisions.
Collaboration and Integration.

We value an integrated approach to discovery, learning, and outreach that is collaborative, transdisciplinary, and impactful.

Diverse and Inclusive Communities.

We value the imperative of diversity, inclusion, and equity to achieve excellence.

Access and Affordability.

We are committed to creating affordable educational opportunities for the Commonwealth of Virginia consistent with its land-grant mission.

Mutual Respect and Open Expression.

We support and promote open expression, self-awareness, mutual respect, and the engagement of different perspectives to enhance discovery, learning, and outreach.

Ethics and Integrity.

We expect the university and its members to maintain the highest standards of integrity and ethical behavior, both personally and professionally.

Reflection and Improvement.

We value continuous evaluation and improvement to advance individual and institutional objectives.
Strategic Plan Components

Virginia Tech
Strategic Planning Framework

Operational

Financial

Structural

People

Organization

PIBB, Administrative and Auxiliary Budget Processes

Infrastructure

Faculty, Staff and Students

Office for Strategic Affairs
Campus Engagement Activities
April and May 2018

Student Government Association Committee
Department Heads Council Executive Committee
Faculty Senate
Commission on Administrative and Professional Faculty
Commission on Research
Commission on Student Affairs
Commission on Faculty Affairs
University Council
President’s Leadership Council
Northern Capital Region Senior Management Team

Commission on Staff Policies and Affairs
Commission on Outreach and International Affairs
Commission on Equal Opportunity and Diversity
Commission on Undergraduate Studies and Policies
Commission on Graduate Studies and Policies
Staff Senate
Commission on University Support
Graduate Student Assembly
Council of Deans
The Big Picture: Developing the Process and Framework

- **Information gathering and collaboration.**
  - January – April 2018 Retreats, committee meetings, collaboration with university units.

- **Develop mission, vision, core values and objectives.**
  - March 2018 – Draft mission, vision, core values and objectives, develop communication strategy, workgroups and university presentations to subcommittees.

- **Campus engagement and communication.**
  - April 2018 – Engage and inform campus of the strategic planning process.

- **Data analysis to formulate goals and metrics.**
  - May thru August 2018 – Formulate goals and metrics, research and review rankings, re-engage and inform campus.

- **Finalize the strategic framework.**
  - September 2018 - April 2019 – Finalize goals, metrics and the strategic framework.

- **Partnership for implementation.**
  - May 2019 – Present the strategic framework to the campus, partner with campus units for implementation.

- **Continuous Evaluation.**
Questions

- Feedback:
  - http://www.beyondboundaries.vt.edu/strategicplanning.html
- Qualtrics Survey
CAPFA Minutes  
Commission on Administrative and Professional Faculty Affairs  
May 9, 2018 – 1:30pm – 2400 North End Center/Zoom

Present: Janice Austin, John Benner, Allen Campbell, Martin Daniel, Jeremy Daubert, Greg Fansler, Amy Hogan, Joy Hottenstein, Lonnie Johnson, Monika Lawless, Mary Norris, Margaret Radcliffe.

Absent: David Clubb (with notice), Mallory Foutch (with notice), Alan Grant, Prateek Mishra, Karen Munden, Cayce Myers, Laura Neff-Henderson, Vicky Ratcliffe, Sue Teel.

Janice Austin called the meeting to order at 1:35pm. A quorum was present.

Note of Approval of Minutes from April 11, 2018 done electronically

Dr. Austin reported the minutes were sent out for review and were approved electronically. They have since been forwarded to the University Council.

Old Business

Dr. Austin reported that the AY 2018-19 CAPFA elections were complete. She has forwarded the names to the President’s Office for appointment notice to be sent out.

New Business

Martin Daniel, AVP for HR Strategic Engagement, reported on the climate survey. He indicated that the University is relaunching the survey in fall 2018 for faculty and staff at all on- and off-campus locations. HR is leading the effort in collaboration with the Provost Office; VP for Strategic Affairs, Inclusion and Diversity; Student Affairs; and the Graduate School. The survey will have approximately 30 questions that will include an index of employee engagement. A new platform is being used that will provide real time data to senior administrators. A similar student survey is going to be sent out in spring 2019.

Mr. Daniel sought feedback on the New A/P Faculty Welcome Session in August. Most CAPFA members were not familiar with this session. Mr. Daniel and Dr. Austin will meet to revise the presentation to focus on an introduction to the University governance structure, the self-driven approach to career advancement expectation at VT, ways to network with AP faculty, and provide information on CAPFA meetings and contacts for 2018-19. Greg Fansler reported that Data USA had a useful website on VT statistics that may be useful to new AP faculty in understanding VT:  
Monika Lawless reported that the Staff/Faculty Dependent & Spouse Scholarship committee met. This committee meets twice a year and reviews approximately 14 scholarships per year. The scholarship is between $400 and $1,000. A call for contributions has been issued and a payroll deduction form can be used to donate.

Next item of discussion were commission representative reports.

Mary Norris reported that GSA had their final meeting where they voted on a budget and officers for the upcoming academic year.

Margaret Ratcliffe reported that CSPA discussed the Staff/Faculty Dependent & Spouse Scholarship as well. There was continued discussion of winter break closing; a survey is being developed with the Benefits Committee to get feedback. It will be administered by HR. The question of paternity leave for staff was raised during the last CSPA meeting and has been referred to the Benefits Committee.

Jeremy Daubert reported that the annual Extension meeting will be held next week at Virginia State University.

Dr. Austin reported that this was the last CAPFA meeting of this academic year. She thanked all members for their service.

The meeting concluded with an announcement of the next meeting to be held on September 12, 2018 at 1:30 PM.
MINUTES


ABSENT: Jack Finney, Robin Lawson, Tamuki Sato

GUESTS: Marcie Bishop, Alexa Parsley

WELCOME

Deyu welcomed members and set two goals of the meeting: to meet and get know one another, and to ensure new members knew the purpose and functions of CEOD.

STATUS OF MEMBERSHIP / FY2018 APPOINTMENTS

The new confirmed appointments to CEOD are Christine Tytor, Michele Waters, Melanie Darden, Christa Miller, Elizabeth Spingola, Valencia Turner, Kimberley Homer, Ellington Graves, Julie Ross, James Spotila, Matthew Gabriele, and Mayank Periwal. The memberships to be confirmed are The Commission on Administrative and Professional Faculty Affairs, The Commission on Staff Policies and Affairs, The Commission on Student Affairs, The Graduate Student Assembly, and The Council of International Student Organizations.

OFFICE FOR INCLUSION AND DIVERSITY PRESENTATION AND UPDATES

Dr. Pratt-Clarke presented on Virginia Tech diversity-related organizations to help the group conceptualize the structure of diversity and inclusion at our university and provided the definition of InclusiveVT: committed to Ut Prosim (that I may serve) in the spirit of community, diversity, and excellence.
She also provided explanations of different operational structures aligning with this vision. Committees are engaged in programming and outreach, caucuses are comprised of faculty, and alliances are both faculty and students.

There are four main groups established to advance both faculty and student diversity on campus: AdvanceVT, which is a committee of faculty members charged with helping to diversify the faculty; InclusiveVT, which is comprised of both faculty and student representatives who are partnered with their colleges to raise awareness to issues of campus climate; Student Success Advocate, which is a liaison with student success working groups; and diversity committees, which are focused on local programming and outreach.

Dr. Pratt-Clarke concluded her presentation which an explanation and discussion of an office plan sheet which lists different committees and workgroups that fall under the President and Provost’s office, the Office for Inclusion and Diversity, University Governance, key campus initiatives, key campus units, and key InclusiveVT initiatives for the 2016-2017 academic year.

**WORKGROUPS FOR FY 2017-2018 YEAR**

Each workgroup had the opportunity to explain their purpose and role.

The Diversity in Academic Mission workgroup, chaired by Ellington Graves, is centered around Pathways and involves dealing with diversity and inclusion in general education. A few things he mentioned in particular are Pathways curriculum, dealing with hate and bias, climate surveys, and equity and social disparity and the human condition.

The Human Resources (HR) workgroup, chaired by Lisa Wilkes, seeks to create an inclusion workplace, being part of the overall HR transformation process: using CEOD to review programs and procedures to ensure inclusivity; providing a working group that can provide guidance to overall disability awareness, understanding of accessibility across campus, and reviewing / making suggestions regarding policies and procedures that may need to be advised to ensure campus accessibility is a priority. This workgroup will be involved in HR initiatives, staff participation, and disability & compliance work.

The Governance and Recognition workgroup, chaired by Marcy Schnitzer, is geared to help identify who should be recognized for the Principles of Community Awards; defining caucuses, thinking about their formality in terms of membership structure, voting, bylaws, etc; actually serving in a representative way. CEOD is a very large commission and this is an opportunity to think through commission size and representation.

There was an opportunity for CEOD members to circle around to each workgroup to ask questions, clarify understanding, and add other tasks each group might want to work on.
HOUSEKEEPING

1. Send nominations or self nominations for **Vice Chair** to Deyu at dhu@vt.edu. The meetings are generally on Monday’s but this meeting needed to accommodate the September Board of Visitors meeting.
2. The room is booked from 12 PM – 1 PM for workgroups on meeting days.
3. The CEOD Canvas site is a good resource to access materials, collaborate with work groups, etc.
4. Please send any additional feedback to Deyu at dhu@vt.edu.

AGENDA FOR NEXT MEETING

1. Caucus and organizations’ report – tell us the following:
   a. Mission/goals
   b. The year’s top three (3) priorities
   c. How these priorities are related to CEOD
2. Members are welcome to suggest items to be on next meeting’s agenda.

MEETING ADJOURNMENT

The meeting was adjourned at 12:01 PM. The next meeting will be on October 9th from 10:30 AM – 12:00 PM in the Graduate Life Center (GLC) Room B. The workgroups will have the hour afterwards to convene.

Respectfully Submitted,

Alexa Parsley
Recording Secretary, Commission on Equal Opportunity and Diversity
COMMISSION ON EQUAL OPPORTUNITY AND DIVERSITY  
Executive Committee Meeting  
10:30 AM – 12:00 PM, Thursday, November 9, 2017  
Graduate Life Center Room B

MINUTES


ABSENT: Tom Brown, Erika Meitner (with notice), Robin Lawson, Melanie Darden, Prateek Mishra, Ellington Graves, Mae Hey, Rosemary Goss, Christa Miller, Elizabeth Spingola, Christine Tysor (with notice), Takumi Sato (with notice), Michele Waters

GUESTS: Tracy Newton, Alexa Parsley

WELCOME

Deyu started the meeting at 10:31 AM.

INFORMATION UPDATES

We now have all of the seats filled and are excited to welcome Prateek Mishra, representative from The Commission on Administrative and Professional Faculty Affairs, LaTawnya Burleson, representative from The Commission on Staff Policies and Affairs, and Jeena Sajimon, representative from The Council of International Student Organizations.

The minutes from October’s meeting were approved with no corrections at 10:32 AM.

There was a short follow-up discussion on branding and the university master plan. Representatives from University Planning were in the gallery at the meeting and were able to hear a question posed about how best CEOD can improve its communication and outreach plans.

Andrew Peck, President of Virginia Tech Jewish Student Union, sent out a formal letter to address issues of white supremacy on campus. Ellington’s workgroup has been working on this and has drafted a letter in response, which is available on Canvas and via email. Once Ellington’s group is comfortable sharing the solution they have put together, it will be shared with the group.
The Commission on Graduate Studies and Policies has composed a resolution to incorporate an inclusion and diversity education component into graduate education. It is available to view on Canvas and via email. They plan to make each department/program consider this, and wants CEOD to provide some form of feedback before they move forward. Deyu has created a Discussion forum on Canvas to post feedback on this resolution.

To address how CEOD can be a better organization, Deyu put together a graphic and further explanation is listed below:

1. We want to ensure CEOD is inclusive: representative of each kind of body of students, as well as faculty and staff. This is something the Governance and Recognition workgroup is posted to consider.
2. The suggestion of less information sharing and more discussion.
3. Covering topics of hate/religious freedom, and systematic suppression.
4. Areas where CEOD can make a difference and have a large impact: we want workgroups to be encouraged to think about concrete, deliverable products deliverable by the end of the academic year and establishing yearly goals and priorities.
5. We need to increase awareness of CEOD on campus.
6. We need to work to be involved earlier in university initiatives and want to create impact beyond University Council. If we want to tap into getting involved early in diversity-related initiatives, we need to be sure to have a point of contact and have a comprehensive understanding of our action plan.
7. Folks would like to see outside presenters visit CEOD and share in meetings.
8. How do we move forward from here?

WORK GROUP UPDATES

Diversity in Academic Missions: This workgroup has been spending time on the Pathways Curriculum that was approved last year. There is a lot of work to be continued, which will cut across academic and social lines. They also wrote a letter in response to the Jewish Student Union’s letter about issues of white supremacy on campus.

Human Resources: They spent their first meeting looking at different issues they covered last year and had discussions about potential areas of concern, and have decided to focus on three areas:

1. Orientation and on-boarding as part of an HR transformation project. They want to ensure that what they are doing is inclusive and plan to have the orientation coordinator come talk to the workgroup. They are also scheduling a mock orientation in the spring, where feedback from other CEOD members will be welcome.
2. Campus accessibility. Pam Vickers and Lisa Wilkes plan to discuss at next meeting what the plans are in the master plan in terms of access.
3. Leadership and professional development programs. This goal is to determine whether all of the programs offered through UOPD are diverse, and to invite members from UOPD to come to CEOD and discuss/listen to thoughts.
The workgroup is also sharing their agendas and meeting notes on Canvas, and they meet at 9:30 AM before regularly-scheduled CEOD meetings.

**Governance and Recognition:** This workgroup has been meeting to discuss the criteria for being a caucus and having voting rights in CEOD. CEOD is a representational body and the caucuses have more of a structure, so the workgroup has thought about and recognized some concerns that have been raised about membership and connecting that to confidentiality. They are working to ensure CEOD is a representative voice without violating aforementioned concerns, and have been framing definitions around caucuses.

The workgroup has also been having discussions on raising perimeters to prevent CEOD from getting too big, working to establish where the line should be drawn, as CEOD should not be approached by a particular group and it not have a plan in place.

Lastly, they are beginning conversations about creating and establishing a timeline for Principles of Community awards.

**PRESENTATIONS**

*Council of College Deans:*
As a group, they do not necessarily have a place in the governance structure, but they do get together once a month independently to talk about current campus events that deans should be discussing. They also meet monthly with the Provost.

They have been talking a lot about destination areas, faculty hiring, and the PITT model. Anything that happens around diversity and inclusion that is happening in academic units are things the Council will bring to CEOD, and this will vary monthly.

*Faculty Senate:*
The purpose of the Faculty Senate is to create an effective faculty organization that can enter into partnership for shared responsibility and cooperative action between the faculty, administration, staff, and students in order to promote the general welfare of the university.

They do not have a formal role in governance and are more of an advisory group. They have representatives from every campus unit.

Their priorities were largely surrounding concerns of the former Provost and encompassed concerns of promotion and tenure, governance, implementation of initiatives, and eFARS. They will continue to be points of conversation moving forward.

Faculty Senate represents the faculty at large and partners with all other constituencies to ensure that governance is truly shared amongst all.

*Commission on Staff Policies and Affairs:*
The Commission is charged to study, formulate, and recommend to University Council policies and procedures affecting the working conditions of classified and university staff and to promote staff participation in the University community.
They research and advise on leave issues, which include but may not be limited to changes to the winter closing schedule. They also research and advise how to better support lower payband employees, as well as updating the Career Staff Achievement Awards.

Commission on Student Affairs:
The Commission on Student Affairs is charged to study, formulate, and recommend to University Council policies and procedures affecting graduate and undergraduate student life and morale. Areas for consideration include: student relations with peers, staff, faculty, administrators, alumni, and the community; student organizations, social life, and recreation; employment, placement, and counseling; residential life, health, safety, and quality of student-related services; and other matters affecting student life. Their top three priorities for the year are to ensure the student voice is heard in areas where decisions directly affect students, to define Student Budget Board’s role within CSA, and to make sure the university’s policies represent the current reality of student life and our Principles of Community.
CSA is purposely diverse in an attempt to continually represent both the view of the majority as well as underrepresented communities. Most conversations at CSA are about how major decisions tend to neglect the views of those who do not speak the loudest.

Commission on Faculty Affairs:
Charged to study, formulate, and recommend to the University Council policies and procedures affecting faculty employment and professional standing of the collegiate, library, and extension faculty. Areas for consideration include: commencement, academic freedom and faculty morale; procedures for appointing, evaluating, disciplining, recognizing, and promoting faculty, including department heads and chairs; tenure, benefits, academic and personal leave, and extra-university professional activity; and matters of equity and diversity that affect the university’s professional environment.
Their top priorities for the year are to focus on the promotion and tenure process, equity in access to large-scale research facilities and teams, retiree health benefits, and faculty morale, recruiting, and retention.
The priorities of CFA directly overlap with CEOD’s charge related to recruitment, retention, and advancement of faculty in context of inclusion and diversity, equity in promotion and tenure and compensation, diversity advocacy on search committees, and prioritization of faculty effort.

Student Government Association:
The Student Government Association was established by the Student Body of Virginia Polytechnic Institute and State University in order to provide an effective organization for the administration of student activities, to promote academic freedom and academic responsibility, to establish and protect student rights, to foster awareness of the student’s position in the campus, local, state, and national communities, and to provide a liaison between the student body, faculty, and administration.
Their top priorities for the year are to increase student representation of students by creating more pathways for student participation in student government; allow more voices to be heard in town halls and open forums, foster stronger relationships with administration and use those relationships to advocate on behalf of students, improve outreach efforts to students – rebuilding relationships with other student organizations, constituent groups, and students, and to create meaningful programming and legislation.

SGA has an Equity and Inclusion Executive Committee to create inclusive student programming and they are increasing student input in administrative decisions and policies that affect students.

Graduate Student Assembly:
They are a representative democracy that advocates for 6,000+ graduate student voices on 4+ Virginia Tech campuses. They convey the many and varied needs of grad students by way of representation on a variety of university committees, and they provide small grants, research-sharing opportunities, and social events to encourage inter-departmental engagement. Some examples of these include the Graduate Research Development Program, the Travel Fund Program, Cap and Gown Loan Program, GSA Research Symposium, and more.

Their top priorities are to connect graduate students across campus, ensure safe and accessible spaces are designated for underrepresented students in the Master Plan, and to create/promote anti-bullying initiatives to protect students in both personal and academic life. This year, GSA founded their External Advocacy Committee, which will focus on promoting an inclusive environment for all graduate students and communicate their activities and ideas across campus and beyond.

Council of International Student Organizations:
They represent and promote international student organizations and their interests, serve as a liaison between international student organizations and the university administration, campus organizations, wider university, and the Blacksburg community. They also provide a forum for the exchange of ideas and dissemination of information, coordinate collective activities of the international community by promoting cultural awareness ideas and diversity, and they support the integration of international students within the university campus.

The top three priorities for the year are integration, awareness, and communication. CISO has representation of varied levels of voice from the most diverse communities that exist within the student community, and has increased inclusion of otherwise marginalized student groups.

International Caucus:
The purpose of the International Caucus for Virginia Tech Faculty and Staff is to serve as an advocacy and support group for faculty and staff at Virginia Tech who identify as international, do work pertinent to international communities, and/or are interested in participating in conversations relevant to those who identify as international and those who do the pertinent work.

The caucus functions as a liaison to the university community on issues relevant to international faculty and staff, international scholars, international students, international research and
education, and is committed to supporting Virginia Tech’s “serving the Commonwealth of Virginia, the nation, and the world community.”

Their top three priorities for the year are to create pre- and post-arrival orientation resources for new international faculty and staff, create an awards committee to honor an international student from each college at future International Student Cultural Achievement Ceremonies, and to co-sponsor/collaborate with international/cultural student groups to provide education to faculty/staff about diverse cultures.

**TRAINING NEEDS ASSESSMENT**

CEOD members were posed with considering the problems and challenges the Commission is experiencing and what specific knowledge, skills, and resources CEOD and its membership needs to meet.

The group also considered core information every member should know, e.g. mission/vision, charge, history, basic understanding of policy and procedure, etc.

**AGENDA FOR NEXT MEETING**

We are still looking for Nominations and self-nominations for Vice Chair of CEOD. Please send in those nominations to Deyu at dhu@vt.edu.

We anticipate and look forward to work group reports at every meeting.

If there is anything you would like to see on the agenda, please email your suggestions to Deyu at dhu@vt.edu.

The meeting was adjourned at 11:59 PM and the next meeting will be on Monday, December 4\textsuperscript{th}, in the Graduate Life Center Meeting Room B.

Respectfully Submitted,

Alexa Parsley, Secretary of the Commission on Equal Opportunity and Diversity
Minutes

PRESENT: Chris Saunders, James Venable, Kimberley Homer, Angela Simmons (for Patty Perillo), Tracy Newton, Christine Tysor, Deyu Hu, Pamela Vickers, Lisa Wilkes, Kayla Smith, Christa Miller, Ellington Graves, Josh Iorio (for Julia Ross), Kelly Oaks, Takumi Sato, Lia Kelinsky (for David Clubb), James Spotila, Robin Queen, Jennifer Nardine, John Gray Williams, Yolanda Avent, Menah Pratt-Clarke, Virgilio Centeno, Michelle Corinaldi, Marcy Schnitzer, Virgilio Centeno (for Matthew Gabriele), Michelle Corinaldi

ABSENT: Tom Brown, LaTawnya Burleson, Tracey Drowne, Jack Finney, Rosemary Goss, Khaled Hassouna, Maria Cana Jimenez (with notice), Erika Meitner, Valencia Turner, Michele Waters

GUESTS: Liza Morris, Julia Billingsley

WELCOME/INFORMATION UPDATES

Deyu welcomed CEOD members and guest speakers to the meeting. The February meeting minutes were voted on for approval and were approved at 10:31 AM.

Kimberley Homer has been nominated to serve as the Vice Chair to CEOD for the remainder of 2017-2018, and will serve as Chair of CEOD for the 2018-2019 year. Congratulations, Kimberley!

PRESENTATION: THE COMMISSION ON GRADUATE STUDIES AND POLICIES

Nancy Bodenhorn of the Commission on Graduate Studies and Policies gave a presentation on a resolution to incorporate an Inclusion and Diversity component into Graduate Education. This is a resolution that will grow and develop current implemented programs at the undergraduate level, DiversityEDU, and CGSP wants to develop a program that will complement and further progress diversity awareness and acceptance further at the graduate level.

The description of what this would be can be found on the Canvas site, and well as following the link here.
A question was brought up asking if CGSP anticipates any pushback, the answer being yes; most of the pushback is about whether or not the components will take place within courses, which Nancy and other CGSP leaders feel it should; embedding the material in graduate courses will ensure that graduate students are taking full advantage of learning and understanding the importance of diversity education while simultaneously connecting that importance to their graduate work.

Another question was whether there is a plan in place regarding a potential concern from faculty who do not feel comfortable teaching this material or within their space, with the answer being that the best plan or course of action will be to bring a guest into the classroom to facilitate the conversation.

This resolution has the flexibility to be incorporated into graduate courses both ways; faculty who are interested in diversity education or who want to learn more can develop something for their course/curriculum, and faculty who do not feel comfortable or who have less knowledge around the subject matter are welcome to invite guest speakers or other faculty members to their courses.

There has been conversation under the former Provost about thinking and designing courses in a modular fashion so there is opportunity for faculty with expertise on the issue to introduce three one-credit modules; students enrolled would be tied in a two-credit professional development seminar.

CEOD members were asked to vote in favor of adopting the resolution, which was voted on and endorsed without contest.

**STATUS UPDATE ON SINGLE-OCCUPANCY RESTROOM**

Kelly Oaks, the Assistant Vice President for Equity and Accessibility, was asked to provide an informative overview to CEOD regarding updates of the all-gender restroom project workgroup that she was asked to convene by Dr. Wilson.

There have been several issues and concerns brought forward by a variety of student groups/organizations and the workgroup has been charged with looking as a campus as to what can be done about all-gender restrooms.

Dr. Wilson tasked the workgroup with doing some benchmarking; with SCHEV peers, institutions that have been identified by ACUI, and other schools of Virginia Tech size and caliber. ACUI had
recently done an article about what some institutions are doing around this issue which can be found here.

A link to Kelly’s presentation can be found here. The main points of her presentation are that the majority of institutions from the benchmarking process had single-stall all-gender restrooms. If it is a program that has private funding, that is largely what is funding the creation of such restrooms. Student fees were marked as “renovations/facilities” instead of “accessibility needs.” The next steps for the workgroup are to add a CEOD representative to the Campus Development Committee (CDC) which reports to the Commission on University Support. There is a map indicating current all-gender restrooms on campus and some potential restrooms that Kelly feels confident will be implemented by spring 2020. Folks are looking for gender-neutral restrooms are looking as soon as they come into a space or a building, and thoughts on sign locations are being thought through and introduced.

CEOD members were asked to vote in favor of adopting the resolution, which was voted on and endorsed without contest.

RESOLUTION ON ACKNOWLEDGING INDIGENOUS PEOPLE’S DAY ON VIRGINIA TECH 2018-19 ACADEMIC CALENDAR

The Native American Indian and Indigenous Students wrote a letter to President Sands, CEOD, and the Board of Visitors asking to recognize “Indigenous People’s Day” by replacing it with the university holiday “Columbus Day.” Jason Chavez of the Class of 2019 presented the open letter to CEOD, which can be read here.

Questions arose among CEOD about the legality of changing the state holiday because Virginia Tech is a land-grant institution and a Virginia public university. Lisa Wilkes responded to the question that it is something worth investigating, and follow-up will be discussed at the next CEOD meeting.

Students are very passionate about recognizing “Indigenous People’s Day” in lieu of “Columbus Day.”

WORKGROUP UPDATES AND PRESENTATIONS

The Governance and Membership workgroup has worked on two separate resolutions they want to bring forward to CEOD for a first reading. This has been worked on by Marcy Schnitzer, Josh Iorio, Robin Queen, Kimberley Homer, Deyu Hu, and Christa Miller.
The first resolution involves changing overall membership of CEOD. It is the largest commission among university governance, and the workgroup is asking the bylaws be revised so CEOD can be smaller. The significant changes would be to 1) correct Dr. Pratt-Clarke’s title, 2) add Vice President for Equity and Accessibility, 3) add Vice President for Human Resources, 4) add the Senior Director of Cultural and Community Centers, 5) reduce Faculty and Staff Senate from three to one, 6) reduce At-Large members from three to two and that they be selected by an application process, 7) reduce Student Government Association (SGA) members from two to one and that person must have a direct role with equity and inclusion, and 8) eliminate third student representative from Council on International Student Organizations (CISO).

The second resolution is a caucus resolution. The workgroup recognizes that caucus positions have been recently added to CEOD but do want people to have common criteria for CEOD membership. They propose changing the Women’s Alliance to the Women’s Caucus. This also would affect any caucus that would want to join CEOD, although to include additional caucus will have to be presented and voted on in University Council.

Both of these resolutions were discussed in-depth and will be read for a second time at the April CEOD meeting.

**WRAP-UP AND ADJOURNMENT**

CEOD members and workgroups are encouraged to email Deyu or Kimberely with agenda items for next meeting. A presentation on the LGBTQ+ Climate Survey Results and Banner Updates will be given at next meeting, and a discussion on what information caucuses and organizations should provide to HR to be included in the new employee orientation will also take place at the April meeting.

The meeting was adjourned at 11:59 PM. The next meeting will be on Monday, April __, in GLC Room B.

Respectfully Submitted,

Alexa Parsley
Recording Secretary, Commission on Equal Opportunity and Diversity
### AGENDA

<table>
<thead>
<tr>
<th>Topic</th>
<th>Preparation</th>
<th>Proposed Process</th>
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<tr>
<td><strong>1. Welcome; information updates and discussions</strong>&lt;br&gt;Time: 3 minutes&lt;br&gt;Purpose: Information; decision&lt;br&gt;Leader: Deyu Hu</td>
<td>• Welcome new members: None.&lt;br&gt;• February meeting minutes: review meeting minutes attached with this agenda or on Canvas site; be prepared to cast vote.&lt;br&gt;• Vice Chair for CEOD 2017-18 and Chair for 2018-19: None.&lt;br&gt;</td>
<td>• Deyu welcomes guest speakers and introduces new members.&lt;br&gt;• February meeting minutes approval: Deyu polls members.&lt;br&gt;• Vice Chair for CEOD 2017-18 and Chair for 2018-19: Deyu makes announcement.</td>
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<td><strong>2. The Commission on Graduate Studies and Policies on Resolution to Incorporate an Inclusion and Diversity Component into Graduate Education</strong>&lt;br&gt;Time: 20 minutes&lt;br&gt;Purpose: Decision&lt;br&gt;Leaders: Nancy Bodenhorn, Christian Matheis, Bill Huckle¹</td>
<td>• Review two files, including this solution and the Resolution to Include a Scholarly Ethics and Integrity Component in Graduate Education (a previous example), attached with this agenda or on Canvas site.&lt;br&gt;• Be prepared to ask questions and offer input.</td>
<td>• Nancy presents the resolution and addresses issues raised by CEOD members.&lt;br&gt;• Discussion: members ask questions; Nancy and her team answer questions.&lt;br&gt;• Decision of endorsement.</td>
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| 3. **Status update on single occupancy restroom**<br>Time: 10 minutes<br>Purpose: Information<br>Leader: Kelly Oaks² | None | • Kelly presents a status update on single occupancy restroom, which provides background information for agenda item 4.  
• Discussion: members ask questions; Kelly answers questions. |
| 4. **Joint Resolution to Update Membership of the Campus Development Committee by the Commission on University Support and the Commission on Equal Opportunity and Diversity**<br>Time: 15 minutes<br>Purpose: Input to decision; decision<br>Leader: Sherwood Wilson³ | • Review the joint resolution attached with this agenda or on Canvas site.  
• Be prepared to ask questions, offer input, and cast vote. | • Sherwood presents the joint Resolution to Update Membership of the Campus Development Committee; explains reasons and the resolution.  
• Discussion: members ask questions; Sherwood answers questions.  
• Decision of approval: Deyu polls members.  
• For future discussion: How will CEOD appoint a member to be on the Campus Development Committee? |
| 5. **Resolution on Acknowledging Indigenous Peoples’ Day on Next Year's VT Academic Calendar**<br>Time: 5 minutes<br>Purpose: Input to decision or decision<br>Leaders: Melissa Faircloth and Jason Chavez⁴ | • Review the resolution attached with this agenda or on Canvas site.  
• Be prepared to ask questions and offer input.  
• Be prepared to cast vote or delay it to next meeting. | • Resolution on Acknowledging Indigenous Peoples Day on Next Year's VT Academic Calendar: Melissa and Jason present.  
• Discussion: members ask questions; Melissa and Jason answer questions.  
• Decision or future decision: CEOD to recommend BOV to replace “Columbus Day” with “Indigenous Peoples’ Day”. Deyu polls members. |
<p>| 6. <strong>Workgroup updates and presentations</strong>&lt;br&gt;Time: 35 minutes | • Updates from the Diversity in Academic Mission workgroup: None. | • Updates from the Diversity in Academic Mission workgroup: Ellington presents. Time: 2 minutes. |</p>
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<th>Purpose: Information; discussion; input to decision</th>
<th>Updates from the HR workgroup: None. • Review the two CEOD resolutions attached with this agenda and on Canvas site. • Be prepared to ask questions, offer input, and cast vote.</th>
<th>Updates from the HR workgroup: Lisa presents. Time: 2 minutes. • CEOD resolutions: 1. Resolution to Modify the Membership of the Commission on Equal Opportunity and Diversity; 2. Resolution to Modify Caucus Criteria for Representation on the Commission on Equal Opportunity and Diversity. Marcy presents. • Discussion: members ask questions; Marcy and her workgroup answer questions.</th>
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<td>Leaders: Ellington Graves; Lisa Wilkes; Marcy Schnitzer</td>
<td>7. <strong>Wrap-up</strong> Time: 2 minutes Purpose: Information Leader: Deyu Hu</td>
<td>7. Be prepared to suggest agenda items for next meeting.</td>
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1 Dr. Nancy Bodenhorn is the Chair of DRSCAP Subcommittee of the Commission on Graduate Studies and Policies (CGSP). Christian Matheis and Bill Huckle are members of the DRSCAP Subcommittee of CGSP.
2 Dr. Kelly Oaks is the Assistant Vice President for Equity and Accessibility.
3 Dr. Sherwood Wilson is the Vice President for Operations.
4 Melissa Faircloth and Jason Chavez are members of the American Indian and Indigenous People’s Caucus.
5 Dr. Ellington Graves is the Director of African Studies Program, InclusiveVT Faculty Fellow, and the Chair of the Diversity in Academic Mission workgroup of CEOD. Dr. Lisa Wilkes is the Interim Vice President for Human Resources and the Chair of the HR workgroup of CEOD. Dr. Marcy Schnitzer is the Assistance Provost for Diversity and Strategic Planning and the Chair of the Governance and Recognition workgroup of CEOD.
CGS&P 2017-18A
Resolution to Incorporate an Inclusion and Diversity Education Component into Graduate Education
Approved, Commission on Graduate Studies and Policies [Date]
Reviewed, Faculty Senate [Date]
Approved, University Council [Date]
Approved, President [Date]
Effective Date: [Date]

WHEREAS, the Virginia Tech community strongly endorses a well-rounded educational experience for graduate students, and

WHEREAS, all graduate students and those associated with their education are expected to uphold the Virginia Tech Principles of Community and the Graduate School’s Expectations for Graduate Study, and

WHEREAS, individual departments, colleges, and programs offer opportunities for graduate students to engage in educational programs that promote and strengthen their effectiveness working across disciplines, cognizant of the benefits of a diverse and inclusive environment while studying at Virginia Tech and thereafter,

WHEREAS, inclusion and diversity education at the graduate level would complement existing components developed by college or program diversity committees, InclusiveVT, AdvanceVT, required diversity-related pre-enrollment module and the undergraduate Pathways curriculum, and

WHEREAS, input and endorsement has been received from the Commission on Equal Opportunity and Diversity,

THEREFORE BE IT RESOLVED, that all graduate students participate in inclusion and diversity educational programs as part of their graduate studies, and

BE IT FURTHER RESOLVED, that the particular inclusion and diversity educational program for a graduate student be selected and approved by the student’s program, department, or college, and

BE IT FURTHER RESOLVED, that the details of the particular inclusion and diversity educational programs within each program, department, or college be submitted for approval to the Graduate School by the Graduate Program Director of a program or department, or its equivalent in a college, and

BE IT FURTHER RESOLVED, that the Program of Study for all graduate students show a record of the student’s participation in the particular inclusion and diversity educational programs delineated by the student’s program, department, or college, as part of the student’s graduation requirements.

RECOMMENDATION: Implementation to start with the incoming class of fall 2019. Details for inclusion and diversity education are found in the Appendix to Resolution 2017-18A.
APPENDIX TO CGS&P RESOLUTION 2017-18A

The guidelines offered in this Appendix seek to clarify the intent of the Resolution and to make specific recommendations regarding its implementation. It is the aim of the Resolution to serve the needs of all students, while acknowledging the distinctiveness of those needs across the range of departments, programs, and colleges (hereafter referred to as “academic units”). To comply with the terms of the Resolution, academic units are encouraged to make use of existing strategies and efforts to instill in their students a lasting awareness of the benefits of a diverse and inclusive environment and to instruct their students in this regard. Should measures existing in the academic units be insufficient, new measures will be put in place to satisfy the requirements set forth in the Resolution. The Office of Recruitment and Diversity Initiatives (ORDI) in the Graduate School and the Office for Inclusion and Diversity will be available to offer assistance with the identification of suitable instructional resources and formulation of these plans as needed and/or requested. Additional possible resources include the college diversity committee members and InclusiveVT representatives. Satisfactory plans may, among other possibilities, take the form of specialized workshops, stand-alone courses, or follow-up substantive discussion/reflections on required diversity related pre-enrollment module, or other modules incorporated into existing courses or incoming student orientation sessions. In all cases, the appropriate academic unit will submit for approval to the Graduate School the manner and method by which the requirement will be satisfied. Once the academic unit’s plan is approved, the completion of the requirement for any given student will be verified through that student’s Plan of Study.

With regard to the extent of topics to be covered, again recognizing the range of appropriate emphases across different academic units, four topics have been identified as appropriate for all students and must be included. Other topics should be addressed, as identified by the individual academic units and appropriate to specific disciplinary needs. Lists of required topics and potential additional focus areas appear below:

Required Topics:
1. The Virginia Tech Principles of Community as they apply to the valuing of human diversity and inclusion.
2. The impact that personal actions and words have on self, others, and the communities—university, national, and global—in which we live; issues of privilege, bias, power, prejudice, and discrimination; concepts of multiple personal, social, and cultural identities.
3. Available avenues of redress and our shared responsibilities as active by-standers.
4. The process of individual introspection required both to understand one’s own forms of implicit or unconscious bias and to create inclusive environments.

Additional Topics/Focus Areas (as appropriate to the particular academic unit):
1. Inclusion and Diversity in a global context; institutional and governmental policies affecting immigration, accessibility, affordability, and related matters.
2. Historical perspectives on diversity and the impact of traditions of privilege on the development of the discipline represented by the particular academic unit; inclusive pedagogy.
3. Effective strategies for inter- or intrapersonal conflict resolution; pathways to individual reconciliation of unconscious or implicit bias.
WHEREAS, the Virginia Tech community strongly endorses a well-rounded educational experience for graduate students, and

WHEREAS, all graduate students are expected to uphold the Virginia Tech Principles of Community and the Graduate School’s Expectations for Graduate Study as well as the scholarly integrity and research ethics standards of their disciplines, and

WHEREAS, individual departments, colleges, and programs offer opportunities for graduate students to engage in activities that promote and strengthen their academic and professional integrity while studying at Virginia Tech and thereafter,

THEREFORE BE IT RESOLVED, that all graduate students participate in ethics and integrity activities as part of their graduate studies, and

BE IT FURTHER RESOLVED, that the particular ethics and integrity activities for a graduate student be planned and approved by the student’s program, department, or college, and

BE IT FURTHER RESOLVED, that the plan for the ethics and integrity activities within each program, department, or college be submitted for approval to the Graduate School by the Graduate Coordinator of a program or department, or equivalent in a college, and

BE IT FURTHER RESOLVED, that the Program of Study for all graduate students show a record of the student’s participation in the particular ethics and integrity activities delineated by the student’s program, department, or college, as part of the student’s graduation requirements.

BE IT FURTHER RESOLVED, given the number of ethics and integrity activities already present on campus and elsewhere, that the Graduate School be directed to make the nature of the best of such activities known to any program, department, or college wishing to use this information to develop their own plan.

RECOMMENDATION: Implementation to start with the incoming class Fall 2014. Details for the ethics and integrity activities are found in the Appendix to Resolution 2013.XXXXX.
APPENDIX TO CGSP RESOLUTION 2012-13B

The guidelines offered in this Appendix seek to clarify the intent of the Resolution and to make specific recommendations regarding its implementation. It is the aim of the Resolution to serve the needs of all students, while acknowledging the distinctiveness of those needs across the range of departments, programs, and colleges (hereafter referred to as “academic units”). To comply with the terms of the Resolution, academic units are encouraged to make use of existing strategies and efforts to instill in their students the need for integrity and ethical behavior in all scholarly matters and to instruct their students in this regard. Should existing measures be insufficient, new measures will be put in place to satisfy the requirements set forth in the Resolution. The Graduate School will be available to offer assistance with the formulation of these plans as needed and/or requested. In all cases, the appropriate academic unit will submit for approval to the Graduate School the manner and method by which the requirement will be satisfied. Once the plan is approved, the completion of the requirement for any given student will be verified through that student’s Plan of Study.

With regard to the extent of topics to be covered, again recognizing the range of appropriate emphases across different academic units, four topics have been identified as appropriate for all students. Other, optional, topics should be addressed, as identified by the individual academic units and appropriate to specific disciplinary needs. Both the required topics and a list of optional topics appear below:

**Required Topics:**
1. Plagiarism and other violations of the Graduate Honor Code
2. Proper use of professional conventions in citation of existing research and scholarship, accurate reporting and ownership of findings, and acknowledgement of contributions to the work
3. Ethical standards in teaching, mentoring, and professional activities
4. Available avenues for reporting alleged misconduct

**Optional Topics (including, but not limited to the following, as deemed appropriate by the academic unit):**
1. Appropriate lab procedures and maintenance of lab notebooks and other research documentation
2. Fair use of publications, software, and equipment
3. Appropriate research protocols involving human and animal subjects; Institutional Review Board and/or Institutional Animal Care and Use Committee certification
4. Guidelines for maintenance of confidentiality (and, where relevant, anonymity) in research
5. Guidelines for determination of authorship
6. Appropriate grant and contract management, including appropriately asserting personal or program capacities and competencies when applying for grants and contracts
7. Discipline- or field-specific professional ethics
Restroom Project

KELLY OAKS, ASSISTANT VICE PRESIDENT FOR EQUITY AND ACCESSIBILITY
Project Scope

- Benchmarking with 46 institutions
- Review of building code
- Review of guidance from federal civil rights agencies
- Review of promising and best practices
Summary of Federal Guidance

- Title IX allows for sex segregated restroom and locker room facilities
- 2016 guidance from OCR affirmed students rights to use restrooms consistent with their gender identity
- 2017 – OCR rescinded 2016 Dear Colleague Letter on transgender students
Benchmarking Results

- 30 institutions had single stall all gender restrooms
- 10 institutions had multi-stall all gender restrooms
- 6 institutions had no all gender restrooms
- 5 of the Virginia baccalaureate institutions did not appear to have all gender restrooms
- Multi-stall options were often utilized in student use facilities
- Funding sources included state funds from central source, auxiliary or private funds, student fee (facilities fee or renovation fee)
Policy Recommendations

- Policy needs to affirm individuals have the right to use restroom consistent with their gender identity
- Maintain 2015 design standards as the minimum
- Restrooms will be mostly single stall
- Consider multi-stall for buildings with 3 or more floors or predominantly student use facilities
- Consistent signage, security features
- Centralized funds to support restroom conversion & signage
Process Recommendations

- Continue stall count project to identify restrooms to convert
- Target high traffic student areas
- Develop a comprehensive implementation schedule
- Develop a comprehensive interactive map
- Develop a centralized website documenting policies, procedures, resources for trans students
- Solicit community feedback before implementation
Long-Range Plan & Joint Resolution to Modify the Membership of the Campus Development Committee

SHERWOOD G. WILSON, VICE PRESIDENT FOR OPERATIONS
Campus Community Concerns include:

- ADA Compliance
- Single Occupancy or All Gender Restrooms
- All-Access Exterior Pathways
- Universal Design in construction, renovation, and the Master Plan
Immediate Steps

• Proactive and responsive to community concerns, examples:
  • Burruss Handrails
  • Squires Restroom
  • O’Shaughnessy to Owens Exterior Pathway
  • Modifications to Master Plan language

• Facilities continues to:
  • Work with A/E teams on funded projects
  • Advance initiatives through design intervention
Recommended Long-Term Solution

- Facilities, in collaboration with other campus offices, is developing a 5-Year Physical Campus Accessibility Plan that addresses the previously discussed concerns (and potentially more), including identification of:
  - Process(es) for addressing each identified concern;
  - A list of projects to address each concern, which are prioritized for immediate term;
  - Funding strategies for immediate term projects; and
  - Feedback and status reports through Governance.
Governance Feedback

- Proposed via Campus Development Committee
  - Charge: “To make recommendations and to serve as a conduit to disseminate information and solicit feedback concerning the planned physical development of the university’s built environment, specifically as it relates to buildings, grounds, and transportation planning.”
  - Reports to: Commission on University Support

- Propose adding representative from Commission on Equal Opportunity and Diversity
  - High profile items could still be presented directly to CEOD and other groups

- Also add Director of University ADA and Accessibility Services

- Joint Resolution (handout)
Immediate Steps to Address Restroom Workgroup Recommendations

LIZA MORRIS, ASSOCIATE DIRECTOR - ARCHITECTURAL PLANNING
All-Gender Restrooms

- Facility Standard and Signage Standard
- Capital Construction Implementation
- Existing Buildings
- Case Studies
Gender neutral restrooms shall be included in each new capital project and major renovation at Virginia Tech.

Whenever possible, every floor shall have one gender neutral restroom that complies with the 2010 ADA Standards for Accessible Design and is accessible to the general public. The gender neutral restroom shall be located nearby the men’s and women’s multi-user restrooms whenever possible.

Appropriate signage shall be displayed for the restroom as well as directional signage if it is not feasible for the restroom to be located near the main floor restrooms.

Each gender neutral restroom shall be designed as a single occupancy restroom with appropriate locking and closer mechanisms for the operation of the fully accessible door. The toilet, lavatory and all required accessories shall be compliant with the 2010 ADA Standards for Accessible Design.
Signage Standard

All-Gender Restrooms

RESTROOM 6x8- Accessible and Non-accessible

CAMPUS INTERIOR SIGN STANDARD: SILVER
INTERIOR ROOM IDENTIFICATION SIGN TYPES
(ALL NON-RESIDENTIAL FACILITIES)
All-Gender Restrooms

- Capital Construction Implementation
Capital Construction Implementation

All-Gender Restrooms

Capital Projects developed under 2015 Facility standard

- Student Wellness Center
- CID LLC
- Hitt Hall
- Intelligent Infrastructure Complex
- Holden Hall
- Undergraduate Science Laboratory
- Corps Leadership and Military Science
- Dietrick Renovation
- VTC Biomedical Expansion (Roanoke)
Capital Construction Implementation

All-Gender Restrooms

Capital Projects pre-standard, updated to 2015 Standard during design process

Sandy Hall
Davidson Hall
Liberal Arts Building
Multi-Modal Transit Facility
Tennis

Legend: Buildings

- Capital Projects under standard
- Capital Projects updated to standard
All-Gender Restrooms

- Existing Buildings
Existing Buildings
All-Gender Restrooms

Existing Buildings: Evaluation projects

Visitor’s Center
Cheatham Hall Addition
Davidson Addition
Latham Hall
Lavery Hall
Newman Library
War Memorial Hall
Burruss Hall
Squires Student Center
New Classroom Building
Graduate Life Center
Cheatham Hall Existing
Goodwin Hall
Torgersen Hall
Existing Buildings

All-Gender Restrooms

Existing Buildings: Evaluation projects

Visitor’s Center
Cheatham Hall Addition
Davidson Addition
Latham Hall
Lavery Hall
Newman Library
War Memorial Hall
Burruss Hall
Squires Student Center
New Classroom Building
Graduate Life Center
Cheatham Hall Existing
Goodwin Hall
Torgersen Hall

Legend: Buildings
- Existing Buildings: Evaluated
- Existing Buildings: Implemented
All-Gender Restrooms

- Case Studies
Case Study
All-Gender Restrooms

Cheatham Hall Addition

View towards Restroom: Cheatham Addition
Case Study
All-Gender Restrooms

Visitor’s Center

View towards Restroom: Visitor’s Center
All-Gender Restrooms

- Questions and Comments?
Joint Resolution to Update Membership of the Campus Development Committee
Commission on University Support and
Commission on Equal Opportunity and Diversity
Resolution CUS 2018-B & Resolution CEOD 2017-18C

First Reading by the Commission on University Support: February 15, 2018
First Reading by the Commission on Equal Opportunity and Diversity: March 13, 2018
Approved by the Commission on University Support:
Approved by the Commission on Equal Opportunity and Diversity:
First Reading by the University Council:
Approved by the University Council:
Approved by the President:
Effective Date: August 1, 2018

WHEREAS, the Campus Development Committee (CDC) exists primarily to “make recommendations and to serve as a conduit to disseminate information and solicit feedback concerning the planned physical development of the university’s built environment;” and

WHEREAS, the Commission on Equal Opportunity and Diversity (CEOD) exists to advise on the university’s responsibilities regarding “accessibility, compliance, diversity, and inclusion;” and

WHEREAS, as part of the Inclusive VT initiative, the university community acknowledges that baseline compliance with Americans with Disabilities Act (ADA) regulations is no longer a sufficient measure or goal of campus accessibility; and

WHEREAS, we wish to exceed minimum requirements for physical accessibility by considering a wider range of topics such as universal design principles, single occupancy restrooms, and transportation infrastructure modifications in campus planning and construction efforts; and

WHEREAS, the CDC currently receives briefings and provides feedback to University Planning on a wide variety of university construction and renovation projects; and

WHEREAS, the Director of ADA and Accessibility Services serves as the university’s ADA Coordinator and provides oversight for physical accessibility for employees, students and visitors; and

WHEREAS, the CDC and campus construction and renovation projects would benefit from the two-way communication and perspective provided by adding a representative from the CEOD to the CDC;

THEREFORE LET IT BE RESOLVED, that the membership of the Campus Development Committee be amended to add:

• Director of ADA and Accessibility Services (Ex Officio)
• One representative from the Commission on Equal Opportunity and Diversity (one-year term)

AND BE IT FURTHER RESOLVED, that the changes take effect August 1, 2018.
Dr. Deyu Hu, Chair
Commission on Equal Opportunity and Diversity
336 Burruss Hall (0216)
800 Drillfield Drive
Blacksburg, Virginia 24061

Cc: President Timothy D. Sands
Virginia Tech Board of Visitors

February 26, 2018

Dear Virginia Tech Commission on Equal Opportunity and Diversity:

We, the undersigned Indigenous students, hereby call on the Commission on Equal Opportunity and Diversity to declare the second Monday in October as “Indigenous Peoples’ Day” and in accordance with the policies and procedures established by the University Council, recommend this change to the Virginia Tech Board of Visitors. We propose that the day be designated as such and be reflected on university calendars and other appropriate materials.

It is the duty of the Commission on Equal Opportunity and Diversity to affirm that celebrations of genocide and slavery have no place at Virginia Tech in accordance with our Principles of Community which state, in part, “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.” Furthermore, we have the shared responsibility to recognize and validate the generations of trauma inflicted upon Indigenous peoples. Christopher Columbus who, upon encountering Indigenous peoples’, wrote in his journal, “with fifty men, we could subjugate them all and make them do whatever we want.”

Recognizing “Indigenous Peoples’ Day” is but one step toward cultivating a more positive and welcoming environment for Indigenous students and visitors at Virginia Tech, which was historically under the stewardship of the Monacan and Tutelo Peoples. We must recognize our history of subjecting Native communities in Virginia to eugenics and erasure policies as well as prohibiting Indigenous students from attending public schools until the 1960’s. Additionally, declaring “Indigenous Peoples’ Day” advances efforts toward reciprocal partnerships with the eleven tribal communities of the state, a goal established at last year’s Tribal Summit which was hosted by the Office of the President at Virginia Tech.
Therefore, we call on members of the Commission on Equal Opportunity and Diversity to recommend to the Board of Visitors adding Virginia Tech’s name to the growing list of colleges and universities across the United States in replacing “Columbus Day” with “Indigenous Peoples’ Day.”

Respectfully,

Jason N. Chavez - Tohono O’odham
Class of 2019

Sarah Giles Woodward - Osage Nation
Class of 2019

Stacey Wilkerson - Non-Native
#ISTANDWITHNATIVESTUDENTS
Higher Education PhD Student

Melissa Faircloth - Coharie
Class of 2019

Caylin Stewart - Chickahominy Indian Tribe
Class of 2018

Doris Brown - Shinnecock Indian Nation
Class of 2019

Kai Baisden - Cherokee & Hawaiian
Class of 2020

Heather Gerrish
Virginia-Maryland College of Veterinary Medicine Class of 2020

Qualla Jo Ketchum - Cherokee Nation
Biological Systems Engineering PhD Student

Christina Shammas - Blackfeet Nation
Class of 2018

Devin Ketchum - Delaware Tribe of Indians
Electrical & Computer Engineering MS Student

Lucia Chambi - Quechua
Class of 2020

Shoa Deese - Lumbee
Class of 2019

Nizhoni Tallas - Navajo (Diné)
Class of 2021

Dr. Samuel Cook
Director of American Indian Studies

Dr. Mae Hey - Anishinaabe
InclusiveVT Faculty Fellow
Indigenous Communities Liaison

Katharina Deiter - Peepeekisis Cree
Class of 2019
Christopher Columbus, journal entry, October 14, 1492

Arizona State University, Beacon College, Bennington College, Boise State University, Brown University, Cornell University, Fredonia College, Harvard University, Minnesota State University, Mankato, Palo Alto College, Stanford University, Syracuse University, University of Alaska Fairbanks, University of Texas El Paso, and University of Utah.
Commission on Equal Opportunity and Diversity
Resolution 2017-18 XXX
Resolution to Modify Caucus Criteria for representation on the Commission on Equal Opportunity and Diversity (CEOD)

Approved by Commission on Equal Opportunity and Diversity: April 9, 2018
First Reading by University Council: April 16, 2018
Second Reading by University Council: May 7, 2018
Approved by University Council: May 7, 2018
Approved by the President: May 7, 2018
Effective: Fall {date}, 2018

WHEREAS, University Council resolution CEOD 2015-16B updated membership to include representation of diverse employee constituencies by faculty/staff caucuses at Virginia Tech, and

WHEREAS, the Commission on Equal Opportunity and Diversity seeks representation from populations that are underrepresented and/or underserved and historically marginalized, and

WHEREAS, faculty/staff caucuses have no common criteria for membership and representation on CEOD;

THEREFORE, BE IT RESOLVED, that the membership of the Commission on Equal Opportunity be revised in Section III-B of the Bylaws of the University Council, as noted below, effective Fall {date} 2018, and the proposal forwarded to the President for approval.
University Council By-Laws

B. Commission on Equal Opportunity and Diversity

Membership:

...TEN Eight Faculty and Staff Caucus community representatives (three-year terms)

Community representatives shall be chosen by one of two methods. Where there is a single widely representative organization for faculty and staff, this organization would have responsibility for electing a representative. Where there is no appropriate organization (or multiple organizations), then a related office, program, or center serving related interests will be responsible for the nominations and election (or selection) of a community representative. The Vice Provost for Inclusion and Diversity & Vice President for Strategic Affairs will be responsible for overseeing the identification of community representatives on an annual basis, including assuring that named organizations, programs or offices use an open process for securing nominations and interested participants if an election is not feasible or reasonable.

Representatives elected by a university organization with open membership for faculty and staff (one representative each). A Faculty/Staff Caucuses shall demonstrate its representational nature for membership on CEOD through verification of the following criteria:

- At least one member serving in President, Vice President, Chair, or Vice Chair roles must be faculty or staff. Graduate students who are employees may serve on the leadership team.

- A written mission related to the advancement of equity, diversity, and inclusion.

- An advocacy focus for its own population as well as intersectional identities.

- Representative of an identity group that has been historically underrepresented, marginalized, and disenfranchised.

- Committed to upholding the Principles of Community.

- Maintains organizational documents and policies that include:
  - By-Laws and/or Constitution
  - Elected officers
  - Regular meetings and minutes
  - Definition of voting membership/quorum
• Annual reports of accomplishments and goals for the upcoming year

Changes to caucuses specified in Resolution CEOD 2015-16B (below) shall be approved by University Council.

- Black Caucus
- LGBT Caucus
- Hispanic / Latino Faculty and Staff Caucus
- Appalachian Caucus
- American Indian and Indigenous People’s Caucus
- Women’s Alliance and Caucus Alliance
- Disability Caucus
- International Caucus
- Veteran’s Caucus
- Asian and Asian American Caucus

... 

(Last updated on November 2, 2009, July 21, 2014, October 16, 2015, March 3, 2016, July 19, 2016, & October 11, 2016, ...
Resolution to Modify the Membership of the Commission on Equal Opportunity and Diversity (CEOD)

Approved by Commission on Equal Opportunity and Diversity: April 9, 2018
First Reading by University Council: April 16, 2018
Second Reading by University Council: May 7, 2018
Approved by University Council: May 7, 2018
Approved by the President: May 7, 2018
Effective: Fall {date}, 2018

WHEREAS, the Commission on Equal Opportunity and Diversity has grown in size over the years to be the largest Commission in the governance system, and

WHEREAS, University Council resolution CEOD 2015-16B updated membership to include representation of diverse employee constituencies by faculty/staff caucuses at Virginia Tech, and

WHEREAS, the Commission on Equal Opportunity and Diversity membership from Ex-officio, Faculty Senate, and Staff Senate, and Commission on Student Affairs representatives is higher than other university commissions, and

WHEREAS, University Council resolution CEOD 2014-2015B specifies CEOD’s charge to “study, formulate, and recommend to University Council policies and procedures as they relate to the university’s responsibilities regarding equal opportunity, affirmative action, accessibility, compliance, diversity, and inclusion. Areas for consideration include recruitment, retention, and advancement of faculty, staff, and students, in a manner consistent with the university’s principles of community and commitment to equal opportunity and access”, and

WHEREAS, the Commission should be more efficient through reduced size and yet maintain a diverse and appropriate representation of faculty, staff, and students;

THEREFORE, BE IT RESOLVED, that the membership of the Commission on Equal Opportunity be revised in Section III-B of the Bylaws of the University Council, as noted below, effective Fall 2018, and the proposal forwarded to the President for approval.
University Council By-Laws

B. Commission on Equal Opportunity and Diversity

Membership*:

**Ex-officio**

- Vice President for Strategic Affairs & Vice Provost for Inclusion and Diversity & Vice President for Strategic Affairs
- Assistant Vice President for Equity and Accessibility
- Vice President for Human Resources & Vice President for Administration
- Vice Provost for Faculty Affairs
- Senior Director Cultural and Community Centers & Vice President for Student Affairs
- Director, Cranwell International Center
- Dean of Students
- Director of ADA Services and Access Services
- One academic dean selected by the Council of College Deans (two-year term)
- One Three representatives elected by the Faculty Senate, who, of which at least one must be a representative elected by the Faculty Senate, of which at least one must be a senator (three year term)
- One Three representatives elected by the Staff Senate, who, of which at least one must be a representative elected by the Staff Senate, of which at least one must be a senator (three year term)
- One representative of the administrative/professional faculty elected by the Commission on Administrative and Professional Faculty Affairs CAPFA (three-year term)
- One staff representative from the Commission on Staff Policies and Affairs (one-year term)
- One faculty representative from the Commission on Faculty Affairs (one-year term)
- One student representative from the Commission on Student Affairs (one-year term)
- Ten Eight Faculty and Staff Caucus community representatives (three-year terms)

...  

- Two Three faculty, staff, or student at-large members (three-year term for faculty/staff representatives; one-year term if a student is selected) ...

The at-large members will be chosen by an application process, open to faculty, staff, and students, and conducted by the commission annually for the available, undesignated slot. The commission will forward at least two nominations (so long as there are at least two) for each vacant position to the president for appointment to the commission. The commission may rank the candidates in order of preference. The at-large positions are designed to allow representation from groups not identified above as well as individuals who would make significant contributions to the work of the commission, regardless of background.

- Two One representative of the Student Government Association who has a role working with equity and inclusion & the Director of Equity and Inclusion for SGA and one representative elected by the Student Government Association (one-year term)
- One representative of the Graduate Student Assembly elected by the Graduate Student Assembly (one-year term)
- One student representative elected by the Council of International Student Organizations (one-year term)

*The chair will be elected from among the non-ex officio faculty or staff members of the commission

COMMISSION ON EQUAL OPPORTUNITY AND DIVERSITY
Full Membership Meeting
10:30 AM, Monday, April 9, 2018
Room B, The Graduate Life Center

Minutes

PRESENT: Deyu Hu, Marcy Schnitzer, Menah Pratt-Clarke, Jack Finney, Patty Perillo, Lia Kelinsky (for David Clubb), Tom Brown, Pamela Vickers, Josh Iorio (for Julia Ross), Sam Winn (for Jennifer Nardine), Erike Meitner, Virgilio A. Centeno (for Matthew Gabriele), James Venable, Ellington Graves, Mae Hey, Christa Miller, Elizabeth Spingola, Christine Tysor, Maria del Carmen Caña Jiménez, Takumi Sato, Michelle Corinaldi (for Mayank Periwal), Chris Saunders, Tracy Newton, James Spotila, John Gray Williams, Julia Billingsley

ABSENT: Lisa Wilkes (with notice), Kimberley Homer (with notice), Robin Queen (with notice), Kimberley Homer (with notice), Kelly Oaks, Robin Lawson, Melanie Darden, Prateek Mishra, LaTawnya Burleson, Khaled Hassouna, Rosemary Goss, Valencia Turner, Michele Waters, Jeena Sajimon

GUESTS: Kayla Smith, Liza Morris, Alexa Parsley

WELCOME/INFORMATION UPDATES

Update on Principles of Community Award: The winners will soon be announced in Virginia Tech News. The awards reception will be in May, so be on the lookout for an invitation to that. We are giving four awards this year instead of two.

There is a link on Canvas to CEOD 101, which was created by Jennifer Nardine. She put a guide together to better understand CEOD while she served as chair. Please take a look at that at your leisure; we plan to dig more into that at the beginning of next year.

The March meeting minutes were approved at 10:38 AM.

LGBTQ CLIMATE SURVEY RESULTS & UPDATE ON BANNER

Marcy Schnitzer and Amanda Morris gave an abbreviated presentation on the LGBTQ+ Climate Survey Results. The presentation is available in the Appendix section.

The climate survey respondent numbers are equivalent, but a little larger than the 2014 survey. Below are some highlights from the presentation:

A large increase from 2014 to 2017 for response to “I feel I belong at Virginia Tech;” 66.1% → 82.1%.
When asked if the campus climate has improved, the numbers have increased from 80% in 2014 to 88% in 2017.
Many items had a difference of 5% or greater.
While the numbers show that some believe there is more discrimination on campus, there are also more resources that have promoted a more positive campus climate.
The numbers regarding services offered by Virginia Tech are quite low: there is a need to improve and market services that are offered/available on campus.
Space was also a consistent theme throughout the results of the climate survey.
Perception of gender-inclusive bathrooms is quite different between LGBTQ+ and non-LGBTQ+ faculty.
There were requests from the survey to create better access to workout facilities; some faculty do not feel comfortable sharing exercise space with students.
Folks find that the critical issue of what it means to be adoptive parents and employed by the university needs to be discussed more in-depth.

Numbers regarding questions of discrimination and harassment have increased since the 2014 survey. This survey is used to make sure our priorities are aligned with the needs of the community, which are as follows:
- Ensure inclusive restrooms across campus, including bathroom conversions in existing buildings.
- Work with HR to provide more gender options in Banner.
- Work with DSA Health and Wellness division to create and implement trans-inclusive practices.
- Kick-off a fundraising campaign to support the LGBTQ+ Resource Center.
- Development of Queer Studies academic program through Pathways.
- Co-sponsor monthly mentoring lunch with LGBTQ+ Resource Center.

LGBTQ+ Caucus is at the stage of working with Registrar to make this change go live in HokieSPA.
Important questions we need to ask and determine are: what do we want these options to actually be?
HR has been informed that the new Banner system is very flexible!

If you want the LGBTQ+ Climate Survey to be presented to your department or academic unit, please contact Jordan Harrison at harrisoj@vt.edu.
Questions asked among the body:
- Will there be communication offering to provide presentations for interested units?
It’s mostly word-of-mouth, but it can be published on the website, be communicated by university leadership, and can be shared in the Office for Inclusion and Diversity social media channels.

*Can it be sent out to Caucus leaders?*
CEOD members will be provided with an electronic copy of the climate survey presentation and the LGBTQ+ Terminology.

*Are there any plans to incorporate results of the presentation to graduate orientations or HR onboarding information for new hires?*
We could work with the graduate school and others, but not sure how much would be able to be included in the new employee orientation.

Other concerns:
- *A conversation needs to be had on what needs to be systematically addressed.*
- *Adoption policies and other related policies are necessary to be addressed in the policy sphere.*

**SECOND READING: CEOD RESOLUTIONS 2017-18A AND 2017-18B**

CEOD members should have received revisions to both of these via email; one of the main changes discussed was that the Cranwell International Center has been included, and the workgroup focused a lot on the Faculty/Staff Senate representation. We have chosen to maintain the rule that one representative who must be a senator.

A vote was called for Resolution 2017-18 A regarding caucuses and was approved at 11:32 AM.

A vote was called for Resolution 2017-18B regarding membership and was approved at 11:33 AM.

These will be passed along to University Council, and in the next University Council meeting, Marcy Schnitzer and Deyu Hu will present resolutions and receive input and feedback; this will be the first reading.

**RESPONSE TO NAACP BOC LETTER**

The Diversity and Academic Mission workgroup drafted a response letter on behalf of CEOD in response to the Black Organizations’ Council (BOC) letter in response to the women’s Lacrosse team video. There have been overall well-framed responses from BOC, Virginia Tech NAACP chapter, and other allied groups; something like this matters for CEOD as well.

Questions from the body:

*Have we asked folks to sign letters like this or do we just say it’s from CEOD?*
We typically sign it from CEOD, but a conversation can certainly be had about circulating it.

**HR WORKGROUP: RESOLUTION ON ACKNOWLEDGING INDIGENOUS PEOPLE’S DAY**

Lisa Wilkes was not present at this meeting. Ellington Graves does not have an update or a clear sense of how to collectively move forward. The University of Virginia Has Indigenous Peoples’ Day, so there is capacity for state institutions to recognize it in lieu of Christopher Columbus Day.

Delegate Chris Hurst visited campus and spoke to Virginia Tech Natives about what can be done at a state level.

**CAUCUS/ORGANIZATION INFORMATION FOR HR NEW EMPLOYEE ORIENTATION**

The presentation is in the Appendix section.

Once this is compiled, it can be made available for new student orientation. CEOD can work to create a Google Form so there is consistency among contributors. The HR workgroup is going to use a survey tool to create information from interested groups; either Survey Monkey, VT Qualtrics, or Google Form. They are going to work on this and disseminate to caucuses.

**CEOD REPRESENTATIVE TO CAMPUS DEVELOPMENT COMMITTEE**

The presentation is in the Appendix section.

Last meeting, Lisa and Kayla presented information on Campus Development Committee.

The charge is to get information and feedback concerning the planned physical development of the university’s built environment. The position will start in August, so this needs to be taken care of this semester. Qualifications were established in the last CEOD Executive Committee meeting.

**WRAP-UP**

Our next meeting is our last meeting of the year, and will be on Monday, May 7th in Graduate Life Center Room B. Please email agenda items to Deyu for the next meeting.

The meeting was adjourned at 12:03 PM.

Respectfully Submitted,

Alexa Parsley
Recording Secretary, Commission on Equal Opportunity and Diversity
## AGENDA

<table>
<thead>
<tr>
<th>Topic</th>
<th>Preparation</th>
<th>Proposed Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Welcome &amp; information updates</strong>&lt;br&gt;Time: 5 minutes&lt;br&gt;Purpose: Decision, information&lt;br&gt;Leader: Deyu Hu, Marcy Schnitzer</td>
<td>• March meeting minutes: review meeting minutes attached with this agenda or on Canvas site; be prepared to cast vote.&lt;br&gt;• Principles of Community Award: None.&lt;br&gt;• CEOD 101 Canvas site: None.</td>
<td>• March meeting minutes approval: Deyu polls members.&lt;br&gt;• Marcy provides an update on the Principles of Community Award and addresses questions from members on the Award.&lt;br&gt;• CEOD 101 link: <a href="https://canvas.vt.edu/enroll/GXKC7F">https://canvas.vt.edu/enroll/GXKC7F</a> (joinable Canvas site, open to non-CEOD VT person).</td>
</tr>
<tr>
<td><strong>2. LGBTQ climate survey results &amp; update on Banner</strong>&lt;br&gt;Time: 45 minutes&lt;br&gt;Purpose: Information&lt;br&gt;Leaders: Amanda Morris, Marcy Schnitzer</td>
<td>None</td>
<td>• Amanda and Marcy present the LGBTQ climate survey results.&lt;br&gt;• Discussion: members ask questions; Amanda and Marcy answer questions.&lt;br&gt;• Amanda and Marcy provide update on Banner.&lt;br&gt;• Marcy provides update on university climate survey.</td>
</tr>
<tr>
<td><strong>3. Second Reading: CEOD Resolutions 2017-18A and 2017-18B</strong>&lt;br&gt;Time: 10 minutes</td>
<td>• Review the two resolutions files attached with this agenda or on Canvas site; be prepared to comment and cast vote.</td>
<td>• Marcy presents the revised resolutions; the Governance and Recognition work group addresses questions from members.&lt;br&gt;• Deyu polls members for approval and introduces what will happen next with the resolutions.</td>
</tr>
<tr>
<td>Purpose: Information, input to decision; decision Leader: Marcy Schnitzer</td>
<td>• Review the two files, including the NAACPBOC letter and CEOD’s response, attached with this agenda or on Canvas site. • Be prepared to ask questions, offer input, and sign on CEOD’s response letter.</td>
<td>• Ellington provides briefing on the situation and introduces CEOD’s response. • Discussion: members ask questions; the Diversity in Academic Mission work group answers questions. • Decision: Members choose to sign on the CEOD’s response letter.</td>
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</tr>
<tr>
<td><strong>4. Response to the NAACPBOC letter regarding the Women’s Lacrosse team</strong>  Time: 10 minutes  Purpose: Discussion, input to decision; decision Leader: Ellington Graves(^2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Updates: HR work group regarding Resolution on Acknowledging Indigenous Peoples’ Day on Next Year’s VT Academic Calendar</strong>  Time: 5 minutes  Purpose: Information Leaders: Lisa Wilkes(^3)</td>
<td>None</td>
<td>• Lisa provides updates on the Resolution on Acknowledging Indigenous Peoples Day on Next Year’s VT Academic Calendar and answers questions from members.</td>
</tr>
<tr>
<td><strong>6. Caucus/organization information for HR new employee orientation</strong>  Time: 6 minutes  Purpose: Discussion Leaders: Deyu Hu</td>
<td>None</td>
<td>• Deyu provides background information. • Discussion: members provide input and feedback to a series questions. • Follow-up: Caucuses/organizations provide relevant information; set up suggested account.</td>
</tr>
<tr>
<td><strong>7. CEOD representative to the Campus Development Committee</strong>  Time: 7 minutes</td>
<td>None</td>
<td>• Deyu reviews relevant information and proposes solutions from the executive committee. • Members provide input and feedback.</td>
</tr>
<tr>
<td>Purpose: Discussion</td>
<td>• Follow up: nominate/self-nominate; vote in May’s full membership meeting.</td>
<td></td>
</tr>
<tr>
<td>Leaders: Deyu Hu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Wrap-up**  
**Time:** 2 minutes  
**Purpose:** Information  
**Leader:** Deyu Hu

| | • Be prepared to suggest agenda items for next meeting. |
| | • Announce known agenda items for next meeting: 1) workgroup updates; 2) Presentation: Proposed all gender restrooms and signage; 3) A living wage for custodial staff; 4) work groups for next year 5) last full membership meeting: May 7, 2018.  
| | • Members suggest additional agenda items. |

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1 Dr. Amanda Morris is the Co-Chair of the LGBT Faculty and Staff Caucus. Dr. Marcy Schnitzer is the Assistance Provost for Diversity and Strategic Planning and the Chair of the Governance and Recognition workgroup of CEOD.

2 Dr. Ellington Graves is the Director of African Studies Program, InclusiveVT Faculty Fellow, and the Chair of the Diversity in Academic Mission workgroup of CEOD.

3 Dr. Lisa Wilkes is the Interim Vice President for Human Resources and the Chair of the HR workgroup of CEOD.
Virginia Tech 2017
LGBTQ+ Climate
Survey Results
Presentation

PRESENTED BY: JORDAN HARRISON AND
MARCY SCHNITZER
Introduction to the Climate Survey

- Outcome of a 2012 report, Considerations for Assessment of the Campus Climate for LGBTQ Faculty and Staff at Virginia Tech, which addressed concerns about whether Virginia Tech’s diversity strategic planning process was fully inclusive of all constituency groups, particularly Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) faculty and staff.

- 2017 - second time survey was distributed

- Six sections - Campus Climate, Services, HR and Policies, Expression, Discrimination and Harassment, Safety

- 2203 Respondents (~25% interaction rate)
Terminology - Some Basics

- LGBTQ - What do all of the letters stand for?
  - L - Lesbian
  - G - Gay
  - B - Bisexual
  - T - Transgender / Trans*gender
  - Q - Queer

- This acronym is often used as an umbrella term when talking about non-heterosexual and non-cisgender identities, and does not always reflect members of the community.
Terminology - Some Basics

- **Sexual Orientation** - The desire for intimate emotional and/or sexual relationships with people of the same gender/sex, another gender/sex, or multiple genders/sexes.

- **Gender Identity** - A person’s sense of self as masculine, feminine, both, or neither regardless of external genitalia.

- **Gender Expression** - How one presents oneself and one’s gender to the world via dress, mannerisms, hairstyle, facial hair etc. This may or may not coincide with or indicate one’s gender identity. Many utilize gender expression in an attempt to determine the gender/sex of another individual. However, a person’s gender expression may not always match their gender identity.
Terminology - A few more terms

- Ally
- Cisgender
- Heteronormativity
- Trans*
- In the Closet/Closeted, Coming Out, Outing, Out
### Which of the following sexual orientations apply to you?

<table>
<thead>
<tr>
<th>Orientation</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>81.2</td>
<td>1,086</td>
</tr>
<tr>
<td>LGB Spectrum</td>
<td>18.8</td>
<td>251</td>
</tr>
</tbody>
</table>

### Which of the following gender identities applies to you?

<table>
<thead>
<tr>
<th>Identity</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>39.6</td>
<td>534</td>
</tr>
<tr>
<td>Feminine</td>
<td>54.9</td>
<td>740</td>
</tr>
<tr>
<td>Trans/Transgender</td>
<td>0.6</td>
<td>8</td>
</tr>
<tr>
<td>Gender non-conforming</td>
<td>3.1</td>
<td>42</td>
</tr>
<tr>
<td>Other</td>
<td>1.8</td>
<td>24</td>
</tr>
</tbody>
</table>

### Do you consider yourself to be an ally of the LGBTQ community?

<table>
<thead>
<tr>
<th>Consideration</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80.7</td>
<td>1,116</td>
</tr>
<tr>
<td>No</td>
<td>6.9</td>
<td>96</td>
</tr>
</tbody>
</table>
### Climate Survey Respondents

<table>
<thead>
<tr>
<th>Which of the following sex categories apply to you?</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41.8</td>
<td>580</td>
</tr>
<tr>
<td>Female</td>
<td>57.8</td>
<td>802</td>
</tr>
<tr>
<td>Intersex</td>
<td>0.4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your race/ethnicity?</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>88.1</td>
<td>1,172</td>
</tr>
<tr>
<td>Non-White</td>
<td>11.8</td>
<td>158</td>
</tr>
</tbody>
</table>
### Section 1: Campus Climate

#### Average Number of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Non-LGBTQ+</th>
<th>LGBTQ+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1,046</td>
<td>242</td>
</tr>
<tr>
<td>2014</td>
<td>893</td>
<td>177</td>
</tr>
</tbody>
</table>

#### Items: VT Climate

<table>
<thead>
<tr>
<th>Item</th>
<th>2017</th>
<th>2014</th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Tech provides a supportive environment for employees.</td>
<td>89.2</td>
<td>90.6</td>
<td>79.5</td>
<td>84.7</td>
</tr>
<tr>
<td>Virginia Tech is free from discrimination.</td>
<td>51.9</td>
<td>55.7</td>
<td>36.7</td>
<td>44.6</td>
</tr>
<tr>
<td>I feel I belong at Virginia Tech.</td>
<td>89.5</td>
<td>95.7</td>
<td>82.1</td>
<td>66.1</td>
</tr>
</tbody>
</table>

#### Average Number of Respondents

<table>
<thead>
<tr>
<th></th>
<th>1,064</th>
<th>N/A</th>
<th>246</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Items: Department Climate

<table>
<thead>
<tr>
<th>Item</th>
<th>2017</th>
<th>2014</th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>My department provides a supportive environment for employees.</td>
<td>88.5</td>
<td>88.2</td>
<td>81.3</td>
<td>80.1</td>
</tr>
<tr>
<td>My department is free from discrimination.</td>
<td>74.1</td>
<td>76.6</td>
<td>61.7</td>
<td>70.6</td>
</tr>
<tr>
<td>I feel I belong in my department.</td>
<td>87.1</td>
<td>87.2</td>
<td>81.4</td>
<td>81.1</td>
</tr>
</tbody>
</table>
## Section 1: Campus Climate

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2014</th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ally</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Number of Respondents</td>
<td>1,080</td>
<td>846</td>
<td>90</td>
<td>103</td>
</tr>
<tr>
<td>Items: VT Climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Tech is free from discrimination.</td>
<td>46.0</td>
<td>50.1</td>
<td>62.8</td>
<td>67.4</td>
</tr>
<tr>
<td><strong>Non-Ally</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Number of Respondents</td>
<td>869</td>
<td>N/A</td>
<td>197</td>
<td>N/A</td>
</tr>
<tr>
<td>Items: General Climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know of others who have left due to a homophobic or genderist climate.</td>
<td>22.0</td>
<td>N/A</td>
<td>8.4</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Section 1: Campus Climate

<table>
<thead>
<tr>
<th>Items: General Climate</th>
<th>2017</th>
<th>2014</th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Respondents</td>
<td>802</td>
<td>N/A</td>
<td>197</td>
<td>N/A</td>
</tr>
<tr>
<td>The climate for LGBTQ+ has improved during my time at Virginia Tech.</td>
<td>% Agree</td>
<td>93.8</td>
<td>92.6</td>
<td>88.2</td>
</tr>
<tr>
<td>I would recommend VT to an LGBTQ+ prospective student, faculty, or staff.*</td>
<td>% Agree</td>
<td>87.8</td>
<td>82.3</td>
<td>76.1</td>
</tr>
</tbody>
</table>

Non-white = 49.1%
Campus Climate: Comments

“I fully believe that the university has improved in its climate for LGBTQ+ individuals, as has the area, and the US. After the election and the events in Charlottesville, I do feel less safe than I used to, especially off-campus. I would also like to say that I wish we hired more trans individuals. I would love for our trans students to have trans mentors who are our faculty.”
“The climate has not changed in my opinion. I recognize I may be alone, but when the same leaders head your dept for 17 of 19 years, and they’ve made hurtful statements, made judgments, expressed curiosity in identifying people’s sexuality, accused/assumed people were gay and labeled them gay wrongly, it creates a culture that’s not easily changed. My defense has been to disengage and I’ve seen my head and my former head supported and promoted. I realize it’s a losing battle for me to go up against them by filing a complaint after seeing others go through mediation with no significant change.”
## Section 2: Services

<table>
<thead>
<tr>
<th>Items: Familiarity with Services</th>
<th>2017 % Familiar</th>
<th>2014 % Familiar</th>
<th>2017 % Familiar</th>
<th>2014 % Familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>SafeZone</td>
<td>44.1</td>
<td>55.9</td>
<td>56.5</td>
<td>71</td>
</tr>
<tr>
<td>Cultural and Community Centers</td>
<td>44.7</td>
<td>N/A</td>
<td>50.8</td>
<td>N/A</td>
</tr>
<tr>
<td>LGBTQ+ Center</td>
<td>25.2</td>
<td>N/A</td>
<td>41.5</td>
<td>N/A</td>
</tr>
<tr>
<td>Assistant Director for the LGBTQ+ Center*</td>
<td>14.8</td>
<td>N/A</td>
<td>23.4</td>
<td>N/A</td>
</tr>
<tr>
<td>LGBT Faculty/Staff Caucus</td>
<td>17.2</td>
<td>27.9</td>
<td>29.0</td>
<td>44.9</td>
</tr>
<tr>
<td>Virginia Tech Women’s Center</td>
<td>59.9</td>
<td>73.9</td>
<td>58.4</td>
<td>73.8</td>
</tr>
<tr>
<td>Cook Counseling Center</td>
<td>67.4</td>
<td>79.7</td>
<td>66.5</td>
<td>65.7</td>
</tr>
</tbody>
</table>

*Non-white = 28%
Familiarity with Services: Comments

- “As a new employee working in VT, it would be great to hear learn more about the LGBTQ+ community, resources, ally information, etc. in the onboarding for new employees. I have been working on campus for just under 3 months, and I haven't heard much of anything about LGBTQ+ initiatives, resources, ally training/information, etc. I would love more information and will definitely try to get more involved on campus as I settle in more to my role and job responsibilities.”
Familiarity with Services: Community

- “Encourage a larger/more visible LGBTQ+ community. For the size of this school the LGBTQ+ community feels very small. That either suggests to me that VT is not hiring enough LGBTQ+ people, or it does not provide enough space/events for people to gather publicly.”

- “I think we have to be vocal in our support of LGBTQ+ employees and students, and we need to recognize that our biases and discriminatory behavior are perpetuated by silence.”
Familiarity with services: LGBTQ+ Center

- “The establishment of a large, well-funded, LGBTQ+ Resource Center that is accessible to students, faculty, and staff (we should not be joking about the LGBTQ+ center being a "closet"); A plan for including gender inclusive restrooms, locker rooms, and housing on campus.”

- “Robust peer education programs, graduate assistantships, more paid student workers, a larger space in which to host LGBTQ+ events/meetings/groups so that other Cultural or Community Centers do not have to be utilized.”
### Section 2: Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Respondents</td>
<td>782</td>
<td>N/A</td>
<td>199</td>
<td>N/A</td>
</tr>
<tr>
<td>% Agree</td>
<td>50.2</td>
<td>35.1</td>
<td>32.7</td>
<td>30.9</td>
</tr>
<tr>
<td>% Agree</td>
<td>44.0</td>
<td>N/A</td>
<td>22.6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Gender-inclusive bathrooms - Non-binary = 12%
“We have a number of gender neutral bathrooms, but I have noticed many of the "neutral" bathrooms in dorms are still framed as "unisex" with a male/female picture next to them. Having truly gender NEUTRAL bathrooms would be a huge step forward, since many people do not identify as either male OR female (and, thus, unisex still fail to include them).”
“Virginia Tech needs to provide more and better access to work out facilities for faculty and staff. The shared space with students can be particularly uncomfortable for LGBTQ individuals”

“I think it is important to have gender neutral bathrooms. My old work environment was extremely active within the LGBTQ Community, with faculty and staff attending the Pride Parade held near campus. I would like to see a more inclusive and active community here, not just on campus.”
## Section 3: HR and Policies

<table>
<thead>
<tr>
<th>Items: General Satisfaction with HR and Policies&lt;sup&gt;a&lt;/sup&gt;</th>
<th>2017 Non-LGBTQ+</th>
<th>2017 LGBTQ+</th>
<th>2014 Non-LGBTQ+</th>
<th>2014 LGBTQ+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Respondents</td>
<td>546</td>
<td>153</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| Virginia Tech’s hiring policies are fair to LGBTQ+ individuals/employees. | 94.3 | 82.4 | 88.8 | 65.4 |
| Virginia Tech’s human resources policies are fair to LGBTQ+ employees in relation to family or spouse/partner benefits. | 90.9 | 66.0 | 84.5 | 34.9 |
| Virginia Tech provides equal benefits and services for LGBTQ+ employees and their partners compared to those provided to heterosexual and cis-gender employees. | 86.3 | 49.3 | 78.5 | 25.4 |
| Human Resources is responsive regarding policy changes (institutional, state, federal) that apply to or impact LGBTQ+ employees and their families. | 91.7 | N/A | 76.0 | N/A |
HR Policies: Comments

“\[I\ would\ like\ a\ much\ more\ supportive\ and\ inclusive\ policy\ surrounding\ adoption,\ family\ leave,\ financial\ matching\ for\ adoption,\ etc.\ \ It\ is\ deeply\ unfair\ that\ things\ are\ different\ for\ adoptive\ families\ because\ biological\ birth\ is\ not\ part\ of\ the\ equation.\ \ It\ is\ also\ frustrating\ that\ HR\ often\ seems\ to\ have\ difficulty\ processing\ adoptions\ as\ if\ it's\ something\ they've\ never\ heard\ of.\ Surely\ the\ number\ of\ adoptions\ is\ increasing,\ especially\ among\ LGBTQ\ families.\]
HR Policies: Comments

- “Full spousal benefits for lifetime partners. Although I am gay, I disagree with gay marriage religiously but am in a committed relationship of more than 20 years. Many Fortune 500 companies extend domestic benefits to partners. I realize the state is an obstacle, but I want President Sands and other top leaders to speak out against the stiff marriage/partnership issues in this state - not use them as an excuse as to why the university’s hands are tied.”
- “Consistent insurance coverage for transgender health care; access for students to receive hormone treatment at the student health center.”
### Section 4: Expression

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LGBTQ+</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Number of Respondents</td>
<td>222</td>
<td>N/A</td>
</tr>
<tr>
<td>I feel comfortable expressing ...</td>
<td>% Agree</td>
<td></td>
</tr>
<tr>
<td>... my sexual orientation in the classroom.</td>
<td>47.0</td>
<td>41.0</td>
</tr>
<tr>
<td>... my sexual orientation at Virginia Tech.</td>
<td>62.4</td>
<td>53.0</td>
</tr>
<tr>
<td>... my sexual orientation in my department.*</td>
<td>66.3</td>
<td>59.7</td>
</tr>
<tr>
<td>... my gender identity in the classroom.</td>
<td>74.8</td>
<td>73.8</td>
</tr>
<tr>
<td>... my gender identity at Virginia Tech.</td>
<td>83.3</td>
<td>78.1</td>
</tr>
<tr>
<td>... my gender identity in my department.</td>
<td>84.4</td>
<td>80.3</td>
</tr>
</tbody>
</table>

*Non-white = 54.3%
## Section 4: Expression

<table>
<thead>
<tr>
<th>Average Number of Respondents</th>
<th>2017</th>
<th>2017</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-LGBTQ+</td>
<td>755</td>
<td>222</td>
<td>29</td>
</tr>
<tr>
<td>LGBTQ+</td>
<td>% Agree</td>
<td>% Agree</td>
<td>% Agree</td>
</tr>
<tr>
<td>I feel comfortable expressing ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... my sexual orientation in the classroom.</td>
<td>74.8</td>
<td>47.0</td>
<td></td>
</tr>
<tr>
<td>... my sexual orientation at Virginia Tech.</td>
<td>85.6</td>
<td>62.4</td>
<td></td>
</tr>
<tr>
<td>... my sexual orientation in my dept.</td>
<td>86.7</td>
<td>66.3</td>
<td></td>
</tr>
<tr>
<td>... my gender identity in the classroom.</td>
<td>84.6</td>
<td>74.8</td>
<td>30.0</td>
</tr>
<tr>
<td>... my gender identity at Virginia Tech.</td>
<td>90.7</td>
<td>83.3</td>
<td>52.0</td>
</tr>
<tr>
<td>... my gender identity in my department.</td>
<td>90.4</td>
<td>84.4</td>
<td>54.0</td>
</tr>
</tbody>
</table>
## Section 4: Expression

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Respondents</td>
<td>789</td>
<td>N/A</td>
<td>208</td>
<td>N/A</td>
</tr>
<tr>
<td>I feel comfortable showing affection with a romantic partner on my campus.</td>
<td>% Agree</td>
<td>77.2</td>
<td>73.2</td>
<td>59.7</td>
</tr>
<tr>
<td>I feel comfortable showing affection with a romantic partner in the community surrounding Virginia Tech.</td>
<td>82.7</td>
<td>81.8</td>
<td>57.1</td>
<td>49.1</td>
</tr>
</tbody>
</table>
Expression: Comments

“Our new Vice President has helped create a welcoming culture, and that is the only reason I am still at Virginia Tech today. Two years ago, I wrote in this survey that I did not want to stay at Virginia Tech if I could not put a photo of my child (who identifies as gay and nonbinary) on my desk; I never would have done that then. While I know it would make some people talk behind my back, I am now considering bringing in a photo of my kid and their partner to display on my desk. I want to be part of creating the culture I wish this place would be.”
“Virginia Tech just needs to work on a climate in which LGBTQ+ employees can be out and be just as comfortable discussing their spouses and families and experiences and things that they like to do as straight employees. I should feel comfortable as a straight person to discuss my queer family.”

“I am not sure why I am being asked about my level of comfort in expressing my sexual or gender identity in various situations, especially a classroom. Some of these questions make me feel uncomfortable. Why would I express any of these personal matters in a classroom to my students or to my colleagues? Additionally, if I were a student (I was at some point) or staff, I could care less about these personal issues for my professor and colleagues.”
## Section 5: Discrimination and Harassment

<table>
<thead>
<tr>
<th>Items: Experience with Discrimination or Harassment (Past 12 Months)</th>
<th>2017</th>
<th>2014</th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Number of Respondents</strong></td>
<td>976</td>
<td>N/A</td>
<td>233</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Non-LGBTQ+</strong></td>
<td><strong>LGBTQ+</strong></td>
<td><strong>Non-LGBTQ+</strong></td>
<td><strong>LGBTQ+</strong></td>
<td></td>
</tr>
<tr>
<td>I have been <strong>informed</strong> about discriminatory behavior on my campus.</td>
<td>66.9</td>
<td>N/A</td>
<td>70.2</td>
<td>N/A</td>
</tr>
<tr>
<td>I have <strong>witnessed</strong> discriminatory behavior on my campus.</td>
<td>34.3</td>
<td>19.5</td>
<td>51.3</td>
<td>29.6</td>
</tr>
<tr>
<td>I have <strong>experienced</strong> discriminatory behavior on my campus.</td>
<td>21.2</td>
<td>12.2</td>
<td>31.2</td>
<td>18.8</td>
</tr>
<tr>
<td>I have <strong>witnessed</strong> harassment on my campus.</td>
<td>21.1</td>
<td>10.6</td>
<td>37.6</td>
<td>17.1</td>
</tr>
<tr>
<td>I have <strong>experienced</strong> harassment on my campus.</td>
<td>11.5</td>
<td>6.2</td>
<td>24.9</td>
<td>9.7</td>
</tr>
</tbody>
</table>
Section 5: Discrimination and Harassment

<table>
<thead>
<tr>
<th>Items: Experience with Discrimination or Harassment (Spanning Career)</th>
<th>2017 Non-LGBTQ+</th>
<th>2014 Non-LGBTQ+</th>
<th>2017 LGBTQ+</th>
<th>2014 LGBTQ+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Respondents</td>
<td>710</td>
<td>N/A</td>
<td>168</td>
<td>N/A</td>
</tr>
<tr>
<td>I have felt excluded or not welcome due to my sexual orientation at VT.</td>
<td>4.5</td>
<td>1.4</td>
<td>23.1</td>
<td>23.4</td>
</tr>
<tr>
<td>I have felt excluded or not welcome due to my gender identity at VT.*</td>
<td>6.5</td>
<td>4.5</td>
<td>11.0</td>
<td>5.8</td>
</tr>
<tr>
<td>I have experienced LGBTQ+ identities portrayed negatively in the classroom.</td>
<td>11.4</td>
<td>4.4</td>
<td>22.4</td>
<td>14.3</td>
</tr>
<tr>
<td>I have experienced LGBTQ+ identities portrayed negatively in my department.</td>
<td>7.8</td>
<td>5.5</td>
<td>24.2</td>
<td>19.3</td>
</tr>
<tr>
<td>I have experienced LGBTQ+ identities portrayed negatively in my college.</td>
<td>8.3</td>
<td>0.4</td>
<td>20.4</td>
<td>12.5</td>
</tr>
</tbody>
</table>

*Non-binary = 34%
## Section 5: Discrimination and Harassment

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2014</th>
<th>2017</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average number of Respondents</strong></td>
<td>710</td>
<td>N/A</td>
<td>179</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Additional Items:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know where to report an act of discrimination or harassment experienced at Virginia Tech.</td>
<td>64.4</td>
<td>N/A</td>
<td>59.2</td>
<td>N/A</td>
</tr>
<tr>
<td>How satisfied are you with Virginia Tech’s response to incidents of LGBTQ+ harassment and discrimination?</td>
<td>78.7</td>
<td>17.4</td>
<td>72.9</td>
<td>32.9</td>
</tr>
</tbody>
</table>
Discrimination: Comments

- “I am Gay. When you work in an office where the Associate Dean (in our college) and the Department Chair (in my department) make "gay jokes" and slurs behind their back - that isn't okay. I would like to see fair treatment by some of these deans, department heads, and other administrators who are a failure when it comes to diversity.”

- “As a result of my own choice to have not revealed my sexual orientation earlier, my boss, assuming me to be straight, has made negative comments about homosexuals in private conversations. Now, that I would like to be more open about my family life with co-workers, I find it difficult to come out at work due to the fact that I know he has negative feelings toward gay men. Additionally, while it does not affect me personally, I find it offensive when co-workers, including my boss, make derogatory and uninformed comments about transgender individuals. While he and others may be aware of policies to not discriminate, they often lack the knowledge about how their ignorant comments affect others.”
**Discrimination: Comments**

- “I'd like to see more transparency in where to go for help, but more importantly, I'd like to believe that someone would do something (and that there would not be negative repercussions for the reporter). I believe students tend to have these protections, but faculty and staff do not. I know of situations where HR has told people there is nothing that they can do and where administrators (who are technically required reporters) say they are uncomfortable and do not want to discuss issues further.”

- “I would just like to be treated fairly in my department, but I have been denied opportunities because of my gender identity as well as ridiculed and demeaned because of my disabilities.”
Lessons Learned: Caucus Priorities

- Ensure inclusive restrooms across campus, including bathroom conversions in existing buildings
- Work with HR to provide gender options in banner
- Partner with DSA Health and Wellness to create/implement trans-inclusive practices
- Kick-off a fundraising campaign to support the LGBTQ+ Resource Center
- Development of a Queer Studies academic program through Pathways
- Co-sponsor a monthly mentoring lunch with the LGBTQ+ Resource Center
Issues to Consider

OTHER CAMPUSES

- “Many of the questions in this survey were specifically regarding services and situations that revolved around the Blacksburg campus. In the National Capital Region, however, there are no such services (no counseling center, no LGBTQ+ groups, hardly any information regarding rights and benefits extended to LGBTQ+ individuals). I had not heard of most of the listed groups, resources, and opportunities that my colleagues down south had access to until I took this survey. It may be cost prohibitive to devote a large amount of resources up here, but having some form of representation could be beneficial and seem more welcoming and inclusive.”
**Issues to Consider**

**LEADERSHIP**

- “There (is) an old-guard undercurrent at Tech that remains very powerful. It’s subtle racism and homophobia...in my case at the dept head level. LGBTQ faculty have left (five I knew closely) over the past couple years. Three left Tech to become Deans elsewhere and I’m beginning to believe I too will have to leave to fully realize my career. With the way this university’s administration has ballooned, there should be visible leaders for the LGBTQ community. I don’t see any from where I’m standing - except Dean DePauw. Sadly, I don’t think she would be welcomed any differently today than the embarrassment that occurred a decade ago.”
Help us increase education and awareness!

Want to help educate the University about the LGBTQ+ community? Want this presentation to come to your academic unit?

The Caucus has prepared a brown-bag lunch presentation – 1 hour – that communicates the results from the survey and allows time for some reflection on policies and practices.

Please email Jordan Harrison to request a presentation for your academic unit – harrisoj@vt.edu
Commission on Equal Opportunity and Diversity
Resolution 2017-18A
Resolution to Modify Caucus Criteria for representation on the Commission on Equal Opportunity and Diversity (CEOD)

Approved by Commission on Equal Opportunity and Diversity: April 9, 2018
First Reading by University Council: April 16, 2018
Second Reading by University Council: May 7, 2018
Approved by University Council: May 7, 2018
Approved by the President: May 7, 2018
Effective: August 13, 2018

WHEREAS, University Council resolution CEOD 2015-16B updated membership to include representation of diverse employee constituencies by faculty/staff caucuses at Virginia Tech, and

WHEREAS, the Commission on Equal Opportunity and Diversity seeks representation from populations that are underrepresented and/or underserved and historically marginalized, and

WHEREAS, faculty/staff caucuses have no common criteria for membership and representation on CEOD;

THEREFORE, BE IT RESOLVED, that the membership of the Commission on Equal Opportunity be revised in Section III-B of the Bylaws of the University Council, as noted below, effective August 13, 2018, and the proposal forwarded to the President for approval.
University Council By-Laws

B. Commission on Equal Opportunity and Diversity

Membership:

...Ten Eight Faculty and Staff Caucus community representatives (three-year terms)

Community representatives shall be chosen by one of two methods. Where there is a single widely representative organization for faculty and staff, this organization would have responsibility for electing a representative. Where there is no appropriate organization (or multiple organizations), then a related office, program, or center serving related interests will be responsible for the nominations and election (or selection) of a community representative. The Vice President for Strategic Affairs and Provost for Inclusion and Diversity will be responsible for overseeing the identification of community representatives on an annual basis, including assuring that named organizations, programs or offices use an open process for securing nominations and interested participants if an election is not feasible or reasonable. Representatives elected by a university organization with open membership for faculty and staff (one representative each): A Faculty/Staff Caucus shall demonstrate its representational nature for membership on CEOD through verification of the following criteria:

- At least one member serving in President, Vice President, Chair, or Vice Chair roles must be faculty or staff. Graduate students who are employees may serve on the leadership team.

- A written mission related to the advancement of equity, diversity, and inclusion.

- An advocacy focus for its own population as well as intersectional identities.

- Representative of an identity group that has been historically underrepresented, marginalized, and disenfranchised.

- Committed to upholding the Principles of Community.

- Maintains organizational documents and policies that include:
  - By-Laws and/or Constitution
  - Elected officers
  - Regular meetings and minutes
  - Definition of voting membership/quorum
• Annual reports of accomplishments and goals for the upcoming year

Changes to caucuses specified below per Resolution CEOD 2015-16B shall be approved by University Council.

- Black Caucus
- LGBT Caucus
- Hispanic / Latino Faculty and Staff Caucus
- Appalachian Caucus
- American Indian and Indigenous People’s Caucus
- Women’s Alliance and Caucus Alliance
- Disability Caucus
- International Caucus
- Veteran’s Caucus
- Asian and Asian American Caucus

Resolution 2017-18B

Resolution to Modify the Membership of the Commission on Equal Opportunity and Diversity (CEOD)

Approved by Commission on Equal Opportunity and Diversity: April 9, 2018
First Reading by University Council: April 16, 2018
Second Reading by University Council: May 7, 2018
Approved by University Council: May 7, 2018
Approved by the President: May 7, 2018
Effective: August 19, 2018

WHEREAS, the Commission on Equal Opportunity and Diversity has grown in size over the years to be the largest Commission in the governance system, and

WHEREAS, University Council resolution CEOD 2015-16B updated membership to include representation of diverse employee constituencies by faculty/staff caucuses at Virginia Tech, and

WHEREAS, the Commission on Equal Opportunity and Diversity membership from Ex-officio, Faculty Senate, and Staff Senate, and Commission on Student Affairs representatives is higher than other university commissions, and

WHEREAS, University Council resolution CEOD 2014-2015B specifies CEOD’s charge to “study, formulate, and recommend to University Council policies and procedures as they relate to the university’s responsibilities regarding equal opportunity, affirmative action, accessibility, compliance, diversity, and inclusion. Areas for consideration include recruitment, retention, and advancement of faculty, staff, and students, in a manner consistent with the university’s principles of community and commitment to equal opportunity and access”, and

WHEREAS, the Commission should be more efficient through reduced size and yet maintain a diverse and appropriate representation of faculty, staff, and students;

THEREFORE, BE IT RESOLVED, that the membership of the Commission on Equal Opportunity be revised in Section III-B of the Bylaws of the University Council, as noted below, effective August 19, 2019, and the proposal forwarded to the President for approval.
University Council By-Laws

B. Commission on Equal Opportunity and Diversity

Membership*:

**Ex-officio**

- **Vice President for Strategic Affairs & Vice Provost for Inclusion and Diversity**, **Vice President for Strategic Affairs**
- **Assistant Vice President for Equity and Accessibility**
- **Vice President for Human Resources**, **Associate Vice President for Administration**
- **Vice Provost for Faculty Affairs**
- **Senior Director Cultural and Community Centers**, **Vice President for Student Affairs**
- **Director, Cranwell International Center**
- **Dean of Students**
- **Director of ADA Services and Access Services**
- **One academic dean selected by the Council of College Deans (two-year term)**
- **One** Three representatives elected by the Faculty Senate, who, of which at least one must be a senator (three year term)
- **One** Three representatives elected by the Staff Senate, who, of which at least one must be a senator (three year term)
- **One** representative of the administrative/professional faculty elected by the **Commission on Administrative and Professional Faculty Affairs (CAPFA)** (three-year term)
- **One** staff representative from the **Commission on Staff Policies and Affairs** (one year term)
- **One** faculty representative from the **Commission on Faculty Affairs** (one-year term)
- **One** student representative from the **Commission on Student Affairs** (one-year term)
- **Ten** Eight Faculty and Staff **Caucus** community representatives (three-year terms)

...  

- **Two** Three faculty, staff, or student at-large members (three-year term for faculty/staff representatives; one-year term if a student is selected) ...  

The at-large members will be chosen by an application process, open to faculty, staff, and students, and conducted by the commission annually for the available, undesignated slot. The commission will forward at least two nominations (so long as there are at least two) for each vacant position to the president for appointment to the commission. The commission may rank the candidates in order of preference. The at-large positions are designed to allow representation from groups not identified above as well as individuals who would make significant contributions to the work of the commission, regardless of background.

- **Two** One representative of the **Student Government Association**: **the Director of Equity and Inclusion for SGA** and one representative elected by the **Student Government Association** (one-year term)
• One representative of the Graduate Student Assembly elected by the Graduate Student Assembly (one-year term)
• One student representative elected by the Council of International Student Organizations (one-year term)

*The chair will be elected from among the non-ex officio faculty or staff members of the commission

(Last updated on November 2, 2009, July 21, 2014, October 16, 2015, March 3, 2016, July 19, 2016, & October 11, 2016, ...
For Immediate Release:

Dear Virginia Tech Community Members:

We, on behalf of the Virginia Polytechnic Institute and State University’s Black Organizations Council (BOC) and the collegiate chapter of the NAACP write this letter to express our disgust and disappointment in regards to the recent actions of the Virginia Tech Women’s Lacrosse team. On Sunday, March 24th, a video surfaced of team members singing lyrics to a song that contained racial slurs, that were sung without hesitation.

We, as a body that dedicates our efforts to the fight for equality of all people, disavow not only the actions of said team but the inaction of faculty, staff, and most notably, the administration of this university.

We, the executive board of this collegiate chapter, DEMAND the immediate disavowing of this behavior by President Timothy Sands through statement to the Virginia Tech community and student body. We, the executive board of this collegiate chapter, DEMAND immediate disciplinary action by the Virginia Tech Athletics department as well as the Department of Student Conduct. This most recent incident is one of many racially charged incidents affiliated with the University. The lack of public responses from university officials reinforces a history of complicity and apathy when it comes to racial incidents at Virginia Tech and a lack of advocacy on behalf of students of marginalized identities.

This type of offensive language contributes to an unwelcoming and harmful campus climate for black students. The lacrosse team incident is a small reflection of a larger pattern of Virginia Tech’s racist and/or middle of the road approach in addressing social injustices at the University, including: the protection of a “self-proclaimed” White Supremacist English TA whose exposed racist ideology led to the doxing of a student activist, an upcoming event led by the controversial group TPUSA, hosting Charlie Kirk on campus this semester in light of the violence that occurred after his talk at CSU, and the sponsorship of professors like Charles Murray, whose pseudoscience supports a flawed link between race and intelligence. When non-identifying Black people say the epithet, “Nigga/Nigger,” it relates to a violent, racial history. “Nigga/Nigger” speaks to a culture of violence against Black people like the very recent murders of Alton Sterling, Stephen Clark, and Danny Ray Thomas. We are in violent times and our campus should be a safe home for all of us.

While VT espouses a commitment to diversity and inclusion, as shown in statements regarding the Diversity Strategic Plan and the Principles of Community, we do not believe that this institution can be genuinely invested in its diversity and inclusion initiatives while at the same time protecting the “freedom of speech” of those who find our identities threatening and of less value. We are not in an environment that operates from a perspective of support, resources, and wellness for Black students. We are still without adequate staffing of counselors of color, low faculty/staff, scholarships/funding for current Black students, and a responsive BIAS team that addresses our needs and safety. Black student enrollment and retention remains low and is not as competitive as other schools because of our history and lack of supportive structures, both social and financial.
In addition to these demands, we want to reassure any students that feel uncomfortable in light of this recent incident, to express this discomfort and disappointment to respective members of university administration. We also encourage the community to continue to speak out to us so that we can further represent the affected members of the student body.

Please be assured that BOC and the VT NAACP are currently engaged in meetings with VT Administration, the athletics department, and the lacrosse team in discussing how to move forward from here and what justice and equity will and should look like. We are looking for direct steps and actions from administration and athletics in these collaborative meetings. We are looking for action items that will last a lifetime. We will keep you all updated as we progress and appreciate your support and patience.

We, as tuition paying students of this institution, are often reminded by constant public relations campaigns and the Virginia Tech Athletics department that “This is Home”. In accordance, we seek to remind this university that we, the underrepresented students of this university, are here too, our voices will be heard, and this is also our home!

In Power and Solidarity,

The Executive Board of the Virginia Tech NAACP
Virginia Tech Black Organizations Council Board
On The State of Our Principles of Community

Once again, the Virginia Tech community finds itself confronted with an incident that compels us to respond in defense of our Principles of Community and in support for our diverse and inclusive VT family. The behavior of the women’s lacrosse team – a group officially representing the university in its formation and activities – must be unequivocally rejected. While we all have a responsibility to call out every instance of bigotry, CEO’s role in university governance requires us to reflect on the broader concerns raised by such incidents, so that our conversations may transcend simple condemnation and evolve towards making good on the rhetoric of inclusion that has been so prevalent at Virginia Tech for many years.

The students involved did, indeed, make a “poor choice.” The place of racial slurs in popular culture is a complicated issue, but their use by white students must be understood in the context of historical systematic racism as well as contemporary manifestations of white supremacy. It is important that everyone in our campus community understands the impact and significance of these slurs, their historical context, and the pain such words may cause people of color. Potent responses about this particular incident have been offered by the Black Organizations Council and the NAACP, as well as from black alumni, LGBT+ students, and numerous allies. CEO’s echoes the sentiments expressed in those statements.

CEO’s charge means that we need to speak to the broader issues raised by the university’s response to this and other recent incidents on campus, in hopes of helping Virginia Tech live up to its ambitions to become an inclusive 21st Century university. Our aspiration, individually and collectively, should be to behave in a manner that cultivates an inclusive learning environment for everyone – especially those who have been historically marginalized in our society and in Virginia Tech’s history – and establishes a safe space for conversation and understanding of discrimination, rather than a safe space for trite apologies after an offense. Nor is it desirable that minority students who already face significant demands be expected to bear the burden of making others understand why the use of racial slurs, or white supremacist symbols, or inflammatory rhetoric should be abhorred. Free inquiry and expression in a university setting are to be embraced as a means to provoke debate and discussion. However, all too often, many things are said and done with the intent of provoking outrage—ultimately, those things are anathema to the vision and mission of our university. Learning from one another requires that we begin with the belief that others have something of value to offer to us, and the marginalization and dehumanization of those different from us presents insurmountable obstacles to that prospect.

The Principles of Community are a statement of values that, like most such pronouncements, are aspirational. We seek to become the community described therein, and must continually recommit ourselves to examining our actions and policies to determine where we can do better. We must also recognize that the commitment to becoming an inclusive university is not a political position, or even a step undertaken so that the university can fulfill its mission – it can only be realized if we embrace it as a moral obligation. We must do it because it is right and good— not just because it represents a means to an end.

Values are not policy, and we have struggled in the aftermath of recent incidents to respond to calls to render the Principles of Community enforceable. The university already has codes of conduct in place for students, faculty, and staff, and relies on them to handle allegations of harassment and discrimination. We should continue to revisit those standards to determine whether they may be clarified or revised to provide better guidance on how they can be implemented, so that we might all have a safe space on campus. The issues encountered
recently haven’t always risen to the level of legally defined harassment, but they have nonetheless brought harm to individuals and the community as a whole, and we believe that it is crucial that the university take steps to address these injuries and to minimize their occurrence in the future.

To that end, we ask that university leadership re-engage with the 2007 Report from the Task Force on Race and the Institution as a basis for concrete steps, focused on the needs of racially marginalized members of the university community, with particular focus on African American students, faculty, and staff who have been clear in communicating their experiences with anti-black sentiment and behavior. Gender at VT has been created as a standing body addressing the concerns of women at the university. The creation of a similar body specifically dealing with race could be beneficial to getting an understanding of issues for racially marginalized populations at the university, perhaps formalizing collaborations between group-specific caucuses.

The university has recognized the need to help students learn about issues of diversity. However, to be truly effective, it is critical that adequate resources be allocated for strategic investment in hiring faculty and developing curricula that will address core competencies for Virginia Tech students. Increased representation of black students, faculty, and staff are frequently cited in critiques of the university as a means of combating incidents of bigotry and bias, or at least minimizing the injury experienced as a result of them. Ensuring adequate resources for Project 2022 and consideration of initiatives to increase the likelihood of hiring black faculty and staff are steps immediately available to the university to improve these outcomes. Supporting the development of diversity focused co-curricular opportunities such as living-learning communities could also be a means to enhance the campus climate. Adequate resources for co-curricular programming (e.g., through the Black Cultural Center) and academic programs (e.g., the Africana Studies Program) would be a demonstrable commitment from the university administration as well.

We must also redouble our efforts to understand and speak to the needs of other groups, e.g., Jewish students, Muslim students, LGBTQ+ students, undocumented students, and other minority groups, who have been subjected to reprehensible behavior not only in the recent past, but as a matter of course for decades. The majority of the university community may not have been guilty of such actions, but the consequences have been significant for many within these groups and continue to hinder efforts to recruit and retain talented students and employees from marginalized populations, a must for both the practical needs of the university and our moral vision for the institution.

There is strength in diversity. As we commemorate Dr. Martin Luther King Jr.’s legacy this week, 50 years after his assassination, it is our hope that the Virginia Tech community will challenge itself to learn from these traumatic experiences, and that we may grow closer towards realizing his lofty dream-- together.

Sincerely,
CEOD Executive Committee
CEOD Diversity in the Academic Mission Working Group

CEOD General Body
CEOD Full Membership Meeting

April 9, 2018
HR New Employee Orientation

● Inclusion and diversity activity

● Caucus/organization information
  ○ For both caucuses and organizations?
  ○ Information to provide to HR
    ■ Full Name (Abbreviation)
    ■ URL of website
    ■ One short paragraph of description (mission, major membership)
    ■ Contact information
      ● Stable
      ● VT affiliation
      ● Self-explanatory name
      ● Multiple account management/access
      ● Student access (not Exchange account?)
Representative to the Campus Development Committee (CDC)

- CDC charge:
  
  To make recommendations and to serve as a conduit to disseminate information and solicit feedback concerning the planned physical development of the university’s built environment, specifically as it relates to buildings, grounds, and transportation planning.

- Report to: Commission on University Support
CDC Current Membership

**Membership**

**Members**
- Four Ex Officio
- One Student Affairs representative
- One Provost Area representative
- One college dean
- One AP faculty by Commission on AP Faculty Affairs
- Three faculty representatives by Faculty Senate
- One staff representative by Staff Senate
- One representative by GSA
- One representative by SGA
Role of CEOD Representative to CDC

- Bridge the communication between CEOD and CDC regarding physical development of the university’s built environment related to diversity and inclusion
Representative Selection Criteria (1)

- **Required qualifications:**
  - Enthusiastic about and/or willing to learn diversity, inclusion, and physical development of the university’s built environment
  - Good communication skills
  - Can attend both CEOE and CDC regular meetings
● Optional qualifications:
  ○ Expertise in diversity related concerns regarding physical development of the university’s built environment
Representative Backup Mechanism

Functions
- Serves as a regular backup for CEOD representative to CDC
- Attend CDC meeting(s) when the representative cannot
- Serve as next year’s CEOD representative to CDC
- Communicate CDC information to CEOD members when the representative cannot
MINUTES
Commission on Graduate Studies & Policies
April 18, 2018
3:30 – 5:00 p.m.
Graduate School Conference Room

Present: Kevin Edgar (Chair), Lujean Baab, Adwoa Baah-Dwomoh, Rajesh Bagchi, Jacob Barney, Karen DePauw (ex officio), Lesa Hanlin, Eric Hill, John Hole, Rachel Holloway, Alex Hyler, Peizhen Lu, Brett Netto, Hannah Parks, Sally Paulson, Annie Pearce, Hannah Whiteman, and Zhiwu Xie.

Absent with notification: Sudip Bhattacharjee, Nancy Bodenhorn, Erin Lavender-Stott, Xin Luo, Robert Sumichrast, Martina Svyantek, and Tyler Walters (ex officio).

Absent without notification: Alan Abrahams.

Visitors and invited guests: Janice Austin, Katie Beach, Patty Becksted, Madlyn Frisard, Monika Gibson, Bill Huckle, Erin McCann, Libbie Sonnier-Netto, Donna Ratcliffe, Karen Roberto, and Kenneth Wong.

Call to Order

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

Approval of the Agenda

The agenda was approved as presented.

New Business

Ms. McCann presented the university’s strategic planning process reviewing the administrative structure, Beyond Boundaries, subcommittees, and prior strategic plans. Two town halls will be hosted next week. Each college will develop their own plan. Current efforts are focused on the draft vision, mission, core values, and strategic objectives. Eight objectives have been identified as key principles in supporting the vision. The new plan is expected to be effective fall, 2019. A handout was provided, and the PowerPoint presentation will be added to SharePoint.

Dr. Ratcliffe provided an overview of Career Services and introduced Ms. Beach, Assistant Director. Ms. Beach is assigned to provide support to graduate students. A new position will be added to also support graduate students. She provided an infographic that provided data about students served. Dr. Ratcliffe pointed out that student fees support Career Services as an auxiliary enterprise. She wants to reach out to provide greater support to graduate students. Dr. DePauw thanked Dr. Ratcliffe for her collaboration with the Graduate School.

Tracie Jones presented the first reading of her iPhD proposal. The second reading will occur at the next meeting.
Woohun Joo presented the first reading of his iPhD proposal. The second reading will occur at the next meeting.

**Old Business**

The CGS&P Resolution 2017-18B was approved as presented and will be submitted to University Council for its first reading. Faculty Senate waived its review of the resolution.

The chair of CGS&P will be Rajesh Bagchi for 2018-19. The chair of GCC will be John Hole for 2018-19.

**Approval of the Minutes**

The minutes of April 4, 2018 were approved as presented.

**Committee Reports**

**Graduate Curriculum Committee**

The minutes of April 12, 2018 were accepted as presented. Dr. Bagchi reported that eight proposals were accepted at the last meeting.

**Graduate Student Appeals Committee**

Dr. Pearce announced a new appeal was heard today. Work will continue with an effort to complete the process by the end of the semester.

**Degree Requirements, Standards, Criteria, and Academic Progress (DRSCAP) Committee**

Dr. Huckle reported DRSCAP representatives met with Dean Sumichrast, College of Business, on April 11 to discuss the possibility of “stacking” certificates to earn a degree. Specifically, in the Masters in Information Technology (MIT) program, which is a virtual program, the request is to develop a variety of 9-12 credit certificates that students could choose from to add up to 30 total credits that would become the master’s degree. Dean Sumichrast estimated that there would be between 6 – 8 certificates. The courses in each certificate would be unique to that certificate, with no overlap. The MIT program comprises course options in both Business and Engineering, so both Colleges are interested in the possibility.

Students in the program typically are supported in their tuition by their current work sites, and the certificates could potentially benefit them along the way toward a degree in terms of salary and promotions. In some situations, the certificate might be more meaningful to the employers than the degree. The potential exists that some students might start with one certificate in mind but realize the value of the education and continue in additional certificates and/or a degree.

Additional information that was gathered from questions include that there is currently a set of four common core courses that all MIT students take, which might be considered one certificate. This was developed for the degree approval process with SCHEV. Dean Sumichrast was not aware of what the final exam consists of for the MIT degree.
Subsequent review of graduate school policy confirmed that 100% of course credit hours earned toward a certificate could be applied toward the degree, but that no more that 50% of credit hours could apply from one certificate to another (in situations where courses are common to multiple certificates). No triple-counting is permitted. Further discussion among the DRSCAP members included the idea that a degree earned by stacking certificates should include something more than the sum of hours earned via disparate certificates. The sense of the committee was that we are not opposed to the idea of stacking certificates with unique courses toward a degree, but that something common should occur at the end of the degree (this could be one course from the core described earlier). This course could serve as a capstone project of some sort, and would be where the final exam would take place as required by graduate school policy.

**Graduate School Update**

Dr. DePauw reported that the Council of Graduate Schools is surveying college deans on the optimal nationally recognized date for admission acceptance. The survey offers options of March 1, 15, or 31. Dr. DePauw extended her thanks to CGS&P for its support of a date change.

There is no update on academic changes.

**Constituency Updates**

**Graduate Student Assembly**

There was no report.

**Graduate Honor System**

There was no report.

**University Library Committee**

There was no report.

**Faculty Senate**

There was no report.

**Student Government Association**

There was no report.

**Board of Visitors**

There was no report.

**University Council and Commission Updates**
Dr. Edgar reported the diversity resolution, CGS&P 2017-18A, was discussed at University Council. Concern has been expressed about a burden on faculty. NLI will offer support to assist in meeting the resolution’s expectations. Additional minor edits will be made to the resolution for submission to Faculty Senate and University Council by Friday.

University Council accepted the first reading of the Graduate Honor System Constitution.

There were no other commission updates.

Announcements

There were no announcements.

Adjournment

The meeting was adjourned at 4:40 p.m.

Respectfully Submitted,

/s/

Marilynn R. King
On behalf of Karen P. DePauw, Ph.D.
Vice President and Dean for Graduate Education
MINUTES
Commission on Graduate Studies & Policies
May 2, 2018
3:30 – 5:00 p.m.
Graduate School Conference Room


Absent with notification: Adwoa Baah-Dwomoh, Jacob Barney, Eric Hill, and Xin Luo.

Absent without notification: Sudip Bhattacharjee, Robert Sumichrast, and Tyler Walters (ex officio).

Visitors and invited guests: Janice Austin, Peter Hauck, James Hawdon, Bill Huckle, Scotland Leman, Shyam Ranganathan, Libbie Sonnier-Netto, and Kenneth Wong.

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

Approval of the Agenda
The agenda was approved as presented.

Old Business
Dr. Huckle announced that Tacie Jones’ iPhD updated plan includes changes in her committee structure. The iPhD proposal for Tacie Jones was approved. Also, the iPhD proposal for Woohun Joo was approved.

New Business
Dr. Huckle alerted the commission that Peter Hauck’s iPhD proposal is being presented for the first reading at the last meeting of the Commission. A recommendation following Mr. Hauck’s presentation will need to be made regarding the expected second reading. The commission recommended further investigation is needed to revise the proposal. There is no waiver of the second reading until a revised proposal is submitted for review by the commission.

Graduate School Update
Dr. DePauw reported that iThenticate workshops will be scheduled for this summer. There will be 150 PhD’s and 620 Master’s awarded at commencement next week. The Graduate School is hosting a conference this summer, June 12-14, 2018, for other student affairs and grad school colleagues from
across the country. Dr. DePauw extended her thanks to everyone on the commission for their efforts in providing service this year.

Approval of the Minutes

The minutes of April 18, 2018 were approved as presented.

Committee Reports

Graduate Curriculum Committee

The minutes of April 26, 2018 were accepted as presented. Dr. Bagchi reported there were twelve proposals approved.

Graduate Student Appeals Committee

Dr. Pearce reported the last case has been completed.

Degree Requirements, Standards, Criteria, and Academic Progress (DRSCAP) Committee

Dr. Bodenhorn reported the last meeting of the year was held last week and the work has been completed.

Constituency Updates

Graduate Student Assembly

Ms. Hyler reported that next year’s officers have been elected. Samantha Fried will be the new director. The international street fair was poorly attended and GSA hopes to be involved in the planning for next year.

Graduate Honor System

Ms. Lavender-Stott reported she continues to receive end-of-year cases.

University Library Committee

Ms. Whiteman reported the committee is working on spatial needs for the community.

Faculty Senate

Dr. Abrahams had no report.

Student Government Association

Ms. Whiteman will continue to participate with CGS&P next year as the SGA representative.

Board of Visitors
Mr. Netto reported he is assisting in the transition with next year’s representative.

**University Council and Commission Updates**

Dr. Edgar reported the Graduate Honor System Constitution will be presented at the next University Council meeting. The second reading of the diversity education resolution will also be heard.

There were no other commission updates.

**Announcements**

There were no announcements.

**Adjournment**

The meeting was adjourned at 4:42 p.m.

Respectfully Submitted,

/s/

Marilynn R. King
On behalf of Karen P. DePauw, Ph.D.
Vice President and Dean for Graduate Education
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
April 19, 2018; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Bonnie Alberts, Jan Helge Bøhn, Urs Buehlmann, Dave Close, Svetlana Filiatreau, Samantha Fried, Guru Ghosh, Ian Leuschner, Shelley Martin, Karen Munden (via phone), Valerie Ragan, Heinrich Schnoedt, Brett Shadle, Susan Short, Patty Becksted (guest), Erin McCann (guest), Mallory Miller (guest)

Absent: Andrea Brunais, Greg Daniel, Ed Jones, Roberto Leon, Djordje Minic, Kang Xia

1. Welcome and Introductions
   Jan Helge Bøhn welcomed the group; self-introductions were made.

2. Agenda Approval
   Jan Helge made the call for a motion to approve the agenda; there were no modifications and all were in favor and the agenda was approved.

3. Call for Announcements
   Jan Helge made the call for announcements. No announcements were made.

4. Announcement of Approval of Minutes, March 15, 2018
   Jan Helge announced that the minutes from the March 15, 2018 meeting have been approved electronically and forwarded to the University Council and to the University Governance website: http://www.governance.vt.edu/outreach-and-international-affairs.php.

5. Strategic Planning Process Update
   Erin McCann, Director of Strategic Planning, from the Vice President for Strategic Affairs Office, presented and introduced her colleagues, Patty Becksted and Mallory Miller (see attached). A handout was also distributed (see attached); there is a link on their website. A survey and Town Hall meetings will take place next week; they are currently gathering feedback from the various units on campus.

   Discussion included Global and Engagement (Service) being a part of the mission and to be included in the strategic plans. The mission conveyed is Learning, Discovery and Engagement. As a global land-grant University, there were a lot of portions of the plans that were missing these concepts.

   Erin thanked the group for all the feedback and was going to take the information back to the committee for further review.

6. Chairman’s Report
   Jan Helge discussed the University Council meetings. The March 19, 2018 meeting was cancelled, and the April 2 and 16 meeting minutes are on-line. Minutes may be found at: http://www.governance.vt.edu/.

   There was not an Engagement Leadership Council meeting since the commission last met; therefore, there was nothing to report.

7. Global Education Office (GEO) and Scholarships
   Brett Shadle spoke on the issue that there are not any scholarships for the upcoming year for GEO. In the past the Virginia Tech Language and Culture Institute (LCI) had provided scholarships; however it was explained that it is not in the LCI budget for this year. Brett indicated that there was an ongoing issue with engaging administration to put money behind scholarships. With the new Partnership for an Incentive Based Budget (PIBB), there isn’t much assistance for help. The question
was how can these issues be raised to administration. The understanding was to charge advancement with the task to back Study Abroad; but if 40% of students is the target for Study Abroad, the backing is not built into the scorecard metrics.

8. **First Reading-Alumni Awards for Outreach Excellence Language Update**
Discussion included updating the language of the Alumni Awards for Outreach Excellence. Those that do not plan to be present at the next meeting will be asked to cast their votes electronically. Other members attending can vote at the May 10, 2018 meeting.

9. **Subcommittee on International Alumni Relations and Advancement**
Svetlana Filiatreau indicated she had to leave early, but sent a summary of her report:

“The COIA International Alumni and Advancement Subcommittee met three times – March 9, 23, and April 17. To date, the subcommittee has identified a number of categories of international students, alumni, and broader global “friends” affiliated with VT that should be considered in developing VT strategy for engagement with global alumni and friends. The subcommittee has focused on the largest category “international students/alumni” and identified (1) the types of information needed by various internal stakeholders for their programming needs and (2) current data sources and stakeholders managing (and having access to) these data sources. Further, the subcommittee has begun identifying capabilities that need to be present in a broader “platform” that would allow for current multiple data sources to be cohesively integrated, while also being accessible for various programming needs of a number of internal stakeholders. Finally, the committee has completed the first draft of the 2-3 year work plan and expects to submit the final version to COIA for the May meeting.”

10. **Reports**
   a. **Virginia Cooperative Extension (VCE)**
      There were no reports.
   b. **University Committee on International Affairs (UCIA) Meeting**
      The March 26, 2018 meeting was cancelled. Minutes from UCIA may be found at: https://www.outreach.vt.edu/VP/CommissionsAndCommittees/ucia/uciaminutes.html.

11. **Commission Board Member Comments**
There were no comments.

A motion to adjourn was made, seconded, all were in favor.

Respectfully submitted,

Kimberly Rhodes-Recording Secretary

**TENTATIVE MEETING DATES FOR 2017-2018**
*(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)*
- May 10, 2018

**TENTATIVE MEETING DATES FOR 2018-2019**
- August 30, 2018 (3:00-3:30 p.m. Orientation New Members only)
- September 20
- October 18, 2018
- November 15, 2018
- December 13, 2018
- **NO JANUARY MEETING**
- February 21, 2019
- March 21, 2019
- April 18, 2019
- May 9, 2019
Strategic Planning Framework

The Strategic Planning Committees, including Virginia Tech faculty, staff, and students, have been working this spring on a strategic planning process to guide the institution’s direction and goals and support the university’s Beyond Boundaries vision. Through this process, an initial draft has been developed to help outline Virginia Tech’s mission, vision, core values, and strategic objectives to ensure a sustainable Virginia Tech. We welcome your input on this draft document, and encourage you to share thoughts by visiting beyondboundaries.vt.edu/strategicplanning.html.

Draft Vision: An inspirational and aspirational statement of what we want to become.
We will be the global leader for transformative change in the spirit of Ut Prosim (That I May Serve).

Draft Mission: How the vision will be achieved.
As a public land grant university, we enhance personal development; foster economic growth and sustainability; promote diverse and inclusive communities; advance the human condition; and improve the quality of life through knowledge, discovery, innovation, and creativity.

Draft Strategic Objectives: The key principles that support the vision and mission.
• Global Land-Grant – Engage in integrated approaches to discovery, learning, and engagement – regionally, nationally, and globally.
• Economic Development – Support the viability of the Commonwealth of Virginia and the nation through economic development, industry partnerships, and talent development.
• Research and Discovery – Advance knowledge acquisition, discovery, innovation, and the creative process within and across disciplines.
• Student Success – Prepare students, through innovative teaching and learning, to be empathetic, creative, informed, and engaged citizens with a passion for addressing complex societal problems.
• Inclusion, Diversity, and Excellence – Promote the institutional and individual commitment to community, diversity, equity, and excellence in accordance with the Principles of Community.
• Financial Sustainability – Identify and manage new, diverse, and sustainable revenue sources and implement versatile and robust financial management models and systems.
• Campus of the Future – Create and sustain an infrastructure that supports world-class talent and provides dynamic learning and discovery environments through a technology-enhanced, data-enabled, and interconnected campus.
• Continuous Planning – Integrate continuous planning, evaluation, and assessment to ensure the organizational capacity for agile, flexible, and data-informed decisions.

Draft Core Values: The foundation for the vision, mission, and strategic objectives.
• Collaboration and Integration – We value an integrated approach to discovery, learning, and engagement that is collaborative, transdisciplinary, and impactful.
• Diverse and Inclusive Communities – We value the imperative of diversity, inclusion, and equity to achieve excellence.
• Access and Affordability – We are committed to creating affordable educational opportunities for the Commonwealth of Virginia consistent with its land-grant mission.
• Mutual Respect and Open Expression – We support and promote open expression, self-awareness, mutual respect, and the engagement of different perspectives to enhance discovery, learning, and outreach.
• Ethics and Integrity – We expect the university and its members to maintain the highest standards of integrity and ethical behavior, both personally and professionally.
• Reflection and Improvement – We value continuous evaluation and improvement to advance individual and institutional objectives.
Beyond Boundaries

What is Beyond Boundaries?
Beyond Boundaries is the foundation for a vision for Virginia Tech a generation into the future.

Why is it important to Virginia Tech?
Beyond Boundaries is the foundation for a vision that provides a framework for Virginia Tech to:
• Be nationally/internationally recognized for excellence in academics, research, and innovation.
• Compete for top talent in faculty, staff, and students.
• Expand breadth and depth of educational and experiential opportunities through inclusion and diversity.
• Address continued funding cuts and disinvestment at federal and state level.
• Make clear case for philanthropy and public/private partnerships.
• Become more operationally nimble and adaptable to industry changes and funding challenges.

President Sands’ Challenge
Engage the Virginia Tech community in a visioning process to support two interrelated goals:
• Advance Virginia Tech as an internationally-recognized, global land-grant university.
• Strategically address the challenges and opportunities presented by the changing landscape of higher education.

Guiding Components of Beyond Boundaries (Beyond Boundaries: A 2047 Vision)
Thematic Areas:
• Campus of the Future – Determining future campus facility and infrastructure needs.
• Global Land-Grant – Utilizing research and service to address complex global issues.
• New Funding Models – Identifying new and diverse revenue sources for future growth.
• Preparing Students – Creating innovative approaches to teaching and learning.

Discovery Concepts:
• VT-Shaped Discovery – Purpose-driven engagement with a combination of disciplinary depth and interdisciplinary capacities.
• Communities of Discovery – Advance organizational networks and engage the university in ideas that matter.
• Nexus of Discovery – Living laboratory that projects Virginia Tech to the world and brings the world to Virginia Tech.

Initiatives:
• Destination Areas and Strategic Growth Areas – Advance Beyond Boundaries by combining existing academic and research strengths with innovative transdisciplinary teams, tools, and processes.
• InclusiveVT – Virginia Tech’s institutional and individual commitment to Ut Prosim (That I May Serve) in the spirit of community, diversity, and excellence.
• Campus Master Plan – Buildings and facility component of the strategic plan that serves as a road map for the physical future of campus.
• Partnership for Incentive-Based Budget (PIBB) – Tool for supporting the strategic vision of the university through an incentive-based college-level budget process.
Strategic Planning Process Update

Menah Pratt-Clarke
Vice President for Strategic Affairs

Strategic Planning Process Update
April 2018
Overview

- Beyond Boundaries Summary
- Strategic Planning Structure
- Common Foundation
- Strategic Framework Integration
- Proposed Mission, Vision, Core Values and Objectives
- Planning Process and Roadmap
- Next Steps
- Questions
What is Beyond Boundaries?
Why is Beyond Boundaries Important to Virginia Tech?

Beyond Boundaries is the foundation for a vision that provides a framework for Virginia Tech to:

- Be **nationally/internationally recognized** for excellence in academics, research, and innovation
- **Compete for top talent** across faculty, staff, and students
- **Expand** the breadth and depth of educational and experiential opportunities through inclusion and diversity
- **Address** continued funding cuts and disinvestment at federal and state levels
- Make a clear case for **philanthropy** and public-private partnerships
- Become more **operationally nimble** and adaptable to address industry changes and funding challenges
Guiding Components and Discovery Concepts of Beyond Boundaries

Campus of the Future
Determining future campus facility and infrastructure needs.

Global Land-Grant
Utilizing research and service to address complex global issues.

New Funding Models
Identifying new and diverse revenue sources for future growth.

Preparing Students
Creating innovative approaches to teaching and learning.
Current Initiatives

Destination Areas and Strategic Growth Areas
Advances Beyond Boundaries by combining existing academic and research strengths with innovative transdisciplinary teams, tools, and processes.

InclusiveVT
Virginia Tech’s institutional and individual commitment to Ut Prosim (That I May Serve) in the spirit of community, diversity, and excellence.

Campus Master Plan
Buildings and facility component of the strategic plan that serves as a road map for the physical future of campus.

Partnership for Incentive-Based Budget (PIBB)
Tool for supporting the strategic vision of the university through an incentive-based college-level budget process.
Leadership Team
Office for Strategic Affairs

Menah Pratt-Clarke
Vice President for Strategic Affairs

Erin McCann
Director for Strategic Planning

Patty Becksted
Assistant Director for Strategic Planning

Agnes Porter
Program Administrator for Strategic Affairs
Leadership Team
Steering Committee

Matthew Holt
Professor and Head of Department of Agricultural and Applied Economics

Anne Khademian
Professor and Director of the School of Public and International Affairs

Sylvester Johnson
Assistant Vice Provost for the Humanities

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Graduate Assistant, College of Agriculture and Life Sciences

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Kenneth Wong
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Marcy Schnitzer
Assistant Provost for Diversity and Strategic Planning

Lisa Wilkes
Interim Vice President for Human Resources

Savita Sharma
Chief of Staff to the Vice President for Finance

Paige Talley
Student, College of Liberal Arts and Human Sciences

Angela Simmons
Assistant Vice President for Student Affairs

Nick Stone
Director of Operations for the National Capital Region

Karen Roberto
Director of the Institute for Society, Culture, and Environment

Brandon Lambert
Student, Pamplin College of Business

Mercedes Ramirez Fernandez
Associate Vice Provost for Strategic Affairs and Diversity

Tammie Smith
Business Operations Specialist

William Knocke
Professor and Program Coordinator, Department of Civil & Environmental Engineering

Matthew Holt
Professor and Head of Department of Agricultural and Applied Economics
### Subcommittees

**Metrics and Rankings**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td><strong>Lauren Bulka</strong></td>
<td>Associate Director of Strategic Initiatives, National Capital Region Operations</td>
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<tr>
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<td><strong>Vijay Singal</strong></td>
<td>J. Gray Ferguson Professor of Finance</td>
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**Office for Strategic Affairs**

**Virginia Tech**
## Subcommittees

### Research

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<td>Executive Director of the Office of International Research, Education, and Development</td>
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<td>Communications Coordinator, Fralin (Administrative Support)</td>
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Creating a Common Committee Foundation

- Review Beyond Boundaries
- Examine Current Strategic Plan
- Analyze Prior Strategic Plans
- Explore Academic and Administrative Units
Creating a Common Committee Foundation: Retreat 1, January 10, 2018

- Pathways/VT Shaped/Experiential Learning/Destination Areas/Strategic Growth Areas (Rachel Holloway)
- Graduate Education, Interdisciplinary Graduate Education Programs (Karen DePauw)
- Student Affairs (Patty Perillo)
- Research Enterprise/Institutes/Learning/Destination Areas/Strategic Growth Areas (Theresa Mayer)
- Master Plan (Jason Soileau)
- External Affairs & Outreach National Capital Region (Steve McKnight, Nick Stone)
- International and Outreach (Guru Ghosh)
- Roanoke and Health Science & Technology Center (Mike Friedlander)
- Financial Affairs (Tim Hodge, Ken Smith)
- InclusiveVT (Menah Pratt-Clarke)
Creating a Common Committee Foundation:
Retreat 2, January 26, 2018

- Corp of Cadets (Randy Fullhart)
- Human Resources (Lisa Wilkes)
- Information Technology (Scott Midkiff)
- Learning Systems and Destination Areas (Don Taylor)
- Library Services (Tyler Walters)
- University Relations (Tracy Vosburgh)
- Faculty Affairs (Jack Finney)
- Advancement (Charles Phlegar)
- Government Relations (Chris Yianilos)
Creating a Common Committee Foundation:
Retreat 3, February 9, 2018

- Dean of College of Liberal Arts and Human Sciences (Rosemary Blieszner)
- Dean of Natural Resources (Paul Winistorfer)
- Dean of Architecture (Richard Blythe)
- Dean of Veterinary College (Gregory Daniel)
- Dean of Agriculture and Life Sciences (Alan Grant)
- VT Carilion School of Medicine (Dan Harrington)
Committee Presentations and Discussions

PIBB (Jeff Earley)
Biocomplexity Institute (Chris Barrett)
Virginia Tech Transportation Institute (Tim Dingus)
Financial Resource Metrics (Savita Sharma)
Academic Affairs Metrics (Ken Smith)
FRALIN (Dennis Dean)
Metrics In Academia (Ron Fricker)
HUME (Charles Clancy)
Rankings and Metrics Indicators (James Harder, Mallory Miller)
Destination Areas (Marcia Davitt)
Research (Theresa Mayer)
Institute for Society Culture and Environment (Karen Roberto)
Institutional Research (Roxanne Gile, Abhay Joshi)
Institute for Creativity Arts and Technology (Ben Knapp)
Auxiliary Budget Process (Tim Hodge)
Strategic Framework Development Process
Fall 2017-Spring 2018

Beyond Boundaries Vision

University Colleges and Units Overview

Prior Strategic Plan Review

Draft Vision, Mission, Core Values, Strategic Objectives
Draft Vision
An inspirational and aspirational statement of what we want to become

We will be the global leader for transformative change in the spirit of *Ut Prosim* (That I May Serve).
As a public land grant university, we enhance personal development; foster economic growth and sustainability; promote diverse and inclusive communities; advance the human condition; and improve the quality of life through knowledge, discovery, innovation, and creativity.
Draft Strategic Objectives

The key principles that support the vision and mission

Global Land-Grant
Engage in integrated approaches to discovery, learning, and engagement – regionally, nationally,

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Support the viability of the Commonwealth of Virginia and the nation through economic development,

Research and Discovery
Advance knowledge acquisition, discovery, innovation, and the creative process within and across

Student Success
Prepare students, through innovative teaching and learning, to be empathetic, creative, informed,
Draft Strategic Objectives

The key principles that support the vision and mission

Inclusion, Diversity, and Excellence

Promote the institutional and individual commitment to community, diversity, equity, and excellence in accordance with the Principles of Community.

Financial Sustainability

Identify and manage new, diverse, and sustainable revenue sources and implement versatile and robust financial management models and systems.

Campus of the Future

Create and sustain an infrastructure that supports world-class talent and provides dynamic learning and discovery environments through a technology-enhanced campus.

Continuous Planning

Integrate continuous planning, evaluation, and assessment to ensure the organizational capacity for agile, flexible, and data-informed decisions.
Draft Core Values

The foundation for the vision, mission, and strategic objectives

Collaboration and Integration.
We value an integrated approach to discovery, learning, and outreach that is collaborative, transdisciplinary, and impactful.

Diverse and Inclusive Communities.
We value the imperative of diversity, inclusion, and equity to achieve excellence.

Access and Affordability.
We are committed to creating affordable educational opportunities for the Commonwealth of Virginia consistent with its land-grant mission.

Mutual Respect and Open Expression.
We support and promote open expression, self-awareness, mutual respect, and the engagement of different perspectives to enhance discovery, learning, and outreach.

Ethics and Integrity.
We expect the university and its members to maintain the highest standards of integrity and ethical behavior, both personally and professionally.

Reflection and Improvement.
We value continuous evaluation and improvement to advance individual and institutional objectives.
Strategic Plan Components

Virginia Tech Strategic Planning Framework

- Operational
- Financial
- Structural
- People

- Organization
- PIBB, Administrative and Auxiliary Budget Processes
- Infrastructure
- Faculty, Staff and Students

Office for Strategic Affairs
Campus Engagement Activities
April and May 2018

Student Government Association Committee
Department Heads Council Executive Committee
Faculty Senate
Commission on Administrative and Professional Faculty
Commission on Research
Commission on Student Affairs
Commission on Faculty Affairs
University Council
President’s Leadership Council
Northern Capital Region Senior Management Team

Commission on Staff Policies and Affairs
Commission on Outreach and International Affairs
Commission on Equal Opportunity and Diversity
Commission on Undergraduate Studies and Policies
Commission on Graduate Studies and Policies
Staff Senate
Commission on University Support
Graduate Student Assembly
Council of Deans
The Big Picture: Developing the Process and Framework

- **Information gathering and collaboration.**
  - January – April 2018 Retreats, committee meetings, collaboration with university units.

- **Develop mission, vision, core values and objectives.**
  - March 2018 – Draft mission, vision, core values and objectives, develop communication strategy, workgroups and university presentations to subcommittees.

- **Campus engagement and communication.**
  - April 2018 – Engage and inform campus of the strategic planning process.

- **Data analysis to formulate goals and metrics.**
  - May thru August 2018 – Formulate goals and metrics, research and review rankings, re-engage and inform campus.

- **Finalize the strategic framework.**
  - September 2018 - April 2019 – Finalize goals, metrics and the strategic framework.

- **Partnership for implementation.**
  - May 2019 – Present the strategic framework to the campus, partner with campus units for implementation.

- **Continuous Evaluation.**
Questions

- Feedback:
  - http://www.beyondboundaries.vt.edu/strategicplanning.html
- Qualtrics Survey
1. **Welcome and Introductions**
   Jan Helge Bøhn welcomed the group; self-introductions were made.

2. **Agenda Approval**
   Jan Helge made the call for a motion to approve the agenda; there were no modifications and all were in favor and the agenda was approved.

3. **Call for Announcements**
   Jan Helge made the call for announcements. No announcements were made.

4. **Announcement of Minutes, April 19, 2018**
   Jan Helge announced that the minutes from the April 19, 2018 meeting are currently in the approval process, will be electronically, and forwarded to the University Council and to the University Governance website after electronic approval: [http://www.governance.vt.edu/outreach-and-international-affairs.php](http://www.governance.vt.edu/outreach-and-international-affairs.php).

5. **Chairman’s Report**
   Jan Helge discussed the University Council of May 7, 2018. There were four (4) resolutions that were discussed for the second reading, and four (4) resolutions that were discussed for the first reading. They included representation and membership on the Commission on Equal Opportunity and Diversity; incorporating Inclusion and Diversity Education into Graduate Education; as well as revising the graduate honor system constitution; Faculty handbook revisions, new major, Nanomedicine; amendment to the implementation for the pathways curriculum; and observation of Indigenous People’s Day. Minutes may be found: [http://www.governance.vt.edu/](http://www.governance.vt.edu/).

   There was not an Engagement Leadership Council meeting since the commission last met; therefore, there was nothing to report.

6. **Reports**
   a. **Virginia Cooperative Extension (VCE)**
      Ben Grove spoke for Ed Jones about VCE’s work with International Engagement Strategy. There are monthly group meetings that are looking at the footprint for International Engagement; there are two (2) agents in Senegal involved in innovate work and workshops; new opportunities are being created for food service improvements; and in partnership with the Virginia Higher Education, a program addressing opioid misuse and addiction. The University of Virginia is to host the next program on opioid misuse and addiction.

   b. **University Committee on International Affairs (UCIA) Meeting**
      Ian Leuschner spoke to the group about the April 23, 2018 UCIA meeting. Discussion included the feedback on the International Street Fair and concerns that recipes could not be used from students; international targets are on track for both graduate and undergraduate students; David Brady announced his retirement effective September 1, 2018. Minutes from UCIA may be found: [https://www.outreach.vt.edu/VP/CommissionsAndCommittees/ucia/uciaminutes.html](https://www.outreach.vt.edu/VP/CommissionsAndCommittees/ucia/uciaminutes.html).

7. **Second Reading and Voting-Alumni Awards for Outreach Excellence Language Update**
   Discussion included updating the language of the Alumni Awards for Outreach Excellence. Edits included:
Page 1, last paragraph: “All monetary awards are dispersed via the payroll system (as applicable) and taxed at required tax rates. Members of a team receive an equal portion of the $2,000 award and are also dispersed via the payroll system to be taxed at required tax rates.”

Page 2, item 2 a): “Team Award: Applicant Names and Position/titles within the university to include annotation of (identify team leader; team leader must be instructional/research faculty).”

Those not present at today’s meeting have and will cast their votes electronically. Other members present voted in favor at today’s meeting.

8. Global Education Office (GEO) and Scholarships
Brett Shadle spoke about the Global Education Office (GEO) announcement that the Language and Culture Institute (LCI) would be unable to support Study Abroad scholarships after next year due to lack of future funding. The understanding of GEO was that President Sands wanted to make sure people wouldn’t be denied participation in study abroad experience, and GEO is looking at asking for a commitment over the next few years. The question from the commission members was what is LCI’s commitment for 2018-2019; Brett was to verify. Discussion included the drop in financial support. Commission members were invited to send their edits to Brett with regard to the letter from the commission to President Sands; once the letter has been edited, it will be vetted to the commission for final approval.

9. Commission Board Member Comments
Susan Short announced the annual Engagement Scholarship Consortium October 2-3 in Minneapolis, Minnesota; registration for the early bird pricing is currently being accepted. The registration link is located: https://engagementscholarship.org/conference/esc-2018-meeting/registration; the agenda for the consortium is located: https://engagementscholarship.org/conference/esc-2018-meeting/agenda.

A motion to adjourn was made, seconded, all were in favor; the meeting adjourned at 4:20 p.m.

Respectfully submitted,

Kimberly Rhodes-Recording Secretary

TENTATIVE MEETING DATES FOR 2018-2019
- August 30, 2018 (3:00-3:30 p.m. Orientation New Members only)
- September 20
- October 18, 2018
- November 15, 2018
- December 13, 2018
- NO JANUARY MEETING
- February 21, 2019
- March 21, 2019
- April 18, 2019
- May 9, 2019
Minutes

COMISSION ON RESEARCH

April 11, 2018

130 Burruss Conference Room

3:30pm-4:30pm

Attendees: Jennifer Irish (Chair), Virginia Pannabecker (Vice-Chair), Sally Morton, Stefan Duma, Sid Madhavan, Andrew, Nielson, Robert Vogelaar, Myra Blanco, Kevin McGuire, Ken Miller, Kurt Zimmerman, Nancy Dudek, Uri Kahanovitch, Steve Nagle, Deborah Milly, Rachael Rupnow, Benjamin Corl, and Chris Tysor (Recorder).

Absent: Van Crowder, Dipankar Chakravarti, Saied Mostaghimi, Nathan King, Alan Michaels and Thomas Bell

Guests: Ben Knapp, Bill Knocke, Peggy Layne, Erin McCann, Patty Becksted, Agnes Porter

I. Approval of the Agenda- Approved by vote with modification that there will not be any updates today by the University Library Committee.

II. Announcements

   a. A brief summary of the special CoR session held April 4, 2018 was provided by J. Irish. The full minutes from that session are appended to these minutes.

III. Unfinished Business

   a. Upcoming Elections- Call for nominations for Vice Chair for the 2018-2019 year. The Vice Chair term is 2 years with the first year serving as Vice Chair and second year serving as Chair. Please consider nominating or self-nominating. As of today, there is one nominee (Alan Michaels) and an electronic vote will be held prior to the next CoR meeting to vote in a new Vice Chair for the 2018-2019 year.

   b. Report of Ongoing Activities

      a. Committee on Research Competitiveness – S. Duma stated the committee is still working to identify methods for Virginia Tech to increase large scale federal funding opportunities (NSF, NIH) and industry funding. S. Duma made a visit to Brown University who is 7th in the nation for NIH funding. They have a similar distributed model to Virginia Tech with 5 research institutes and Brown brought in $81M in NIH funding in 2017. Virginia Tech will be scheduling focus groups in the summer and fall to further address this issue.

      b. University Library Committee- V. Pannabecker no update

      c. Faculty Senate – B. Vogelaar – There have been two senate meetings since the last CoR meeting. The biggest topics of discussion were metrics, the PIBB model, Strategic Plan presentation and Promotion and Tenure. Faculty Senate had a briefing by the Strategic Planning Committee and was slightly concerned that no input was being solicited from faculty who are not in a group or on a committee targeted by the Strategic Planning Committee.

      d. Update to Policy 13005 – no update
e. Resolutions on revisions to the faculty handbook had their first reading at the University Council meeting on April 2nd, 2018. There was a comment on the third resolution regarding the “removal for cause” language. Jack Finney addressed this point and said this language is across the entire faculty handbook and does need to be addressed; President Sands suggested waiting until next semester when all commissions will be involved in addressing this language. This point should not hold up the resolution at this time. The second reading at University Council is scheduled for April 16th.

f. Open Access Policy Draft announcement— no update

IV. New Business

a. Call for topics and/or speakers for next year- if you have any ideas for topics and/or speakers you think we should invite to next year’s meetings, please e-mail your ideas to J. Irish, V. Pannabecker and cc C. Tysor.

a. University Strategic Plan briefing- Erin McCann, Director of Strategic Planning, Patty Becksted, Assistant Director of Strategic Planning and Agnes Porter, Admin for Strategic Planning Office were in attendance. The strategic planning committee has been working this spring on a strategic planning process to guide the direction of the institution and support Beyond Boundaries. An initial draft has been developed and will be shared with you. Dr. Pratt-Clarke was unable to make it to the meeting today, but she does welcome a representative from the Commission on Research to join the Research Subcommittee. Just provide her the name of the person you want to be the rep. Erin went over the strategic planning committee members and structure to include the four people in the Office of Strategic Planning, the various committees (to include Steering Committee and Advisory Committee) and Subcommittees (to include Metrics & Planning as well as Research). One goal of the office is to create a common committee foundation from which to gather input and implement a strategic framework development process. The Draft Vision, Mission, Strategic Objectives, and Core Values were provided to the CoR members. This is a process that is fluid and this is only the initial step. The Office of Strategic Planning looks for all input from across the university to the stated draft vision, mission, goals and objectives. The current timeline is to set goals this summer following more meetings with various councils, committees, institutes and groups across campus. A week ago in the VT News there was an article on the strategic planning process and a link to a Qualtrics Survey for feedback from any university member. http://www.beyondboundaries.vt.edu/strategicplanning.html S. Morton asked about capturing feedback from individuals who may not be in a committee or group and presented the idea of a Town Hall. A Town Hall to capture further ideas and feedback is currently being explored. B. Vogelaar asked about approaching the strategic planning from the other direction. Looking back, we have past plans and things faculty have accomplished at the university that are successes. Why not use those as a starting point and move forward from there? The Strategic Planning Office is using the past 3 strategic plans as a baseline and wants to use this forward looking process to capture ideas from the whole university community on what they believe is important to them and to the next generation at the university. B. Knapp provided a bit more background information. There are currently no stated strategic goals in this plan because that is past the point in the process where we currently
are. How do we take the very specific, amazing successes at VT and develop actionable goals from the objectives? This is a work in progress. D. Milly requested a place to get a copy of the slides. Erin stated a link would be provided at the end of the meeting and a handout pointing you to the information you are requesting. Ben Corl asked about the input from students in changing language in the draft strategic objectives from “student success” to “student well-being”. In meetings with Student groups and Student Government Association, students strongly felt the language about their well-being was more encompassing than just success and would like to see that reflected in the next version of objectives. B. Knapp asked for everyone at the CoR table to please bring this information back to their units and disseminate to all the faculty in our areas. This is the time for feedback and to inform. S. Morton pointed out the language for Diversity and Inclusiveness in both the objectives and goals was very similar with the change of only one word. She feels this could use another look to stratify the two more. N. Dudek asked what is the important outcome? What is important as we try and enact the plan? That will depend on the goals and objectives identified by the individual colleges. That is very detailed for what is currently being worked on and until those pieces fall in place, we cannot answer that. Remember the Strategic Planning Office is providing a framework for other units to use as a guide and plug their goals and objective into. B. Vogelaar asked what is the end game? That is ultimately what people are going to pay attention to. S. Duma asked how does the strategic plan intersect with the Destination Areas? There is a lot of time and energy going into those initiatives currently. Hundreds of faculty are being hired into clusters, new curriculum is being developed. How will the two intersect? E. McCann will bring that question to Dr. Pratt-Clarke. U. Kahanovitch asked if we have past strategic plans to draw from? Yes, we are specifically using the last three strategic plans as a baseline. B. Vogelar stated in the Draft Vision statement, the “the” term versus “a” term sounds off-putting. How was that language chosen? It has been through many iterations and groups felt strongly about “the”. Please provide that feedback in the Qualtrics survey. K. McGuire- I can find the slides on-line but cannot download them to share. Erin will look into this issue. In summary, E. McCann asked J. Irish to provide a name for a CoR rep to the Research Subcommittee in the Strategic Planning Process and please use the Qualtrics link for any feedback.

V. Adjournment – Meeting adjourned at 1625

*The meeting minutes of March 14th, 2018 were voted on electronically. The absence of a response indicated a positive vote.

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

May 9, 2018
CoR Members in attendance: Jen Irish, Virginia Pannabecker, Andy Volker (for Sally Morton), Jon Greene (for Stefan Duma), Dipankar Chakravarti, Nancy Dudek, Uri Kahanovitch, Deborah Milley, Tom Bell, Sid Madhavan, Rachael Rupnow, Kevin McGuire and Ben Corl

Guests in Attendance: Theresa Mayer, Scott Midkiff, Patty Branscome, Lindy Bucy, Frank Fitzgerald, Peggy Layne, Gary Sherman

Theresa Mayer started off the discussion with a brief overview of the four issues the Commission on Research raised which are Contracts, Hiring of Research Faculty, IRB (Institutional Review Board) delays and Software Licensing delays.

*IRB- The President’s Office commissioned a report for “compliance reporting” to include IRB, IACUC, Export & Compliance, etc. At Virginia Tech, all these separate entities/processes report up to different VPs in comparison with our peer institutions where these all report up to one person. The IRB issue is getting resolved via a contract with Western IRB is a consulting group who has been hired to help Virginia Tech work through some of the backlogged requests. OVPRI is currently working on a timeline for resolution of all the IRB delays/issues.

*Contracts- There has been a large increase in contracting with industry partners. Industry contracts take a lot more time to negotiate due to their complex nature, smaller dollar awards (generally), involvement of IP, etc. This has put a large strain on our Office for Sponsored Programs. We now have the Center for Advancing Industry Partnerships called LINK.

*Research Faculty Hires- this issue predates Theresa’s time at Virginia Tech. Virginia Tech has many faculty lines/titles and working through the complexities of the different titles and where they fit in each of their respective overarching categories takes time.

Scott Midkiff addressed the Software Licensing issues next.

*IT is broken down into different departments to include IT Procurement where software licensing falls. The IT department has faced a few issues that have caused delays to include IT’s own contracts with vendors. This is not just a research issue but a multi-organizational problem and requires a multi-organizational solution. There were three key factors that lead to the current state of things. First was a large increase in workload. Second, this workload increase resulted in more things coming through review and most brought an increase in complexity (there is the business aspect of the review, the cybersecurity and risk aspect of the review as well as FERPA compliance). Lastly, the vendors we procure licenses from have been causing delays. Why? Virginia Tech doesn’t spend big enough dollars with different vendors to make it worth their time to fill out increasingly complex security forms and questionnaires for us. 4-Help, a division of IT, uses a program called Servicenow. One aspect of Servicenow is it helps IT make and track acquisitions. As of 4/3/2018 there were 162 acquisitions in the system for review. IT is trying to deal with the rapid growth, huge increase in complexities of security, law and prioritize requests. Hoping to get to a point where the simple requests can be knocked out first so the entire system isn’t being held up by the complex requests and acquisitions. Uri K asked about what software needs to go through the process? Is it all software? Any software that comes with a licensing agreement needs to go through acquisition. Why? The terms and conditions have language buried in them that can be quite complex- an example was given about terms and conditions stating all
domain e-mails are allowed to be sold for marketing purposes, or any improvements made to software belong to the company and not the improver...free software versions are some of the worst! Ginny P asked who ultimately makes the decision on when open source software needs to go through acquisition- What can and can’t be used and is it a personal decision? Contracts with an indemnification clause cannot be legally accepted by Virginia Tech or its employees due to state laws. People must read the terms and conditions and know what he/she is signing up for. There was an example of free Dropbox software that was being used to store documents containing PII and was considered a FERPA violation. Be careful what you are using software for and what you are doing with it! Nancy D asked, What level of risk is acceptable? What is the go/no-go on risk? Ultimately the risk lies with the person responsible for a particular entity...for instance, if the risk contains and/or has the most risk for FERPA and student data concerns, it would be Rick Sparks who would ultimately make the call. If the risk was mostly on research, it would be Theresa who would make the call....it depends on who is the stakeholder of that data.

Topic changed to IRB issues: Dipankar C expressed encouragement at the progress starting to be made. Asked to get an idea of where the IRB issues currently stand so he can respond to constituents asking about the progress. Gary Sherman provided an overview. Virginia Tech researched IRB consultants and found Western IRB, a consulting firm that does a lot of work with universities. What is the difference between Virginia Tech IRB and Western IRB? Virginia Tech has capacity issues. Western IRB does not. Uncomplicated IRB reviews can be handled in as little as 3 days. More complicated ones may take 7-10 days. Everyone who was held up in the IRB que at Virginia Tech was sent an invitation to send their pending requests to Western IRB. There’s a rumor you have to submit your review twice- once to Virginia Tech IRB and again to Western IRB. There are only 2 forms (Smart Form and Consent Form) that are overlapping that go to Virginia Tech IRB so the request can be tracked. Ultimately, Virginia Tech is still responsible for the requests from Virginia Tech faculty and students. So they are tightly tracked on the front end. There is a messaging issue within Virginia Tech about getting some of this information out to the faculty and students. Dipankar brought up another question about the fact he was concerned that Western IRB was not ready to handle some of the more simple VT requests, because he will get a simple request held up by very intricate and deep-diving clarifications on so many protocols. Deborah M had some feedback for Gary. 1) There needs to be more of an effort placed on human communications, not just electronic communications. 2) It would be extremely beneficial if there were regular workshops held for faculty and students. Virginia Tech peers Penn State are holding workshops for their faculty that are very helpful. UMD has faculty liaisons for vetting- this may not be the best approach but they are putting something in place that works. 3) The information on the Virginia Tech IRB website is lacking and disconnected. If you enter into the website one way, clear instructions are available. If you enter through a different way, those same instructions are not present. 4) If templates were offered to streamline entering information, that would be very beneficial.

Dipankar stated he was impressed by Western IRB. He submitted a protocol which WIRB had questions about but they offered to call him to discuss. A short 15 minute phone call clarified the issue, allowed him to make a simple adjustment and was submitted the next day. Very helpful.

In summary, Jen Irish offered to help Theresa’s office by letting the commission know what we can do to help raise some of these pressing issues. Theresa thanked everyone for their communication and feedback.

~End discussion~
Approval of Agenda and Minutes

Minutes: The minutes from the October meeting were approved electronically with revisions.

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

Introductions: Members introduced themselves.

Announcements: The previously discussed change to University Council bylaws allowing the other three constituent groups (Staff Senate, SGA, GSA) to review resolutions as Faculty Senate has had for a year will come to University Council as a UC resolution.

Sue Teel shared a draft of changes proposed for the Staff Career Achievement Award. This may be a future resolution for CSPA to consider.

New Business

Virginia Tech Employees Spouse and Dependent Scholarship Committee: Tammie Smith volunteered to serve on this scholarship committee. A presentation about contributions to this scholarship is typically given to Staff Senate in the spring.

Resolution on Amendment to the Staff Senate Constitution, 2nd reading: Robert Sebek moved the resolution and Sue Teel seconded. The amendment to the Staff Senate constitution was approved. It will be sent to University Council and then the Board of Visitors.

Updates from commissions and committees: CEOD is looking into ADA concerns about the new Master Plan.

Hazem Sharaf shared GSA’s concerns about the proposed tax plan in Congress and how it would tax tuition waivers. There was discussion on how that change would also affect undergraduate tuition waivers that staff can take advantage of. The tax deduction for interest on student loans may also be eliminated.

Policy 4070, which requires reporting outside employment by staff and conflicts of interests, is being reviewed. There may be an online system for reporting.

The annual Duck Pond Cleanup will take place Saturday, December 9 at 4:00 pm.

Sue Teel noted she has been appointed to the steering committee for Gender @ VT. They will be looking at gender equity issues, child and elder care issues, and other issues to bring to administration.

A detailed discussion on the Winter Closing is planned for the next meeting in January.

Respectfully Submitted,
Robert Sebek
This resolution was submitted to change the line of approving command to end at the University Council instead of the Board of Visitors since most of the changes on the constitution are minor wording changes.

Commission on Staff Policies and Affairs
Resolution 2017-18A
Approved, Staff Senate:
First Reading, Commission on Staff Policies and Affairs:
Second Reading, CSPA:
First Reading, University Council:
Second Reading, University Council:
Approved, President:
Approved, Board of Visitors:
Effective Date: On Approval

WHEREAS, the Constitution of the Staff Senate serves as a self-governing document; and
WHEREAS, changes reflected in the Constitution of the Staff Senate are served with sufficient oversight by University Council.

THEREFORE BE IT RESOLVED, that Article 10, number 6 of the Virginia Tech Staff Senate Constitution be amended as follows:

10. Amendments The approval process of amendments to the Constitution shall be
1. A proposal for an amendment must be submitted to the Executive Committee for review and clarification.
2. A notice that an amendment is to be proposed must be given by the Executive Committee to all members of the Staff Senate at least thirty days before the meeting when the amendment will be proposed. The notice shall contain the proposed amendment in context or general nature of the matter.
3. A proposed amendment may be discussed at the regular meeting the amendment is proposed.
4. Proposed amendments shall not be voted on until at least one regular meeting after the introduction of the amendment.
5. A proposed amendment shall first be approved by simple majority vote of the Staff Senate's voting members and by the University Council and President of the University, and Board of Visitors.
WHEREAS, the Constitution of the Staff Senate serves as a self-governing document; and

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3. A proposed amendment may be discussed at the regular meeting the amendment is proposed.
4. Proposed amendments shall not be voted on until at least one regular meeting after the introduction of the amendment.
5. A proposed amendment shall first be approved by simple majority vote of the Staff Senate.
6. Amendments to the Constitution shall become effective upon approval by a simple majority vote of the staff associations’ voting members and by the University Council and President of the University and Board of Visitors.
Commission on Staff Policies and Affairs

Date | time 1/23/2018 2:00 PM | Meeting called to order by Chairman Tammie Smith

Approval of Agenda and Minutes

Minutes: The approval of the November 2017 minutes was tabled awaiting completion of the draft of minutes by Robert Sebek, who stood in for Mary Helmick as secretary for that meeting.

Agenda: Sue Teel moved to accept the agenda presented for the January 23, 2018 meeting. LaTawnya Burleson seconded motion.

New Business

First Reading Waived/Second Reading and Approval: Resolution B on Career Achievement Awards: Commission was read the proposed resolution. Discussion regarding whether the resolution was about Human Resources receiving authority to oversee the awards or if it was concerning increasing the number of awards each year was led by Susanna Rinehart. Explanation by Robert Sebek, Tammie Smith and Sue Teel clarified that by approving the transfer of oversight of the Career Achievement Award to Human Resources, changing the number of awardees could be handled as an administrative process and no longer require the approval of the Board of Visitors.

A motion was made by LaTawnya Burleson to waive the requirement of a first reading. Seconded by Danette Poole. Following further discussion and after a visual review of the text of the Resolution, the Commission indicated its intent to move forward with a vote. Motion was called to a vote. Motion passed unanimously.

A motion was made by Sue Teel to approve Resolution B giving the Vice President of Human Resources authority to oversee the Career Achievement Award. Seconded by Margaret Radcliffe. Motion passed unanimously.

Discussion regarding changes to the winter holiday schedule: Robert Sebek summarized the status of potential changes to the winter holiday schedule and whether the university would close officially as is the case currently. He suggested that the Commission draft a resolution requesting the university to remain open. This draft would be reviewed and debated with historical information and data that would either support the resolution or not. The Commission offered an alternative plan to instead draft a survey that would go out to all staff to gauge the interest in changes to the winter holiday schedule and recommending the university remain open. A subcommittee was formed to draft survey questions, which could then be brought back to the Commission for review at the February 27 meeting. LaTawnya Burleson offered to chair the subcommittee. Other members are Sally Shupe, Danette Poole, Sue Teel, Robert Sebek, and Lori Buchanan.

Report from Student and Graduate Assistant Commission: Hazem Sharaf reported their commission will meet next week for first meeting and he will have a further update for CSPA at the February meeting.

Report from Commission on AP Faculty Affairs: Margaret Radcliffe reported the following discussions at the last CAPFA meeting:

A. The CAPFA representative to Transportation and Parking Committee reported that they are considering waiving or reducing parking permits for Purple Heart Recipients. Additional review is forthcoming. This committee is also considering the issue of free visitor or guest parking, in order to increase the income stream that funds campus parking facilities and maintenance. Additional review is forthcoming.
B. Ways to market the governance activities of the Commission on AP Faculty Affairs in to AP Faculty, at faculty orientation, or at other events, in order to increase awareness of CPFA and interest in participation in University Governance.

C. Reviewing policies requiring telework and alternative work agreements with AP Faculty. Margaret Radcliffe and Sue Teel will both be working with Martin Daniel in HR to update this policy.

Report from Faculty Senate Representative: Susanna Rinehart offered to take any recommendations passed by CSPA relating to staff or (in the case of the Commission on AP Faculty Affairs) AP Faculty to Faculty Senate to request their review and joint approval of support. Discussion amongst CSPA members was this would be very good to show overall support for recommendations.

Chairman Smith announced the next meeting will be held February 27, 2018

Chairman Smith adjourned the Commission at 3:05 PM.

Respectfully Submitted,

Mary Helmick

Vice Chair, Commission on Staff Policies and Affairs
Commission on Staff Policies and Affairs

Date | time 2/27/2018 2:00 PM | Meeting called to order by  Robert Sebek

Approval of Agenda and Minutes

Members Present:  Lori Buchanan, LaTawya Burleson, LeeAnn Ellis, Teresa Lyons, Danette Poole, Margaret Radcliffe, Robert Sebek, Hazem Sharaf, Sally Shupe, Sue Teel, Lisa Wilkes, and Betty Wilkins  

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

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

Announcements: The previously discussed resolution approved by CSPA for the Staff Career Achievement Award changes have been approved by University Council and will be presented to the Board of Visitors in March. The nominations will be accepted during the month of March and the information has been forwarded to the Vice Presidents, Deans and Directors for all retirees in 2017. The selection committee will meet in early April to select the recipients of the award.

New Business

Winter Closing Sub-Committee:  LaTawya Burleson sent information to Tammie Smith regarding the sub-committees’ finding to this point and some of the information was discussed. The commission discussed the possible wording of the questions and agreed the survey needs to be sent to all staff and faculty for their input. It was suggested that the survey include a history of the winter closing policy and give the employees various options on the survey to choose. The policies of other Virginia universities were discussed in detail as well as the different options. After long discussion, it was suggested the Benefits Committee be the point of contact and reference to have the survey developed and conducted and Betty Wilkins will speak with the committee at their next meeting. Lisa Wilkes will check into having a cost analysis completed for the option of making the winter closing an authorized closing.

Updates from commissions and committees: Tammie Smith serves on the Strategic Planning Commission. Lisa Wilkes updated the members on the meeting in January which included Vice Presidents and Deans presenting their divisions and departments. The commission is revisiting the university mission, vision and strategic goals.

Betty Wilkins updated the members on the goals of the Benefits Committee. Jack Finney spoke to the committee at their last meeting regarding the benchmark of the retirement accounts with other universities. The committee also discussed the childcare needs in the New River Valley and how the university could assist with the concerns.

Hazem Sharaf shared that graduate students are currently discussing and expressing their concerns regarding the parking situation on campus. A new parking lot between the CRC and the airport would be a very inexpensive option for parking.

CAPA had Martin Daniels speak at their last meeting.

Robert Sebek brought up the climate survey and will be scheduling a meeting with Margaret Radcliffe to discuss the sub-committee review. The performance management system was discussed and Lisa Wilkes indicated that Banner 9 is being implemented later this year and then central human resources will start reviewing the system. It will be several years before a new performance management system will be implemented.

Lisa Wilkes expressed her desire to develop a sub-committee to address concerns of pay band 1 and 2 employees. If any member of CSPA is interested in serving on this sub-committee, please email Lisa.

The meeting was adjourned at 3:10 PM.

Respectfully Submitted by Danette Poole
Approval of Agenda and Minutes

Members Present: Sue Teel (by phone), Mary Helmick, Tammie Smith, Lori Buchanan, Lee Ann Ellis, Teresa Lyons, Margaret Radcliffe, Sally Shupe, Lisa Wilkes, Hazem Sharaf, Hannah Whiteman

Minutes: Approval of the minutes from the November 2017 and the February 2018 was moved and seconded.

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

New Business

Recap from the Board of Visitors: Chairman Smith gave the Commission a recap on the recent Board of Visitors meeting. The BOV acknowledged the work of the university staff especially during the recent snow storm. Lisa Wilkes also shared the acknowledgment by the Rector of the Board of the need to keep staff compensation as a priority in university budget discussions as the state finalizes the state budget.

Winter Closing Update: Lori Buchanan reported an update on the work regarding the survey to staff and faculty to gather feedback regarding winter closing options. Their work is continuing. LaTawyna Burleson is chairing the committee and she will be contacted for an update. Lisa Wilkes stated that the survey should be sent out before the end of the academic year to take advantage of availability of all staff and faculty.

Campus Climate Survey Update: Agenda item was tabled until next meeting.

Pay bands 1-3 Subcommittee Update: Lisa Wilkes provided an update. One planning meeting had been held during the last month. BOV had expressed that a broader view of issues regarding staff be addressed. Lisa suggested instead of a subcommittee, a new taskforce should be formed that would address many issues affecting staff including topics such as parking, childcare, etc. If this taskforce is formed, the pay bands 1-3 subcommittee would be disbanded. Taskforce’s charge would include all staff pay bands.

Lisa also provided an update that parking policies discussed during the Commission’s February meeting will be implemented when the next academic year policies are put in place.

Commission/Committees Update:

CAPA – Margaret Radcliffe reported that the AP Faculty Advisory Committee also recently discussed parking and transportation and the plan for the Perry Street multimodal facility and surface parking.

Student Government – Hannah Whiteman reported their committee has been focused on their elections

Graduate Student Committee – Hazem Sharaf reported their committee was updated on the upcoming tuition increase by the Sr. VP for Operations/Finance and CFO.

Employee Benefits – Betty Wilkins reported their committee has been focused on discussing the options for winter closing and the survey.

Lori Buchanon suggested that CSPA look in to the issue of paternity leave for staff. Discussion followed regarding whether CSPA would take the lead on looking at what other institutions do currently for staff paternity leave. Betty Wilkins volunteered to bring this matter to the attention of the Benefits Committee.

The meeting was adjourned at 2:50 PM.

Respectfully Submitted by Mary Helmick
PRESENT: D. Stauffer; V. Fowler; P. Ziegler for A. Grant; T. Hammett; R. Holloway; M. Kasarda; A. Knoblauch; C. Leeth; R. Panneton for S. Morton; C. Boone for J. Ross; J. Sible; S. Tatum; D. Thorp; R. Willis; L. Zietsman; A. Zink-Sharp

ABSENT WITH NOTIFICATION: D. Clubb; K. Hosig; L. Khansa; K. Redican

ABSENT WITHOUT NOTIFICATION: K. Albright; J. Billingsley; G. Daniel; M. Davenport; M. Hajj; G. Jenkins; S. Metko; A. Roche; S. Ulrich

VISITORS: N. Akers; B. Armstrong; P. Becksted; S. Biscotte; G. Costello; M. Coulter; E. McCann; K. Pender; M. Pratt-Clarke; R. Sparks

CALL TO ORDER

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

ADOPTION OF THE AGENDA

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

ANNOUNCEMENT OF APPROVAL AND POSTING OF MINUTES

D. Stauffer announced the April 9, 2018 minutes were electronically approved and can be accessed via the University Registrar’s website: https://registrar.vt.edu/content/dam/registrar_vt_edu/documents/Updates/governance/2017-2018/apr9/cusp_minutes_4_9_18.pdf

OLD BUSINESS:

Resolution 2017-18.U Resolution to Approve New Major, Nanomedicine, in Bachelor of Science in Nanoscience, Second Reading

The motion was made and seconded to present for second reading Resolution 2017-18.U Resolution to Approve New Major, Nanomedicine, in Bachelor of Science in Nanoscience.

D. Stauffer reported that the Faculty Senate had not yet responded to its right to review Resolution 2017-18.U.

D. Stauffer opened the floor for discussion on Resolution 2017-18.U.
Hearing no discussion, the resolution will be voted upon electronically pending response from the Faculty Senate.

Following the meeting, the Commission received notification that the Faculty Senate waived its right to review Resolution 2017-18.U.

Electronic vote was called on Resolution 2017-18.U.

The outcome of the electronic vote to approve Resolution 2017-18.U: 29 members of the Commission on Undergraduate Studies and Policies cast their vote in favor of the resolution by the deadline of 5:00 p.m. on Thursday, April 26. There were 0 votes cast in opposition. There were 0 votes cast in abstention. The resolution, as written, passed by a majority of the Commission on Undergraduate Studies and Policies membership.

Resolution 2017-18.V Resolution to Amend Implementation for the Pathways General Education Curriculum to Extend Pathways Ad Hoc Review Committee, Second Reading

The motion was made and seconded to present for second reading Resolution 2017-18.V Resolution to Amend Implementation for the Pathways General Education Curriculum to Extend Pathways Ad Hoc Review Committee.

D. Stauffer reported that the Faculty Senate had not yet responded to its right to review Resolution 2017-18.V.

D. Stauffer opened the floor for discussion on Resolution 2017-18.V beginning with V. Fowler summarizing two primary concerns, the lack of College of Liberal Arts and Human Sciences (CLAHS) representation on the committee in relation to the number of CLAHS courses approved by the Pathways Ad Hoc Review Committee, and the lack of faculty involvement and input in committee membership selection.

Additional discussion topics included the following:

- The raised representation concerns are related to committee membership and not based upon individual committee members.
- Recognition that the Pathways Implementation process and Pathways Ad Hoc Review Committee could not predict the number of proposals and extensive work required, nor forecast the 2018-19 academic year workload.
- Presented concern that one of the CLAHS representatives had not been directly involved in CLAHS or the English department for some time (although noting she is returning). Clarification was provided that noted college representative was a member of the Ad Hoc Review Committee based upon UCCGE membership and that there was a second CLAHS faculty representative, determined by the College that also served on the Pathways Ad Hoc Review Committee.
• Ramifications of lack of CLAHS and faculty representation, such as a potential lack of a Humanities point of view in thinking about proposals differently which has impacted the approval process.

• Consideration that the majority of the CLAHS proposals have already gone through the Pathways approval process so there will likely be fewer CLAHS proposals coming forward.

• Efforts by the Pathways Ad Hoc Review Committee to include diverse faculty voices including due diligence towards encouraging cross-discipline discussions including viewpoints from the Humanities, acknowledging subject matter limitations, supporting success of the faculty, having a clear review process, and the 15-Day Review process.

• Concerns that Resolutions do not go through 15-Day Review and concerns about the 15-Day Review process, generally. Discussion of new technology being considered that has potential to improve the 15-Day Review process.

• Procedural clarification if the resolution does not pass this academic year and ramifications for the pending and upcoming committee work.

• Recognition that the Pathways Ad Hoc Review Committee requires extensive work, and it is hard to get faculty nominees accordingly.

• Review of the Pathways Ad Hoc Review Committee make-up: one faculty member from each college, two members from UCC, two members from UCCGE, one member each from University Studies and University Libraries, and Chair selected from committee faculty members, appointed by UCCGE Committee, which mirrors the UCC and GCC in terms of faculty and staff representation. Point of clarification: the UCC and UCCGE representatives do not represent their respective colleges, but the specific committees for which they represent.

• Discussion of how college curriculum, CUSP college representatives, and UCCGE members are elected within the individual colleges.

• Procedural overview of the initial approval of the Pathways Implementation Plan and the Pathways Ad Hoc Review Committee proposed by UCCGE to CUSP, proposed and approved by the faculty and though the Governance process.

Hearing no further discussion and no proposed amendments to the resolution, the resolution will be voted upon electronically pending response from the Faculty Senate.

D. Stauffer thanked everyone for the thoughtful discussion and input.

Following the meeting, the Commission received notification that the Faculty Senate waived its right to review Resolution 2017-18.V.
Electronic vote was called on Resolution 2017-18.V.

The outcome of the electronic vote to approve Resolution 2017-18.V: 28 members of the Commission on Undergraduate Studies and Policies cast their vote in favor of the resolution by the deadline of 5:00 p.m. on Thursday, April 26. There was 1 vote cast in opposition. There were 0 votes cast in abstention. The resolution, as written, passed by a majority of the Commission on Undergraduate Studies and Policies membership.

**REPORTS AND MINUTES FROM COMMISSION COMMITTEES/SUB-COMMITTEES**

**COMMITTEE REPORTS**

**Academic Support Committee**

No Report.

**Academic Policies Committee**

No Report.

**Athletics Committee**

On behalf of S. Sumner, P. Ziegler presented the minutes of the March 20, 2018 meeting of the University Athletics Committee. A motion was made and seconded to accept the minutes of the March 20, 2018 meeting of the University Athletics Committee.

The motion passed unanimously.

**Commencement Committee**

No Report.

**Honor Council**

No Report.

**Library Committee**

No Report.
Undergraduate Curriculum Committee

M. Kasarda presented the April 13, 2018 report of the Undergraduate Curriculum Committee. A motion was made and seconded to approve the April 13, 2018 report of the Undergraduate Curriculum Committee.

The motion passed unanimously.

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<th>UNDERGRADUATE CURRICULUM COMMITTEE REPORT—APRIL 13, 2018</th>
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New:

**Fall 2018**

*College of Engineering*

- AOE 4474 Propellers and Turbines (CM-4126)
- AOE 4814 Special Topics in Propulsion (CM-4130)
- ME 4584 (ECE 4584) Robotics Laboratory (CM-3961)

*College of Science*

- GEOS 4924 Tectonics (CM-4289)

**Spring 2019**

*College of Science*

- BIOL 4594 Ecology, Evolution, and Behavior Senior Seminar (CM-4288)

**Fall 2019**

*College of Engineering*

- AOE 4205 – 4206 Experiments for Ocean Vehicle Design (CM-3797)

Revised:
Spring 2019

College of Science

NEUR 4594 Clinical Neuroscience in Practice (CM-4420)

Discontinue:

Fall 2019

College of Engineering

AOE 4254 Ocean Engineering Laboratory (CM-3797)

DEGREES, MAJORS, OPTIONS, MINORS

Major:

Revised:

Effective Graduating Calendar Year 2020

College of Engineering

Checksheets: Degree: Bachelor of Science in Chemical Engineering (BSCHE), Major: Chemical Engineering (CHE) (CM-3954)

Checksheets: Degree: Bachelor of Science in Industrial and Systems Engineering (BSISE), Major: Industrial and Systems Engineering (ISE) (CM-4024)

College of Liberal Arts and Human Sciences

Checksheets: Degree: Bachelor of Arts in Communication (BACOM), Major: Multimedia Journalism (MJ) (CM-4034)

Checksheets: Degree: Bachelor of Arts in Communication (BACOM), Major: Public Relations (PR) (CM-4035)

Checksheets: Degree: Bachelor of Arts in Communication (BACOM), Major: Communication Studies (CMST) (CM-4190)

Checksheets: Degree: Bachelor of Arts in English (BAENG), Major: Creative Writing (CW) (CM-4331)
Checksheet: Degree: Bachelor of Arts in English (BAENG), Major: Professional and Technical Writing (PTW) (CM-4338)

Checksheet: Degree: Bachelor of Arts in Theatre Arts (BATA), Major: Cinema (TAC) (CM-4254)

**College of Natural Resources and Environment**

Checksheet: Degree: Bachelor of Science in Packaging Systems and Design (BSPDS), Major: Packaging Systems and Design (PSD) (CM-4004)

**College of Science**

Checksheet: Bachelor of Science in Computational Modeling and Data Analytics (BSCMD), Major: Computational Modeling and Data Analytics (CMDA) (CM-4293)

**Major Concentration/Option:**

**New:**

**Effective Graduating Calendar Year 2020**

**College of Science**

Establishment of New Major Concentration/Option: Biological Sciences (CMDB) under Degree: Bachelor of Science in Computational Modeling and Data Analytics (BSCMD), Major: Computational Modeling and Data Analytics (CMDA), effective for students graduating in calendar year 2020, first effective date to declare major concentration/option: Fall 2018, first effective term to graduate: Winter 2020 (CM-4291)

Checksheet: Degree: Bachelor of Science in Computational Modeling and Data Analytics (BSCMD), Major: Computational Modeling and Data Analytics (CMDA), Major Concentration/Option: Biological Sciences (CMDB), effective for students graduating in calendar year 2020 (CM-4291)

**Pamplin College of Business**

Establishment of New Major Concentration/Option: FinTech and Big Data Analytics (FBTA) under Degree: Bachelor of Science in Business (BSBUS), Major: Finance (FIN), effective for students graduating in calendar year 2020; first effective date to declare major concentration/option: Fall 2018; first effective date to graduate: Winter 2020 (CM-4380)
Checksheet: Degree: Bachelor of Science in Business (BSBUS), Major: Finance (FIN), Major Concentration/Option: FinTech and Big Data Analytics (FBTA); effective for students graduating in calendar year 2020 (CM-4380)

Revised:

Effective Graduating Calendar Year 2020

College of Liberal Arts and Human Sciences

Checksheet: Degree: Bachelor of Arts in Communication (BACOM), Major: Multimedia Journalism (MJ), Major Concentration/Option: Sports Media and Analytics (SMA) (CM-4192)

Checksheet: Degree: Bachelor of Arts in English (BAENG), Major: English (ENGL), Major Concentration/Option: Literature (LIT) (CM-4333)

With approval of Revised Major Concentration/Option, “Literature (LIT)”, program designator will be changed from “LLCW” to “LIT”, effective Winter 2020.

Checksheet: Degree: Bachelor of Arts in English (BAENG), Major: English (ENGL), Major Concentration/Option: Pre-Education (PEDU) (CM-4334)

With approval of Revised Major Concentration/Option, “Pre-Education (PEDU)”, program designator will be changed from “LLPE” to “PEDU”, effective Winter 2020.

Checksheet: Degree: Bachelor of Arts in English (BAENG), Major: English (ENGL), Major Concentration/Option: Pre-Law (PLAW) (CM-4336)

With approval of Revised Major Concentration/Option, “Pre-Law (PLAW)”, program designator will be changed from “LLPL” to “PLAW”, effective Winter 2020.

Checksheet: Degree: Bachelor of Arts in Theatre Arts (BATA), Major: Theatre Arts (TA), Major Concentration/Option: Design (TAD) (CM-4255)

Checksheet: Degree: Bachelor of Arts in Theatre Arts (BATA), Major: Theatre Arts (TA), Major Concentration/Option: General Theatre (TAG) (CM-4256)

Checksheet: Degree: Bachelor of Arts in Theatre Arts (BATA), Major: Theatre Arts (TA), Major Concentration/Option: Performance (TAP) (CM-4257)
College of Science

Checksheet: Degree: Bachelor of Science in Computational Modeling and Data Analytics (BSCMD), Major: Computational Modeling and Data Analytics (CMDA), Major Concentration/Option: Economics (CMDE) (CM-4294)

Checksheet: Degree: Bachelor of Science in Computational Modeling and Data Analytics (BSCMD), Major: Computational Modeling and Data Analytics (CMDA), Major Concentration/Option: Physics (CMDP) (CM-4295)

Revised/Renamed:

Effective Graduating Calendar Year 2020

Pamplin College of Business

Checksheet: Degree: Bachelor of Science in Business (BSBUS), Major: Finance (FIN), Major Concentration/Option: Risk Management and Banking (FRMB), effective for students graduating in calendar year 2020 (CM-4379)

With approval of new major concentration/option name, “Risk Management and Banking (FRMB),” discontinue major concentration/option name, “Banking & Financial Institutions Management (FBFI),” last term and year to graduate: Fall 2019 (CM-4379)

University Concentration:

Discontinue:

Effective Graduating Calendar Year 2020

College of Liberal Arts and Human Sciences

Checksheet: Discontinue University Concentration: French for Business (FRBS), last term and year to graduate: Fall 2020 (CM-4345)

Minor:

Revised:

Effective Graduating Calendar Year 2020

College of Engineering

Checksheet: Minor: Computer Science (CS) (CM-4053)
College of Liberal Arts and Human Sciences

Checksheet: Minor: Housing (HSNG) (CM-4346)

Checksheet: Minor: Music (MUS) (CM-4199)

Checksheet: Minor: Music-Technology Emphasis (MMTX) (CM-4347)

Checksheet: Minor: Religion (REL) (CM-4348)

College of Science

Checksheet: Minor: Mathematics (MATH) (CM-4330)

Pamplin College of Business

Checksheet: Minor: Real Estate (REAL) (CM-4376)

Revised/Renamed:

Effective Graduating Calendar Year 2020

College of Natural Resources and Environment

Checksheet: Minor: Packaging Systems and Design (PSD), first effective date to graduate: Winter 2020 (CM-4385)

With approval of new minor name, “Packaging Systems and Design (PSD)” **discontinue** minor name, “Packaging Science (PKGS),” last term and year to graduate: Fall 2019 (CM-4385)

Discontinue:

Effective Graduating Calendar Year 2020

College of Liberal Arts and Human Sciences

Checksheet: Minor: Advanced French for Business (AFRB), last term and year to graduate: Fall 2020 (CM-4343)

Checksheet: Minor: Dress, Culture, and Society (DCAS), last term and year to graduate: Fall 2020 (CM-4341)
University Curriculum Committee for General Education

L. Zietsman presented the April 11, 2018 report of the Pathways Ad Hoc Review Committee. A motion was made and seconded to approve the April 11, 2018 report of the Pathways Ad Hoc Review Committee.

The motion passed unanimously.

L. Zietsman presented the September 27, 2017 revised report of the Pathways Ad Hoc Review Committee. A motion was made and seconded to approve the September 27, 2017 revised report of the Pathways Ad Hoc Review Committee.

The motion passed unanimously.

| PATHWAYS AD HOC REVIEW COMMITTEE REPORT—APRIL 11, 2018 |
| FOR “FIRST AND SECOND READING” | UNANIMOUS APPROVAL |

| COURSES |

New:

**CLE Fall 2018/Pathways Fall 2018**

**College of Architecture and Urban Studies**


ART 1234: Topics in Visual Communication Design for Non-Majors (CLE Area 6, Pathways Critique and Practice in Design and the Arts G06d, Intercultural and Global Awareness G11) (CM 4144)

ART 2514: Drawing Concepts (CLE Area 6, Pathways Critique and Practice in Design and the Arts G06a, Intercultural and Global Awareness G11) (CM 4111)

ART 3114: Creative Coding for Creativity and Innovation (CLE Area 5, Pathways Quantitative and Computational Thinking G05a, Ethical Reasoning G10) (CM 3966)

**College of Engineering**

**College of Natural Resources and Environment**
FREC 3004: Environmental Informatics (CLE Area 5, Pathways Advanced/Applied Quantitative and Computational Thinking G05a, Ethical Reasoning G10) (CM 4059)

**Revised:**

**CLE Fall 2018/Pathways Fall 2018**

**College of Architecture and Urban Studies**
ART 3584: Nineteenth Century European Art: Neoclassicism to Post-Impressionism (CLE Area 2, CLE Area 6, Pathways Critical Thinking in the Humanities G02, Critique and Practice in Design and the Arts G06a, Intercultural and Global Awareness G11) (CM 4151)

**College of Liberal Arts and Human Sciences**

RLCL 3414: Jesus in Earliest Christianity (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Ethical Reasoning G10) (CM 4203)

RLCL 3424: Orthodoxy and Heresy in Early Christianity (CLE Area 2, Pathways Critical Thinking in the Humanities G02, Ethical Reasoning G10) (CM 4205)

SOC 1014: Introduction to Social Anthropology (CLE Area 3, Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 4049)

STS 2054 (HIST 2054): Engineering Cultures (CLE Area 2, CLE Area 7, Pathways Critical Thinking in the Humanities G02, Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) (CM 4140)

**College of Science**


### Minors

**New:**
Effective Graduation Calendar Year 2019

College of Agriculture and Life Sciences

Establishment of new Pathways Minor: Global Food Security and Health (GFSH); First term to declare: Fall 2018; First term and year to graduate: Winter 2019 (CM 3329)

Checksheets: Pathways Minor in Global Food Security and Health (GFSH); First effective date to declare minor: Fall 2018; First effective date to graduate: Winter 2019 (CM 3329)

PATHWAYS AD HOC REVIEW COMMITTEE REVISED REPORT—SEPTEMBER 27, 2017
FOR “FIRST AND SECOND READING”
UNANIMOUS APPROVAL

COURSES

Revised:

CLE Spring 2018/Pathways Fall 2018

College of Science

PHYS 2074: Highlights of Contemporary Physics (CLE Area 7, Pathways Reasoning in the Natural Sciences GE04, Intercultural and Global Awareness GE11) (CM 3721)

CONSTITUENT REPORTS

Commission on Administrative and Professional Faculty Affairs

No report.

Staff Senate

No report.
Faculty Senate

D. Stauffer reported the Faculty Senate had their final meeting for the academic year on April 10, 2018.

Student Government Association

R. Willis announced a clarification that there was a group of students voicing concerns about Pathways who were advised incorrectly of the procedural protocols for bringing concerns forward with the SGA. At this time, nothing has been officially heard or voted on by the SGA regarding this specific topic. The last SGA meeting for new business was held last week.

Graduate Student Assembly

No report.

Other Business

Strategic Planning Leadership Presentation

M. Pratt-Clarke, Vice President for Strategic Affairs and Vice Provost for Inclusion and Diversity, conducted a presentation to share the strategic planning work and current initiatives. Presentation topics included an overview of the work completed so far, a summary of Beyond Boundaries, draft vision, mission, core values, and strategic objectives, development of framework and structure, campus engagement opportunities, and time frame. More information can be found at http://www.beyondboundaries.vt.edu/strategicplanning.html which includes information for two town hall discussions set for this week. The Strategic Planning Committees welcome feedback, participation, ideas, and questions which can be submitted online at the website above or by email to: strategicaffairs@vt.edu.

Office of University Scholarships and Financial Aid Annual Report

B. Armstrong, Director of University Scholarships and Financial Aid, presented the Annual Report of the Office of Scholarships and Financial Aid to the Commission. Report topics included current and comparison overview of the numbers, changes to the financial aid process, legislative updates, Virginia Guaranteed Assistance Program, communication plans, and AcademicWorks.

Nominations/Review of CUSP Sub-Committee Chairs and Representatives for Academic Year 2018-2019

The following individual accepted nomination to serve as Chair for the following CUSP Sub-Committee for Academic Year 2018-2019:

   Academic Policies Committee (Ad-Hoc)—Robin Panneton
Concluding Remarks

The Commission members and guests thanked D. Stauffer for his guidance and leadership.

ADJOURNMENT

A motion was made and seconded to adjourn the meeting at 4:30 PM.

Respectfully Submitted,
Megan Coulter, Office of the University Registrar