

Virginia Tech Board of Visitors Meeting

June 7, 2010

Minutes

- A. **Minutes:** Academic Affairs Committee
- B. **Resolution:** Renaming the College of Natural Resources as the College of Natural Resources and Environment
- C. **Resolution:** Establish a B.S. Degree in Agribusiness and to Rename the B.S. Degree in Agricultural and Applied Economics
- D. **Resolution:** Establish an M.A. Degree in Material Culture and Public Humanities
- E. **Resolution:** Discontinue M.S. and Ph.D. Programs in Apparel, Housing, and Resource Management
- F. **Resolution:** Rename the B.A. in Interdisciplinary Studies to Religion and Culture
- G. **Resolution:** Policy on Additional Employment by Graduate Students with a Full-Time Assistantship Contract
- H. **Resolution:** Revision to University Policy 1025, Anti-Discrimination and Harassment Prevention
- I. **Resolution:** Federal Contract Compliance
- J. **Resolution:** Revision to Consulting Policy to Permit Faculty Outside Employment
- K. **Minutes:** Buildings and Grounds Committee
- L. **Resolution:** Campus Design Principles
- M. **Resolution:** Appointments to the Montgomery Regional Solid Waste Authority
- N. **Resolution:** Land Donation for the National Institute of Aerospace Associates (NIAA) Public-Private Education Facilities and Infrastructure Act (PPEA) Project
- O. **Resolution:** Town of Blacksburg Easement
- P. **Resolution:** Appalachian Power Company Easement
- Q. **Minutes:** Finance and Audit Committee
- R. **Resolution:** Adoption of Winter Closing Policy
- S. **Resolution:** Approval of Financial Performance Report - Operating and Capital Expenditures July 1, 2009 to March 31, 2010
- T. **Resolution:** Approval of 2010-2011 Faculty Compensation Plan
- U. **Resolution:** Approval of 2010-2011 University Budgets: Operating and Capital Budgets, Hotel Roanoke Conference Center Commission Budget, Virginia Tech-Wake Forest University School of Biomedical Engineering and Sciences Operating Budget
- V. **Resolution:** Approval of 2010-2011 Auxiliary Systems Budgets: Dormitory and dining Hall System, Electric Service System, University Services System, and Intercollegiate Athletics System

W. [Resolution](#): Approval of 2010-2011 Pratt Fund Budgets

X. [Minutes](#): Student Affairs and Athletics Committee

Y. [Resolution](#): Changes to University Policies for Student Life: Expansion of the Abusive Conduct Policy

Z. [Resolution](#): Changes to University Policies for Student Life: Expansion of the Disorderly Conduct Policy

AA. [Resolution](#): Ratify Action of the Executive Committee of the Board of Visitors Regarding 2010-2011 Tuition and Fees

BB. [Report](#): Research and Development Disclosure

CC. [Resolution](#): Appreciation for Faculty and Staff of the Virginia Tech Office of Recovery and Support

DD. [Resolutions](#): Emeritus and Emerita Status (33)

EE. [Resolutions](#): Endowed Professorships and Fellowships (7)

FF. [Resolution](#): Exemption to the Virginia Conflict of Interest Act

GG. [Resolution](#): Ratification of Personnel Changes

HH. [Resolution](#): Approval of 2010-2011 Promotion, Tenure, and Continued Appointment Program

II. [Reports](#): Constituent Remarks

MINUTES

June 7, 2010

The Board of Visitors of Virginia Polytechnic Institute and State University met on Monday, June 7, 2010, at 1:15 p.m. in Torgersen Boardroom, Virginia Tech Campus, Blacksburg, Virginia.

Present**Absent**

Mr. Michael Anzilotti	Mr. Douglas R. Fahl
Mr. Frederick J. Cobb	
Ms. Beverley Dalton	
Mr. Ben J. Davenport, Jr.	
Ms. Michele Duke	
Dr. Calvin D. Jamison, Sr.	
Mr. John R. Lawson, II	
Ms. Sandra Stiner Lowe	
Mr. George Nolen	
Mr. Paul W. Rogers, Jr.	
Mr. James W. Severt, Sr.	
Mr. James R. Smith	
Dr. Lori Wagner	
Dr. Gary L. Long, Faculty Representative	
Mr. Thomas L. Tucker, Staff Representative	
Ms. Rebecca A. French, Graduate Student Representative	
Ms. Kristina J. Hartman, Undergraduate Student Representative	

Also present were the following: Dr. Charles Steger, Mr. Erv Blythe, Mr. Ralph Byers, Ms. Shelia Collins, Dr. Karen DePauw, Dr. John Dooley, Dr. Elizabeth Flanagan, Ms. Kay Heidbreder, Ms. Elizabeth Hooper, Ms. Sharon Kurek, Dr. Mark McNamee, Ms. Kim O'Rourke, Mr. Mark Owczarski, Dr. Ellen Plummer, Dr. Karen Eley Sanders, Dr. Alan Grant, Ms. Kathy Sanders, Mr. Dwight Shelton, Ms. Sandra Smith, Dr. Raymond Smoot, Dr. Ed Spencer, Mr. Jeb Stewart, Dr. Robert Walters, Dr. Lisa Wilkes, Dr. Sherwood Wilson, Ms. Linda Woodard, Dr. Daniel Wubah, faculty, staff, students, guests, and reporters.

Rector Lawson asked for a motion to approve the minutes of the meeting of March 22, 2010, as distributed. The motion was made by Ms. Duke and seconded by Dr. Wagner. The minutes were approved.

REPORT OF THE ACADEMIC AFFAIRS COMMITTEE

Rector Lawson called on Dr. Wagner for a report of the Academic Affairs Committee. (Copy filed with the permanent minutes and marked Attachment A.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

Resolution for Approval to Rename the College of Natural Resources as the College of Natural Resources and Environment

That the resolution renaming the College of Natural Resources as the College of Natural Resources and Environment be approved, effective First Summer Session 2010. (Copy filed with the permanent minutes and marked Attachment B.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

Resolution for Approval to Establish a B.S. Degree in Agribusiness and to Rename the B.S. Degree in Agricultural and Applied Economics

That the resolution creating a B.S. degree in Agribusiness and renaming the existing Agricultural and Applied Economics B.S. degree to Applied Economic Management be approved and forwarded to the State Council of Higher Education for Virginia for further review and approval. (Copy filed with the permanent minutes and marked Attachment C.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

**Resolution for Approval to Establish an M.A. Degree in
Material Culture and Public Humanities**

That the M.A. degree in Material Culture and Public Humanities be approved and forwarded to the State Council of Higher Education for Virginia for further review and approval with an expected effective date of fall 2011. (Copy filed with the permanent minutes and marked Attachment D.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

**Resolution for Approval to Discontinue M.S. and Ph.D. Programs in
Apparel, Housing, and Resource Management**

That the discontinuance of the M.S. and Ph.D. programs in Apparel, Housing, and Resource Management be approved. (Copy filed with the permanent minutes and marked Attachment E.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

**Resolution for Approval to Rename the B.A. in
Interdisciplinary Studies to Religion and Culture**

That the B.A. in "Interdisciplinary Studies" be renamed "Religion and Culture," effective Fall 2011. (Copy filed with the permanent minutes and marked Attachment F.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

**Resolution to Approve Policy on Additional Employment by
Graduate Students with a Full-Time Assistantship Contract**

That the policy on additional employment for graduate students on a full-time assistantship contract be approved effective immediately. (Copy filed with the permanent minutes and marked Attachment G.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

**Resolution to Approve Revision to University Policy 1025,
Anti-Discrimination and Harassment Prevention**

That the resolution revising sections of Policy 1025 on anti-discrimination and harassment prevention be approved. (Copy filed with the permanent minutes and marked Attachment H.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Duke, and approved unanimously.

Resolution for Approval on Federal Contract Compliance

That the resolution revising the *Faculty Handbook* and policy 6200 to ensure that Virginia Tech's policies comply with federal contract regulations be approved. (Copy filed with the permanent minutes and marked Attachment I.)

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As part of the Academic Affairs Committee report, the following resolution was moved by Dr. Wagner, seconded by Ms. Lowe, and approved unanimously.

**Resolution for Approval of Revision to Consulting Policy to
Permit Faculty Outside Employment**

That the resolution revising the consulting policy to permit faculty to engage in outside employment and external activities other than consulting with advance approval of the supervisor and other university officials be approved. (Copy filed with the permanent minutes and marked Attachment J.)

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REPORT OF THE BUILDINGS AND GROUNDS COMMITTEE

Rector Lawson called on Mr. Smith for a report of the Buildings and Grounds Committee. (Copy filed with the permanent minutes and marked Attachment K.)

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As part of the Buildings and Grounds Committee report, the following resolution was moved by Mr. Smith, seconded by Ms. Duke, and approved unanimously.

Resolution for Approval of Campus Design Principles

That the resolution adopting the Campus Design Principles document be approved by the Board of Visitors. (Copy filed with the permanent minutes and marked Attachment L.)

Mr. Smith noted that Rector Lawson was instrumental in the formalization of these design principles.

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As part of the Buildings and Grounds Committee report, the following resolution was moved by Mr. Smith, seconded by Mr. Severt, and approved unanimously.

**Resolution for Approval of Appointments to the
Montgomery Regional Solid Waste Authority**

That the resolution appointing Michael J. Coleman, Associate Vice President for Facilities Services, as the University's representative and L. Allen Bowman as the at-large member to the Montgomery Regional Solid Waste Authority Board of Directors be approved. (Copy filed with the permanent minutes and marked Attachment M.)

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As part of the Buildings and Grounds Committee report, the following resolution was moved by Mr. Smith, seconded by Mr. Severt, and approved unanimously.

**Resolution to Approve Land Donation for the
National Institute of Aerospace Associates (NIAA) Public-Private
Education Facilities and Infrastructure Act (PPEA) Project**

That the resolution authorizing the acceptance of the donated real property from the Industrial Development Authority of the City of Hampton, Virginia, be approved. (Copy filed with the permanent minutes and marked Attachment N.)

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As part of the Buildings and Grounds Committee report, the following resolution was moved by Mr. Smith, seconded by Mr. Severt, and approved unanimously.

Resolution to Approve Town of Blacksburg Easement

That the resolution authorizing Virginia Tech to execute the easement to the Town of Blacksburg be approved. (Copy filed with the permanent minutes and marked Attachment O.)

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As part of the Buildings and Grounds Committee report, the following resolution was moved by Mr. Smith, seconded by Mr. Severt, and approved unanimously.

Resolution to Approve Appalachian Power Company Easement

That the resolution authorizing Virginia Tech to execute the easement to Appalachian Power Company be approved. (Copy filed with the permanent minutes and marked Attachment P.)

REPORT OF THE FINANCE AND AUDIT COMMITTEE

Rector Lawson called on Mr. Nolen for the report of the Finance and Audit Committee. (Copy filed with the permanent minutes and marked Attachment Q.)

As part of the Finance and Audit Committee report, the following resolution was moved by Mr. Nolen, seconded by Mr. Smith, and approved unanimously.

Resolution for Approval of Adoption of Winter Closing Policy

That the resolution authorizing Virginia Tech to be closed for a winter break period annually between December 25 and January 1 be approved effective 2011 and that Policy 4315: Guidelines on Holidays, and the Campus Leave Manual be revised accordingly. (Copy filed with the permanent minutes and marked Attachment R.)

As part of the Finance and Audit Committee report, the following resolution was moved by Mr. Nolen, seconded by Mr. Smith, and approved unanimously.

**Resolution for Approval of Year-to-Date Financial Performance Report
(July 1, 2009 – March 31, 2010)**

That the report of income and expenditures for the University Division and the Cooperative Extension/Agricultural Experiment Station Division for the period of July 1, 2009 through March 31, 2010 and the Capital Outlay report be accepted. (Copy filed with the permanent minutes and marked Attachment S.)

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As part of the Finance and Audit Committee report, the following resolution was moved by Mr. Nolen, seconded by Mr. Smith, and approved unanimously.

Resolution for Approval of 2010-2011 Faculty Compensation Plan

That the proposed 2010-11 Faculty Compensation Plan for Teaching and Research, Administrative and Professional, and Special Research Faculty be approved. (Copy filed with the permanent minutes and marked Attachment T.)

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As part of the Finance and Audit Committee report, the following resolution was moved by Mr. Nolen, seconded by Mr. Smith, and approved unanimously.

Resolutions for Approval of 2010-2011 University Budgets:

Operating and Capital Budgets

That the proposed 2010-2011 operating and capital budgets, as displayed on Schedules 1, 2, and 3, be approved.

Hotel Roanoke Conference Center Commission Budget

That the budget for The Hotel Roanoke Conference Center Commission for 2010-2011 be approved.

**Virginia Tech/Wake Forest University
School of Biomedical Engineering and Sciences Budget**

That the 2010-2011 budget for the Virginia Tech-Wake Forest School of Biomedical Engineering and Sciences be approved.

(Copies filed with the permanent minutes and marked Attachment U.)

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As part of the Finance and Audit Committee report, the following resolution was moved by Mr. Nolen, seconded by Mr. Smith, and approved unanimously.

Resolution for Approval of 2010-2011 Auxiliary Systems Budgets:

Dormitory and Dining Hall System Budget

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the Dormitory and Dining Hall System and the report of the Annual Inspection be approved.

Electric Service System Budget

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the Electric Service System and the report of the Annual Inspection be approved.

University Services System Budget

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the University Services System and the report of the Annual Inspection be approved.

Intercollegiate Athletics System Budget

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the Intercollegiate Athletics System and the report of the Annual Inspection be approved.

(Copies filed with the permanent minutes and marked Attachment V.)

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As part of the Finance and Audit Committee report, and with the endorsement of the Academic Affairs Committee, the following resolution was moved by Mr. Nolen, seconded by Mr. Smith, and approved unanimously.

Resolution for Approval of 2010-2011 Pratt Fund Budgets

That the proposed FY 2010-2011 allocation and use of Pratt Funds be approved. (Copy filed with the permanent minutes and marked Attachment W.)

REPORT OF THE RESEARCH COMMITTEE

The Research Committee did not meet.

REPORT OF THE STUDENT AFFAIRS AND ATHLETICS COMMITTEE

Rector Lawson called on Mr. Davenport for the report of the Student Affairs and Athletics Committee. (Copy filed with the permanent minutes and marked Attachment X.)

As part of the Student Affairs and Athletics Committee report, the following resolution was moved by Mr. Davenport, seconded by Dr. Jamison, and approved unanimously.

Resolution for Approval of Changes to University Policies for Student Life: Expansion of the Abusive Conduct Policy

That the resolution for approval of changes to University Policies for Student Life: Expansion of the Abusive Conduct Policy be approved. (Copy filed with the permanent minutes and marked Attachment Y.)

As part of the Student Affairs and Athletics Committee report, the following resolution was moved by Mr. Davenport, seconded by Dr. Jamison, and approved unanimously.

Resolution for Approval for Changes to University Policies for Student Life: Expansion of the Disorderly Conduct Policy

That the resolution for changes to University Policies for Student Life: Expansion of the Disorderly Conduct Policy be approved. (Copy filed with the permanent minutes and marked Attachment Z.)

REPORT OF THE EXECUTIVE COMMITTEE

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As part of the Executive Committee report by Rector Lawson, the following resolutions were moved by Dr. Jamison, seconded by Dr. Wagner, and approved unanimously.

Approval of Minutes from April 23, 2010 Executive Committee Meeting

That the minutes of the Executive Committee Meeting of April 23, 2010 be approved.

Resolution to Ratify Action of the Executive Committee of the Board of Visitors Regarding 2010-2011 Tuition and Fees

That the resolution ratifying the action taken by the Executive Committee of the Board of Visitors at a special meeting convened on April 23, 2010, for the purpose of setting tuition and fees for 2010-2011, be approved.

(Copies filed with the permanent minutes and marked Attachment AA.)

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PRESIDENT'S REPORT

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Report of Research and Development Disclosures

As part of the President's report, President Steger shared with the Board the **Report of Research and Development Disclosures** – for information only, no action needed. (Copy filed with the permanent minutes and marked Attachment BB.)

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As part of the President's Report, the following resolution was moved by Ms. Duke, seconded by Dr. Jamison, and approved unanimously.

**Resolution of Appreciation for
Faculty and Staff of the Virginia Tech Office of Recovery and Support**

That the resolution of Appreciation for Faculty and Staff of the Virginia Tech Office of Recovery and Support be approved. (Copy filed with the permanent minutes and marked Attachment CC.)

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President Steger reported that he was invited by the French Embassy to speak at the Organization for Economic Cooperation and Development meeting in Paris in two weeks, looking at strategies for evolving technical education at the advanced levels. He credited the faculty at Virginia Tech for establishing the university's reputation internationally.

Additionally, last week President Steger attended a very productive meeting with Minister Kapil Sibal, the Union Minister for the Ministry of Human Resource Development for all of India, and with India's Ambassador to the United States. Virginia Tech is working to build a campus in India; however, there are many complex regulations to address. Virginia Tech's proposal was well received.

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Report of the Nominating Committee

The Nominating Committee consisted of Mr. Davenport (Chair), Ms. Lowe, and Mr. Anzilotti. On behalf of the committee, Mr. Davenport nominated the following as officers for 2010-2011: Rector - George Nolen, Vice Rector - Michele Duke, and Secretary - Kim O'Rourke. A motion to approve the nominations was made by Mr. Rogers, seconded by Dr. Jamison, and approved unanimously.

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Motion to begin Closed Session

Mr. Nolen moved that the Board convene in a closed meeting, pursuant to § 2.2-3711, Code of Virginia, as amended, for the purposes of discussing:

1. The consideration of individual salaries of faculty, review of departments where specific individuals' performance will be discussed, and consideration of personnel changes including appointments, emeritus status, endowed professorships and fellowships, promotion, tenure, and salary adjustments of specific employees.
2. Briefing on actual and probable litigation involving Virginia Tech and its employees.
3. Discussion concerning a prospective business where no public announcement regarding the business has been made.

all pursuant to the following subparts of §2.2-3711 (A), Code of Virginia, as amended, .1, .5, .and .7

The motion was seconded by Ms. Duke and passed unanimously.

Motion to Return to Open Session

Following the Closed Session, members of the press, students, and the public were invited to return to the meeting. Rector Lawson called the meeting to order and asked Mr. Nolen to make the motion to return to open session.

Mr. Nolen made the following motion:

WHEREAS, the Board of Visitors of Virginia Polytechnic Institute and State University has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712 of the Code of Virginia requires a certification by the Board of Visitors that such closed meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED that the Board of Visitors of Virginia Polytechnic Institute and State University hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion convening the closed meeting were heard, discussed or considered by the Board of Visitors.

The motion was seconded by Mr. Smith and passed unanimously.

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Upon motion by Ms. Lowe and second by Dr. Wagner, unanimous approval was given to the resolutions for approval of **Emeritus Status (33)** as considered in Closed Session. (Copies filed with the permanent minutes and marked Attachment DD.)

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Upon motion by Dr. Wagner and second by Ms. Lowe, unanimous approval was given to the resolutions for approval of **Endowed Professorships and Fellowships (7)** as considered in Closed Session. (Copies filed with the permanent minutes and marked Attachment EE.)

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Upon motion by Dr. Wagner and second by Ms. Lowe, unanimous approval was given to the resolution for approval of an **Exemption to the Virginia Conflict of Interest Act** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment FF.)

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Upon motion by Dr. Jamison and second by Dr. Wagner, approval was given to the resolution for ratification of the **Personnel Changes Report** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment GG.) This item was reviewed by the Academic Affairs Committee and the Finance and Audit Committee of the Board of Visitors.

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Upon motion by Mr. Smith and second by Ms. Lowe, approval was given to the **Resolution for Approval of 2010-2011 Promotion, Tenure, and Continued Appointment Program** as considered in Closed Session. (Copy filed with the permanent minutes and marked Attachment HH.) This item was reviewed by the Academic Affairs Committee and the Finance and Audit Committee of the Board.

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Audit Report

No Action Required

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Litigation Report

Not for Approval

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Constituent Reports (No Action Required)

Constituent Report by Undergraduate Student Representative, Ms. Kristina Hartman

Constituent Report by Graduate Student Representative, Ms. Rebecca French

Constituent Report by Staff Senate Representative, Mr. Tom Tucker

Constituent Report by Faculty Senate Representative, Dr. Gary Long

(Copies filed with the permanent minutes and marked Attachment II.)

Rector Lawson presented a certificate to each representative for their devoted service to the Board.

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Rector Lawson recognized Mr. Davenport, Mr. Smith, and Dr. Wagner for their devoted service to the Board.

As Rector-elect, Mr. Nolen thanked Rector Lawson for his strong leadership to Virginia Tech. Among Mr. Lawson's most notable contributions are the Myers-Lawson School of Construction and his service as co-chair of the billion-dollar Campaign for Virginia Tech.

Rector Lawson complimented the Board members for their dedicated service and President Steger for his strong leadership.

Rector Lawson called on Dr. Flanagan, Vice President for Development and University Relations, to give a status report on the campaign. Dr. Flanagan announced that with 92 percent of the campaign elapsed, 92.73 percent of the goal has been raised. A total of \$927,275,831 has been raised to date. Rector Lawson encouraged those who have not contributed to do so.

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The date for the next meeting is August 29-30, 2010, on the Virginia Tech Campus, Blacksburg, Virginia.

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The meeting adjourned at 3:25 p.m.

John R. Lawson II, Rector

Kim O'Rourke, Secretary

Committee Minutes
ACADEMIC AFFAIRS COMMITTEE

Alumni Board Room, Alumni Hall
8:30 a.m.

June 7, 2010

Board Members Present:

Chair: Lori L. Wagner

Members: Frederick J. Cobb, Sandra Stiner Lowe, Rebecca French, Graduate Student Representative, Gary Long, Faculty Representative

Guests:

Darrell Bosch, Karen DePauw, John Dooley, Betty Fine, Jack Finney, Patricia Hyer, Suzie Karlin, Mark McNamee, Robin Panneton, Ellen Plummer, Dale Robinson, Karen Eley Sanders, Maggie Sloane, Susan Steeves, Bailey Van Hook, Tod Whitehurst, Paul Winistorfer, Daniel A. Wubah

CLOSED SESSION:

The committee approved a resolution to move into closed session to consider 33 emeriti resolutions, seven endowed professorship or fellowship resolutions, 91 promotion, tenure and continued appointments, ratification of the personnel changes report, and a resolution on an exemption to the Virginia Conflict of Interest Act.

All recommendations and resolutions were unanimously approved. The session was formally certified and the committee moved to open session.

OPEN SESSION:

1. Welcome.

Dr. Lori Wagner, committee chair, welcomed committee members and guests. Dr. Wagner thanked Pat Hyer, associate provost for academic administration, for her many years of service to the university and the Academic Affairs Committee.

2. Approval of Minutes.

A motion was made and passed unanimously to approve the March 22, 2010 minutes of the committee.

3. Report of Closed Session Action Items.

Actions taken in the committee's closed session were reported including 33 resolutions

for emeriti status, seven endowed professorship or fellowship resolutions, 91 promotion, tenure and continued appointments, ratification of the personnel changes report, and a resolution on an exemption to the Virginia Conflict of Interest Act.

The resolutions presented to the committee were unanimously approved and will be forwarded to the full Board with recommendation for approval.

4. Provost's Update.

Dr. Mark McNamee, senior vice president and provost, introduced Dr. Jack Finney as the new associate provost for faculty affairs. Dr. Finney has been at Virginia Tech since 1987 and has served on the psychology faculty and as associate dean of the College of Science. In addition to his extensive background as a scholar of child psychology, Dr. Finney brings many years of administrative experience in the areas of faculty recruitment, retention, and development and has served the university on numerous committees and commissions.

Dr. McNamee introduced Ruth Waalkes, executive director for the Center for the Arts at Virginia Tech. On June 21 the ground breaking event for the new arts center facility will occur. The state has allocated funds to assist in the renovation of Shultz Hall; the facility will house the Center for Creative Technologies. A strategic planning initiative for the arts is being led by University Distinguished Professor Dr. Paul Knox and will be completed by early fall.

Dr. McNamee updated the committee on the search for the vice president for diversity and inclusion. The search committee, chaired by Dr. Ed Spencer, vice president for student affairs, received 83 applications for the position. Video interviews were conducted with eight candidates and three were selected for on-campus interviews. These interviews will be completed by the beginning of July.

Dr. McNamee updated the committee on the admissions process to the Virginia Tech Carilion School of Medicine. Forty-six students have accepted admission to the School of Medicine and three students have full military scholarships allowing the school some flexibility with supporting additional students in the class. Members of the incoming class have strong credentials. A third of the students have master's degrees and strong research backgrounds. The class has an average Medical College Admissions Test (MCAT) of 33, which is above the national average. The class arrives August 2 for orientation.

Dr. McNamee thanked Lori Wagner for her leadership of the committee over the past year and helping to guide its accomplishments. Each August, the committee establishes its agenda by identifying areas of interest. Dr. McNamee distributed a list of accomplishments for each of the committee's agenda areas including academic affairs, faculty affairs, inclusive excellence, and global strategies.

5. Academic Initiatives.

a. Dr. Paul Winistorfer, dean of the College of Natural Resources, presented a resolution on renaming the college to the College of Natural Resources and Environment. The name change supports the future evolution and growth of the college and leverages it to the greater good of the Virginia Tech campus, faculty, and students.

A resolution was made and passed unanimously to rename the College of Natural Resources as the College of Natural Resources and Environment.

b. Dr. Darrell Bosch, professor of resources and environmental economics in the College of Agriculture and Life Sciences, presented a resolution to establish a B.S. degree in Agribusiness and rename the B.S. degree in Agricultural and Applied Economics to Applied Economic Management. Enrollments in the agricultural and applied economics undergraduate degree have grown following the transfer of financial planning faculty to the department. Current degree tracks will be two separate degrees; each degree will be named more appropriately to reflect the curriculum content and the current market for graduates.

A resolution was made and passed unanimously to establish a B.S. degree in Agribusiness and Rename the B.S. Degree in Agricultural and Applied Economics.

c. Drs. Betty Fine and Bailey Van Hook presented a resolution to establish an M.A. in Material Culture and Public Humanities. A joint effort of the Department of Religion and Culture and the School of Visual Arts, this degree prepares graduates for careers with community cultural organizations, museums, historical societies, humanities foundations, historic preservation, or for doctoral study in a variety of fields.

A resolution was made and passed unanimously to establish an M.A. in Material Culture and Public Humanities.

d. Dr. Karen DePauw presented a resolution on discontinuing the M.S. and Ph.D. programs in Apparel, Housing, and Resource Management, which were identified by SCHEV in 2008 as being below quantitative standards for productivity.

A resolution was made and passed unanimously to discontinue the M.S. and Ph.D. Programs in Apparel, Housing, and Resource Management.

e. Dr. Mark McNamee presented a resolution to rename the B.A. in Interdisciplinary Studies to Religion and Culture. The name change better reflects the breadth and focus of coursework for the degree and the renaming of the host department to Religion and Culture.

A resolution was made and passed unanimously to rename the B.A. in Interdisciplinary Studies to Religion and Culture.

f. Dr. Daniel Wubah, vice president and dean for undergraduate education, provided an update on the university's reaffirmation of accreditation with the Southern Association of Colleges and Schools (SACS). The university is providing information on two standards for which the on-site review committee requested additional information. These two standards are: Comprehensive Standard 3.3.1.2 (Institutional effectiveness: administrative support services), and Core Requirement 2.12 (Quality Enhancement Plan). This information will be provided to SACS for final review at their December meeting.

g. Dr. Daniel Wubah provided the committee with data from undergraduate admissions and a forecast for fall 2010 undergraduate enrollment. The university made 13,412 offers and 5,363 applicants have accepted admission. The goal is to enroll 5,125 undergraduate students in the fall. Dr. Wubah also reported that the Undergraduate Admissions Advisory Group met on May 17, 2010 and reviewed undergraduate admissions practices and the forecast for enrollment.

h. Dr. Karen DePauw provided the committee with information from the Commission on the Future of Graduate Education in the United States. Findings include increased corporate demand for employees with graduate degrees, increased international competition for students, weak preparation for non-academic careers, and concerns about shortages of students with degrees in science and engineering. The Commission discusses its findings in a report titled "The Path Forward."

i. Dr. Karen DePauw presented a resolution on additional employment by graduate students with a full-time (20 hours per week) assistantship contract that allows additional employment for graduate students on assistantships, encourages consultation with their academic advisors, and requires notification of the Graduate School to assure that there are no conflicts of interest posed by the additional employment. The committee requested that the Graduate School present an update on implementation of the policy at their November meeting and a full report in March 2011.

A resolution was made and passed unanimously to allow additional employment by graduate students with a full-time assistantship contract.

6. Faculty Affairs

a. Ms. Maggie Sloane, director of compliance and conflict resolution, presented a resolution to revise procedures associated with university policy 1025. References to existing formal appeal processes for all faculty and staff will replace the previous special appeal process limited to teaching faculty only.

A resolution was made and passed unanimously to revise university policy 1025, Anti-Discrimination and Harassment Prevention.

b. Dr. Patricia Hyer, associate provost for academic administration, presented changes to the Faculty Handbook addressing effort certification for faculty members engaged in sponsored research and revisions to Policy 6200, Research-Extended Appointments, to

provide annual leave for such appointments and additional flexibilities to the overall appointment process.

A resolution was made and passed unanimously to revise Policy 6200, Research-Extended Appointments, and to approve new language for the Faculty Handbook concerning effort certification and contract compliance.

c. Dr. Patricia Hyer proposed new language for the Faculty Handbook allowing faculty members to participate in supervisor-approved outside employment.


A resolution was made and passed unanimously to revise the Faculty Handbook to allow faculty members to participate in supervisor-approved outside employment.

7. Pratt Fund Budget Resolution.

Budget proposals from the College of Agriculture and Life Sciences and the College of Engineering for expenditure of Pratt funds during 2010-11 are presented for annual approval as required by terms of the bequest.



Adjournment.

There being no further business, the meeting adjourned at 12:40.




SACS Update

December 2009	Offsite review report to Virginia Tech	Completed
February 2010	Submit Focused Reports and QEP	Completed
February 2010	Site visit to off campus branch (Egypt)	Completed
March 16-18, 2010	Onsite review visit	Completed
April 27, 2010	Onsite review report to Virginia Tech	Completed
July 2010	Submit response to onsite review report to SACS	
October 2010	Deadline for review of response to onsite report	
December 2010	SACS Annual Meeting – accreditation decision conveyed	

Results of onsite review

- Only 2 out of 86 standards needed additional work to fully meet compliance standards:
- Comprehensive Standard 3.3.1.2 (Institutional effectiveness: administrative support services)
- Core Requirement 2.12 (Quality Enhancement Plan)





QEP recommendations

- Provide samples of faculty proposals that would be funded in the first cycle
- Revise budget to include full cost of current institutional commitments to first year experiences
- Develop strategies to ensure that the QEP reaches all the targeted students
- Provide an assessment plan for the funded projects





The Path Forward: The Future of Graduate Education in the United States

Academic Affairs Committee
Virginia Tech Board of Visitors meeting
June 7, 2010

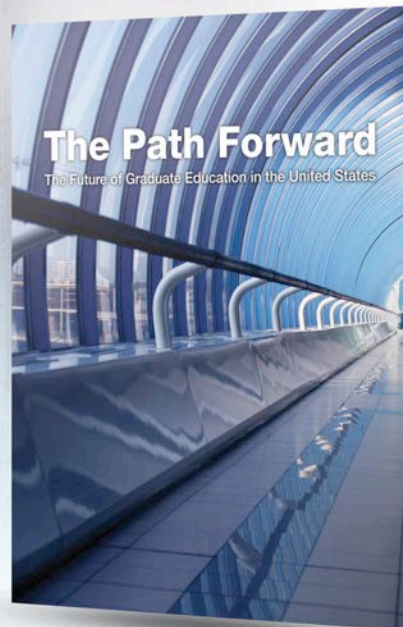
Karen P. DePauw, Ph.D.
Vice President and Dean for Graduate Education



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www.fgereport.org





Commission's Purpose

To provide an empirical basis to support the assumption and provide policy recommendations about the role of graduate education in ensuring our continued national prosperity



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Commission Members



Corporate Leaders

- Thomas Connelly, DuPont
- Roger Ferguson, TIAA-CREF
- Stanley Litow, IBM
- Richard Parsons, Bank of America
- Ronald Townsend, Battelle
- John Seely Brown, Xerox

University Leaders

- Gene Block, UCLA
- Ronald Mason, Jackson State University
- John Wiley, University of Wisconsin
- Scott Bass, American University
- Suzanne Ortega (Vice-Chair), University of New Mexico

University Leaders (cont'd)

- Karen DePauw, Virginia Polytechnic Institute & State University
- Jeffery Gibeling, University of California Davis
- Patrick Osmer, The Ohio State University
- William Russel (Chair), Princeton University
- Liora Schmelkin, Hofstra University
- Susan Stites-Doe, College at Brockport, SUNY
- James Wimbush, Indiana University

Ex Officio Members

- Kurt Landgraf, ETS
- Debra Stewart, CGS



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Overview



The report addresses the role of graduate education in sustaining our intellectual leadership into the future. It summarizes political, demographic, educational, and economic trends, analyzing data from a wide spectrum of sources. The report includes:

- data on current domestic and international talent pools
- analysis of the international competition for talented students
- projected workforce needs requiring advanced degrees
- vulnerabilities in the university, employer, and public-policy domains



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Report Findings & Recommendations



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Graduate Education as the Source for a Highly Skilled Workforce



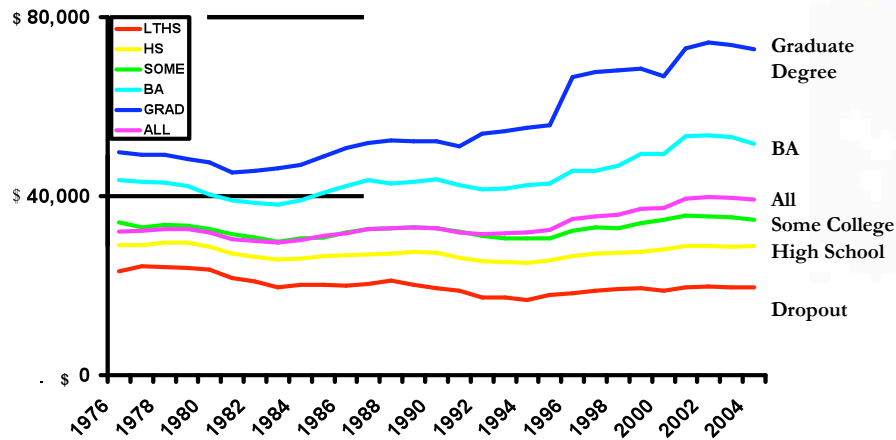
- **Career opportunities and national need**
 - The knowledge-based economy of the 21st century increasingly requires the **advanced knowledge and skills** acquired in graduate school
 - Graduate education trains **creative** thinkers able to produce cutting-edge, **interdisciplinary** research
 - Number of jobs requiring a graduate degree to grow by 2.5 million by 2018: **masters +18% PhD's +17%**
- **Student aspirations**
 - 50% increase in enrollment since early 1980s
 - # of doctoral degrees growing faster than population



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And the market is rewarding graduate education



Source: Council of Graduate Schools, *Graduate Education in 2020*



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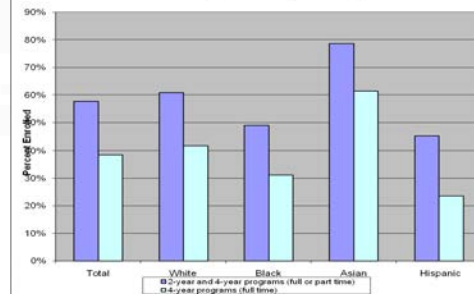


Demographic Trends



- The changing demographics in the U.S. pose serious challenges for assembling a diverse pool of qualified U.S. applicants for graduate school

	Less than Bachelor's	Bachelor's	Graduate
White	19	40	41
Black	30	40	30
Asian	13	37	50
Hispanic	30	40	30



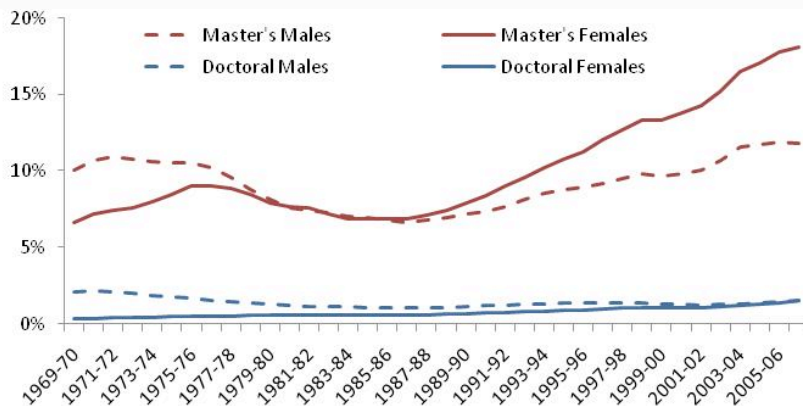
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Gender Trends



- Women comprise 59% of graduate students as well as most of the masters and half of the doctoral degrees



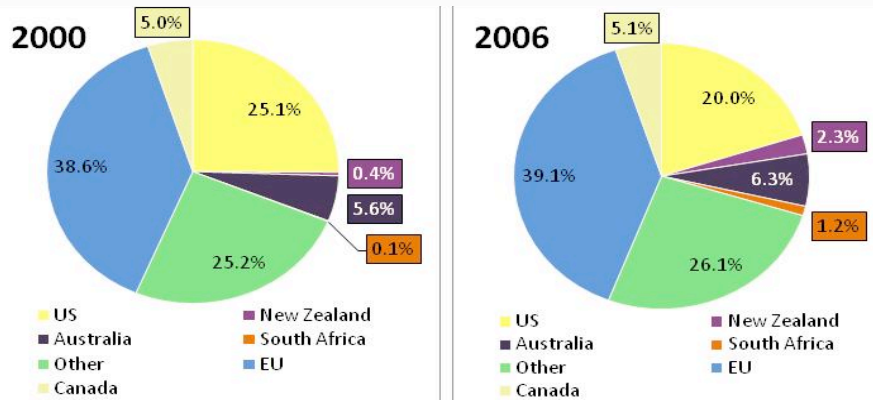
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International Trends



- Shrinking US share of international student market



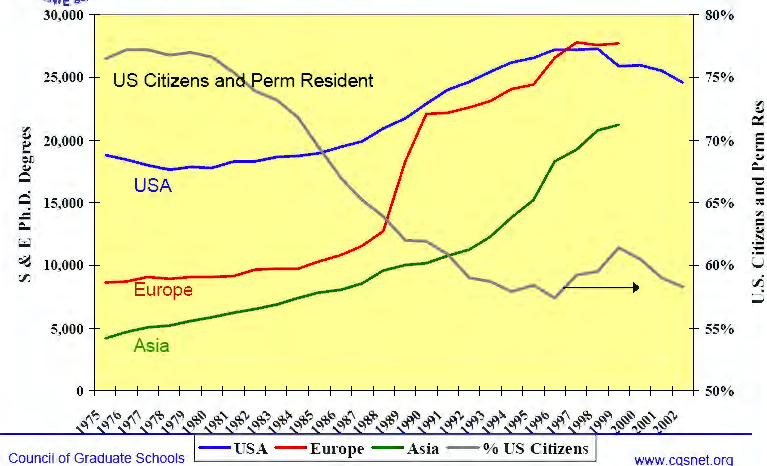
International Trends



- **Other countries** recognize graduate education and human capital development as engines of economic competitiveness
- **International students** have increasing options
 - China and India are investing substantially in graduate programs
 - Canada, Australia, and others are more welcoming to internationals
 - International students educated in the US increasingly find viable career options in their home countries
- Europe and China now produce **more doctorates** in the sciences and engineering than the U.S.



Doctoral S&E Degrees by World Region



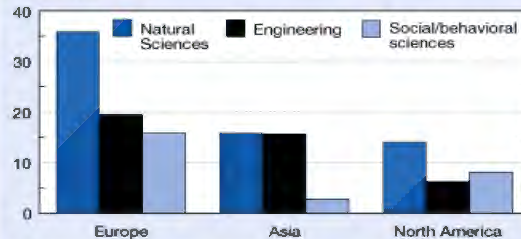
Council of Graduate Schools

www.cgsnet.org

Figure 2-36

S&E doctoral degrees earned in Europe, Asia, and North America, by field: 2004 or most recent year

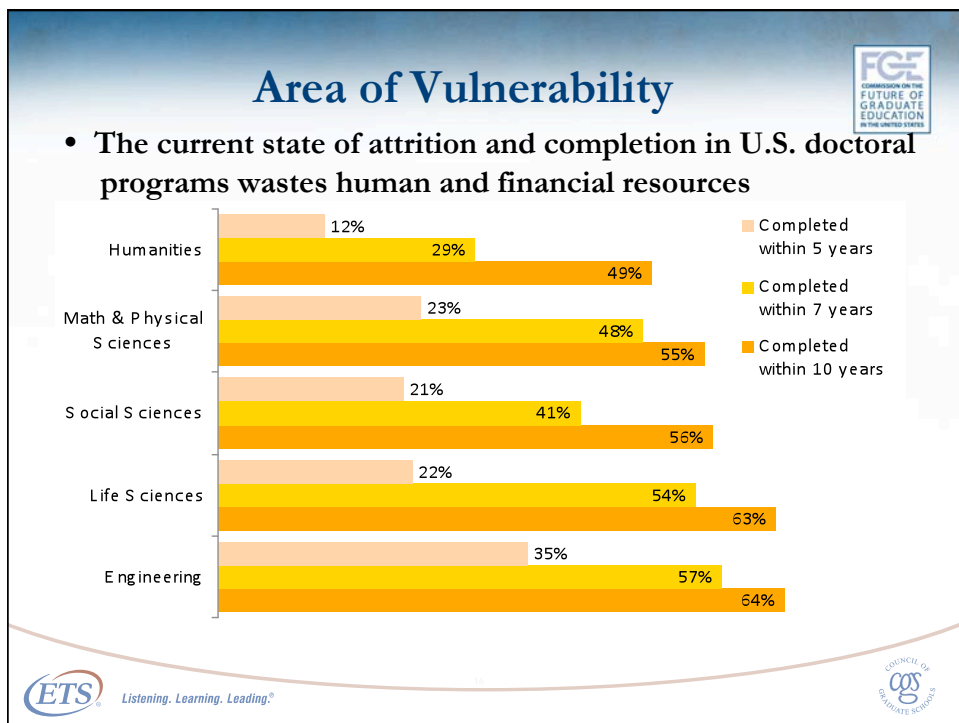
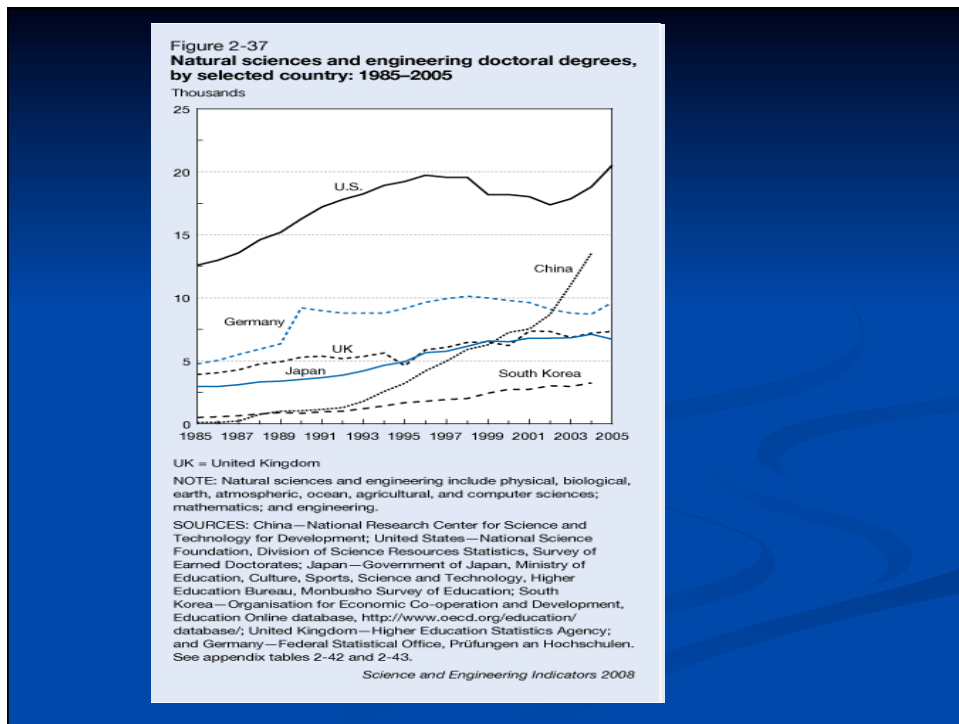
Thousands



NOTES: Natural sciences include physical, biological, earth, atmospheric, ocean, agricultural, and computer sciences and mathematics. Asia includes China, India, Japan, South Korea, and Taiwan. Europe includes Western, Central, and Eastern Europe. North America includes United States and Canada.

SOURCES: Organisation for Economic Co-operation and Development, Education Online Database; United Nations Educational, Scientific, and Cultural Organization (UNESCO), Institute for Statistics database, <http://www.unesco.org/statistics>, accessed 3 April 2007; and national sources. See appendix table 2-40.

Science and Engineering Indicators 2008



Area of Vulnerability



- Many attractive career paths outside of the academy exist for Ph.D. graduates but are not readily visible
- Jobs within and outside of the academy increasingly demand skills beyond those imparted in traditional programs (e.g., the ability to acquire new skills, hybrid training, intercultural and international competence)



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Area of Vulnerability

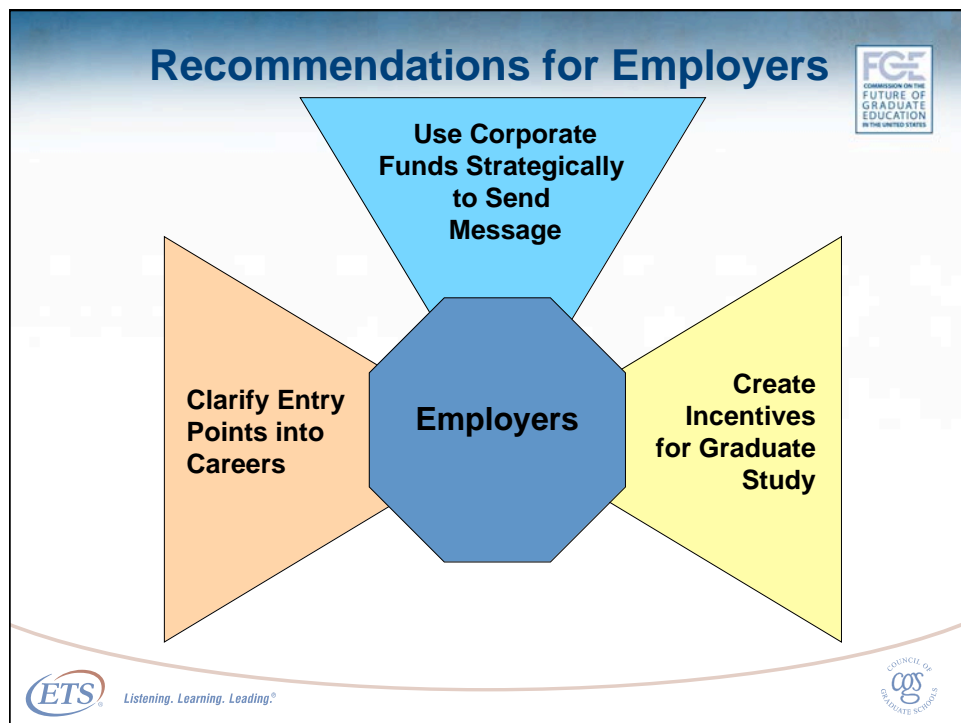
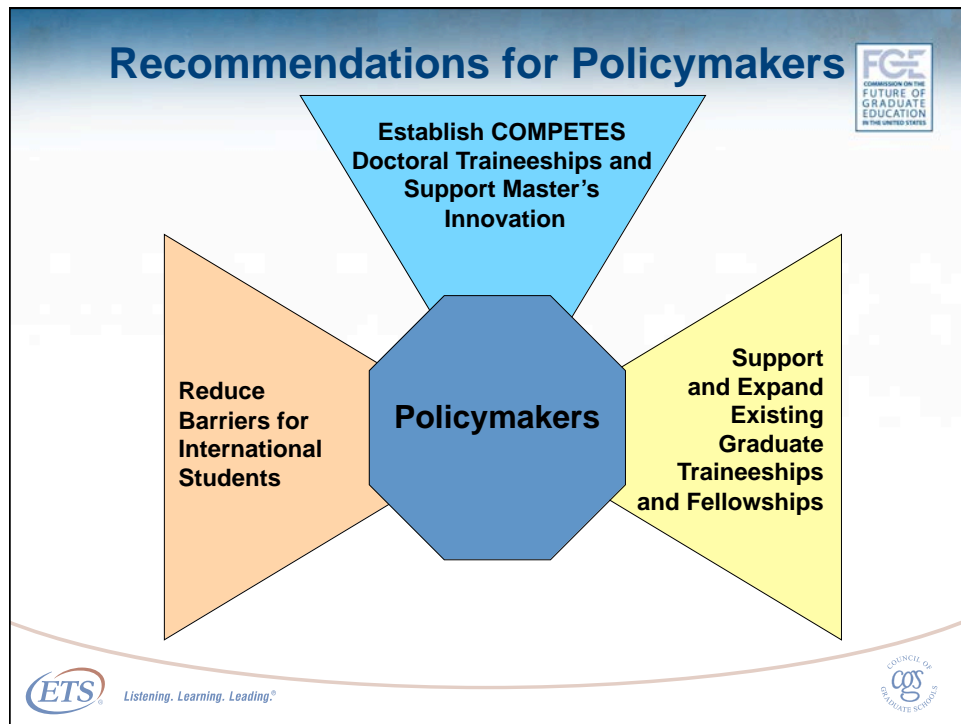


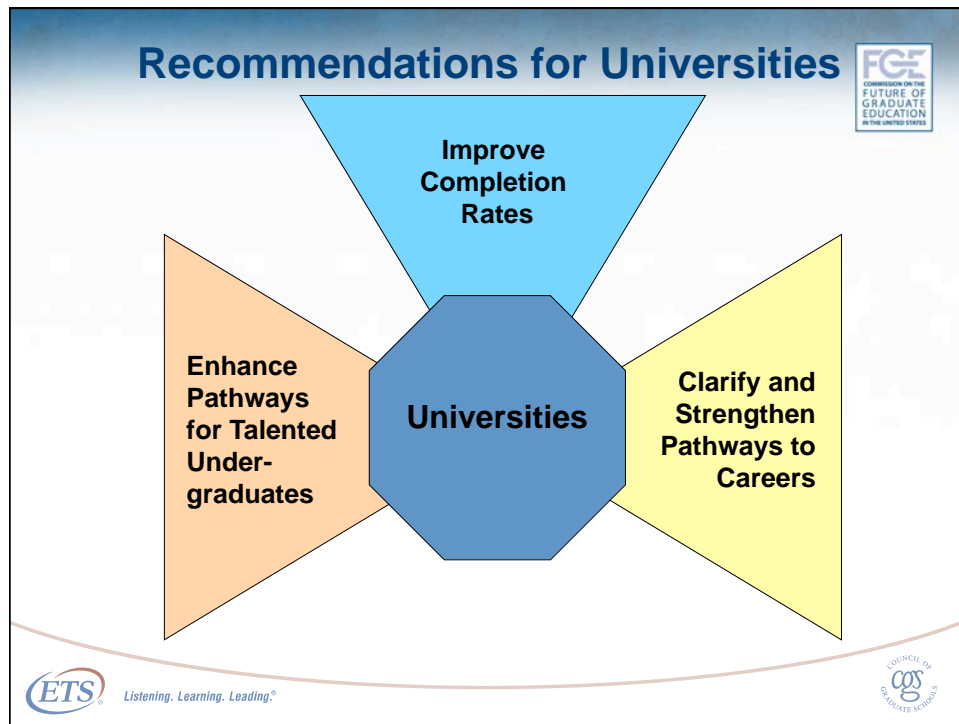
- The significant debt at graduation among graduate students who borrow (e.g., master's \$50k, doctorate \$77k)
- The current structure of federal support for graduate students pursuing doctorates and research masters emphasizes research, not education, and does not support cost of education



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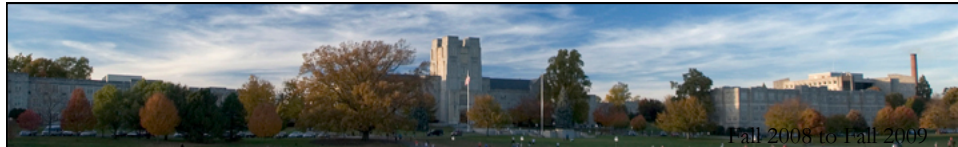
Challenges & Opportunities

- Identify and attract talented students
- Improve completion rates
- Expand nonacademic career pathways
- Prepare future faculty
- Professional development component
- Skills needed for 21st century
- Partnerships
- Global perspective

ETS Listening. Learning. Leading®

FGE COMMISSION ON THE FUTURE OF GRADUATE EDUCATION IN THE UNITED STATES

COS COUNCIL OF GRADUATE SCHOLARS



Next steps: Graduate education 2.0

- Inclusive community and destination for diversity
- Analysis of attrition and completion rates
- Interdisciplinary graduate education and research
- Professional master's degrees
- Transformative graduate education initiative
 - Preparing Future Professoriate (PFP)
 - Preparing Career Professional (PFPro)
 - Citizen scholar engagement
 - Contemporary pedagogy
 - Global graduate education



PhD 2010 Goals & Beyond

- 20% grad/Blacksburg enrollment – 16% (B) 22.5% (T)
- PhD enrollment to 900 – Fall '09 1119
- 40% doctoral enrollment – 53.7% (B), 40.8% (T)
- PhD production @ 350/year – 435 ('09)
- Increase graduate enrollment and completion:
 - PhD degrees (interdisciplinary) and professional master's degrees
 - Inclusive and globally diverse student body
 - 375+/year



The Path Forward

The Future of Graduate Education in the United States

Executive Summary



The Path Forward: The Future of Graduate Education in the United States

Finding innovative solutions to many of the challenges facing the United States and the world in the 21st century will depend upon a creative, knowledgeable, and highly skilled workforce. The application of knowledge and skills to these challenges will help maintain our country's future economic prosperity and growth, foster social well-being, and assure our leadership position in the global economy. Undergraduate education is important to the creation of a stable economy because it provides students with foundational knowledge and work skills and prepares college graduates for a wide range of employment options. But it is graduate education that provides students with the advanced knowledge and skills that will secure our future intellectual leadership in the knowledge economy.

Our key assumption is that the competitiveness of the United States and our nation's capacity for innovation hinge fundamentally on a strong system of graduate education.

The U.S. graduate education system has served our nation well. But the system also faces considerable challenges. Many undergraduate degree holders who have the ability to obtain a graduate degree never enroll in a graduate program, and many who do enroll leave without a degree. The demographics of tomorrow's domestic population eligible for graduate study will look very different from today's, with possible implications for how graduate study is structured, supported, and evaluated. Other nations are moving decisively to build strong graduate programs to attract the world's best students whose interest in U.S. graduate study we have long taken for granted.

Areas of Vulnerability

Graduate School Enrollment — Who Enrolls?

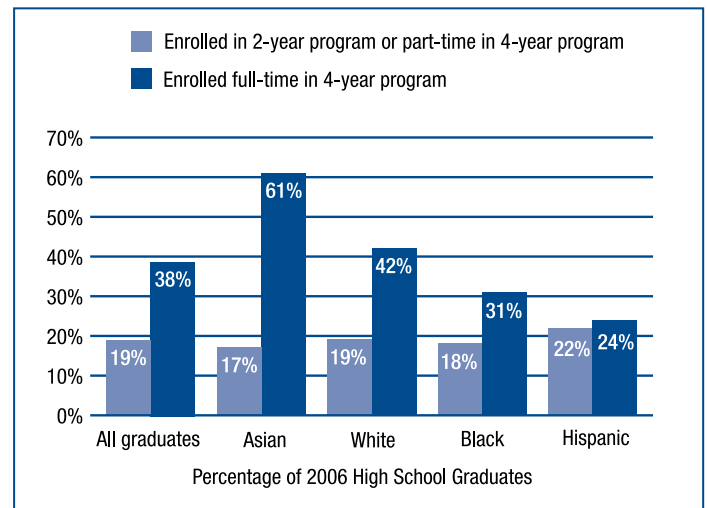
Overall enrollment in colleges and graduate schools continues to increase, but the gains have not kept pace with the increase in the general population of individuals of college age. Growth in graduate school enrollment also is complicated by the dropout problem at both the high school and undergraduate levels. Among those who do complete high school, data indicate that only slightly more than half enroll in some type of postsecondary education, and great disparities remain in enrollment levels by ethnicity and race. While the majority of Asian and White non-Hispanic high school graduates enroll in some type of college, less than half of Black and Hispanic high school graduates continue on to either a 2-year or 4-year college.

Changing U.S. Demographics for Graduate Education

The U.S. population is diverse and continues to grow even more so. A number of emerging sociological and economic forces will present challenges to the entire U.S. educational system, including graduate education.

- **Demographic shifts** are likely to result in a population with less education than today and lower math and reading skill levels. As a result, the population of domestic students eligible to pursue higher education is likely to become more diverse but possibly less academically skilled.

Figure 1. Who goes to college?



Source: Davis, W. J., & Bauman, K. J. (2008). *School enrollment in the United States: 2006*. Washington, DC: U.S. Census Bureau.

- **International migration** will account for more than half of the nation's population growth by the year 2015, according to U.S. Census Bureau estimates. More first-generation college students will emerge from this pool, and many are likely to require additional educational preparation.
- **The number of "nontraditional" students** is growing. They are older, engage in work, family, and school activities at the same time, and may view graduate education not as a means of preparing for a first career but rather as a means of changing or improving their employability.

- **Increasing numbers of individuals are returning to graduate school after having spent time in the workforce.** The current economy contributes to this trend; a growing number of “career changers” or laid-off workers are looking to graduate education in hopes that an advanced degree will ensure continued employability and/or career advancement.

These changes point to the need to reconsider how graduate students are financially supported as well as what kinds of additional resources they may need to succeed in graduate study. The changing demographics also may require a reconsideration of traditional time-to-degree expectations and career pathway opportunities.

Who Completes Graduate Degrees?

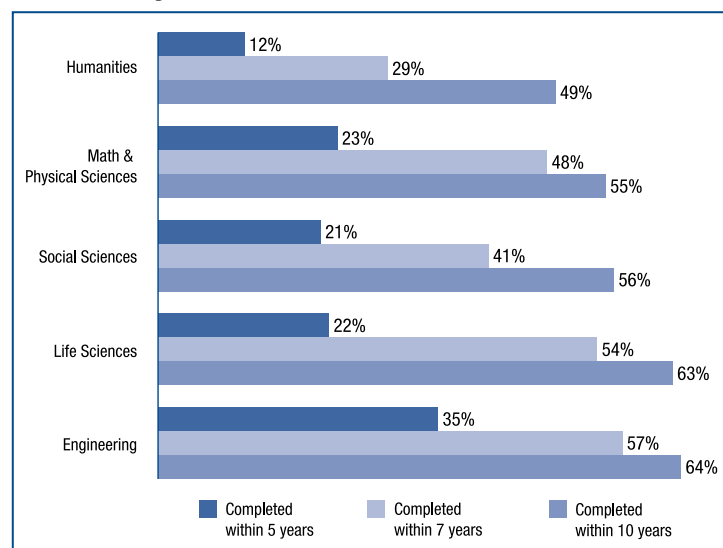
A number of other serious challenges face the U.S. graduate system. These include:

- **Degree completion:** Despite the rigorous selection processes used for admissions into U.S. graduate schools and the high achievement level of those pursuing a graduate degree, some studies indicate that the attrition rate in doctoral education is as high as 40% to 50%.
- **Why do students not complete their degrees?** At the doctoral level, factors include a change in family status, full or part-time enrollment status, job/military commitments, needing to work, or dissatisfaction with the particular program.
- **Time to degree completion** is lengthy, especially for those in doctoral programs. There is no fixed time appropriate for every degree, and there always will be a range of average times to degree based on different requirements in different fields. Still, the public and private costs of a longer-than-necessary time to degree completion, and the benefits to the public and to the individual recipient of a degree awarded, mean that students should complete as efficiently as possible. The Council of Graduate Schools’ Ph.D. Completion Project shows that less than 25% of students completed degrees within 5 years, and only about 45% completed within 7 years.

Changes Influencing Workforce Needs

It is projected that about 2.5 million additional jobs will require a master’s or doctoral degree between 2008 and 2018. While many master’s programs are geared toward the needs of the workplace and prepare students for careers in the business, government, and nonprofit sectors, this is not necessarily true at the doctoral level.

Figure 2. Doctoral completion rate, by field and number of years.



Source: Council of Graduate Schools. (2008). *Ph.D. completion and attrition: Analysis of baseline program data from the Ph.D. Completion Project*. Washington, DC: Author.

The expected career path for doctoral recipients is less straightforward than for master’s graduates.

- **Changes in the availability of tenure track positions in academia** may influence the career path for doctoral students. An academic position in higher education that leads to tenure has, in the past, been an important career incentive for many students pursuing a doctoral degree. Today, however, an increasing number of nontenured and adjunct faculty are being hired over those in tenure track positions, and many doctoral recipients are looking for ways to serve society in careers outside academia.
- **International changes in higher education** also challenge the U.S. graduate system. For many years the United States led the world in attracting international students to graduate programs.
 - **Cultural changes** have resulted in increased access to higher education in many countries, and systemic changes in Europe have resulted in more unified and consistent standards.
 - **Political and economic changes** have placed a focus on the economic benefits of a highly trained workforce, leading to greater competition among countries for available students.
 - **The growing reputation of international graduate programs** means that while U.S. graduate schools have always provided the highest-quality graduate education, the quality of graduate programs outside the United States is growing as well.

Addressing Areas of Vulnerability

Addressing vulnerabilities in our graduate education system now will strengthen not only graduate education, but also our capacity for innovation and our ability to compete in the global economy. Changes in the university, industry, and government arenas are called for.

Universities

U.S. graduate education is a strategic national asset. Like all valuable assets it must be attended to and nurtured in order to remain viable and strong. Strengthening higher education and specifically graduate education is an investment in our future. In order to ensure a strong graduate education system going forward, universities need to address a number of challenges.

- **Continuing efforts to identify and attract talented students** to graduate education are critical.
- **Improving student completion rates** is important. Institutions must review and analyze their own completion and attrition patterns at both the master's and doctoral levels and create interventions to increase completion.
- **Nonacademic career pathways for graduate students must be clarified and expanded upon.** Graduate schools must provide appropriate training, mentoring, and information about career opportunities outside academia (e.g., business, government, and the nonprofit sector) in addition to those in academia.
- **Preparing future faculty** also is critical. Technology and demographics are changing, our understanding of how students learn is improving, and the aging of the professoriate has implications for how future faculty are prepared in U.S. graduate schools.
- **A professional development component** is one of the strengths of graduate education. However, it is primarily master's level programs, not doctoral, that have included this component. Universities should support the acquisition of such transferable skills to prepare doctoral recipients for a larger array of employment opportunities.

Employers

Employers play an important role in strengthening graduate education. They must clarify expectations of graduate recipients and help convey industry needs to graduate schools.

- **Develop business/university partnerships** by establishing a "Graduate School Chair" or other type of fellowship that provides financial support to

graduate students; increasing internships and work-study opportunities for graduate students; creating employer-matched, portable individual accounts that finance employee education and training; and providing tuition reimbursement programs for current employees to pursue graduate degrees.

- **Develop business/university partnerships to promote participation** of students from underrepresented groups in graduate programs.
- **Communicate the educational skills needed for 21st-century jobs** to students in high school through graduate school to help inform their decisions about educational choices in light of career opportunities.

Policymakers

The federal government must ensure that graduate education is a viable option for a growing number of U.S. citizens. Given the increasing diversity of the domestic student population, broadening participation in U.S. graduate education must remain a national priority. The odds that students will remain in graduate school are affected by several factors, especially the availability of appropriate financial support.

- Federal government support for graduate education must be increased through the authorization and implementation of *two new initiatives* to support doctoral and master's education.
 - **A COMPETES doctoral traineeship** program would support doctoral education in areas of national need by providing direct student support through a stipend, tuition and fees, ancillary fringe costs, and other costs of education.
 - **A new competitive grant program** would provide partial funding to create new, innovative master's programs or reinvigorate existing programs. Universities receiving the grants would need to secure at least two-thirds of program funding from sources other than the federal government.
- Continuing federal government support for existing programs and initiatives also is critical. This includes updating federal training and fellowship programs to keep pace with the increasing cost of graduate education, expanding loan forgiveness programs to other critical fields, amending current tax policies for graduate fellowships and scholarships, and aligning federal and state grant programs.
- Improvements and changes in the visa process to encourage international students to enroll in U.S. graduate schools and to remain in the United States following their degree completion also are needed.

The Path Forward

Graduate education plays a critical role in today's world and will continue to do so in the future. A better understanding of that role and a clear path forward depend upon effective collaborations between universities, industry, and government. Finding solutions to 21st-century challenges, ensuring continued national prosperity, and maintaining our position in the global economy will require a highly skilled, creative, and innovative workforce. These creative innovators will be the product of the U.S. graduate education system.



The report was written by: Cathy Wendler, ETS; Brent Bridgeman, ETS; Fred Cline, ETS; Catherine Millett, ETS; JoAnn Rock, ETS; Nathan Bell, CGS; and Patricia McAllister, CGS.

The Commission on the Future of Graduate Education in the United States is a joint effort of the Council of Graduate Schools (CGS) and Educational Testing Service (ETS). It was charged with overseeing a research effort to examine the political, demographic, socioeconomic, educational, and financial trends that impact participation in graduate education. The assumption underlying this work was that the global competitiveness of the United States and capacity for innovation hinges fundamentally on a strong system of graduate education. The 18-member Commission includes university presidents, graduate deans, provosts, industry leaders, and higher education scholars. The Commission guided the development of a report outlining the research findings and recommendations to universities, industry, and policymakers, and will seek to create a national conversation on how to increase graduate degree attainment by all segments of the country's population.

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RESOLUTION ON RENAMING THE COLLEGE OF NATURAL RESOURCES AS THE COLLEGE OF NATURAL RESOURCES AND ENVIRONMENT

WHEREAS, the College of Natural Resources at Virginia Tech is held in the highest esteem by national and international peers for its learning, discovery, and engagement programming, the college has a 17-year history as an independent unit at Virginia Tech, and the college last changed its name in 1999 to better reflect the evolution of the college over time; and

WHEREAS, the college faculty, administration, and constituency groups wish to support the future evolution and growth of the College of Natural Resources, leveraging the college to the greater good of the Virginia Tech campus, faculty, and students; and

WHEREAS, the College of Natural Resources represents varied disciplines, degrees, and research endeavors that encompass globally the depth and breadth of the study of natural resources and the environment, including geographical information systems, geospatial and pursuit of environmental analysis, ecosystems, and environmental resource management; and

WHEREAS, the College of Natural Resources is home to the Virginia Water Resources Research Center, recognizing water to be a natural resource of critical importance to the environment and global environmental sustainability; and

WHEREAS, the United States Department of Agriculture (USDA) has recently changed the name of programs within the USDA to Natural Resources and Environment; and

WHEREAS, the newly organized and named National Institute of Food and Agriculture within the USDA has identified strategic programming under the name Environment and Natural Resources; and

WHEREAS, other leading colleges of natural resources have recently been renamed to be inclusive of the term environment; and

WHEREAS, referring to the environment in the college name will bring broader recognition of its contributions and aspirations among prospective students, research sponsors, and the general public;

NOW, THEREFORE, BE IT RESOLVED, that the College of Natural Resources be authorized to change the college name to the College of Natural Resources and Environment, effective first summer session 2010.

RECOMMENDATION:

That the above resolution renaming the College of Natural Resources as the College of Natural Resources and Environment be approved.

June 7, 2010

RATIONALE FOR NAME CHANGE — THE COLLEGE OF NATURAL RESOURCES

Dean Paul Winistorfer, June 2010

Discussed within the context of strategic planning, the college leadership agreed unanimously to recommend that the name of the college be changed to the College of Natural Resources and Environment. This proposed name change aligns the college with current and proposed academic programs and positions the college to take advantage of opportunities in emerging scholarship.

The new name increases the college's relevance and sets the stage for additional collaboration with colleagues in natural resources and the environment. The renamed College of Natural Resources and the Environment acknowledges the college's roots while increasing its potential for collaborations and expanded opportunities in learning, discovery, and engagement. The name change strengthens the college's core business in natural resources and the environment.

Faculty, students, staff, and alumni, as well as agency, association, and other key stakeholders have been consulted about the name change. All have been overwhelmingly positive and supportive of the proposal. The name change has generated excitement and interest among stakeholders and has leveraged mutual interests and efforts to magnify the college's impact.

The new name will assist in recruitment of the very best faculty and students. The proposed name change reflects the interest generated by a new major in the sustainability of natural resources and environment and aligns well with the college's nationally recognized Department of Forest Resources and Environmental Conservation. With a new name comes a commitment to examine the relevance and content of current academic programs to ensure their alignment in a fast-changing global arena. The college will soon propose the establishment of a meteorology degree (currently unavailable at any commonwealth institution) to compliment its growing role in the broader arena of environment.

The new college name will attract a diverse clientele to support the college, open doors of opportunity, and yield additional external support to grow its programs, faculty, staff, students, and resources.

"Environment" is an umbrella term that the college can embrace for future opportunities in sustainability programs. Many of the college's federal sponsors are inclusive of the terms "natural resources" and "environment." For example, the natural resources and environment mission of the U.S. Department of Agriculture includes the U.S. Forest Service and the Natural Resources Conservation Service, which are the primary public and private land agencies charged with conserving, maintaining, and improving natural resources.

The addition of geography as an area of inquiry within the college means that more and

diverse environments are being investigated. Biogeographers study invasive species, and tree line movement upslope, paleoecologists study historic climates and severe weather events, and cultural geographers make sense of urban spaces and political ecology. The new name embraces the college's geography interests more completely than before.

A brief history on the evolution of the college includes the receipt of college status 17 years ago and a name change 10 years ago.

Historical Names and Dates in the Life of the College of Natural Resources at Virginia Tech

1925	First Extension forester hired
1959	Forestry and Wildlife Conservation group renamed Department of Forestry and Wildlife, within College of Agriculture
1969	Department becomes a Division of Forestry and Wildlife within the College of Agriculture
1972	Departmental reorganization—Department of Forestry and Forest Products; Department of Fisheries and Wildlife Sciences established
1976	School of Forestry and Wildlife Resources established within the College of Agriculture and Life Sciences
1979	Department of Wood Science and Forest Products established
1993	College status awarded—College of Forestry and Wildlife Resources (three departments)
2000	Name changed to College of Natural Resources
2003	National Capital Natural Resources graduate program—master's of Natural Resources (MNR)
2004	Department of Geography joins the college
2005	Virginia Water Resources Research Center moves to the college

In summary, it is appropriate to envision the future of the college and its collaborative efforts in natural resources and the environment. The College of Natural Resources and Environment properly reflects the college's focus on the sustainability of our planet, our resources, and our environment.

**RESOLUTION ON ESTABLISHING A B.S. DEGREE IN AGRIBUSINESS
AND RENAMING THE B.S. DEGREE IN AGRICULTURAL AND APPLIED
ECONOMICS**

WHEREAS, with the increasing complexity of economic challenges, employers in agribusiness and in non-agricultural sectors are seeking graduates with understanding of the economic problems facing agribusiness and skills in applied economic management; and

WHEREAS, education is vital in preparing students for leadership roles in agribusiness and in applied economic management in non-agricultural sectors; and

WHEREAS, educational preparation of students for a career in agribusiness differs from preparation for a career in applied economic management in non-agricultural sectors; and

WHEREAS, substantial interest has been expressed by students and program advisors for separate degrees in Agribusiness and Applied Economic Management; and

WHEREAS, numerous employment and graduate opportunities will be available for students with degrees in Agribusiness and Applied Economics Management;

NOW, THEREFORE, BE IT RESOLVED, that a spin-off Bachelor of Science degree in Agribusiness be created, and that the name of the existing Bachelor of Science degree in Agricultural and Applied Economics be changed to Applied Economic Management, effective fall 2010.

RECOMMENDATION:

That the above resolution creating an Agribusiness bachelor of science degree and renaming the existing Agricultural and Applied Economics bachelor of science degree to Applied Economic Management be approved and forwarded to the State Council of Higher Education for Virginia for further review and approval.

June 7, 2010

PROPOSAL SUMMARY

Bachelor of Science in Applied Economic Management Bachelor of Science in Agribusiness

Overview

Transfer of faculty members with expertise in financial planning to the Department of Agricultural and Applied Economics (AAEC) has fueled the growth of undergraduate majors in the department from 84 in 2000 to 146 in 2009. Half of the majors are now in the financial planning track. The current degree designation, Agricultural and Applied Economics, hampers their ability to seek jobs in non-agricultural sectors.

This is a proposal to split the existing degree into two separate degrees. The existing Agricultural and Applied Economics bachelor's degree would be renamed as Applied Economic Management, removing the reference to agriculture in the title. The second degree is a B.S. in Agribusiness to serve the students who continue to seek preparation for agriculture-related careers.

Degree Requirements

Required courses and electives in the Applied Economic Management and Agribusiness degrees provide breadth and depth of learning. University, college, and department core courses provide basic knowledge in humanities, natural sciences, and social sciences. Disciplinary core courses and restrictive electives teach fundamentals of the discipline as they relate to each of the degree options. Analytical methods give students additional quantitative skills necessary for their degree options. The areas of specialization allow students to gain expertise in a specific area that fits their primary career interests. Free electives provide educational flexibility.

Applied Economic Management

Community Economic Development; Environmental Economics, Management, and Policy; Financial Planning; and International Trade and Development are the defined options available to students.

University, college, and department core	45-50 hours
Disciplinary core courses specific to degree option	23-47 hours
Restrictive elective	9-12 hours
Analytical methods	8-9 hours ¹
Area of specialization	18 hours
Free electives	<u>10-16 hours</u>
Total credits	120 hours

¹ Analytical methods courses for Financial Planning are included with the disciplinary core courses requirement.

Agribusiness

Options for this degree are Agribusiness and Veterinary Business Management.

University, college, and department core	48 hours
Agribusiness core courses	25 hours
Restrictive electives	12 hours
Analytical methods	9 hours
Area of specialization	18 hours
Free electives	<u>8 hours</u>
Total credits	120 hours

Relationship to Other Management and Business-Related Degree Programs

Virginia Tech has undergraduate B.S. degree programs in Marketing; Management; Finance, Insurance, and Business Law; and Economics. These programs are located in the Pamplin College of Business. Economics is also offered through the College of Science. The proposed B.S. degrees fill unique niches in applied economics and management without duplicating existing management programs at the university.

What gives the proposed degrees additional strength and uniqueness is their home in AAEC within the College of Agriculture and Life Sciences. The courses offered in these degrees include fundamentals of applied economics and business management while also giving students hands-on experiential learning so that they are ready to enter the professional ranks upon graduation.

AAEC also has outstanding master's and doctoral programs, with the doctoral degree being offered jointly with the Economics Department. AAEC extension and outreach programs are focused on farm and small business management, agricultural and seafood marketing, policy, tax and legal issues, and youth economic education. AAEC faculty have prolific research programs in agricultural competitiveness, rural and community development, natural resource and environmental economics, nutrition and health, and economic and financial well-being. Faculty have a strong record in obtaining competitive research grants in these areas. These activities provide experiential learning and undergraduate research opportunities for students that complement their academic course work.

Academic Goals for Students

The goal for students is attainment of key skills and understanding of concepts necessary for a successful career in applied economic management or agribusiness. Key skills include oral and written communication, quantitative analysis, and use of relevant computer software. Basic economic concepts applicable to both degrees include principles of microeconomics and macroeconomics. Advanced concepts and issues for the Applied Economic Management degree include:

- economic development strategies
- natural resource and environmental policy
- valuation of resources and environmental amenities
- international trade and monetary flows
- principles and applications of personal financial planning
- retirement planning

Advanced concepts and issues for the Agribusiness degree include:

- small business management
- market analysis and forecasting
- risk analysis and management
- financial management principles and analytical tools
- labor management
- strategic planning and contingency planning

Three capstone courses—Agricultural Management and Problem Solving, Environmental Economic Analysis and Management, and Financial Planning Applications—focus on projects that require students to synthesize concepts and applications from previous coursework to solve real-world problems. Completion of capstone projects gives students further opportunity to refine their skills of written and oral communication and quantitative analysis. Classroom learning is reinforced by extra-curricular activities such as academic clubs and competitions. Students are encouraged to participate in internships with private or public organizations to gain further experience in applying academic knowledge to solving real-world problems. Extra-curricular and internship experiences give students additional opportunities to develop their social networking skills to enhance their careers and enrich their lives.

Types of Jobs for which Graduates will be Prepared

The program goal is to provide marketable skills and intellectual depth necessary for successful careers or graduate studies in applied economics or agribusiness. The range of possible jobs or graduate school opportunities will depend on the degree and degree option chosen by the student.

Agribusiness opportunities are numerous due to the size and diversity of the agricultural sector. The estimated gross value added of farm production was \$135.1 billion in 2009 while the average over 1999-2008 was \$129.1 billion (U.S. Department of Agriculture, 2009a). Yet the agricultural sector extends well beyond the farm gate. Only an estimated \$0.19 of every dollar spent on food goes to the farmer, with the remainder going to processing, transportation, and marketing activities (U.S. Department of Agriculture, 2009b).

Successful management of agribusiness and related firms is vital to U.S. economic prosperity. Key challenges facing U.S. agribusiness managers in the 21st century include globalization, adding value, achieving profitability, adapting to change, and

dealing with technological innovation (Boehlje, Akridge, and Kalaitzandonakes, 2002). To respond to these challenges, employers seek graduates who are trained in the use of analytical business and economic frameworks, the analysis of data, the integration of concepts with quantitative analysis, as well as team work and communication skills (Boehlje, Akridge, and Kalaitzandonakes, 2002).

Based on AAEC's previous student placements, agribusiness opportunities include farming/nursery management, commodity marketing, agricultural credit positions with banks and with the Farm Credit system, real estate appraisal and sales, and positions with agricultural processing and retail firms. Some students may choose to operate their own businesses. The Virginia Agribusiness Council and First Bank and Trust Company, important employers of our graduates, have provided letters of support after reviewing the proposal.

Opportunities in applied economic management may include careers with federal, state, and local governments, with non-governmental organizations, with private consulting firms, and with other types of businesses. Graduates may work on issues such as rural development to expand employment opportunities, natural resource management, provision of public services to rural areas, and international trade and development.

Opportunities in financial planning are growing rapidly as society ages and more people confront the need to plan for retirement. In 2006, *Money and Salary.com* ranked financial advisors as third on their list of the 50 best jobs in America based on salary, job prospects, and career characteristics. Financial planners strive to help individuals, families, and small businesses to achieve personal success through financial success.

Students may also go on to graduate or professional school. Graduates may pursue advanced degrees in economics, agricultural and applied economics, business administration, law, veterinary medicine, and other fields.

Program Resources

All necessary resources and courses are already in place and no new courses or teaching resources will be required. The proposed degree will not additionally burden the university's budget.

Benchmarks for Assessing the Program


The following benchmarks for success apply to the renamed degree in Applied Economic Management as well as the proposed spin-off degree, Agribusiness.

- Maintains 60 majors by the fifth year in which the new or renamed degree is offered;
- Most majors (80%+) graduate in 5 years or less;
- Most graduates (80%+) obtain employment in their chosen field (agribusiness or applied economic management) or pursue further graduate or professional study;

- Employers (75%+) remain satisfied with graduates' preparation for entry-level employment.

References



- Boehlje, Michael D., Jay T. Akridge, and Nicholas G. Kalaitzandonakes 2002. "Preparing for Success in the Agribusiness Market Place." *Journal of Agribusiness* (20:1): 31-39.
- U.S. Department of Agriculture, Economic Research Service. 2009a. "Value Added to the U.S. Economy by the Agricultural Sector?" Available at www.ers.usda.gov/publications/agoutlook/aotables/2009/09Sep/aotab29.xls. Accessed November 6, 2009.
- U.S. Department of Agriculture, Economic Research Service. 2009b. "Where Does Your Food Dollar Go?" Available at www.ers.usda.gov/Briefing/FoodMarketingSystem. Accessed November 6, 2009.



B.S. in Agribusiness and B.S. in Applied Economic Management


Darrell Bosch, Ph.D.
Professor, Agricultural and Applied Economics
College of Agriculture and Life Sciences


Virginia Tech Board of Visitors
Academic Affairs Committee
June 7, 2010



Background


- **Within the College of Agriculture and Life Sciences (CALS) the Department of Agricultural and Applied Economics (AAEC) produces knowledge that assists society in making sound economic decisions about agricultural products, rural communities, and natural resources.**
- **Addition to AAEC of faculty who specialize in financial planning.**
- **Renaming the major captures shifts in department academic program.**
- **Fall of 2000: 84 majors; in the fall of 2009: 146 majors, half of whom are Financial Planning majors.**





Proposal

- **Proposed Degree Actions:** take one existing degree with multiple tracks and create two separate degrees; rename existing degree
 - Create a new *B.S. in Agribusiness* from an existing track ("spin-off degree") and
 - Change the name of the existing B.S. in Agricultural and Applied Economics to B.S. in *Applied Economic Management*
- **Goal:** Prepare students for graduate study or successful careers in
 - Agribusiness
 - Community Economic Development
 - Environmental Economics, Management, and Policy
 - Financial Planning
 - International Trade and Development



Degree Requirements for Agribusiness and Applied Economic Management

120 Credit Hours

- University, college, and department core
- Disciplinary core courses
- Restrictive electives
- Analytical methods
- Area of specialization
- Free electives





Relationship to Management Programs at Virginia Tech

Proposed Agribusiness and Applied Economic Management degrees complement programs in Pamplin College of Business and the College of Science in:

- **Marketing**
- **Management**
- **Finance, Insurance, and Business Law**
- **Economics**



Unique Elements and Strengths Agribusiness and Applied Economic Management

- **Academic home in the College of Agriculture and Life Sciences**
- **AAEC M.S and Ph.D programs**
- **AAEC extension and outreach**
 - **Farm and small business management**
 - **Agricultural and seafood marketing**
 - **Policy, tax, and legal issues**
 - **Youth economic education**





Unique Elements and Strengths Agribusiness and Applied Economic Management

- **AAEC Research Programs**
 - **Agricultural competitiveness**
 - **Rural and community development**
 - **Natural resource and environmental economics**
 - **Nutrition and health**
 - **Economic and financial well-being**



Academic Goals for Students

- **Key Skills**
 - **Oral and written communication**
 - **Quantitative analysis**
 - **Computer software**
- **Basic Concepts**
 - **Principles of microeconomics**
 - **Principles of macroeconomics**





Advanced Concepts for Applied Economic Management

- **Varies with degree option**
- **Examples:**
 - **Economic development strategies**
 - **Natural resource and environmental policy**
 - **Valuation of resources and environmental amenities**
 - **International trade and monetary flows**
 - **Principles and applications of personal financial planning**
 - **Retirement planning**



Careers in Applied Economic Management

- **Federal, state and local government**
- **Non-governmental organizations**
- **Private consulting firms**
- **Other businesses**
- **Advanced graduate or professional studies**





Advanced Concepts for Agribusiness

- **Small business management**
- **Market analysis and forecasting**
- **Risk analysis and management**
- **Financial management principles and tools**
- **Labor management**
- **Strategic planning and contingency planning**



Career Opportunities in Agribusiness

- **Farm/nursery management**
- **Commodity marketing**
- **Agricultural credit**
- **Real estate appraisal and sales**
- **Agricultural processing and retail firms**
- **Owner/operator of business**
- **Further study in graduate or professional school**





Program Benchmarks

- Maintain 60 majors by the fifth year in which the renamed or new degree is offered
- Majors graduate in five years or less (80%+)
- Graduates employed in their chosen field or pursue further study (80%+)
- Employers satisfied with graduates' preparation (75%+)



Questions?

RECOMMENDATION:

That the renamed B.S. degree in Applied Economic Management and the spin-off B.S. degree in Agribusiness be approved and forwarded to the State Council of Higher Education for Virginia for further review and approval.



RESOLUTION ON ESTABLISHING AN M.A. DEGREE IN MATERIAL CULTURE AND PUBLIC HUMANITIES

WHEREAS, the Department of Religion and Culture and the Art History Program in the School of the Visual Arts jointly propose a multidisciplinary 30-credit hour master's program in Material Culture and Public Humanities. "Material Culture" is the study of material or physical objects, as well as the placement of those objects in a critical, theoretical, or historical perspective as the products of a distinct culture. "Public Humanities" is the use of humanistic research and perspectives to address timely public issues and concerns; and

WHEREAS, the degree prepares students for careers in community cultural organizations, museums, historical societies, humanities foundations, historic preservation, and governmental and non-governmental organizations, or for doctoral study in a variety of fields; and

WHEREAS, no other Material Culture or Public Humanities master's of arts program exists in Virginia or surrounding states; and

WHEREAS, combining the study of Material Culture and Public Humanities into a single degree program ensures that students will be sensitive to and engaged with public concerns and able to interpret material culture and other humanist research to a general audience; and

WHEREAS, Virginia Tech is uniquely suited for such a degree program by its proximity to numerous museums in Blacksburg, Montgomery County, Roanoke, and through its Alexandria branch and the Smithsonian Institution—by far the greatest repository of material culture objects in the United States and a leader in public humanities; and

WHEREAS, the M.A. in Material Culture and Public Humanities is clearly interdisciplinary and meets the updated Strategic Plan's goals of social and individual transformation, as well as the Strategic Plan goals of increasing the number and breadth of graduate programs in the humanities, fine arts, and social sciences; increasing interdisciplinary research and scholarship; broadening the base of domestic universities and colleges from which we recruit graduate students; and facilitating the establishment of new, appropriate interdisciplinary and international graduate degree programs;

NOW, THEREFORE, BE IT RESOLVED, that the master's of arts degree in Material Culture and Public Humanities be approved.

RECOMMENDATION:

That the master's of arts degree in Material Culture and Public Humanities be approved and forwarded to the State Council of Higher Education for Virginia for further review and approval with an expected effective date of fall 2011.

June 7, 2010

PROPOSAL SUMMARY

M.A. Degree in Material Culture and Public Humanities

Faculty in the Art History Program in the School of Visual Arts (College of Architecture and Urban Studies) and the Department of Religion and Culture (College of Liberal Arts and Human Sciences) propose an M.A. in Material Culture and Public Humanities, a cross-disciplinary degree with two emphases designated by the degree's name. The degree prepares students for careers in community cultural organizations, museums, historical societies, humanities foundations, historic preservation, and governmental and non-governmental organizations. Some graduates may enroll in either the Ph.D. in Architecture Research in the College of Architecture and Urban Studies or in the Alliance for Social, Political, Ethical, and Cultural Thought—ASPECT—in the College of Liberal Arts and Human Sciences.

“Material culture” is the study of material or physical objects, as well as the placement of those objects in a critical, theoretical or historical perspective as the products of a distinct culture. Since it embraces any discipline in which objects are at the core, it is by its very nature interdisciplinary. It also incorporates, but is not limited to, art history, folklore, museum studies, interior design, architecture, industrial design, archaeology, anthropology, geography, history, and economics. Material culture analysis is most closely related to cultural anthropology or cultural studies. It does not attempt to place aesthetic value on the object but considers all objects, however mundane, to be representative of a particular culture. It ranges from material historically designated as “fine art” to applied arts, to tools, to railroads, to factories. It is musical instruments, but not music; books, not literature; scientific instruments, not formulas; theatrical posters, not plays; and rock carvings, not rocks.

“Public humanities” seeks to bridge the divide between academia and the public by encouraging dialogue between scholars and communities on cultural and social issues and educating humanists to present complex ideas to general audiences in engaging ways. The National Task Force on Scholarship and the Public Humanities has outlined a compelling case for “more scholars willing and able to relate their disciplines to timely public issues and concerns.” Influences such as migrations across national borders, population growth, information technologies, and consolidation of media and communications stimulate the need for three kinds of literacy in the twenty-first century that are dependent on the humanities: multicultural literacy, civic literacy, and community literacy, with its implications for understanding place and region. A graduate degree focusing on public humanities will allow students to develop their unique visions of applying humanistic research to advance multicultural, civic, and community literacy in social contexts.

Combining the study of Material Culture and Public Humanities into a single degree program ensures that students will be sensitive to and engaged with public concerns and able to interpret material culture and other humanist research to a general audience. While students may focus on either Material Culture or Public Humanities,

they share two core methods courses and a common Material Culture and Humanities in the Public Sphere course focused on humanistic paradigms and civic spaces.

Virginia Tech is uniquely suited for such a degree program. Its proximity to Roanoke means an exposure to available subjects for a study of material culture, from the industrial base to the railroad infrastructure to the Taubman Museum of Art, Harrison Museum of African American Culture, Virginia Museum of Transportation, Historical Society of Western Virginia, History Museum of Western Virginia, Science Museum of Western Virginia, and the O. Winston Link Museum. Those institutions also provide opportunities for the study and practice of public humanities. In addition the College of Architecture and Urban Studies' Alexandria location is a perfect stepping stone to the Smithsonian Institution, by far the greatest repository of material culture objects in the United States and a leader in public humanities. Locally, Smithfield Plantation, Solitude, the Blacksburg Museum and Odd Fellows Hall, Wilderness Road Regional Museum, the Andrew Johnston House, the Glencoe Museum, and the Montgomery Museum provide additional sites for student study and practicums.

Proposed Graduate Curriculum

The M.A. in Material Culture and Public Humanities would be the first graduate degree in both the Program in Art History (School of Visual Arts) and the Department of Religion and Culture. It would be constructed largely out of existing graduate courses. In the first year of this 30-hour program, students will complete 18 hours, including 9 hours in the core (two methods courses and a course in Material Culture and Humanities in the Public Sphere), and a topics course related to their selected emphasis. Students will enroll in additional courses offered by the two participating colleges and recommended for enrollees. In the second year, students will either complete a six-hour practicum in the public sector or write a thesis (six hours), in addition to other electives. It is expected that students planning on further graduate study will write a thesis and students intending to enter the field upon graduation will do an internship or practicum.

Learning Goals

After taking the two core methods courses (Art/Hum/Rel 5104/5204), students will be able to identify and explain the major historiographic divisions in the study of material culture and public humanities; distinguish the major theoretical frameworks that shape research in those disciplines; contribute to an analysis of objects through the lens of gender or the politics of visual representation; employ theoretical modes commonly utilized by scholars in folklore and anthropology; apply theoretical frameworks to research problems in material culture and public humanities and evaluate their usefulness in discussing material objects and the role of humanities in the public sphere.

In addition, students will be able to apply fundamental skills from the individual disciplines that constitute the interdisciplinary subject of material culture and public

humanities; explain the value of different types of physical evidence; identify and use basic search tools for research in material culture and public humanities; articulate the wider sociological and art historical context of material object; formulate research questions and hypotheses; assess the different audiences for research in material culture and public humanities; apply the theoretical frameworks in material culture and public humanities to specific objects; construct a comprehensive bibliography for a research topic and use bibliographic software to organize the bibliography.

Evidence of Student Demand

In April 2010, a survey was taken to gauge prospective interest in the degree. The survey was sent to students on the Program in Art History listserv (art history majors, minors and interested students) and the Department of Religion and Culture listserv. Ninety-three students responded.

The survey asked the students' current level of education, major, and chance of seeking a graduate degree in the future. Of the respondents, 77% said it was very likely or likely that they would pursue a graduate degree. Of those students, 50% said they would consider a graduate degree in Material Culture and Public Humanities. As a reason, 83% cited interest in the field or job opportunities; 88% were interested in either in-state or out-of-state institutions.

The program is expecting to enroll 25 students in the two-year program and graduate about 10 students per year by the target date of five years after initial launch.

Evidence of Occupational Demand

Graduates with an M.A. in Material Culture and Public Humanities may find jobs in museums, historical sites and similar institutions, as well as in advocacy, grant-making, and civic organizations. According to the U.S. Bureau of Labor Statistics *Occupational Handbook*, the occupational outlook for the category, "Archivists, Curators, and Museum Technicians" is "much faster than average, which indicates a projected employment increase of 20 percent or more, although there is keen competition for such jobs."

Wage and salary jobs in advocacy, grant-making, and civic organizations are "projected to increase 14 percent over the 2008-18 period, compared to 11 percent growth projected for all industries combined." Civic and social organizations will "experience increased demand as the population grows and as people continue to value the interests and connections they make as part of these groups. In particular, as the population ages and as more people enter retirement, demand for organizations that cater to these individuals will increase."

In Virginia, the occupation description for "curator" most closely resembles the professions for the degree's graduates: "Administers affairs of museums and conducts research programs, directs instructional, research and public service activities of institution." The latest figures available show:

Occupational Employment Projections in the United States for Curators for a base year of 2006 and a projected year of 2016 ¹

Occupation Code (SOC)	Occupational Title	2006 Estimated Employment	2016 Projected Employment	Total 2006-2016 Employment Change	Annual Avg. Percent Change	Total Percent Change
254012	Curators	10,362	12,772	2,410	2.1	23.3

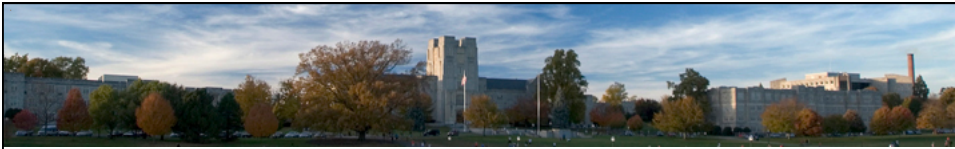
According to the U.S. Bureau of Labor Statistics, “Employment as an archivist, conservator, or curator usually requires graduate education and related work experience.” The MA in Material Culture and Public Humanities provides such experience through the option to pursue an internship in a museum or other organization and develop a project and report.

Current examples of job openings where a graduate with an M.A. in Material Culture and Public Humanities could apply include: Director of Museum Collections and Exhibitions, Kentucky Historical Society; Director of Museum Programs, Fairfield Museum (CT) and History Center; Director of Interpretation and Education, Stratford Hall, Montross, VA; Director of Education Bayou Bend Collections (TX); Associate Editor/Interpretive Manager, Princeton University Art Museum; Curator of Education, Public Programs, University of Notre Dame.

Program Resources

The proposed program draws primarily on existing coursework and engages faculty in the two host departments. Extensive new resources are not required to launch or sustain the program at this relatively modest size.



¹ Source: Projections Team / Micro Matrix System



M.A. in Material Culture and Public Humanities


Interdisciplinary Graduate Program
proposed by
the Program in Art History (College of Architecture and Urban Studies)
and
the Department of Religion and Culture (College of Liberal Arts and Human Sciences)

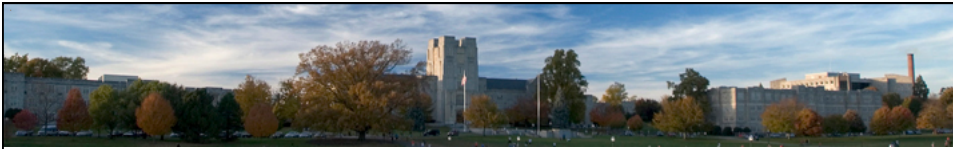
L. Bailey Van Hook, Ph.D., Program in Art History
Elizabeth C. Fine, Ph.D., Department of Religion and Culture



“Material Culture”



- The study of material or physical objects, as well as the placement of those objects in a critical, theoretical or historical perspective as products of a distinct culture
- Ranges from material historically designated as ‘fine art’ to applied arts, crafts, tools, railroads, factories
- Musical instruments, but not music; books, not literature; scientific instruments, not formulas; theatrical posters, not plays; and rock carvings, not rocks






“Public Humanities”

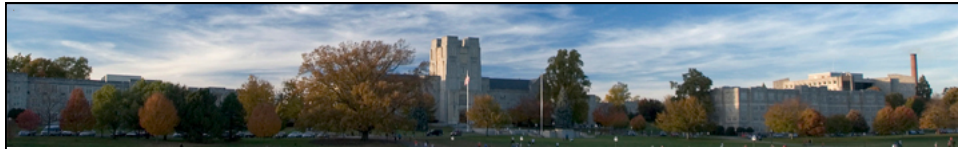
- Seeks to bridge the divide between academia and the public
- Encourages dialogue between scholars and communities on cultural and social issues
- Educates humanists to present complex ideas to general audiences in engaging ways
- Allows students to develop their unique visions of applying humanistic research to advance multicultural, civic, and community literacy in social contexts



Rationale

- The National Task Force on Scholarship and the Public Humanities has outlined a compelling case for “more scholars willing and able to relate their disciplines to timely public issues and concerns.”
- The program meets the university’s strategic goals:
 - Increase the number and breadth of graduate programs in the humanities, fine arts and social sciences;
 - Increase interdisciplinary research and scholarship; and
 - Facilitate the establishment of new appropriate interdisciplinary and international graduate degree programs.
- There is no degree in either discipline in the state of Virginia or even the region.





The MC&PH Degree – Why at Virginia Tech?

- Opportunity to study region's industrial and Appalachian base
- Local and VT resources: Smithfield Plantation, Solitude, Odd Fellows Hall, Kentland, Wilderness Road Regional Museum, Glencoe Museum
- Proximity to Roanoke: Taubman Museum of Art, Virginia Museum of Transportation, History Museum of Western Virginia, Science Museum of Western Virginia, O. Winston Link Museum, Harrison Museum of African American Culture
- Through the College of Architecture and Urban Studies' Alexandria location, proximity to Smithsonian—greatest repository of material culture objects in U.S. and leader in public humanities
- Internships available at the Virginia Foundation for the Humanities



The MC&PH Degree Program

- 30 credit hour M.A. program
- 2 emphases:
 - Material Culture
 - Public Humanities
- Courses chosen among existing courses in College of Architecture and Urban Studies or College of Liberal Arts and Human Sciences that are appropriate to emphases
- 15 credit core including 6 credit practicum or 6 credit thesis depending on whether student wants to enter job field or a doctoral program





Prospective Students

- Graduates with bachelor's degrees from Virginia Tech and from other institutions in Virginia, the United States, and abroad
- Mid-career professionals in the arts and humanities, in particular from Southwest Virginia and Appalachia, but also from Northern Virginia at the College of Architecture and Urban Studies' Alexandria location
- Steady state enrollment of approximately 25 students over a two-year period



Survey of Current Undergraduates in Art History or Interdisciplinary Studies

Question:

What is the chance you would seek a graduate degree in the future?


77% responded "very likely" or "likely"

Question:

If you are anticipating a graduate degree in your future, would you consider an M.A. in Material Culture and Public Humanities?

50% responded "very interested" or "interested"






Reasons for Interest in MC&PH Degree

Question:

What are your reasons for an interest in an M.A. in Material Culture and Public Humanities?

- 49% interest in the field
- 34% job opportunities
- 17% foundation for advanced (Ph.D.) degree

 VirginiaTech
Invent the Future



Anticipated Placement of Graduates

- Community cultural organizations
- Museums
- Historical societies
- Humanities foundations
- Historical preservation
- Governmental and non-governmental organizations
- Ph.D. programs in history, humanities, and design disciplines

 VirginiaTech
Invent the Future



Current Typical Job Openings for Graduates


- Director of Museum Collections and Exhibitions, Kentucky Historical Society
- Director of Museum Programs, Fairfield Museum and History Center (CT)
- Director of Interpretation and Education, Stratford Hall, Montross, VA
- Director of Education, Bayou Bend Collections (TX)
- Associate Editor/Interpretive Manager, Princeton University Art Museum
- Curator of Education, Public Programs, University of Notre Dame



Strategic Program Goals


- Development of instructional, research and outreach partnerships between Virginia Tech and community programs, museums, and arts and humanities agencies
- Graduation of highly qualified professionals who make significant contributions to their communities and interdisciplinary research





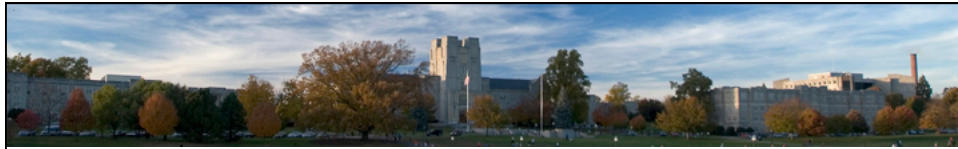
Resources

- Program is completely made up of existing courses, faculty, and facilities
- Standard graduate tuition rates apply
- Program budget reflects costs consistent with projected tuition revenue following start-up period



Thank you





Presentation prepared by:

L. Bailey Van Hook, Ph.D.
Professor of Art History
Chair, Program in Art History
School of Visual Arts
College of Architecture and Urban Studies
vanhook@vt.edu

Elizabeth C. Fine, Ph.D.
Professor of Humanities
Director, Humanities Program
Department of Religion and Culture and
Department of Communication
College of Liberal Arts and Human Sciences
bfine@vt.edu



RESOLUTION ON DISCONTINUING M.S. AND PH.D. PROGRAMS IN APPAREL, HOUSING, AND RESOURCE MANAGEMENT

WHEREAS, M.S. and Ph.D. programs in Apparel, Housing, and Resource Management (AHRM) were flagged by the State Council of Higher Education for Virginia (SCHEV) in 2008 as being below the minimum quantitative standards for enrollment or degrees awarded, in accordance with SCHEV guidelines for program viability; and

WHEREAS, subsequent close examination of enrollment trends, resource availability, and centrality to the university's mission and strategic plan led to the conclusion that the institutional investment required for additional graduate teaching assistantships and faculty positions to support higher enrollment was not a compelling university priority; nor did the programs serve unique and compelling employment or economic development needs in the commonwealth justifying retention with less than minimal enrollment; and

WHEREAS, all current tenure-track or tenured faculty members in AHRM have been assured that their positions will be protected because there is a substantial undergraduate enrollment and a need to teach and advise graduate students; and

WHEREAS, the faculty have proposed a plan for phasing out the programs, including stopping all new graduate admission as of fall semester 2008, formal notification to all enrolled students, a commitment to teach required courses through spring 2011 as needed for degree completion of existing students, and continued advisement of graduate students through completion of their degrees; and

WHEREAS, the last term for award of the M.S. in AHRM will be summer 2011 and the last term for award of the Ph.D. in AHRM will be summer 2014;

NOW, THEREFORE, BE IT RESOLVED, that the M.S. and Ph.D. programs in Apparel, Housing, and Resource Management be discontinued in accordance with the approved implementation schedule.

RECOMMENDATION:

That the above discontinuance of the M.S. and Ph.D. programs in Apparel, Housing, and Resource Management be approved.

June 7, 2010

RESOLUTION ON RENAMING THE B.A. IN INTERDISCIPLINARY STUDIES TO RELIGION AND CULTURE

WHEREAS, the College of Liberal Arts and Human Sciences evaluated existing programs and realigned faculty and curricula within traditional departments; and,

WHEREAS, the Department of Interdisciplinary Studies changed its name to the Department of Religion and Culture as a result of restructuring and realignment of programs; and,

WHEREAS, the current degree name of Interdisciplinary Studies does not represent the breadth of course work and the intersecting areas of Religion and the Humanities; and

WHEREAS, the revised degree name represents the requirements for all majors to study a breadth of cultural traditions represented in Religion and the Humanities; and,

WHEREAS, educational preparation of students in the degree represent the discipline's intersecting areas of Humanities, Appalachian Studies, Religion, and Judaic Studies;

NOW, THEREFORE, BE IT RESOLVED that the proposal to change the name of the existing Bachelor of Arts degree from "Interdisciplinary Studies" to "Religion and Culture" be approved and forwarded to the State Council of Higher Education for Virginia for approval effective for new admissions Fall 2011.

RECOMMENDATION:

That the B.A. in "Interdisciplinary Studies" be renamed "Religion and Culture," effective Fall 2011.

June 7, 2010

RESOLUTION ON ADDITIONAL EMPLOYMENT BY GRADUATE STUDENTS WITH A FULL-TIME ASSISTANTSHIP CONTRACT

WHEREAS, graduate students may have inadequate financial support from assistantships and require additional employment to meet their financial needs; and,

WHEREAS, graduate students also benefit from real-world professional experiences through participation in additional employment activities; and,

WHEREAS, the current policies on full-time assistantships do not have guidelines related to additional employment but some students are discouraged or prohibited from accepting additional employment; and,

WHEREAS, students on assistantship seeking additional employment within the university must obtain approval but those working outside the university are not required to do so; and,

WHEREAS, students could be subjected to employment with the business activities of their faculty advisor, resulting in a conflict of interest;

NOW, THEREFORE, BE IT RESOLVED that the following policy be adopted for additional employment by graduate students with a full-time assistantship:

Given individual circumstances, graduate students on full-time graduate assistantship may, at times, wish to pursue additional employment. Unless specified otherwise in the assistantship agreement, graduate students receiving full-time assistantships are not prohibited from seeking additional employment. In the interest of their professional development and maintenance of satisfactory academic progress, students seeking additional employment should consult with their academic advisors, and when appropriate their assistantship providers, regarding the fulfillment of their assistantship and graduate study responsibilities. The Graduate School must be notified of additional employment agreements. The Graduate School should be consulted to assist with the resolution of any conflicts that may arise.

In evaluating the merits of outside employment, graduate students and their advisors should consider the following:

- *Employment by a company owned in whole or part by the faculty chair of the student's dissertation or thesis committee presents the potential for serious conflicts of interest. In such cases, another faculty member of equal or greater rank must serve as chair or co-chair of the advisory committee.*
- *It is inappropriate for any student to receive remuneration directly from the external funding organization while also being employed as a graduate assistant or wage-earner on a contract from that same organization.*

- *It is inappropriate for any student to work for an employer who is in direct competition with a current funding source (conflict of interest).*
- *International graduate students on assistantships may be prohibited from any additional employment by their specific visa status. Consult with the Graduate School before any agreement is considered."*

RECOMMENDATION:

That the above policy on additional employment for graduate students on a full-time assistantship contract be approved effective immediately.

June 7, 2010

**RESOLUTION ON REVISING UNIVERSITY POLICY 1025,
ANTI-DISCRIMINATION AND HARASSMENT PREVENTION**

WHEREAS, discriminatory and harassing behavior is inconsistent with Virginia Tech's commitments to excellence and to a community in which mutual respect is a core value as articulated in the Virginia Tech Principles of Community; and

WHEREAS, university Policy 1025 articulates and provides guidance on processes pertaining to the resolution of allegations and complaints of discriminatory and harassing behavior; and

WHEREAS, the process for investigating complaints, reporting outcomes, and providing appeals has been updated to match current and best practices, and to provide discipline and appeal options for all types of employees in accordance with relevant and existing employee handbooks;

NOW, THEREFORE, BE IT RESOLVED, that sections of Policy 1025 be revised to reflect the changes described below. These changes are to be reflected in documents and statements, including but not limited to:

- faculty handbooks
- undergraduate, graduate, and professional student handbooks
- staff handbooks
- publications issued and web sites maintained by Virginia Tech entities and affiliated programs.

RECOMMENDATION:

That the above resolution revising sections of Policy 1025, anti-discrimination and harassment prevention, be approved.

June 7, 2010

REVISIONS TO POLICY 1025, Anti-Discrimination and Harassment Prevention Policy

Revisions to Policy 1025 are detailed below in the excerpts from the policy, highlighted in green and/or struck through:

2.2 Consensual Relationships

It should be understood by all members of the university community that consensual amorous or sexual relationships (referred to below as consensual relationships) that occur in the context of educational or employment supervision and evaluation present serious ethical concerns. Consensual relationships between faculty and students enrolled in their classes, or students for whom they have professional responsibility as advisor or supervisor, violate the policy on Professional Ethics and Responsibilities and may be a violation of this discrimination/harassment policy. Similarly, consensual relationships between supervisors and employees they supervise may violate this policy. Faculty members or others performing instructional or academic advising duties and supervisors involved in consensual relationships must remove themselves from any activity or evaluation that may reward or penalize the affected student or employee.

Consensual relationships between faculty and students are particularly susceptible to exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and future employment, make voluntary consent by the student suspect, given the fundamentally asymmetric nature of the relationship.

Faculty and supervisors should be aware that engaging in consensual relationships with students or employees they supervise could make them liable for formal action. Even when both parties have consented to the development of such a relationship, it is the faculty member or supervisor who, by virtue of his or her special responsibility, may be held accountable for unprofessional behavior. Complaints alleging discrimination/harassment, as defined above, may be filed by either party to the consensual relationship or by an aggrieved party outside the relationship.

3. Responsibilities of Those Experiencing Discrimination / Harassment

Anyone who believes that he or she has been subject to or has observed instances of discrimination/harassment should take one or more of the following steps:

~~Create a detailed record of the offending behavior, and any response thereto~~

1. Ask the person to cease the offending behavior and/or;
2. Seek the assistance of a supervisor, Human Resources, Dean of Students, faculty member or university administrator; and/or

3. Contact the director for compliance and conflict resolution in the Department of Human Resources (“HR”) or his/her designee (hereinafter, director for compliance). (See sections 5.3 and 5.5 below.)

It bears emphasis that the complainant is not required to confront or complain to the discriminating/harassing party. He or she may instead pursue steps 2 and/or 3 above. **A respondent may be held accountable for violating this policy whether or not the complainant has followed these steps.**

4. Responsibilities of Administrators, Supervisors and Faculty

University administrators, supervisors, faculty members and others performing instructional or academic advising duties have an added responsibility to create and maintain a work and learning environment free of discrimination/harassment.

If an administrator, supervisor or faculty member becomes aware of an incident that might in any way be construed as constituting discrimination/harassment, he or she should take immediate steps to address the matter. In such cases, the administrator, supervisor or faculty member should promptly contact the director for compliance in order to coordinate any action that may be necessary.

Administrators, supervisors and faculty members **should** act whenever they learn—either directly or indirectly—about discrimination/ harassment. This obligation exists even if the complainant requests that no action be taken. It is not the responsibility of the complainant to correct the situation.

Administrators, supervisors and faculty members have the legal responsibility to protect a complainant from continued discrimination, harassment or retaliation. They must also protect persons accused of discrimination/harassment from potential damage by false allegations. Administrators and supervisors will be held accountable for dealing with and taking necessary steps to prevent discrimination/harassment.

Administrators and supervisors are responsible for informing their employees and students of this policy.

5. Procedures

5.1 Introduction

This policy reflects the university’s commitment to maintain a community that is free from discrimination/harassment. Virginia Tech has designed procedures for prompt internal resolution of discrimination/harassment complaints that arise within the University community. The University expects that the use of these procedures will facilitate a prompt resolution of such complaints, but the assistance of faculty, staff and students is critical to helping the University learn of and promptly address problem behavior. Every member of the university community **should be provided with** a civil

and productive work and learning environment, and has the responsibility to maintain the highest standards to accomplish this goal.

5.2 Scope

These procedures apply to prohibited acts (defined above) performed by any employee, volunteer, vendor, or contractor of Virginia Tech.

Wage and probationary employees, as well as other employees, may file complaints or seek redress under this policy.

Discrimination/harassment allegedly perpetrated by an undergraduate or a graduate student who is **not** acting in the capacity of a university employee, volunteer, vendor or contractor falls within the jurisdiction of the Office of Student Conduct **regardless of the status of the complainant** (i.e., student, faculty, or staff). The Office of Student Conduct will address the complaint in accordance with procedures described in University Policies for Student Life.

5.3 Informal Resolution

Once the director for compliance receives information suggesting a possibility that discrimination/harassment has occurred, he or she will arrange to meet with the complainant in order to further review the information, the applicability of this policy, and available options. For an individual who does not wish to file a formal complaint but nevertheless wishes to put an end to conduct he or she believes to violate this policy, the following options are available:

1. With the advice and assistance of the director for compliance as requested, the complainant may write to or meet with the **respondent**, discuss the situation and make it clear that the behavior is unwelcome; or
2. The director for compliance may discuss the alleged conduct with the charged party. ~~review this policy with him or her, and seek an explicit commitment to comply with the requirement stated therein.~~ A complainant may request that, if practical, such a conversation be held without revealing his or her identity directly to the charged party. Action taken by the director for compliance under this provision shall not constitute a finding of discrimination/harassment.

3. If both parties are willing to do so, they may use Virginia Tech's mediation program (administered by Human Resources) to assist them in discussing the matter and resolving issues in ways in which they can both agree.

4. The director for compliance can consult with appropriate supervisors to explore options for informal resolution, including training and education.

All records relating to an informal resolution will be retained in the Department of Human Resources for a period consistent with applicable federal and state law and in accordance with university records management policy, after which the records will be destroyed.

PROPOSED NEW TEXT:

5.4 Departmental Request for Investigation

The director for compliance may initiate an investigation upon referral of a significant concern by another department, or upon learning of a possible violation. The appropriate administrator of the relevant area, unless he or she is the respondent, will be notified immediately of any such review. The respondent will be informed as soon as possible and practical, taking into consideration any investigative needs or similar factors involved in addressing the situation. The respondent will also be informed of the outcome of any investigation.

5.5 Individual Formal Complaint

An individual may file a formal complaint of harassment or discrimination by completing and signing the designated Formal Complaint form and submitting it to the director for compliance. *The complainant may include suggestions for resolution(s) of the matter as part of the formal complaint or at any time during the process.* A formal complaint must be made within 300 **calendar** days of the alleged discrimination/harassment.

Within ten business days after a written complaint is filed, the director for compliance will provide written notification to the respondent of the allegations and the identity of the complainant. The respondent also will be furnished with a copy of the written charge and will have an opportunity to respond to the allegations contained therein. The respondent's immediate supervisor will receive a copy of the written notification. After the notification described above, the director for compliance will conduct any additional investigation that may be necessary.

5.6 Outcomes

Following an investigation or review, the director for compliance will issue a finding of whether there has been a violation of this policy. The complainant (if any) will be informed of the completion of the investigation as well as the finding. The respondent and the appropriate administrators will receive a report outlining the findings and the basis for those conclusions. The decision to impose any discipline or corrective action is the responsibility of relevant administrators. If discipline is imposed, the severity and pervasiveness of the conduct, the apparent intent of the respondent, and other relevant factors in the case shall be taken into account. Any proposed disciplinary action shall be imposed in accordance with policies and procedures in the relevant faculty or staff handbooks.

Records of investigations will be retained by the Department of Human Resources for a period consistent with federal and state law and in accordance with university records management policy, after which the records will be destroyed.

A complainant found to have intentionally made false allegations of discrimination/harassment is subject to university discipline. (See section 2.1(3) above.)

5.7 Appeal

Disciplinary action imposed as a result of violations of this policy may be appealed in accordance with policies in the relevant faculty or staff handbooks. During an appeal the record of established facts and findings of the case should be made a part of the record.

EXISTING TEXT

5.4 Formal Resolution

~~A formal complaint includes a written description of the facts and circumstances allegedly constituting discrimination/harassment signed by the complainant and filed with the Office for Equal Opportunity. A formal complaint must be made within 300 days of the alleged discrimination/harassment. Promptly after a written complaint is filed, the Office for Equal Opportunity will provide written notification to the accused ("respondent") of the allegations and the identity of the complainant. The respondent also will be furnished with a copy of the written charge and will have an opportunity to respond to the allegations contained therein. The respondent's immediate supervisor will receive a copy of the written notification. An accused student may wish to consult a faculty mentor in responding to the complaint. After the notification described above, the Office of Equal Opportunity will conduct any additional investigation which may be necessary.~~

~~The investigation is expected to lead to one of the following possible outcomes:~~

- ~~1. The Office for Equal Opportunity finds insufficient facts to support the charge;~~
- ~~2. The Office for Equal Opportunity finds facts to support the charge, reaches a negotiated resolution satisfactory to the parties, and does not recommend further action; or~~
- ~~3. The Office for Equal Opportunity finds facts to support the charge and recommends further action.~~

~~Upon completion of the investigation, the Office for Equal Opportunity will submit to the President a report including findings of fact and any recommended action. Disciplinary action shall reflect the status of the accused, the severity and pervasiveness of the~~

~~conduct, the apparent intent of the accused, and other relevant factors in the case. Copies of the report will be provided to the complainant, the respondent, the respondent's immediate supervisor, the Dean, Director and /or Department Head as appropriate, and the Provost or Executive Vice President as appropriate.~~

~~5.5 — Appeal~~

~~In the event that either the complainant or the respondent disagree with or object to the Office for Equal Opportunity's findings and recommendations rendered pursuant to section 5.4 above, the following options are available:~~

- ~~1. Complainants may pursue the appropriate remedy set forth in Paragraph 5.6 below.~~
- ~~2. Classified staff respondents, including those performing instructional or academic advising duties, may pursue their grievance rights as set forth in the State Employee Grievance Procedure.~~
- ~~3. Faculty respondents and others performing instructional or academic advising duties within fourteen days of receipt of the findings of fact and/or recommended action, may request review of the Office for Equal Opportunity's findings and recommendations by the Provost or Executive Vice President as appropriate. The Provost or Executive Vice President will appoint a three-member panel and designate one of the members as chair. Members of the panel will be selected from among the General Faculty in consultation with the President of the Faculty Senate or the Chair of the Commission on Administrative and Professional Faculty as appropriate. The Director of the Office for Equal Opportunity will participate in all meetings of the panel and serve as a non-voting advisor to the panel. If the appellant respondent is a student, the Provost will appoint a representative from the Graduate School or Student Affairs as a non-voting member. The panel will determine whether there existed in the available evidence of record a reasonable basis for Office for Equal Opportunity's findings and recommendations. The panel will report its determination to the Provost or Executive Vice President for further action as warranted.~~

~~Records of the investigation will be retained by the Office for Equal Opportunity for a period consistent with federal and state law and in accordance with university records management policy, after which the records will be destroyed.~~

~~A complainant found to have made intentionally false allegations of discrimination/harassment is subject to University discipline. (See Section 2.1(3) above.)~~

5.8 Supplemental/Alternative Avenues for Formal Complaints

In addition to, or in lieu of the procedures set forth above, individuals may pursue those remedies that are available to them, as appropriate, through the following agencies.

1. Students may file formal complaints with the Office for Civil Rights of the U.S. Department of Education.
2. Faculty may file a charge with the federal Equal Employment Opportunity Commission and/or the Virginia Council on Human Rights within 300 days of the incident.
3. The following options are available to staff:
 - a. Non-probationary staff may file a grievance within 30 days of the offense as outlined in the Grievance Procedure for State Employees; or
 - b. Salaried and wage staff may file a complaint using the Discrimination Complaint Procedure administered by the Office of Equal Employment Services in the state's Department of Human Resource Management.
 - c. Salaried and wage staff may file a complaint with the federal Equal Employment Opportunity Commission or the Virginia Council on Human Rights within 300 days of the alleged discrimination/harassment.

Additional information regarding any of the procedures outlined above may be obtained from the Department of Human Resources.

Additional assistance and support may be obtained from the Office of the Provost, the Office of Human Resources, the Women's Center, the Graduate School (graduate students), Cook Counseling Center (students), or the Office of the Dean of Students (students).

RESOLUTION ON FEDERAL CONTRACT COMPLIANCE

WHEREAS, federal agencies have audited a number of universities over the last several years to determine compliance with federal contract regulations; and

WHEREAS, those audits identified several common practices at universities that have been determined to be non-compliant with federal contracting regulations, resulting in significant fines and penalties for the targeted institutions; and

WHEREAS, a task force was formed to analyze information as it emerges from completed audits at other institutions and to recommend modifications to Virginia Tech's policies and practices where needed; and

WHEREAS, the practice of charging summer salary to sponsored grants and contracts for academic year faculty members is one area where policy and practices at Virginia Tech need modification to assure compliance with recently clarified regulations; and

WHEREAS, faculty members need to charge an appropriate share of their summer effort to institutional funds that are not directly related to the sponsored project and therefore not an allocable expense to that project, such as working with graduate students, preparing for fall courses, or writing new grant proposals; and

WHEREAS, salary charges must reflect actual effort on the project as it occurs throughout the year and faculty researchers must assure that only effort directly related to a project is charged to that project;

NOW, THEREFORE, BE IT RESOLVED, that

- New language be adopted for chapter 6 of the *Faculty Handbook* concerning the purpose of effort certification, the federal regulations governing charging of salary to grants and contracts, appropriate practices to achieve compliance, and the potential consequences of non-compliance; and
- Section 2.6.3 of the *Faculty Handbook* concerning summer appointments be amended to provide guidance on summer earnings from sponsored research; and
- Policy 6200 (Research-Extended Appointments) be modified to reinstate annual leave for all research-extended appointments with no payout at time of reconversion or termination, and to provide additional flexibility on when such conversions can be initiated. Related sections of the *Faculty Handbook* (2.6.1.2 Research-Extended Appointments and 2.16.6 Annual Leave) should be modified to reflect that research-extended appointments earn and accrue annual leave, but there is no payout at the time of reconversion to academic year or separation from the university.

RECOMMENDATION:

That the above recommendation revising the *Faculty Handbook* and policy 6200 allowing Virginia Tech to meet federal contract compliance be approved.

June 7, 2010

PROPOSED NEW LANGUAGE FOR CHAPTER 6 OF THE FACULTY HANDBOOK (Chapter 6 is research-related policies and information)

Effort Certification and Salary Charges to Sponsored Grants and Contracts

Effort Certification

The purpose of effort certification is to confirm that the salaries and wages charged to each sponsored agreement reflect a reasonable estimate of the work performed. University Policy 3105 describes the procedures for required effort certification in accordance with federal regulations. Individual investigators, departments, and other university administrators have specific responsibilities under the policy for certifying effort, monitoring compliance, and assuring that only allocable charges are made to grants and contracts. Federal audits have made clear that only effort directly related to a project can be charged to that project and salary expenditures on behalf of the project must occur during the effort reporting period. The university takes its obligations to comply with federal regulations very seriously; failure to comply may mean severe financial penalties and/or loss of opportunity for future grants from the federal sponsor. To be consistent and fair to all sponsors, the same kind of accountability applies to non-federal grants and contracts.

Effort certification is particularly complex for instructional faculty members who manage multiple responsibilities simultaneously, seamlessly moving from class to supervising graduate students, to conducting research and developing the next proposal in the same day or week. Indeed, most instructional faculty members are engaged in teaching, administrative tasks, or other duties in addition to their work on sponsored projects, even during the summer. Yet only activities directly related to a sponsored grant or contract may be charged to that grant or contract; institutional activity must be supported by other, non-sponsored funding (or may be uncompensated during the summer).

If the faculty member (regardless of type of appointment) has responsibilities for competitive proposal writing or participation in well-defined, regular teaching or administrative duties (e.g., committee work, hiring, advising, tenure review), a 100% allocation of the salary to sponsored projects would be prohibited during the effort reporting period in which such activity occurred. Incidental, inconsequential non-project activity performed rarely may be considered *de minimus* and need not be part of full load for purposes of effort reporting.

Proposal writing for new competitive awards and competitive renewal awards may not be charged to sponsored projects, nor would such proposal writing be considered *de minimis* activity. Preparation of non-competitive, continuation award proposals (progress reports) may be charged to the applicable sponsored project.

Faculty members who receive summer salary from sponsored projects must certify to the effort expended on those projects during the summer period. Work done on the sponsored project *during the academic year* cannot be counted toward *summer* effort on the project.

Failure to follow the provisions of the university's effort certification policy 3105 may subject the individuals and departments responsible for the violation(s) to administrative and/or disciplinary actions in accordance with university disciplinary procedures. Sanctions for non-compliance may include, but are not limited to:

- If effort reports are not completed and returned in a timely manner, salary costs associated with uncertified grant activity may be removed and charged to a departmental account.
- Following appropriate notice, faculty members with delinquent or improperly completed effort reports may be placed on a suspension list by the Office for Sponsored Programs and denied eligibility for OSP services, including but not limited to proposal preparation, account set-up, and budget transfers, until effort reports are up to date and properly completed and certified.
- Certification of effort reports that are known to be materially inaccurate may expose the individual who completed the reports to personal disciplinary actions.

Compliance Issues Related to Summer Research Appointments for 9-month Faculty Members

Faculty members on academic year (9 month) appointments are permitted to earn up to three months of additional salary for effort related to sponsored projects, subject to sponsor policies and appropriate internal approvals. Summer funding may be accomplished by research extended appointments (through Policy 6200) or as summer wages.

Policy 6200 on "Research Extended Appointments" outlines the requirements and procedures for faculty members to extend their 9 month appointments to 10, 11, or 12 months depending on the availability of sponsored funding for additional months of salary and full fringe benefits. Although the sponsored funding supports the extended employment contract, salary must be charged to reflect a reasonable estimate of effort throughout the entire appointment period, not just the summer. Given the continuation of some typical university responsibilities during the summer, such as meeting with graduate students, attending professional conferences, or preparing future grant proposals or coursework, faculty members should have a mixture of sponsored and institutional funding to support their summer activities. This can be accomplished by making appropriate charges to the project during the academic year, and deferring some institutional funding to the summer period. Faculty members on research extended appointments earn annual leave proportional to the length of their appointment, and they must record the use of annual leave whenever used during the

appointment period (all 10, 11, or 12 months). There is no payout for accrued annual leave at the time of reconversion to the base academic year appointment or at the time of separation from the university.

Instead of research extended appointments, academic-year faculty members may receive support from sponsored grants and contracts as summer research wage payments, without full fringe benefits. This would typically be the case for faculty members with one or two months of “summer salary” included in the funded grant project. For those with three full months of funding, project effort during the academic year may be charged to the grant (with attendant changes in the fringe benefit rate), thereby allowing departmental salary savings to support non-project related responsibilities during the summer. Faculty members certify their effort across the entire summer period, and some flexibility is allowed as long as the overall effort and salary charges during the period are consistent.

Compliance Issues for Special Research Faculty Members

As described above, a special research faculty member with regular, well-defined responsibilities for new proposal preparation, teaching, or administrative duties is prohibited from charging 100% of salary to sponsored projects during an effort reporting period in which such activity occurred, unless those activities are specifically allowed on the sponsored project.

Special research faculty members are typically on standard 12-month appointments, which earn and accrue annual leave by university policy. Use of annual leave is recognized as an acceptable charge to a sponsored project when such leave is part of the standard university appointment.

Faculty Handbook section 2.6.3 Summer Appointments (proposed text in red is NEW language; text in black is existing language)

Faculty on academic year appointments may be invited by the department head or chair to teach one or more courses in summer session for special compensation. Maximum compensation is set at 11.25 percent of the faculty member’s annual salary for each scheduled three-credit semester course taught, subject to a salary limit that is determined each year.

Faculty members on academic year appointments also may receive special compensation for engaging in approved sponsored research, extension activities, or non-credit instructional activity conducted by continuing and professional education. The total of special compensation earned through all university programs in the summer by any faculty member on academic year appointment shall not exceed 33 1/3 percent of the annual salary for the preceding academic year.

For purposes of sponsored grant and contract activity and for limitations on compensation, May 10 to August 9 designates the summer work period. Faculty members who receive summer salary from sponsored projects must certify to the effort expended on those projects during the summer period. Work on a sponsored project during the academic year for which compensation is then provided during the summer is specifically prohibited by federal regulations. Summer pay for sponsored projects is only justified by appropriate effort expended on the project during the summer period.

Only those academic year faculty members who have approved research extended appointments in accordance with policy 6200 earn and accrue annual leave. Faculty members with three months of sponsored funding are strongly urged to convert their 9-month appointment to a research extended appointment, which entitles them to earn and use annual leave in accordance with university policies. Alternatively, the faculty member can charge less than three months of full-time salary to the sponsored project (or other sources as appropriate) and take uncompensated leave for the remainder of the summer in order to have vacation.

Virginia Polytechnic Institute and State University

No. 6200 Rev.: 5

Policy and ProceduresDate: **June 7, 2010****Subject: Policy on Research Extended Appointments**

1. Purpose.....	5
2. Policy.....	5
3. Procedures.....	8
4. Definitions.....	8
5. References.....	8
6. Approval and Revisions.....	8

1. Purpose

The purpose of this policy is to provide faculty members on academic year appointments the opportunity to extend their base 9-month contract to a 10-, 11-, or 12-month contract reflecting their sponsored research responsibilities. The research extended appointment recognizes continuing obligations for supervision of graduate student research and periods of faculty research that extend beyond the academic year. Salary and fringe benefits associated with the faculty member's research work are funded by sponsored grants or contracts.

2. Policy

A full-time faculty member on an academic year appointment may extend the 9-month appointment to a 10-, 11-, or 12-month appointment provided the following conditions are met:

1. The faculty member must have assurance of **sufficient** funding **from sponsored grants or contracts** to support the cost of salary plus full fringe benefits for the equivalent of one, two, or three months of the proposed appointment. **With approval by the head or chair, departmental funds, usually overhead, designated for the faculty member's use may be committed as back up if pending grants are not yet secured. Educational and general funds (such as departmental salary budget, E&G start up funds, or internal grants) may not be used to support a request for a research extended appointment.**
2. The contract period and formula for calculating salaries for 10-, 11-, and 12-month appointments are below:

Contract length	Contract Period	Conversion Factor
9 months (Base AY appt)	August 10 - May 9	Base AY salary
10 months	August 10 – June 9	Base AY salary X 1.11111 (10/9ths)
11 months	August 10 – July 9	Base AY salary X 1.22222 (11/9ths)
12 months	August 10 – August 9	Base AY salary X 1.33333 (12/9ths)

Contractual dates above are necessary in order to create a continuous extended contract. ~~faculty members must manage their research obligations across the academic year and during the summer consistent with the expectations of their funding source and departmental obligations.~~ However, actual summer work dates for those on 10 or 11-month appointments may vary from the payroll dates. Summer effort will be certified across the entire three-month summer period, not just the payroll dates in the table above.

3. ~~The preferred effective date for research extended contracts is August 10 so that escrowing of summer salary can be handled in a straightforward manner. However, other effective dates can be accommodated as follows:~~
 - a. ~~Initial appointment to a 10-, 11-, or 12-month contract must be made by the end of fall term (effective no later than the December 25 payroll period) if the grant covers only funding for one year. The effective date should be the start of a regular payroll period — either the 10th or 25th of the month. Any excess escrowed pay will be paid out to the faculty member at the time of change to the new appointment. Reconversion to a 9-month appointment must be effective August 10 if funds are not available to support subsequent years.~~
 - b. ~~In the case where the new grant covers multiple years of funding for the faculty member, the extended appointment may be effective with any payroll start date (10th or 25th of the month). Any excess escrowed pay will be paid out to the faculty member at the time of change to the new appointment.~~
3. The research extended appointments are typically approved for one or two years at a time, depending on length of the sponsored grant or contract. They may be renewed without limit by submitting a request for extension with documentation of funding to the department head. The appointment length may also be changed as funding increases or decreases. Reconversion to a 9-month appointment **should** be effective August 10 **to assure appropriate escrowing for the subsequent summer.**
4. In the event of a temporary shortfall, **the faculty member may use designated funds approved by the head or chair (usually overhead) to cover the salary obligations of the extended appointment in the current year.** ~~The salary distribution throughout the appointment year must follow the work assignment. Fringe benefit costs will follow the salary distribution. Failure to fully fund the research extended appointment from sponsored grants and contracts will mean that the faculty member must reconvert to an academic year (9-month) appointment August 10th or reduce the number of months for the appointment to match documented available sponsored funding, unless documentation of future summer funding is provided (certain, not requested funding).~~

It is important to note that faculty members who do not have the prospect for sufficient sponsored funding (or approved back up sources) to support the additional months of salaried appointment may be required to terminate their extended

appointment May 9 (end of the academic year), or the date when funding has been exhausted, and go on leave without pay until the beginning of the subsequent academic year. Mid-year changes from research extended appointments back to academic year because of lack of sponsored funding will also cause dramatic changes in take-home pay. It will be important to consult with Human Resources to determine the pay-related impact of such changes, should they become necessary at a date other than August 10.

The ~~department and~~ the university have no obligation to provide funding from E&G (educational and general) or any other source to continue a research extended appointment in the absence of adequate *sponsored* grant or contract funding. Distribution of salary costs among funding sources must ensure that no more salary is taken from the 208/229 source than the pre-conversion AY salary.

5. The conversion process must be requested and approved at least two weeks prior to the effective date. Retroactive conversions will not be approved. Appointments can be extended only by increments of a full month. The effective date should be the start of a regular payroll period – either the 10th or 25th of the month. Any excess escrowed pay ~~for the academic year~~ will be paid out to the faculty member at the time of change to the new appointment.
6. ~~The P3A must reflect a distribution among funding sources such that no more salary is taken from the 208/229 source than the pre-conversion AY salary.~~
6. The requirement to earn additional sponsored funds in support of the extended research appointment must be managed by charging a portion of the salary during all or part of the entire appointment period to the sponsored grant or contract. Faculty members should have a portion of their summer salary charged to university funds to reflect on-going university responsibilities over the summer, such as working with graduate students, attending or presenting at professional conferences, preparing courses or new sponsored proposals, or personal leave. The portion charged to institutional funds should accurately reflect the faculty member's non-project-related responsibilities. Salary charges to the sponsored project during part or all of the prior academic year will allow the appropriate mixture of institutional and sponsored funding during the summer. Salary charges should match subsequent certification of effort in accordance with policy 3105, Effort Certification. Each fall, salary charges for the entire prior year (August 10 to August 9) are audited to ensure that the research extended appointment is funded and charged appropriately.
7. Faculty members on 12-month appointments cannot receive additional compensation for summer school teaching or other duties. However, they do remain eligible for additional compensation for participation in continuing education programs and for consulting activities in accordance with policies in the Faculty Handbook. Those on 10- or 11-month research extended contracts may earn additional income from other activities as wages. However the total of all summer

earnings, including the research extended contract and any wage earnings, may not exceed 33 1/3% of their base AY appointment.

8. Faculty members on research extended appointments earn annual leave (two days per month) and designated holidays as described in the Faculty Handbook. Faculty members are subject to policies related to the use and reporting of annual leave and are expected to perform duties during academic breaks unless on approved annual leave. New research extended appointments initiated after January 10 will receive 5 days of annual leave at the time of conversion to assure minimal leave time during the first summer of appointment.

Faculty members on research extended appointments are advised to use annual leave during the appointment period. Unused annual leave will *not* be compensated at the time of reconversion or separation.

9. Sick leave and other benefits remain unchanged.
10. Merit adjustments are made on the salary for the research extended appointment, proportionally increasing the obligation to the sponsored account. For those who have eminent scholar supplements prior to converting to a research extended appointment, the base salary including the eminent scholar supplement may be multiplied by the appropriate factor. However, the eminent scholar supplement generally cannot be increased to accommodate the change in appointment, putting a larger burden on the sponsored funding.

3. Procedures

Faculty members requesting a research extended appointment should complete the request form available on the Provost's web site: www.provost.vt.edu. Documentation of available funding must be provided. Research extended appointments must be renewed annually with verification of sponsored funding by the department head to support the continuation. (The continuation request form is also on the same website.) In addition to the form, the department should submit a P3A indicating the research extended appointment in the departmental note and documenting the percentage used and length of appointment (10, 11, or 12 months) in order to initiate the change in appointment period. Requests for research extended appointments require approval by the department head, dean, and provost.

Reconversion to a 9-month appointment, or a change in the length of the research extended appointment, is accomplished by P3A. To calculate the AY salary, divide the extended appointment salary by the same factor as originally used.

4. Definitions

5. References

Effort Certification Policy 3105 (<http://www.policies.vt.edu/3105.pdf>)
 Faculty Leave Policies (<http://www.hr.vt.edu/leave/types/fglance/>)

6. Approval and Revisions

Recommended by the Commission on Research: February 28, 1996

Approved by University Council: April 1, 1996

Approved by the President: April 1, 1996

Approved by the Board of Visitors: April 22, 1996

Revision 1

Revised July 26, 1999. Changed dates for the May and August effective dates from the 16th of the month to the 10th.

Revision 2

Revised April 23, 2002 – Possible CY position start date corrected from July 1 to June 25; CY salary conversion rates corrected from “within the range of 1.222 to 1.333” to “1.222 or 1.333” corresponding to the two- or three-month time period.

Revision 3, July 2005

Approved by the Commission on Research:	September 14, 2005
Endorsed by the Commission on Faculty Affairs:	September 16, 2005
First Reading, University Council:	October 10, 2005
Approval by University Council:	October 24, 2005
Approved by the Board of Visitors:	November 7, 2005

Complete revision of text to allow 10- and 11-month appointments as well as 12-month appointments. Change of policy title from “CY Research Conversions” to “Research Extended Appointments.” Elimination of requirement to earn and report annual leave.

Revision 4

Revised September 2009: Changes made to bring policy into compliance with federal grant and contract compliance requirements concerning summer salary for AY faculty members. Clarification of language to emphasize need to charge salary in relation to effort across the entire appointment period.

Changes recommended by the Task Force on Federal Contract Compliance.

Reviewed by the Commission on Research	September 30, 2009
Approved by the Vice President for Research	October 12, 2009
Approved by the Board of Visitors	November 9, 2009

Revision 5

Revised Spring 2010 to reinstate annual leave for research extended appointments, to allow approved designated funds (usually overhead) to be used as a backup salary source in case of shortfall, and to create greater flexibility in initiation dates.

Approved by the Commission on Faculty Affairs

April 9, 2010

Approved by the Commission on Research

April 14, 2010

Approved by University Council

May 3, 2010

Approved by the Board of Visitors

June 7, 2010

RESOLUTION ON FACULTY OUTSIDE EMPLOYMENT

WHEREAS, the last sentence of the current consulting policy states: “Full-time faculty members are not permitted to accept regular outside employment except that described under consulting policies.” (*Faculty Handbook* section 2.17.1); and

WHEREAS, this statement constitutes a prohibition against faculty involvement in any additional employment (other than consulting), whether that employment takes place outside the individual’s normal work hours, or beyond any reasonable expectation the supervisor might have for special or occasional job assignments outside standard office or class hours; and

WHEREAS, the prohibition against outside employment has created a hardship for some lower-paid faculty employees, whose personal circumstances require additional income which university employment cannot provide, and outside consulting is not available or relevant; and

WHEREAS, a few faculty members have been subject to audit and found to be out of compliance with university policy for engaging without prior approval in outside activities that are not within the general understanding of consulting. In these cases, the faculty members did not understand such activities were prohibited or that it was necessary to report them for advance approval; and

WHEREAS, classified (and university staff) at Virginia Tech are subject to Policy 4070 “Additional/Outside Employment” that permits additional paid employment outside the normal work schedule with advance approval; and

WHEREAS, the university encourages active participation by faculty members in external activities that are integral to and/or enhance their professional skills and standing, or which constitute substantive outreach and public service activities through approved “consulting.” Outside consulting must have advance approval, may not interfere with performance of regular university duties, and ordinarily does not involve more than one day per week, or five days in a five-week period; and

WHEREAS, the university’s policy on conflicts of interest and commitment provides additional language warning against excessive outside employment and engagement in activities that may create a conflict of interest. The policy states, “Faculty members should make the fulfillment of their responsibilities the focal point of their academic activities. They are expected to arrange their external activities so that they do not impede or compromise their university duties and responsibilities. Responsibility for ensuring commitment rests with each faculty member in consultation with his/her unit administrator (typically the department head or chair, or school or center director) and dean. The primary judgment as to whether a faculty member is meeting his/her professional responsibilities to the unit and the university rest with the faculty member’s unit. The counsel of the unit administrator and colleagues, or dean, should provide

valuable perspectives on faculty commitment.” (See section 2.17.3.2 of the *Faculty Handbook*); and

WHEREAS, a review of policies available online concerning consulting and outside employment at SCHEV peer institutions and other selected universities found that the terms and conditions of the Virginia Tech consulting policy were similar in intent, available time, and oversight; however, most policies address consulting within the usual meaning of that term without referring to other outside employment; and

WHEREAS, it appears that cited statement in the Virginia Tech policy may be more restrictive than similar policies at peer institutions and create hardship for some faculty members whose salaries are low and options very limited;

NOW, THEREFORE, BE IT RESOLVED, that the last sentence of the consulting policy prohibiting “regular outside employment” be deleted and the following language permitting outside employment with advance approval of the supervisor and other university officials (to be reported on a revised form 13010 Request to Engage in External Activities...) be adopted for the *Faculty Handbook*.

Outside Employment/External Activities Other Than Consulting

Outside employment, not meeting the definition or intent of the consulting policy, requires prior approval of the supervisor and relevant university officials. Approval is contingent on assurance that the primary commitment to Virginia Tech will be fulfilled and that the proposed employment does not constitute a conflict of interest. Release time from university work is not normally available for paid activities that are primarily personal in nature, do not enhance the faculty member’s professional skills, or that are not a potential benefit to the university. The faculty member must use pre-approved leave (or leave without pay) in cases where outside personal work creates a potential conflict with university responsibilities.

RECOMMENDATION:

That the above revisions pertaining to outside employment and external activities other than consulting be approved.

June 7, 2010

Committee Minutes

THE BUILDINGS AND GROUNDS COMMITTEE

**Graduate Life Center, Room B
9:00 a.m.**

June 7, 2010

OPEN SESSION

Board Members Present: Mr. John R. Lawson, II, Mr. James R. Smith, Mr. James W. Severt, Sr.

VPI&SU Staff: Mr. Kevin Bishop, Mr. Bob Broyden, Ms. Vickie Chiocca, Mr. Michael Coleman, Mr. David Dent, Ms. Lynn Eichhorn, Dr. Elizabeth Flanagan, Mr. Monte Hager, Ms. Kimberly Haines, Mr. Z. Scott Hurst, Mr. Jim McCoy, Ms. Elizabeth Reed, Dr. Charles Steger, Mr. Ross Verbrugge, Ms. Linda Woodward, Dr. Sherwood Wilson

Guests: Mr. Richard L. Patrick, Painters and Allied Trades Union

1. **Opening Remarks and Approval of Minutes of March 22, 2010:** The minutes of the March 22, 2010 meeting were unanimously approved.
- * 2. **Resolution on Approval of Campus Design Principles:** The draft Campus Design Principles document was finalized by the Buildings and Grounds Committee at the March meeting. The document provides principles regarding interpretation of the character of the campus, the definition of its planning framework, major architectural and landscape design themes and the acceptable palette of exterior materials. It will be used as a companion to the University's Campus Master Plan. Language will be incorporated in University Planning, Design, and Construction requests for proposals to require that all Architecture and Engineering proposals and contracts include a statement that the A/E team agrees to fully comply with the University's Campus Design Principles if selected to provide design services on the project. The Committee recommended full Board approval of the Campus Design Principles.
- * 3. **Resolution on Appointments to the Montgomery Solid Waste Authority:** The Committee recommended full Board approval of the appointments of Michael J. Coleman, Associate Vice President for Facilities Services, as the University's representative, and L. Allen Bowman as the at-large member to the Montgomery Regional Solid Waste Authority.
- * 4. **Resolution on Land Donation for the National Institute of Aerospace Associates (NIAA) Public-Private Education Facilities and Infrastructure Act (PPEA) Project:** Virginia Tech is the designated recipient of \$12 million in

funding from the Commonwealth of Virginia for the construction of a research facility in a collaborative effort with the NIAA. The Industrial Development Authority of the City of Hampton, Virginia approved a resolution on January 20, 2009 authorizing the donation of a five acre parcel of land in the Hampton Roads Center North Campus to the University in support of this project. The acquisition of this land will be at no cost to the University. The Committee recommended full Board approval of the resolution authorizing the acceptance of the property.

Dr. Wilson provided an update on the status of the project. Using the PPEA solicited proposal process Virginia Tech will construct a 60,000 GSF, three-story office and laboratory building that will be leased by the NIAA. The University's College of Engineering is expected to occupy 3,200 SF of the total building program. The University has negotiated and accepted a comprehensive agreement with Concord Eastridge in the amount of \$9.6M for the construction of this facility.

- * **5. Resolution on Town of Blacksburg Easement:** As a part of its Market Square Park/Farmers Market project, the Town of Blacksburg requested that the University grant an easement for the placement of a fire hydrant on University property at the intersection of Draper Road and Roanoke Street. This fire hydrant will allow for emergency services by the fire department to both Town and University properties in the vicinity. The Committee recommended full Board approval of the resolution authorizing the University to execute the easement.
- * **6. Resolution on Appalachian Power Company Easement:** As a part of the Prices Fork Elementary School project, Appalachian Power Company has requested that the University grant an easement for the placement of a power line on University property on the north side of Prices Fork Road. This power pole and overhead power line will serve the new Prices Fork Elementary School during construction and after the project is complete. The Committee recommended full Board approval of the resolution authorizing the University to execute the easement.
- * **7. Update on Search for University Building Official:** Dr. Wilson reported that Mr. William F. Hinson, Jr., has been appointed as the University Building Official and will assume this position on July 1, 2010. The University Building Official will have a reporting relationship to the Buildings and Grounds Committee. Mr. Hinson will be introduced to the Committee at the August meeting.
- * **8. Recognition of Employee Retirements:** Dr. Wilson and the Committee recognized by acclamation the retirements of three senior employees who have worked closely with the Buildings and Grounds Committee. Mr. Scott Hurst, University Architect, Ms. Elizabeth Reed, Director of Real Estate Management, and Ms. Linda Woodard, Assistant Vice President and Chief of Staff, will be retiring July 1, 2010.

- 9. Capital Project Status Report:** The Committee received an update on the status of capital projects. Ms. Eichhorn reported that construction on the Visitors and Undergraduate Admissions Center is underway with substantial completion during Summer 2011. The University has worked with the Virginia Department of Transportation and the Town of Blacksburg on plans for the Price's Fork entrance to the Center. The Football Locker Room is one of the University's more successful design-build projects and is expected to be ready for use during the beginning of the fall Football season. ICTASII is approximately two weeks ahead of schedule. Mr. Broyden reported that there are four projects with funding dependent on state support. Davidson, Signature Engineering, Chiller Plant and HABBI were approved by the state and received planning funding. The State's Secretary of Finance has been tasked with developing a funding plan, and the University anticipates that a financing plan may emerge late summer or early fall. Virginia Tech has advanced funding to carry the projects from preliminary designs through working drawings in an effort to optimally position these projects in the state's schedule for funding. The McComas Addition is two weeks ahead of schedule and expected to be completed by Fall 2011. Dr. Wilson reported that the groundbreaking for the Center for the Arts will be held on June 21 at 1:00 p.m. The Oak Lane project for expanded Greek Housing is advancing, with several organizations having submitted the required applications. Potentially, construction may begin within a year on the first house.

At the close of the meeting, Dr. Wilson expressed appreciation to Mr. John Lawson and Mr. Jim Smith for their leadership and service to Virginia Tech and their support for the operations and initiatives undertaken by the Administrative Services division.

There being no further business, the meeting adjourned at 9:50 a.m.

***Requires full Board approval.**

Capital Outlay Project Status Report
BUILDINGS AND GROUNDS COMMITTEE

June 7, 2010

PROJECTS BEING DESIGNED

1. Campus Heat Plant

This project provides planning authorization for the design of new heating and cooling infrastructure to serve the various areas of campus.

A/E: Affiliated Engineers, Inc. – Chapel Hill, NC

Status: Project split into various design and construction packages. Remaining bid packages include North Campus Distribution Piping and Coal Storage Enclosure.

2. Infectious Disease Research Facility (Vet Med Addition) (16,300 GSF) – CM @ Risk

This project will accommodate infectious disease research laboratory space (60%), lab office space and support areas (40%).

A/E: CUH2A Architecture, Engineering, Planning – Bethesda, MD
Construction Manager: Branch & Associates, Inc. – Roanoke, VA

Status: Construction Drawings are underway with anticipated GMP in June 2010.

3. Academic and Student Affairs Building (91,200 GSF) – CM @ Risk

This project will include a new dining facility, academic instruction areas, and other student space in a four or five-story building.

A/E: Burt Hill Kosar Rittleman Associates – Washington, D.C.
Construction Manager: Skanska USA Building, Inc. – Durham, NC

Status: Construction Drawings are underway with early site/foundation package GMP anticipated in June 2010.

4. Center for the Arts (140,000 GSF) – CM @ Risk

This project includes construction of a new Performance Hall with a 1,300-seat auditorium, as well as a Visual Arts Gallery. It also includes the renovation of Shultz Hall for Creative Technologies and support spaces.

A/E: Snohetta AS – New York, NY with STV Group, Inc. – Douglassville, PA
Construction Manager: Holder Construction Company – Charlotte, NC

Status: Construction Drawings are underway with early soil modification package GMP anticipated in July 2010.

5. Signature Engineering Building (153,800 +/- GSF) – CM @ Risk

This project constructs a new state-of-the-art, technology enhanced flagship building for the College of Engineering.

A/E: Zimmer Gunsul Frasca Architects LLP – Washington, DC
Construction Manager: TBD

Status: Preliminary Design is underway and CM@Risk procurement underway.

6. Human and Agricultural Biosciences Building I (92,500 +/- GSF) – CM @ Risk

This project constructs a new advanced agricultural research laboratory facility.

A/E: Lord, Aeck & Sargent, Inc. – Atlanta, GA
Construction Manager: Skanska USA Building, Inc. – Durham, NC

Status: Construction Drawings are underway.

7. Renovate Davidson Hall (45,000 +/- GSF) – CM @ Risk

This project demolishes and replaces the deteriorated center and rear sections of Davidson Hall.

A/E: Einhorn Yafee Prescott – Washington, DC
Construction Manager: Barton Malow Company – Charlottesville, VA

Status: Construction Drawings have paused at 90% CD's due to delayed construction funding from the State.

8. Chiller Plant I (18,600 +/- GSF) – CM @ Risk

This project develops and implements additions/improvements to the campus chilled water infrastructure.

A/E: Burns and Roe Service Corporation – Virginia Beach, VA
Construction Manager: The Whiting-Turner Contracting Co. – Charlotte, NC

Status: Preliminary Design is underway.

9. Agriculture Program Relocation, Phases I and II (N/A GSF)

This project relocates the current lactating, non-lactating, and bovine palpation herds to Kentland Farm.

A/E: Hanbury Evans Wright Vlattas + Company – Norfolk, VA
Contractor: TBD

Status: Pre-planning/programming is underway.

10. North Chiller Plant (17,500 +/- GSF) – Design/Build

This project constructs a chiller plant shell building to support the demands for the Prices Fork Lot precinct development.

Criteria Consultant: Trefz Engineering - Horsham, PA
Design/Builder: TBD

Status: Criteria development is underway.

11. Vet Med Instructional Addition (TBD GSF)

This project will construct an addition of instructional space to provide adequate classrooms, to relieve overcrowding of the existing facility. The proposed project will address space accommodation needs with new classrooms and teaching labs, and faculty spaces.

A/E: HKS, Inc. – Richmond, VA
Contractor: TBD

Status: Pre-planning is underway.

12. Owens and West End Market Food Courts – CM @ Risk

This project constructs a seating addition with modifications to the West End Market and renovates the Dining/Food Service areas of Owens Hall.

A/E: Clark Nexsen – Charlotte, NC
Construction Manager: Branch & Associates, Inc. – Roanoke, VA

Status: Construction Drawings are underway.

CONSTRUCTION PROCUREMENT PROCESS

PROJECTS UNDER CONSTRUCTION

1. Virginia Tech – Carilion Medical School and Research Institute (152,000 GSF) - PPEA

This project constructs a new medical school and research institute adjacent to the Carilion complex in Roanoke.

PPEA Team: Carilion Clinic, – Roanoke, VA
Hayes, Seay, Mattern & Mattern, Inc., - Roanoke, VA
Skanska USA Building, Inc. – Durham, NC

Status: Construction is underway with Substantial Completion anticipated in Fall 2010.

2. Parking Structure (1,200 +/- Spaces) – Design/Build

This project will provide a parking structure in the Perry Street lot.

Criteria Consultant: DESMAN Associates – Vienna, VA
Design/Builder: Rentenbach Constructors out of Greensboro

Status: Construction is underway with Substantial Completion anticipated in Fall 2010.

3. ICTAS - II (42,190 GSF) – CM @ Risk

This project will include state-of-the-art research facilities with highly specialized research laboratories, which will support multi-disciplinary research areas including bio-nanotechnology, bio-materials, communications technology, and sensor technology.

A/E: SmithGroup – Washington, D.C.
Construction Manager: Skanska USA Building, Inc – Durham, NC

Status: Construction is underway with Substantial Completion anticipated in Fall 2010.

4. Ambler Johnston Hall - Improve Residence and Dining Halls – (272,000 GSF) - CM @ Risk

This project will provide complete renovations to Ambler Johnston Hall including replacement of building systems and addition of air conditioning. The project is envisioned to improve the sense of community by adding corridor daylighting and an attractive entrance area. It will be completed in multiple phases.

A/E: Clark Nexsen – Charlotte, NC

Construction Manager: Barton Malow Company – Charlottesville, VA

Status: Construction is underway. Anticipate construction completion for Phase I in Fall 2011 and Phase II in Fall 2012.

5. Football Locker Room Addition (38,500 +/- GSF) – Design/Build

This project constructs a 38,500 GSF locker room facility addition to house a new football locker room, a player's lounge, and an administrative area to serve the Athletics Department.

Criteria Consultant: Sportplan Studio – Kansas City, MO

Design Build Team: Barton Malow Company – Charlottesville, VA

Status: Construction is underway with substantial completion scheduled for Fall 2010.

6. McComas Hall - Additional Recreation, Counseling and Clinical Space (27,000 GSF) – CM @ Risk

This project will expand McComas Hall to meet the growing demand for student recreation/exercise space for the university.

A/E: Hughes Group Architects – Sterling, VA

Construction Manager: The Whiting-Turner Contracting Co. – Charlotte, NC

Status: Construction is underway with completion scheduled in Fall 2010.

7. Materials Management Facility (7,500 GSF)

This project will construct a facility to manage, store, and process hazardous waste for disposal.

A/E: Wiley & Wilson - Lynchburg, VA

Contractor: G&H Contracting, Inc. – Salem, VA

Status: Construction is underway with Substantial Completion anticipated in Fall 2010.

8. Visitors and Undergraduate Admissions Center (18,155 GSF) – CM @ Risk

This project will accommodate the growing needs of visitors to the campus and university admissions office.

A/E: Glavè & Holmes Associates – Richmond, VA

Construction Manager: BE&K Building Group – Charlotte, NC

Status: Construction is underway with Substantial Completion anticipated in Summer 2011.

9. National Institute of Aerospace (60,000 GSF) - PPEA

This project constructs a new three story lab building in Hampton, Virginia.

PPEA Team: Concord Eastridge – Arlington, VA

Construction Manager: Alpha Corporation – Hampton Roads, VA

Status: Design is underway with Substantial Completion anticipated in Fall 2011.

COMPLETED PROJECTS

1. Campus Heat Plant: Life Sciences Precinct Steam Line (Bid Package 6)

This project constructs steam and condensate distribution piping to serve the Life Sciences Precinct and provide for distribution mains for the future Boiler Plant on the western side of campus.

A/E: Affiliated Engineers, Inc. – Chapel Hill, NC

Contractor: Mid-Atlantic Infrastructure Systems – Winston-Salem, NC

Status: Construction is complete and punch-list is underway.

PROJECTS ON HOLD

1. VBI Addition Facility (51,500 +/- GSF) – CM @ Risk

This project will include office space for faculty, researchers, research associates, and support personnel and associated conference and meeting space for growing Virginia Bioinformatics Institute (VBI) departments.

A/E: Perkins + Will – Charlotte, NC

Construction Manager: Skanska USA Building Inc. – Durham, NC

Status: Working Drawings are complete and awaiting construction funding source.

2. Geosciences Building & Discovery Center - Sciences Research Laboratory - I (93,300 GSF) – CM @ Risk

This project will include a combination of offices, class laboratories, research offices and laboratories, and graduate student space that will be used to house a number of departments and programs for the College of Science. A significant portion of the building is envisioned to house the Department of Geosciences. The other focus of the building program envisions an expansion of the nano-science research field.

A/E (Programming Only): CUH2A Architecture, Engineering, Planning – Bethesda, MD

A/E: Payette/E. Verner Johnson – Boston, MA

Status: A program and site confirmation study has been completed and A/E selection has been completed. Project and CM@Risk procurement has been placed on hold until further direction from College.

UNIVERSITY PLANNING, DESIGN AND CONSTRUCTION

BIDS/GMPS RECEIVED

1. Upper Chicken Hill Parking Improvements (5/5/10)

Construction Budget	\$ 750,000
L.H. Sawyer Paving Company	\$ 693,509 (7.5% Savings w/ Additives)
DCI/Shires, Inc.	\$ 773,000
H T Bowling, Inc.	\$ 906,795
Improvements Unlimited	\$ 923,000
Hall's Construction Corporation	\$ 935,000

CAPITAL PROJECT STATUS REPORT
FUNDING SOURCES OF TOTAL PROJECT AUTHORIZATIONS
June 7, 2010
(Dollars in Thousands)

	DESIGN PROCESS	State Support (1)	General Obligation Bond (2)	Nongeneral Fund Cash	Nongeneral Fund Revenue Bond	Total
1	Campus Heat Plant (a)	\$17,250		\$2,750	\$11,500	\$31,500
2	Infectious Disease Research Facility	\$3,137		\$6,163		\$9,300
3	Academic and Student Affairs Building				\$45,153	\$45,153
4	Center for the Arts	\$28,758		\$7,235	\$58,000	\$93,993
5	Signature Engineering Building (e)	\$1,350		\$5,083		\$6,434
6	Human and Agricultural Biosciences Building I (e)	\$2,040		\$2,100		\$4,140
7	Renovate Davidson Hall (e)	\$1,506		\$750		\$2,256
8	Chiller Plant I (e)	\$480		\$500		\$980
9	Agriculture Program Relocation Phases I and II			\$1,000		\$1,000
10	North Chiller Plant			\$3,800		\$3,800
11	Owens and West End Market Food Courts				\$5,000	\$5,000
12	Veterinary Medicine Instructional Addition			\$1,400		\$1,400
	PROJECTS ON HOLD					
1	VBI Addition Facility (b)				\$2,400	\$2,400
2	Sciences Research Laboratory - I	\$0			\$0	\$0
	CONSTRUCTION PROCUREMENT					
1	Upper Chicken Hill Parking Improvements			\$750		\$750
	UNDER CONSTRUCTION					
1	Virginia Tech-Carilion Medical School and Research Institute (f)	\$59,000				\$59,000
2	Parking Structure				\$30,000	\$30,000
3	ICTAS - II	\$17,500			\$17,500	\$35,000
4	Improve Residence and Dining Halls - Ambler Johnston Hall				\$75,000	\$75,000
5	Football Locker Room Addition			\$18,000		\$18,000
6	Additional Recreation, Counseling and Clinical Space				\$13,000	\$13,000
7	Materials Management Facility	\$3,500				\$3,500
8	Visitors and Undergraduate Admissions Center			\$3,400	\$7,100	\$10,500
9	National Institute of Aerospace (f)	\$12,000				\$12,000
	COMPLETED PROJECTS					
1	Campus Heat Plant - Life Sciences Precinct Steam Line	Included in Campus Heat Plant amounts above.				

Notes:

- (1) General Fund and state supported debt.
- (2) 2002 General Obligation Bond program.
- (a) Project Budget is \$28,750,000.
- (b) Planning authorization only.
- (c) Project Budget is \$45,990,000.
- (d) Pre-planning authorization only.
- (e) Detailed planning authorization only.
- (f) PPEA.

PROJECTS		DATE AUTHORIZED	ORIGINAL COMPLETION DATE **		INITIAL AUTHORIZATION	CURRENT APPROVED BUDGET	PHASE	ESTIMATED BID OPEN or GMP DATE	ANTICIPATED OCCUPANCY DATE	A/ E OF RECORD	TOTAL INITIAL A/ E CONTRACT AMOUNT	A/ E CHANGE ORDERS TO-DATE	COMMENTS
DESIGN PHASE													
1	Campus Heat Plant (1)	Jul-04	Dec-09		\$ 2,750,000	\$ 28,750,000	CD	Jan-07	TBD	Affiliated Engineers, Inc.	\$ 2,326,698	\$ 336,424	
2	Infectious Disease Research Facility	Aug-06	Jan-10		\$ 7,137,000	\$ 9,300,000	CD	Jul-10	Dec-11	CUH2A Architecture, Engineering, Planning	\$ 930,591	\$ 61,405	
3	Academic and Student Affairs Building	Jun-07	Nov-12		\$ 2,720,000	\$ 2,720,000	CD	Jun-10	Jan-12	Burt Hill Kosar Rittleman Associates	\$ 3,550,508	\$ 453,982	
4	Center for the Arts	Sep-04	TBD		\$ 40,000,000	\$ 93,993,000	CD	Jun-10	Feb-13	Snohetta AS with STV Group, Inc.	\$ 10,646,530	\$ 5,869	
5	Signature Engineering Building	Jul-08	TBD	DP	\$ 2,333,580	\$ 6,434,000	CD	TBD	TBD	Zimmer Gunsul Frasca Architects	\$ 6,681,271	\$ 4,482	
6	Human and Agricultural Biosciences Building I	Jul-08	Jan-13	DP	\$ 2,040,000	\$ 4,140,000	CD	TBD	TBD	Lord, Aeck & Sargent, Inc.	\$ 4,519,782	\$ (62,600)	
7	Renovate Davidson Hall	Jul-08	Jul-12	DP	\$ 1,506,000	\$ 2,256,000	CD	TBD	TBD	Einhorn Yaffee Prescott	\$ 2,822,856	\$ 83,088	
8	Chiller Plant I	Jul-08	Nov-12	DP	\$ 480,000	\$ 980,000	P	TBD	TBD	Burns and Roe Service Corporation	\$ 567,686	\$ 31,924	
9	Agriculture Program Relocation Phases I & II	Mar-09	TBD	PP	\$ 500,000	\$ 1,000,000	PP	Jul-13	Jul-14	Hanbury Evans Wright Viattas + Company	\$ 264,138	-	
10	North Chiller Plant	TBA	TBD		\$ 3,800,000	\$ 3,800,000	A/ E S	TBD	TBD	TBD	\$ -	\$ -	
11	Vet Med Instructional Addition	TBA	TBD	PP	\$ 300,000	\$ 1,400,000	PP	TBD	TBD	HKS, Inc.	\$ -	\$ -	
12	Owens and West End Market Food Courts	Jul-10	Nov-10		\$ 5,000,000	\$ 5,000,000	CD	Dec-10	Aug-11	Clark Nexsen	\$ 419,990	\$ 136,688	
PROJECTS ON HOLD													
1	VBI Addition Facility	Jun-07	Nov-10		\$ 2,400,000	\$ 2,400,000	HOLD	TBD	TBD	Perkins + Will	\$ 2,524,002	\$ 205,572	
2	Sciences Research Laboratory - I	Oct-06	TBD		\$ 3,500,000	\$ 3,500,000	HOLD	TBD	TBD	CUH2A Architecture, Engineering, Planning	\$ 399,642	\$ 68,286	
CONSTRUCTION PROCUREMENT													
1	Upper Chicken Hill Parking Improvements	Sep-09	Jul-10		\$ 750,000	\$ 750,000	Bid	May-10	Aug-10	Thompson + Litton	\$ 71,450	\$ -	
Total					\$ 76,616,580	\$ 167,823,000							

** Original Completion Date is defined as the Original Substantial Completion date. Occupancy usually occurs within 60 days of Substantial Completion.

P - Only planning funds authorized.

PP - Pre-planning authorization only.

DP - Detailed planning authorization only.

(1) - Current Approved Budget amount shown reflects balance of project after bidding of subprojects.

Phase Abbreviations

A/ E S = A/ E Selection/ Programming

PP = Pre-Planning/ Programming

SD = Schematic Design

DD = Design Development (Preliminary Design)

CD = Construction Documents (Working Drawings)

BID = Bid Phase

PDG = Pending

HOLD = On Hold

CAPITAL PROJECT STATUS REPORT Projects Under Construction and Completed June 7, 2010															
			MILESTONE DATES			SUBSTANTIAL COMPLETION DATES				CONSTRUCTION BUDGET					MISCELLANEOUS
PROJECTS	GC/ CM/ DB	DELIVERY METHOD	STATE OR BOV AUTHORIZATION	NOTICE TO PROCEED	MOBILIZATION	SUBSTANTIAL COMPLETION WHEN AUTHORIZED	CURRENT CONTRACTUAL SUBSTANTIAL COMPLETION	NOTES	ANTICIPATED OCCUPANCY	INITIAL CONSTRUCTION BUDGET	A/ E FINAL ESTIMATE	BID/ GMP	CUMULATIVE CHANGE ORDERS TO-DATE	CURRENT CONSTRUCTION AMOUNT	ESTIMATED WORK-IN-PLACE
UNDER CONSTRUCTION															
1	Virginia Tech-Carilion Medical School and Research Institute	Carilion/ Skanska USA Building, Inc./ HSMM	PPEA	Jul-08	Sep-08	Sep-08	Aug-10	Aug-10	Sep-10	\$ 59,000,000	N/ A	N/ A	N/ A	\$ 59,000,000	69%
2	Parking Structure	Rentenbach Constructors Incorporated	DB	Jun-08	Jul-09	Jul-09	Jun-10	Jun-10	Jul-10	\$ 25,500,000	\$ 25,000,000	\$ 19,548,000	\$ 1,379,953	\$ 20,927,953	64%
3	ICTAS II	Skanska USA Building, Inc.	CMR	Aug-06	Apr-09	Apr-09	Oct-10	Nov-10	Dec-10	\$ 23,150,000	\$ 22,040,863	\$ 1,716,373	\$ 21,382,134	\$ 23,098,507	60%
4	Ambler Johnston Hall - Improve Residence and Dining Halls	Barton Malow Company	CMR	Mar-07	May-09	Jun-09	Jul-12	Jul-12	Aug-12	\$ 52,313,670	N/ A	\$ 50,388,670	\$ 2,114,458	\$ 52,503,128	29%
5	Football Locker Room Addition	Barton Malow Company	CMR	Mar-09	May-09	Jun-09	Aug-10	Aug-10	Sep-10	\$ 18,000,000	N/ A	\$ 12,558,008	\$ 269,992	\$ 12,828,000	64%
6	Additional Recreation, Counseling and Clinical Space	The Whiting-Turner Contracting Company	CMR	Jul-06	Oct-09	Oct-09	Oct-10	Oct-10	Nov-10	\$ 8,798,000	\$ 8,497,000	\$ 8,360,843	\$ 65,398	\$ 8,426,241	41%
7	Materials Management Facility	G&H Contracting, Inc.	DBB	Jul-07	Sep-09	Sep-09	Aug-10	Sep-10	Oct-10	\$ 2,507,000	\$ 2,659,613	\$ 2,180,000	\$ 39,866	\$ 2,219,866	35%
8	Visitors and Undergraduate Admissions Center	BE&K	CMR	Jul-06	Feb-10	Mar-10	Jun-11	Jun-11	Jul-11	\$ 6,100,000	\$ 6,797,301	\$ 7,052,618	\$ -	\$ 7,052,618	0%
9	National Institute of Aerospace	Concord Eastridge	PPEA	Jan-09	Feb-10	TBD	Aug-11	Dec-11	Dec-11	\$ 9,600,000	\$ 9,600,000	\$ 9,600,000	\$ -	\$ 9,600,000	0%
COMPLETED PROJECTS															
1	Campus Heat Plant: Life Sciences Precinct Steam Line (BP 6)	Mid-Atlantic Infrastructure Systems	DBB	Jul-04	May-09	May-09	Apr-10	Apr-10	Apr-10	\$ 6,000,000	\$ 5,845,000	\$ 4,283,011	\$ 67,089	\$ 4,350,100	72%

Abbreviations
DBB = Design-Bid-Build
CMR = Construction Manager @ Risk
CMA = Construction Manager - Agent
DB = Design/ Build
PPEA = Public/ Private Partnership
OTH = Other

Notes

RESOLUTION ADOPTING CAMPUS DESIGN PRINCIPLES

WHEREAS, the Virginia Tech campus has a remarkable character as defined by its consistent architectural language, the use of exterior materials, most notably Hokie Stone, the scale and massing of buildings, the well-defined spatial qualities of the campus and the beauty of its landscape; and

WHEREAS, stewardship of these qualities and their application to new campus construction is of paramount concern to the university and the Board of Visitors; and

WHEREAS, a Campus Design Principles document dated June 7, 2010 has been developed by the planning firm Sasaki Associates under direction of the University Architect to give aesthetic direction to designers working on the Virginia Tech campus regarding matters of campus architecture and landscape design; and

WHEREAS, this Campus Design Principles document will serve as a companion document to the Campus Master Plan; and

WHEREAS, the Buildings and Grounds Committee of the Board of Visitors has reviewed this document and their comments and suggestions have been incorporated therein; and

WHEREAS each architectural/engineering team presenting qualifications to design projects on the Virginia Tech campus will be required to affirm in writing that they have read this Campus Design Principles document and agree contractually to adhere to it,

NOW, THEREFORE BE IT RESOLVED that the Board of Visitors adopts the aforementioned campus design principles

RECOMMENDATION:

That the resolution adopting the Campus Design Principles document be approved by the Board of Visitors.

June 7, 2010



Virginia
Polytechnic Institute
and
State University

June 7
2010

S A S A K I

Campus Design Principles

"Now we are promised an architectural policy which proposes to give us a group of buildings worthy to shelter a great educational institution. Already a start has been made in this direction, and the McBryde Building of Mechanic Arts will serve as a type for the structures to come later."

Joseph D. Eggleston, President
1914 "Opening Number" of the College Bulletin



Campus Design Principles

Virginia Polytechnic Institute and State University
Blacksburg, Virginia



prepared by
Sasaki Associates

June 7, 2010

CONTENTS

I. CAMPUS

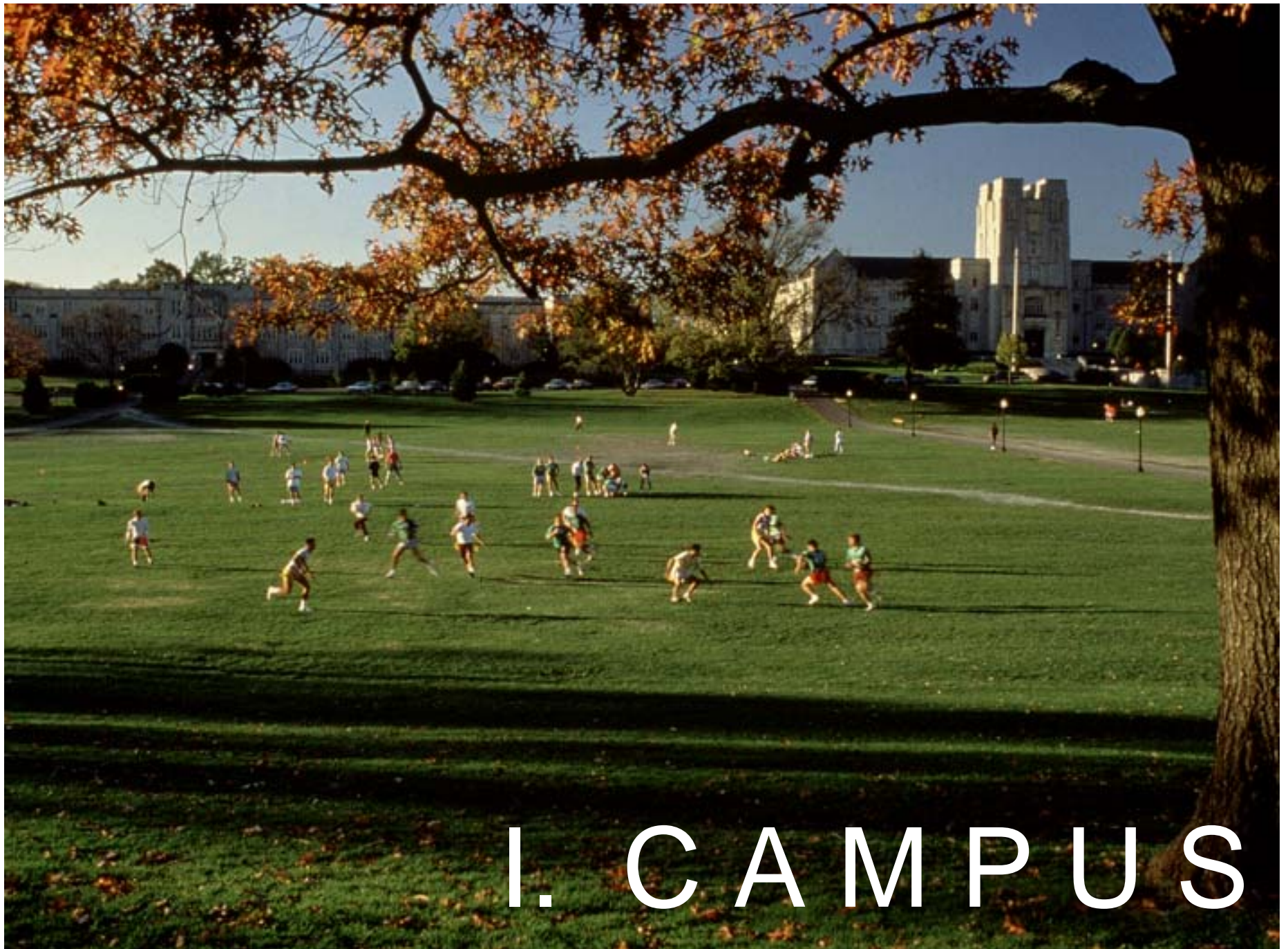
- A. Introduction
- B. Historical Overview
 - 1. Background
 - 2. Collegiate Gothic /
An Architecture of Stone
- C. Guiding Vision
 - 1. Strategic Plan
 - 2. The Campus Master Plan
- D. Buildings and Landscape
 - 1. An Integrated Approach
 - 2. A Sense of Place
 - 3. Goals and Objectives

II. LANDSCAPE

- A. Introduction
- B. Guiding Principles
 - 1. Landscape Structure
- C. Planting
 - 1. Space Definition
 - 2. Scale
 - 3. Plant Character & Fitness
 - 4. Tree Forms
 - 5. Pattern
 - 6. Composition of Species
 - 7. Native Plants
 - 8. Meadows
 - 9. Variety
- D. Specific Area Principles
 - 1. The Mall
 - 2. The Drill Field
 - 3. The Duck Pond Park
 - 4. The Quadrangles
 - 5. Core Area Linkages
 - 6. Campus Streets
 - 7. Campus Forest Areas
- E. Site Structures and Furnishings
 - 1. Lighting
 - 2. Emergency Call Boxes
 - 3. Structures
 - 4. Art
 - 5. Paving

III. BUILDINGS

- A. Introduction
- B. Architectural Order
 - 1. Siting / Orientation
 - 2. Building Scale
Height
Massing
Volumetric Variation
 - 3. Facades
- C. Architectural Elements
 - 1. Roof Forms
 - 2. Doors, Portals and Passages
 - 3. Windows and Openings
 - 4. Architectural Details
- D. Building Materials
 - 1. Walls
 - 2. Hokie Stone
 - 3. Roofs
 - 4. Doors and Windows
 - 5. Ornament
- E. Sustainable Design
 - 1. Approach



I. CAMPUS

I. CAMPUS

A. INTRODUCTION

Campus design has always been rich in influences and diverse in response. The physical character of the Virginia Tech campus reflects its chronological and stylistic development as an institution, signifying periods of history, pedagogical trends, programmatic directives and general characteristics of stylistic preference and aesthetic selectivity. Such factors have been instrumental in the definition of the Virginia Tech "sense of place" for which it is so well known and remembered. The predominant theme of the built environment of the campus, however, has evolved with a strong unifying characteristic of Collegiate Gothic architecture and a consistent use of Hokie Stone as a building material.

While the design of each building on a campus should reflect its own time and place, it should also reflect the enduring values of elegance, quality and durability, and contribute in a meaningful way to form a coherent and memorable identity for the campus as a whole. The primary goal of this study is to reaffirm the university's design approach to the contemporary interpretation of revival Collegiate Gothic campus architecture, including massing, scale, groupings, arrangements, design features, colors, textures and other contextual design opportunities.

Equally important to the "sense of place" at Virginia Tech is the character of the open spaces, passages and outdoor 'rooms' which form such a memorable campus landscape. It is the careful integration of buildings and open space which ultimately define the physical presence of a campus.

It is the goal of this document to establish a commitment to the stewardship of these finite resources and to assure that the balance between built and natural form is sensitively developed over time in a way which respects the architectural language and landscape features of the campus. To do this effectively, principles have been developed which outline the history of the campus, the intricacies of its architectural detailing, the massing of its buildings and structures and the special characteristics of landscape features, trees and plant materials – those elements which are combined to form the physical and spatial characteristics of buildings and places.

The intent is to have these design principles used as a companion to the university's *Campus Master Plan* to offer the most sensitive and responsible design solutions for the growth and regeneration of the campus. The resultant building and landscape design solutions should strive to be flexible, creative, beautiful, respectful, sustainable and maintainable.

Additional guidance in understanding the goals and expectations of the university can be found in the Virginia Tech *Design and Construction Standards*. These standards are essential in understanding the detailed requirements of design specifications, constructability, energy management, space standards and integrated design.

Each design team seeking work on the Virginia Tech campus shall be required to affirm in writing that they have read these Campus Design Principles and agree contractually to adhere to them.

B. HISTORICAL OVERVIEW

The planning and architectural design of the Virginia Tech campus reflect the changing character of the institution over time. Future buildings will likewise be a reflection of Virginia Tech's character, its culture, architectural legacy, and contemporary technology.

The following brief historical perspective is intended to help design professionals and interested university constituencies to understand the planning and architecture of the campus in a historical context. Such an understanding is a critical component of any planning and design process for the university due to the importance of extending a meaningful continuity of spatial form, outdoor spaces and architectural character for the campus.

1. Background

When Virginia Agricultural and Mechanical College, as Virginia Tech was first known, was founded, funding from Richmond was meager and inconsistent. The first presidents preferred to keep an architectural low-profile to avoid any appearance to the state legislature of extravagance. In fact, the early buildings were so unadorned that Tech's fifth president, Joseph Eggleston, compared them to "poverty stricken textile mills."

The earliest campus buildings, built between 1872 and 1905 for the Virginia Agricultural and Mechanical College, were simple, austere structures. Whether Greek Revival, Georgian, or Victorian, they shared a simplicity of massing, materials and fenestration. This simplicity reflected the practical character of the educational mission of Virginia Tech. For example, some buildings included foundries for training in the mechanical arts.

In its first quarter-century, the school's mission was constantly being questioned. Early on, President John McBryde realized Virginia Tech needed to establish an identity that would distinguish it as a progressive institution providing service to the commonwealth, not as a rural, struggling trade school. In 1899, a group of alumni hired Richmond architect W.F. West to design a YMCA for the campus. West's Romanesque-inspired building--today's Liberal Arts Building--was the first flagship building constructed of rough limestone quarried on campus.

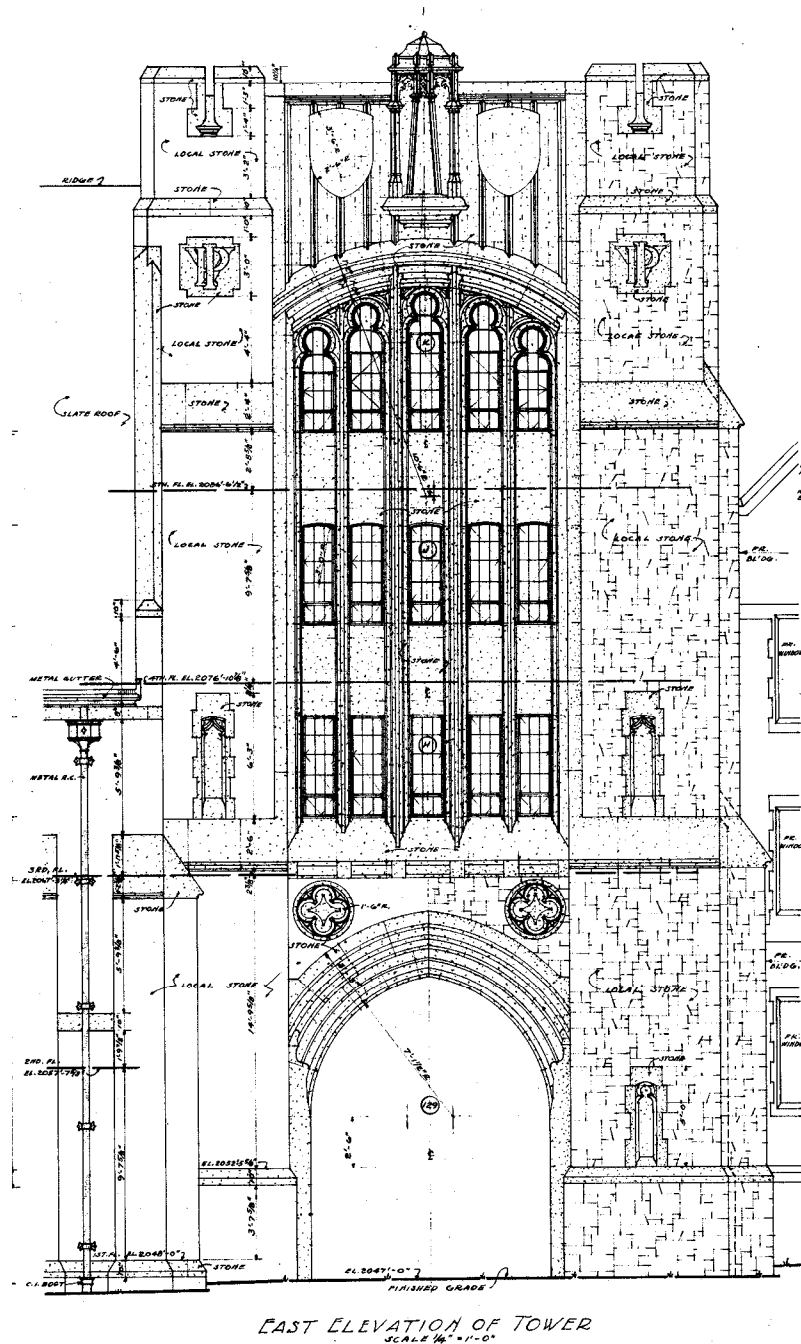
2. Collegiate Gothic / An Architecture of Stone

The gifted medievalist architect Ralph Adams Cram visited President McBryde around 1901 and suggested Collegiate Gothic as the architectural style. As defined by Cram, Gothic was the repository of "exalted ideals of education and religion." This style suited Virginia Tech's evolving identity perfectly, providing the campus with an image harkening back to venerable British universities such as Cambridge and Oxford.

The Collegiate Gothic (or Gothic Revival) style of architecture was undergoing widespread adoption on college campuses in the early 20th century. Presidents McBryde and Eggleston adopted this motif in order to visually underscore their desire for the still-young college in Blacksburg to be accepted as a full-fledged institution of higher learning.

The adopted stylistic approach called for the use of limestone quarried next to campus (in the vicinity of Derring Hall), saving on the transport of brick and employing dozens of local stonecutters. Brick construction continued on the Upper Quad, but the south and west areas of campus employed the local stone. Cram liked the limestone on the YMCA building and even suggested the older buildings be refaced.

President McBryde and his faculty became converts to what they called "our native limestone." The 1905 Chapel was Tech's first Collegiate Gothic building. Facing the unavailability of bricks, the builders turned to native limestone for the structure.



The Chapel was followed by the 1914 McBryde Building (razed in 1966), which stood on the site of the present McBryde Hall. The McBryde Building, designed by the Richmond firm of Carneal & Johnston, set the standard on campus for more than a generation. The stone building featured a three-story entry tower with battlements, a projecting oriel window, and a lancet-arched passageway to an inner courtyard. Sculptures from its façade can be seen along the walkway on the west end of the second McBryde Hall.

By the 1920s and 1930s, the variegated gray stone--dubbed Hokie Stone--had acquired its present appearance, and it was used for most major building projects. While subsequent construction did not preclude brick, new buildings around the Drill Field were erected in the Collegiate Gothic style, complete with the characteristic rough stone, lancet-arched doors and windows, and corner towers. The academic buildings on the north side of the Drill Field feature battlements, which work into the Gothic style to project the image of a citadel of academia.

The early presidents' innovative 'set-in-stone' vision has endured, except for a brief departure from the style in the late 1960s and early 1970s. The departure followed a national trend, which had turned to modernism in architecture. Cassell Coliseum and Cowgill, Whittemore, and Derring halls are prominent examples of campus buildings of that time. But Hokie Stone prevailed, and in the 1990s the Board of Visitors passed a resolution to ensure its continuation in all buildings constructed from that time forward.



4 Aerial view of Virginia Tech campus showing Drill Field and Duck Pond Park

C. GUIDING VISION

Whenever principles are developed as part of an institutional planning process, it is essential that such guidance is fully integrated with other initiatives which provide similar guidance as part of a comprehensive approach to establishing a clear vision for the university. Accordingly, the following summaries are provided to establish such associations as a condition of reference for the Campus Design Principles.

1. Strategic Plan

The 2006-2012 Strategic Plan Update, adopted by the Virginia Tech Board of Visitors in June 2006, reaffirms Virginia Tech's commitment to achieving excellence as a comprehensive land-grant university that makes innovative contributions in learning, discovery, and engagement to the Commonwealth of Virginia, the nation, and the world.

Invent the Future: Quality, Innovation, Results

The 2006 - 2012 Strategic Plan Update reaffirms Virginia Tech's commitment to achieving excellence as a comprehensive land-grant university that makes innovative contributions in learning, discovery, and engagement to the Commonwealth of Virginia, the nation, and the world. The priorities expressed in the 2006 - 2012 Strategic Plan Update demonstrate Virginia Tech's ongoing commitment to transform itself as a 21st century university capable of responding effectively to opportunities presented in a dynamic and diverse domestic and global environment.



President Steger unveiling the new branding strategy – "Invent the Future."

During 2005 –2006, the process of updating the plan confirmed the university's commitments to its mission and core values. Virginia Tech values the educational contributions made by a high quality and diverse student body, faculty, and staff who contribute to the robust exchange of ideas.

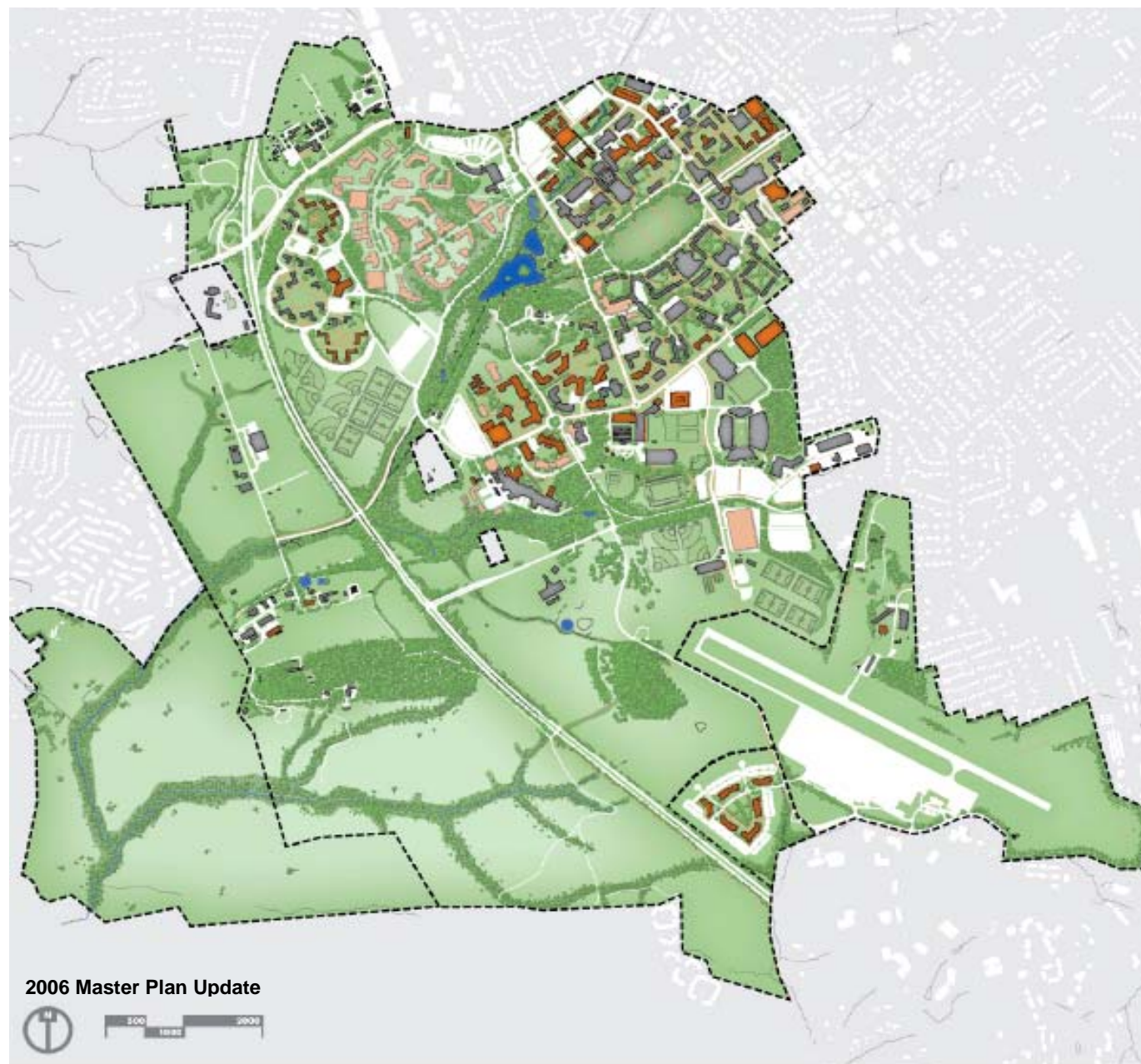
The updated plan introduces the terms *learning, discovery, and engagement* to articulate an updated understanding of the complexities of the university's integrated and multi-disciplinary Scholarship Domain areas. An important component of the plan is the commitment to link strategic goals to financial planning and outcomes in order to increase Virginia Tech's accountability to a variety of important stakeholders.

2. The Campus Master Plan

The university has been proactively engaged in the implementation and refinement of a Campus Master Plan for the last 25 years. The master planning process has been a key factor in the development of a more sensitive approach to the long range renovation and expansion of the campus.

A key part of this process has been a series of recommendations on general design principles for specific features related to landscape and building design. Within the context of the master plan, these recommendations were focused on building program, siting, phasing and general architectural character. Similar features were analyzed relative to campus landscape and open space preservation.

As a 'living document' with an inherent obligation for updating and reconsideration, the master plan sequence is useful to summarize during this first 25 year period. The design principles which emerge in this report are directly tied to multiple recommendations and values established in these planning efforts. All landscape and building projects must be carefully integrated with both the Master Plan and Campus Design Principles suggestions.



1983 Master Plan

The first master plan effort in 1983 revealed a strong development pattern on campus structured by the Drill Field, the Alumni Mall and a system of academic and residential quadrangles. It was also noted that this spatial organization was ignored, for a short while, in the planning and design of the campus. During the late 1960s and early 1970s, buildings such as Derring Hall and Cowgill Hall were constructed on the periphery of the academic core with no relation or ties to the existing spatial structure. The trend during this period was to construct object buildings that consumed space rather than buildings that defined space.

The 1983 plan sought to reverse this trend and integrate buildings such as Derring Hall and Cowgill Hall into the campus structure. To that end, the plan initiated the infill concept. The infill concept called for refocusing campus development in the core by concentrating new development in and around existing buildings.

Consequently, the concept was instrumental in resurrecting the quadrangle building approach and added a contemporary sensibility regarding preservation of existing buildings. In addition to repairing the campus spatial structure, the concept was also intended to address a variety of other planning issues such as conserving campus land, maintaining a pedestrian-scale campus, leveraging investment in existing infrastructure, and allowing for flexible increments of development.

1994 Master Plan Update

The frame of reference for the 1983 Master Plan was 10 years. In 1994, a Master Plan update was commissioned by the university. While many of the basic principles of the 1983 plan were confirmed and reinforced, the 1994 Update developed a series of additional recommendations which were intended to address further preservation of the heritage and core campus values of the institution. A summary of the key considerations includes:

Ridges and Valleys

- The campus is laid out in accordance with a well-defined pattern of ridges and valleys. The central “valley” is the Stroubles Creek drainage basin in which the Drill Field and the Duck Pond are located. The basin, which is largely an open landscaped area, is flanked on the north and the south by ridges on which much of the core campus development has taken place.
- The 1994 plan reinforces the pattern of development and infill on the ridge areas and maintenance of the open space environment (park-like open land, play fields and agricultural fields) in the valley areas.

Town Fabric

- The campus and the Town of Blacksburg come together in a relatively seamless way in the downtown area along streets such as College Avenue, Otey Street, Main Street and Stanger Street. That is, the scale, texture and intensity of development in these areas is such that the campus and town blend with and complement one another.

- The “town edge” affords a diverse and energetic environment for retail, food service, residential and entertainment activity that lends to the life of the campus. The 1994 Master Plan calls for program infill and urban design improvements that will add to the vitality and amenities on the downtown side of the campus.

Quadrangles and Courtyards

- The Virginia Tech campus is organized as an interconnected system of quadrangles and courtyards following the traditional Oxford model that many American institutions have adopted. This system of pedestrian spaces (or, more pertinently, the policy of siting buildings to shape such spaces) is an appropriate framework that lends to the unity and amenity of the campus.
- The 1994 Master Plan emphasizes the creation of new quadrangles and courtyards and the enhancement of existing ones by building, siting and landscape improvements. The overarching conclusion of the 1994 Master Plan, based on the determinants summarized above, is that the next generation of campus development should continue to be concentrated in and around the core area.

Long Range Land Use Master Plan Update



2006 Master Plan Update

The same ten year horizon was applied to the 1994 Master Plan update. In 2006, the next update was completed to initiate another ten year vision. Similar reinforcement of the original planning guidelines was provided. Of particular interest was a restatement of the strategic goals of the master plan as well as several key design tenets to guide future projects. These are summarized as follows:

Master Plan Strategic Goals

- Support the University Strategic Plan by providing for development of physical resources which accommodate the strategic vision and program directions articulated in the plan.
- Preserve the core qualities of the campus while nurturing growth.
- Plan for the long range highest and best use of the university's significant land assets.
- Plan transportation and infrastructure systems to anticipate growth rather than react to demand.
- While the master plan will propose solutions based on current data, it is understood that a plan should be a 'living' document and therefore allow for future change within its framework.
- Celebrate the unique Virginia Tech Campus as PLACE.

Design Tenets

- The dominant exterior building material will continue to be the local dolomite limestone (Hokie Stone) set in a random ashlar pattern.
- New building placement should help define outdoor campus space.
- Building heights should primarily range from two to four stories, appropriate in scale with the adjacent outdoor spaces.
- Building design should compliment the character of the core campus architecture, integrating simple building massing with simply ordered and well articulated facades.



2006 Master Plan Detail



Main Eggleston Hall

D. BUILDINGS AND LANDSCAPE

1. An Integrated Approach

The system of quadrangles and plazas which characterize the academic and residential areas of the core campus creates a strong repetitive theme that results in a pleasing sense of order subordinate to the larger monumental spaces. The varied geometry, orientation, landscape treatment and elevations of the quadrangles add a welcome element of variety and complexity to the campus that complement the singular unity and simplicity of the Drill Field. A majority of the quadrangles and plazas are well defined spatially though the quality of their landscape treatment varies.

The character of the architecture which encloses and bounds the various landscape elements is equally important to the definition of these campus spaces. The architectural language of the major campus buildings is somewhat more dominant than the landscape features due to its stylistic character and scale.

The balance of landscape and building, however, is one of the attributes which makes the campus environment so memorable. There is a continuous dialogue between the buildings and the landscape which needs to be kept in equilibrium as the campus develops and changes. The design principles will help to both define and expand the nature of this integration.

The design of the monumental open space spine including the Mall, Drill Field, and Duck Pond is a strong composition that artfully exploits the existing terrain. It achieves campus unity through centrality and dominance, with the buildings creating a framework to enclose the landscape.

There are several primary aspects of form that account for the basic spatial structure of the core campus. These include the bowl shaped topography upon which the campus rests, the arrangement of buildings in upland areas in groups with similar size, shape, materials and alignment, and the central, unifying design of the Mall, Drill Field and Duck Pond open spaces. Collectively, these aspects of form create a campus that has an overall unity and coherence – a balance and artful dialogue between building and landscape.

The developed design principles must utilize these key attributes as a starting point in the recommendations for future renovation, growth and expansion plans. The successful interrelationship between built forms and landscape represents a key component of campus design integration.

2. A Sense of Place

Campus buildings and outdoor spaces play a major role in helping to define institutional image and the unique campus ambiance which is so unique to Virginia Tech. The quality of landscape and building design has profound implications, not only for visual appearance of the campus, but also for how the university and the surrounding community are perceived and integrated. The qualities and physical attributes that make a place special or unique are interwoven with those characteristics that foster a sense of authentic human attachment and belonging to form the unique 'sense of place' that is Virginia Tech.

The 'sense of place' of a campus has a major influence on how social interactions originate, how people move about campus, how safety and security are perceived, and how the campus environment contributes to the inspirational aspect of campus life. The 'sense of place' attribute defines how the physical and academic environments support the human psyche.

As such, 'sense of place' is also a significant framework for the memories of students, faculty, staff and alumni. The unique qualities of the physical environment of the Virginia Tech campus have a profound impact on the total academic experience. It is critical that the nature of the campus be understood fully in terms of the integration of space, landscape, building fabric and physical character. Such an understanding provides the formative basis for developing appropriate design principles for the future growth and development of the campus.

3. Goals and Objectives

The expectation in providing these design principles for the renovation, expansion and growth of campus buildings is to work in an integrated fashion with the Campus Master Plan to provide an overall vision and framework to guide such development in a coherent fashion, ensuring that each future project fits appropriately within the larger vision and character of the campus.

These principles are intended to assist design professionals, campus planning groups, campus staff and individual building committees to make informed decisions as projects progress through various stages of planning, design and construction. The resultant landscape and building solutions will reflect the values of the university, its tradition of design excellence, respect for its heritage and its relationship to the surrounding environment and sense of place.

The primary goals and objectives of the Campus Design Principles have been developed in support of several related planning studies and design standards, including the Campus Master Plan Updates of 1994 and 2006, as well as the university's Design and Construction Standards. The consensus of this related documentation suggests that the design principles for Landscape and Buildings support several key initiatives which are integrally linked to the vision of the university and its goals as an academic institution.

Sense of Place

- Strive to make the campus a distinctive and memorable place for students, faculty, staff, visitors and the surrounding community. Accommodate renovations, expansions and new building projects in a way that strengthens the overall appearance, spatial organization and functionality of the campus.
- Recognize that the campus is a working partner with the surrounding community, with special attention paid to the development of sensitive landscape and building solutions at the active interface between town and gown.

Campus Context

- Accommodate new building projects in a way which is respectful of the existing campus fabric and built environment, supporting the Campus Master Plan policies for compact, efficient development patterns.
- Develop landscape solutions which enhance the visual quality and user enjoyment of key open spaces on campus.

Campus Wayfinding & Orientation

- Improve campus wayfinding, orientation and visual coherence by better defining campus spaces, iconic features, circulation corridors, outdoor spaces, and entranceways.

Sustainability

- Embrace the tenets of sustainable design, incorporating design approaches which stress resource conservation, energy efficiency and the promotion of building and landscape durability.



II. LANDSCAPE

II. LANDSCAPE

A. INTRODUCTION

The following principles set forth design strategies and standards for the campus landscape. The purpose of these principles is to encourage unity in the design of the landscape over time, while simultaneously allowing flexibility for positive innovation. These principles do not prescribe specific design solutions. They are a set of ideas intended to define a direction and positively influence those who design and manage the landscape.

The goal is to achieve an integrated campus design in which all of the parts relate to one another, regardless of when they are built. The areas addressed in the landscape principles include planting, site structures, and exterior lighting. The emphasis of the principles in each of these areas is on design issues and the steps that should be taken to ensure the continuity of desired landscape effects into the future. Issues related to the care and maintenance are not addressed in depth, however, the principles are based on the goal of simplifying the long-term maintenance requirements of the campus landscape.

While there has never been a formal landscape plan for the Virginia Tech campus, the landscape is widely considered to be one of the greatest assets of the university. During the 19th Century, when newly planted trees were small, the campus landscape was open and indistinguishable from the surrounding agrarian landscape. During the university's early history, individuals including President McBryde and Professor Smyth were strong advocates of campus beautification.

They were largely focused on planting trees and shrubs to bring "shade and dignity to areas once bleak and barren." The informal style adopted by McBryde and Smyth was the romantic style of the great 19th Century American parks, with large lawns and trees informally arranged for aesthetic enjoyment. The landscape was seen as a symbol of civilization, education and culture in the midst of forests and farms. This style has generally been followed by subsequent generations, and typifies much of the campus landscape today.

As the campus context has become increasingly developed in the last 40 years, the campus landscape has assumed new meanings. The campus landscape has become a naturalistic, pedestrian oasis in the context of expanding development, roads and parking lots. Rather than being a symbol of the human settlement of nature, it has become a symbol of the rapidly disappearing natural environment and our attachment to it.

B. GUIDING PRINCIPLES

1. Landscape Structure

It is the general intent of the Master Plan that the existing structure of the campus landscape be reinforced and built upon. This is particularly true in the urbanized campus core area, which is composed of a green spine of large parklands (the Alumni Mall, the Drill Field, and the Duck Pond), a series of quadrangle and plaza spaces, and a network of pedestrian linkage spaces and vehicular streets.

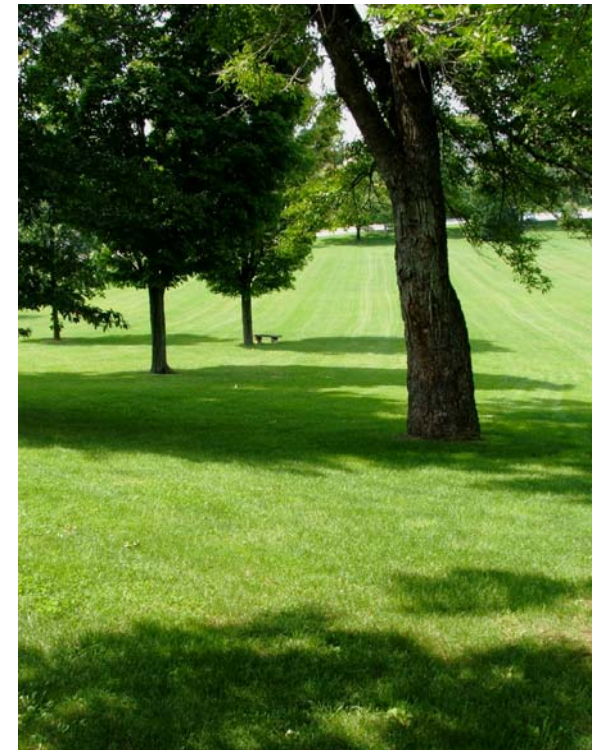
The parklands, quadrangles and corridors of the core campus are elements which require enrichment, improved definition and differentiation; they need to become more truly urban in their relationships and refinement. In the less densely developed areas surrounding the core, reforestation is proposed as a means of developing a spatially cohesive setting and regionally appropriate image which also creates a more sustainable relationship between the university and the natural environment of which it is a part. The traditionally rural area surrounding the core campus requires redefinition to become more cohesively ordered and symbolically representative of the purposes of the institution; it should become more truly rural rather than the victim of continued sprawl.

Reinforce the Green Spine of the Core Campus and Extend it to the West

- Improve the spatial definition of the Alumni Mall by planting formal trees along each roadway.
- Continue to rehabilitate the tree planting around the perimeter of the Drill Field and protect the Drill Field open space as the dominant landmark of the campus.
- Rejuvenate and enrich the planting of the Duck Pond Park and The Grove area, maintaining this area as a naturalistic park for the enjoyment of natural scenery. It is increasingly important to protect and maintain this park area as the campus continues to urbanize. It is also important to improve the Duck Pond and Stroubles Creek bank conditions by establishment of native aquatic plant edges
- Extend the qualities of the Duck Pond Park to the west, creating a green corridor extending from Main Street to Route 460.

Reinforce and Extend the Existing Pattern of Residential and Academic Quadrangles

- Establish stronger enclosure of the Patton Quadrangle.
- Improve tree and shrub plantings in all the campus quadrangles to establish a richer variety and greater seasonal interest, including colorful spring and summer flowers and fall foliage.
- Employ quadrangles as the organizing element for campus expansion north and west of Cowgill Hall, and at the corner of West Campus Drive and Washington Street.



Enhance the orderly strength of all major campus streets by planting large canopy trees along them.

The campus should be remembered for great avenues of trees as much as it is for the Drill Field or its architecture.

West Campus Drive, Washington Street, Kent Street and Stanger Street are particularly important in this regard because they serve as an inner edge of campus along which all visitors travel.



Redefine the interstitial landscape areas that serve as the major pedestrian circulation routes of the campus.

These least-attended-to areas of the campus should be planted with assemblages of woody native plants to improve their spatial definition, clarity and consistency; to assign them a regionally fitting character; to benefit from ecosystem functions such as erosion control, water quality improvement, air purification and cooling; and to reduce the long-term maintenance requirements of the campus landscape. Select areas should be reforested.

Reforestation

The campus landscape should be unified through the reforestation of approximately 350 acres of land of which approximately 80 acres are now maintained in turf grass.

Implementation of the reforestation concept requires careful study and fine tuning to ensure that key views of the regional landscape, campus open space, and campus landmarks are preserved. Perimeter campus lawn areas not used for casual activities, especially steeper sloped areas are the most desirable areas for reforestation.

These reforested areas will also carry the benefits of ecosystem functions such as erosion control, water quality improvement, air purification and cooling; and to reduce the long-term maintenance requirements of the campus landscape. Therefore, reforestation should be considered an integrated component of Virginia Tech's overarching commitment to improve campus sustainability.



C. PLANTING

There are a number of principles that generally pertain to all areas of the campus, and which should form the basic framework for thinking about the landscape.

1. Space Definition

The spatial organization of the campus landscape is primarily determined by three major components: buildings, topographic form, and woody plants consisting of trees and shrubs. Paths and roads also play an important organizing function; however, their role is subordinate to the three-dimensional strength of buildings, land, trees and shrubs.

The limits, emphasis, and character of all views within and around the campus are defined largely by these elements. Trees and shrubs, therefore, should not be understood merely as superficial decorative objects to be arbitrarily set out on the campus grounds, but rather as elements that define the basic spatial order of the campus which, in turn, significantly affects the quality of campus life.

Trees and shrubs should be used purposefully to achieve desired functions and spatial effects such as limiting or directing views, creating microclimates, creating overhead enclosure for greater intimacy, framing spaces to create compositional closure, or to define and reinforce major spaces and pathways of the campus.

These statements are made with the recognition that spatial order and quality is indeed that with which campus design is centrally concerned. The buildings, trees and defining elements assume broader meanings only by virtue of the way they are arranged and the order of the positive spaces they define. While individual buildings or plants may possess characteristics that are attractive in themselves, the emphasis of campus design should be on the larger relationships of formative elements to space.



2. Scale

The size of trees, shrubs and plant beds should be considered with respect to their scale relationship to campus buildings, roads and spaces.

In general, plantings should be simple, rather than overly intricate, and be conceived in broad strokes that are appropriately scaled to the campus. Smaller, garden scale plantings and flower beds are important to the campus; however, they need to be related to the campus through proper hierarchies.

For example, the flower beds in front of Burruss Hall work well because they are part of an ensemble of steps, walls and paved terraces that are arranged and sized to fit with the building and the surrounding landscape.

3. Plant Character and Fitness

The plants selected for use on the campus should possess visual traits that are representative of or similar to the character of plants indigenous to the southwest Virginia region, and that are appropriately long-lived and refined to reflect the enduring quality of the institution. Plants that are highly exotic in their visual aspect should generally not be used on campus even though they may be in fashion from time to time.

Exceptions to this rule should only be permitted in very special circumstances, and such exceptions should be few. There is great intrinsic beauty in the native flora, and it should be the guiding purpose of the campus planting design to capitalize on it. The design of campus planting should be simple and seek to evoke a mood of tranquility similar to that found in nature. The design should be kept free of distracting elements. Such an approach will yield a campus that is unique, dignified, and practical to maintain.

The natural forms of plants should be retained through proper pruning. This is particularly noteworthy when considering shrubs. Shrubs should be planted in arrangements that allow for their natural shape to be retained through periodic renewal pruning.

There are many instances on campus now in which shrubs have been severely sheared to limit their size because they have not been provided adequate space to grow. The result is an unintentional design of sheared plants that is unattractive, often detracts from campus architecture and is relatively expensive to maintain.

Tree pruning should be started early in the life of campus trees to ensure that a proper form is established and the canopy is established sufficiently high to provide clear visibility beneath the trees and to allow adequate light to the grass areas below.

Significant large trees (over 20" diameter) should be mulched to their drip line with waste wood chips to reduce competition with turf grasses, and to build a looser, more forest-like rooting zone.



4. Tree Forms

The dominant form of trees on the campus is rounded as distinct from conical, weeping or upright trees. The rounded forms of the trees create soft continuous lines between land and sky and a general sense of calmness.

The round-headed trees also complement the massiveness and severe lines of the campus architecture. The primary round-headed trees include oak, beech, sugar maple, tulip-tree, elm, and planetree. It is recommended that round-headed trees continue to be the primary type of tree used, and that conical, weeping and upright trees be used with restraint and only in circumstances where they remain subordinate to the dominant unity of round-headed trees.

For example, the soft outline of hemlocks, larch, Austrian pine, and white pine make them relatively easy to compose with round-headed trees, and their continued use in groups as evergreen accents is encouraged.

Spruces, however, present a more rigid form that does not blend as well with round-headed trees. It is suggested that they be used only in groups where the individual forms are less pronounced. The two spruces in front of Burruss Hall are anomalies that in the long term will increasingly conflict with the beech trees and other round-headed trees that also flank the central tower. Future use of conifers as individual specimens should be discouraged.

5. Pattern

The general pattern of tree groups on the campus is almost entirely informal and non-geometric. As a rule, this practice should continue. An informal planting pattern has the advantage of being able to accept losses and additions while maintaining compositional wholeness. In several locations, regular rows of trees have been used successfully, and historically "Lover's Lane" was a beautiful elm allé.

Likewise, symmetrical patterns of trees and shrubs have been used appropriately in association with buildings and roads such as the Princeton American elms at Eggleston Quadrangle, the oaks north of Burruss Hall, the planetrees along the Mall, and the symmetrical plantings that flank the War Memorial. The limited use of formal patterns should continue as a subordinate design approach to the dominant naturalistic approach to the grounds. The proper opportunities to use geometrically arranged plants are along streets, along major axial walkways and in courtyards and plaza spaces regularly defined by architecture.

In the past, shrubs have been used as foundation plantings at campus buildings, often with single plants dotted along the foundation wall mimicking the repetitive pattern of walls and windows. Such patterns should be avoided in the future because the result is a planting design that lacks interest and is often out of scale with large campus buildings.

The preferred approach to foundation plantings is to employ large continuous masses of plants that create a unified composition properly scaled to the size of the building. The yew hedge on the north side of Holden Hall is a good example. The Holden Hall hedge would be even more successful if it were lowered to the height of the window sills behind it.

6. Composition of Species

The most successful group plantings on the campus are those composed of single species or multiple species which share a high degree of visual similarity. Such groups evoke a peacefulness that derives from their visual balance and unity, yet they contain sufficient variety of branching, spacing and silhouette to sustain interest.

Good examples include the elms east of Owens and Eggleston and the sugar maples in the Williams Quadrangle. The idea of creating strong groups of single species or multiple species with similar form characteristics should be continued, both in naturalistic and geometric plantings.



The pattern of tree groups on campus should continue to be primarily informal.



Considerations of landscape maintenance are paramount in the design process.



Plants should be used in broad strokes that are in keeping with the scale of the campus.



Spotty placement of foundation planting should be avoided.

7. Native Plants

To the practical extent possible, tree and shrub plantings should consist of species that are native to the Appalachian Mountain region. This will in most cases enhance the possibility for long term adaptation of plants to the campus environment and create a visual setting that harmonizes with the characteristic beauty of southwest Virginia.

The preferred tree and shrub species are specified in the attached Campus Tree and Shrub List. If it is deemed that plants of other origin are preferable to native plants in certain situations, they should only be used if the plants have been demonstrated to be non-invasive.

The use of non-invasive, non-native plants may serve educational purposes and visually enrich the campus landscape; however, the fundamental planting strategy should be to employ long-lived native trees and shrubs that are adapted to the local climate and soils.

Ultimately, the use of indigenous plants will help create a distinctive, identifiable and imageable campus landscape.

8. Meadows

Select areas of perimeter lawn, especially steeply sloping lawn, may be converted into meadows where this treatment provides a transition to a more natural rural landscape. Meadows may be established by:

- 1) allowing existing turf to grow without mowing,
- 2) allowing turf to grow without mowing and supplementing with native grass and flower seed, or
- 3) removing the turf and seeding with native grasses and flowers.

Several meadow areas have been established on the campus perimeter.

9. Variety

Campus planting should be sufficiently diverse both in species and age of plants to maintain resilience in the event of unforeseen changes in the environment, such as disease or severe climate stress that may target plants of a specific type.

Simultaneously, however, visual unity should be fostered. Variety within unity can be achieved by planting in groups of similar species and by avoiding clashing forms and colors among the various planting areas on campus.

In the past there has been a tendency to exclusively plant single species in certain planting conditions. While this practice leads to visual unity and consistency, if taken to an extreme, it can be visually monotonous and possibly renders the plantings more vulnerable to insects or disease.

A preferred approach for large flowering shrubs would be to employ a variety of viburnum species along with native rhododendrons and shrub dogwoods in circumstances that require large shrubs.

D. SPECIFIC AREA PRINCIPLES

1. The Alumni Mall

The planting objectives for the Mall should be to transform this street into a canopied boulevard. It should be a graceful shaded street; the historical and symbolic entrance to the university. It should be lined with large stately trees that when mature will possess symbolic value for the university as a whole.

The Mall should be planted with four rows of trees of the same species: two rows in the median, plus the existing rows of planetrees that flank the parking lanes.

The advantages of using London planetrees to accomplish the plantings are that the two outer rows are already in place, the planetree is relatively fast growing, it can withstand the urban limitations of the Mall environment and it can attain sufficient stature to canopy the Mall.

Alternatively, native trees that are tolerant of urban conditions could be used, leaving the existing healthy London planetrees in place. Future plantings should be protected from mower damage through the use of appropriately sized mulch rings.



2. The Drill Field

The planting objective for the Drill Field should be to maintain a frame of native deciduous trees on the slopes along the inside of Drill Field Drive, and keep the center of the space as open lawn.

The suggestion in the 1983 Master Plan of planting trees in fingers reaching from the perimeter towards the center of the Drill Field should not be followed beyond what has already been started in the southwest quadrant of the lawn.

The simplicity of the Drill Field space should be retained and the perimeter planting reinforced to become a more complete frame. The wide unplanted opening at Burruss Hall should remain.

In addition to the large deciduous tree frame, accent masses of conifers should be maintained at their existing locations. The existing conifer groupings should be reinforced, and the groups should generally be arranged in front of the deciduous trees as viewed from the interior of the Drill Field. This will create a pattern in which groups of conifer will form peninsulas or "promontories" projecting slightly into the Drill Field, with deciduous trees forming the "coves."

Conifers on the north facing slopes on the south side of the Drill Field should be western cedar, arborvitae, and fir, while the hotter south slopes should be planted with red cedar.

Understory trees should be added where opportunities allow in low-traffic, low-use areas where a high branched canopy is not essential. Large deciduous canopy trees most suitable for use around the Drill Field include:

Quercus alba -- White Oak
Q. coccinea -- Scarlet Oak
Q. lyrata -- Overcup Oak
Q. velutina -- Black Oak
Q. macrocarpa -- Bur Oak
Q. borealis -- Red Oak
Q. palustris -- Pin Oak
Celtis occidentalis -- Hackberry
Ulmus Americana -- American Elm (Dutch Elm Disease resistant cultivars)
Liriodendron tulipifera -- Tulip Tree
 Magnolia acuminata -- Cucumber Magnolia
Tilia Americana -- Basswood
Acer saccharum -- Sugar Maple
Gymnocladus dioica -- Kentucky Coffeetree

All of these trees will make enduring, majestic specimens. Less durable trees such as ash, sycamore, red maple should not be used extensively on the Drill Field if at all. Smaller trees suitable for use around the Drill Field include:

Nyssa sylvatica -- Black Tupelo
Amelanchier Canadensis -- Shadblow Serviceberry
A. laevis -- Allegheny Serviceberry
A. grandiflora -- Apple Serviceberry
A. arborea -- Downy Serviceberry
Cornus florida -- Dogwood
Hamamelis virginiana -- Witch-hazel
Oxydendron arborea -- Sourwood
Sassafras albidum -- Sassafras
Prunus serotina -- Wild Black Cherry
Carpinus caroliniana -- American Hornbeam
Ostrya virginiana -- Eastern Hop-hornbeam
Cladrastis kentuckea -- Yellowwood

The 2007 master plan prepared by a Arboretum Committee subcommittee should be implemented over a 25 year period to avoid large scale simultaneous tree loss caused by even-age forest conditions.



3. The Duck Pond Park

The planting objective for the Duck Pond Park and the area surrounding the President's House should be to maintain parklands and woodlands in their present extent and general composition of species. The parkland area, consisting of tree plantings in lawns should be rejuvenated. Old trees in poor condition should be pruned or removed, and new trees should be planted to establish a replacement generation.

The replacement planting should be diverse, to create a parkland with visual richness, and to foster the use of the parkland as an arboretum for educational purposes. Ideally, a long range planting plan should be developed that would establish goals for an arboretum that are consistent with the campus landscape design principles.

Plant material should be authenticated and formally accessioned so that it has value for teaching and research purposes. While other parts of the campus may also be incorporated into the arboretum, the Duck Pond and The Grove area should serve as its core.

Under no circumstances should the campus become a test area for plant hardiness, morphology studies, or other horticultural research that may require plants to be selected or composed in ways that would violate the landscape design principles.

The woodland areas around The Grove and in the Duck Pond Park should be managed as a natural assemblage of native canopy trees and woody and herbaceous understory plants. The primary canopy trees should continue to be oaks.

On the northern slopes, American holly, sugar maple and other shade tolerant forest trees can continue to be encouraged. The use of native rhododendrons should be extended in the northern exposures. The canopy and understory should be managed to encourage native plants, and remove invasive exotic plants as they may arise.

An overall master plan should be developed that restores the garden paths, stone steps and walls, the landscape around the rest rooms, and establishes a native aquatic plant edge around the ponds



4. The Quadrangles

The quadrangles are all planted slightly differently; however, they all consist of lawn areas in which trees are planted. Shrubs are used to varying degrees, and are typically located around the perimeter as foundation planting.

The planting objective for the quadrangles should be to develop for each quadrangle a characteristic plant assemblage that will foster a distinct identity for the quadrangle and add to the overall variety of the campus landscape. The quadrangles represent a smaller, intimate type of campus space, different from the civic scale campus spaces which include the Mall, the Drill Field and the Duck Pond Park.

Tree planting in the quadrangles is essential to provide overhead spatial containment, the sensory interest that biomorphic forms offer in a dominantly architectural setting, and the environmental benefits of wind protection, shade, cooling, and improved air quality.

Trees with high branching canopies that form a space beneath them should be preferred over trees that are densely branched at a low level and are more object-like. This will prevent the quadrangle plantings from becoming too massive and preserve an openness which is desired for visibility and to allow sunlight to reach the lawns.

Elms are the best example of canopy trees that create a space beneath them. Other trees that are suitable for this purpose include white oak, red oak, black oak, bur oak,

scarlet oak, sugar maple (improves with age), and tulip trees. Lindens, horsechestnut, European beech, ginko and most of the conifers are examples of trees that branch low to the ground and do not typically create spaces below their canopies, or do so only in old age.

The idea of using one or two dominant characteristic tree types for each courtyard should continue, and the pattern of locating trees around the edges of the quadrangles in rows or informal groups should continue. In quadrangles where there is significant topographic change, informal groupings of trees should be favored.

The quadrangles whose terrain, shape and size support a formal planting are Payne Hall Quad, Eggleston Quad and the Newman Quad. In these quadrangles, single rows of trees framing the four sides of the space are a successful approach. The trees should be planted on the inside of the perimeter sidewalk.

Shrub layer and understory trees should continue to be planted around the perimeter areas. Openness at the centers of the quadrangles should be retained. In general, shrubs should not be planted in small groups or complicated configurations, but rather in broad strokes and simple patterns.

For example, the yews along the north wall of Miles Hall would be much more successful as a single continuous hedge along the sidewalk rather than in their present configuration. The shrubs in the Agriculture Quadrangle are a good example of an informal arrangement

of proper scale, and illustrate how shrubs can be successfully used inside of the perimeter walkway rather than simply confined to the area between the sidewalk and the building.

The selection of shrubs and understory trees for each quadrangle should be based on developing a characteristic theme for each and should seek to provide visual interest for more than one season of the year.

For example, one courtyard may develop a viburnum theme, another may be devoted to deciduous azaleas and dogwood trees, and another to large leaf rhododendrons or hollies. The shrub and small tree themes should be selected with an understanding of the soils and microclimate of each quadrangle, and may, where possible, create a logical association with the canopy trees.

In each case, the planting theme should be simple; a single strong idea carried out with excellence rather than a complexity of ideas from which nothing emerges with clarity. As each quadrangle is framed by large buildings with singular architectural expressions, so too the plantings should adopt a practical simplicity to avoid being trivial by comparison.

The quadrangles are excellent areas to develop herbaceous ground layer plantings including spring flowering bulbs. These should also be conceived in simple patterns that relate properly to the scale of campus buildings, walks and other plantings.

The tendency toward residential scale gardening with fussy combinations of plants should be avoided. The simple patterns and composition of natural landscapes should serve to guide the spirit of campus plantings.

Turf areas of high use, such as residential quadrangles should be closely monitored with management plans developed as required to maintain quality turf.

As stormwater management continues to increase in complexity and scope, it is important that responses are site appropriate. Urbanized areas will require more structured, artful responses, while other areas are more natural in design. ICTAS 2 and New Hall West are examples of successful site / storm water management approaches.

General observations and planting recommendations regarding the campus quadrangles are as follows:

Patton

The use of ash should be discontinued in favor of native oaks. Informal placement of trees is recommended. Rejuvenation of shrub plantings as previously completed at Patton and Holden should be continued. Garden development at Norris should be of proper scale and respect the structure of the quad.

Williams

The sugar maple theme should be retained and new trees should be high-branched specimens. As the trees continue to mature, waste wood chip mulch may need to replace the turf under the shade of the Maples.

Payne

Maintain existing conditions.

Campbell

Retain the American beech theme with informal layout and open ground plane. Re-evaluate shrub planting and rejuvenate and enrich shrub layer.

Ambler-Johnston

Interplant large red maples with native trees. Rejuvenate and enrich shrub plantings to frame pedestrian circulation and new plaza spaces

Dietrick- Cassell

Retain the oak and beech plantings and add shrub masses to frame pedestrian circulation and plaza spaces. The declining pine masses should be replaced with red cedar, and the birch plantings should be retained and reinforced, as should the viburnum hedge. The larger existing shade trees should be mulched with waste wood chips to improve long term tree health. A turf management plan should be developed due to heavy use by resident students.

Pritchard

The existing informal tree planting should be maintained. Replacements should be made as required to maintain the frame effect that is sought. Strong wooded trees such as sugar maple or oaks should be planted. Larger trees should receive waste wood chip mulch. The building entrance shrub layers should be rejuvenated.

Eggleston

The original American elms should be protected, and the Princeton elms maintained. The trees should be kept in formal rows along the perimeter walks. This quadrangle does not require a shrub planting except along the east and west sides where sidewalks are close to windows, and an intervening layer of shrubs would enhance separation. The hedges should be rejuvenated and supplemented. The small flowering trees along the edges near doors or portals should be maintained.

Newman

The theme of formally arranged trees should continue on all four sides of the quad. At the building lines the yew plantings should be replaced with hedges backed with flowering trees, or simply beds with flowering trees.

Upper Quad

The south side of Lane Hall should be generally maintained in its present configuration of informal trees and hedges. The hedges should not be sheared, but should receive periodic renewal pruning. To the north of Lane Hall, landscape areas made available as a result of the Upper Quad Conversion and the subsequent removal of the existing tennis courts, should be studied in greater detail to determine appropriate landscape treatments and furnishings. In general, it is recommended that the area consist of lawns and informally planted trees with potential for development of small edge plazas.

5. Core Area Linkages

The planting treatment of linkage spaces should be designed to make these areas more consistent and unified so that the pedestrian experience of moving through the campus is more coherent. It is recommended that turf grass be reduced and that ground cover and naturalistic shrub and wooded areas be developed similar to those already planted between Dietrick Hall and Slusher Hall. Grass should be retained in areas where it is valuable for informal use, and along the edges of paths where slopes permit easy mowing. In steeply sloping areas, or small areas that are impractical to maintain as turf, assemblages of native plants should be planted to replace the grass.

The long term goal of these areas should be to reduce their maintenance requirements to only periodic pruning and thinning. The specific plants for each area should be determined by soils, exposure, use, and space available at the location. The planting and management plans for various areas may also allow for the long-term succession of initial plantings to quite different ones. It may be accepted, for example, that oak seedlings be allowed to colonize a short-leaf pine planting; or indeed the plan may specify that acorns be planted at a given stage of the life cycle of a planting.

A mass shrub planting of gray dogwood or fragrant sumac used for bank stabilization may be purposefully and gradually replaced by a tree planting after the shrubs begin to naturally decline. The management process should be flexible and opportunistic.

It is recommended that initial plantings be dense enough to establish shade to limit grass and weed growth. This will typically be denser than the desired long term density. Relatively small size plants should be used to enhance acclimation, and limit the cost of dense plantings.

Species such as sassafras, sweetgum, red maple, black cherry and chokecherry are suggested as suitable trees for creating a canopy fairly rapidly in the proposed naturalized areas.

Examples of successful linkage spaces are the corridor between Campbell Hall and War Memorial Hall planted with Kentucky coffeetree and native hollies, and the embankment on the northeast end of Payne Hall planted with red fescue.

Other linkage spaces that may be naturalized are the north side of the Dietrick Hall service yard; the south side of Whittemore Hall; the upper quad corridor from McBryde to Turner Street; the embankments west of Owens Hall; the embankment south of the Owens Hall service yards and the mounded area immediately west of Burke Johnston Student Center.

6. Campus Streets

The planting objective for the streets of the core campus area should be to define the campus streets as continuous spatial corridors and to create a uniform appearance. This will help to control the variation of landscape and building conditions that currently exist along most streets. Uniform rows of trees are recommended to minimize the differences in building set-backs, alignment, materials and style.

As a general rule, campus streets should be planted with deciduous canopy trees that will provide foliage at a height from fifteen to forty or sixty feet above the ground, while allowing open vision below the branches. The trees should be on both sides of the street and the species should be the same along a given street.

Changes in species should be coordinated with logical changes in street alignment or at intersections. Arbitrary changes in species or mixing a variety of species on a given street should be avoided in the interest of maximizing visual continuity. Exceptions to this can be entertained if the mixed species have very similar size, form and texture characteristics.

7. Campus Forest Areas

The proposed campus forest areas consist of existing wooded areas and open areas proposed for reforestation. There are four long-term objectives for the forest areas.

- The first is to maintain stands of large native trees with associated understory and ground layer plants that will provide a regionally fitting visual theme for beautifying and unifying the university owned areas surrounding the core campus.
- The second is to provide the environmental benefits of cooling, carbon capture, enhanced storm water management, erosion control and water quality protection, increased species diversity and reduced water consumption and energy expenditure for grounds maintenance.
- The third is to provide areas for research, education, and passive recreation in close proximity to the campus.
- The fourth is to provide an example of environmental responsibility that will serve to heighten public awareness of the relationship between human society and the natural environment.

All of these objectives are supportive of the Virginia Tech Climate Action Commitment and Sustainability Plan. The university should investigate the establishment of forest easements as a means of gaining stormwater management credits.

In balancing these objectives, it should be recognized that in areas of high visual sensitivity along roadways, the aesthetic quality of the forest should be given priority. Research activities that may result in “unattractive” landscapes or the dominance of invasive exotic species over extended periods of time should be located in areas with limited public exposure.

The forest areas along roadways should be designed and managed to enhance and unify the campus image over the long-term with a minimum of short-term unattractiveness during periods of canopy establishment. The detailed planning of reforestation initiatives should also include, as an overarching design parameter, the maintenance of campus safety and security, and the preservation of significant views.

The forest areas should not be designed as strict restorations of the forest communities that naturally occur or occurred in the region during previous times. Rather, the forest areas should be designed to stimulate the general structure and ecosystem functions of naturally occurring forest communities of the region, with a composition of species that may not necessarily replicate the original forests of the area.

The designs and the management methods for each forest area should respond to the existing vegetation soils, hydrology, exposure, size, shape and context of each site.

The methods for establishing new forests should be adapted to the site conditions and budget available for each site.

The preferred method of forest establishment in areas of high public visibility is to plant canopy trees at densities and proportions of species similar to their final desired configuration, and to allow and encourage invasion by understory species as the forest canopy develops.

Examples of the canopy trees that would be included in the initial canopy plantings are listed below. The list will require refinement based on more detailed studies that would address issues of plant availability in required sizes, species transplant characteristics, and the matching of tree types to field conditions.

Acer saccharum -- Sugar Maple
Acer rubrum -- Red Maple
Betula Lenta -- Sweet Birch
Carya sp -- Hickory
Fagus grandifolia -- American Beech
Fraxinum americana -- White Ash
Juniperus virginiana – Eastern Red Cedar
Liquidambar styraciflua – Sweet Gum
Liriodendron tulipifera -- Tuliptree
Nyssa sylvatica -- Black Tupelo
Prunus serotina -- Black Cherry
Pinus rigida -- Pitch Pine
Pinus strobus -- White Pine
Pinus echinata -- Short-leaf Pine
Quercus alba -- White Oak
Q. coccinea -- Scarlet Oak
Q. lyrata – Overcup Oak
Q. macrocarpa – Burr Oak
Q. prinus -- Chestnut Oak
Q. borealis -- Northern Red Oak
Q. shumardii – Shumard Oak
Q. velutina -- Black Oak
Tilia americana -- Basswood

In the interest of minimizing the period for canopy establishment and increasing their immediate visual effect, trees should be planted at the largest sizes practical. Weed and grass competition should be reduced in the immediate area around the planted trees until such time that the new planting can successfully compete.

Existing grass and forbes should be allowed to grow without mowing in the remainder of the project area, until they are ultimately shaded out and colonized by woody plants. The grass should be removed if rodent control becomes necessary to protect young trees from girdling.

To maintain a neat edge along roadways, a narrow strip of lawn, free of trees, may be maintained during the establishment years, and later be phased out or maintained as a grass shoulder.

Other methods of planting may be employed in situations where less immediate visual effects are acceptable, or where soil conditions, exposure or the project budget will not allow planting large canopy trees at ultimate densities. These methods include:

- Planting fast-growing pioneer tree and shrub species at medium to high densities to rapidly establish a canopy followed by inter-planting with longer lived shade tolerate canopy species. Variations of these methods are also feasible.
- The planting of fast growing temporary shelter belts and hedgerows may also be desirable to provide protection for the new forests during the first several decades of their establishment. In proposed forest areas along the edges of large parking areas it would be desirable to include a large proportion of conifers for visual and wind screening.
- Planting desired canopy trees at lower densities in loose savanna configurations that will, over time, naturally close or can be supplemented with future planting.
 - Planting desired canopy trees at higher than ultimate densities (probably with smaller size planting stock for cost reasons) to increase the rate of canopy establishment and the opportunity for development of an understory layer.

CAMPUS TREE AND SHRUB LIST

Preferred woody plants for use on the Virginia Tech campus. This is not an exhaustive list of all acceptable plants. Other plants that follow the design principles may be used.

Canopy Trees

Abies fraseri—Fraser Fir
Acer rubrum—Red Maple
Acer saccharum—Sugar Maple
Betula lutea—Yellow Birch
Betula nigra—River Birch
Fagus grandifolia—American Beech
Fraxinus Americana—White Ash
Carya glabra—Pignut Hickory
Carya ovata—Shagbark Hickory
Carya alba—Mockernut hickory
Carya cordiformis—Bitter-nut Hickory
Liriodendron tulipifera—Tuliptree
Liquidambar styraciflua—Sweetgum
Magnolia acuminata-- Cucumber Magnolia
Nyssa sylvatica—Black Tupelo
Picea rubens—Red Spruce
Pinus strobus—White Pine
Pinus echinata—Short-leaf Pine
Plantus occidentalis--American Sycamore
Prunus serotina—Black Cherry
Quercus alba—White Oak
Quercus bicolor—Swamp White Oak
Quercus coccinea—Scarlet Oak
Quercus palustris—Pin Oak
Quercus prinus—Chestnut Oak
Quercus rubra—Northern Red Oak
Quercus velutina—Black Oak
Tilia americana—Basswood
Thuja plicata – Western Cedar
Quercus lyrata – Overcup Oak
Gymnocladus dioica – Kentucky Coffeetree
Ulmus americana – Dutch Elm Disease resistant cultivars
Quercus macrocarpa – Burr Oak
Quercus nuttallii- Nuttall Oak
Platanus acerifolia – London Planetree
Thuja occidentalis – American Arborvitae
Celtis occidentalis – Hackberry
Juniperus virginiana – Eastern Red Cedar

Understory Trees and Shrubs

Amelanchier arborea—Downy Serviceberry
Amelanchier canadensis—Shadblow Serviceberry
Amelanchier laevis—Allegany Serviceberry
Carpinus caroliniana—American Hornbeam
Clethra alnifolia—Summersweet Clethra
Cercis canadensis—Redbud
Cornus florida—Flowering Dogwood
Cornus amomum—Silky Dogwood
Cornus racemosa—Gray Dogwood
Hamamelis virginiana—Common Witch-hazel
Ilex opaca—American Holly
Kalmia latifolia—Mountain Laurel
Ostrya virginiana—Hop-Hornbeam
Oxydendrum arboreum—Sourwood
Prunus pennsylvanica—Chokecherry
Rhododendron calandulace—Flame Azalea
Rhododendron catawbiense—Catawba Rhododendron
Rhododendron maximum—Rosebay Rhododendron
Sassafras albidum—Sassafras
Vaccinium corymbosum—Highbush Blueberry
Viburnum dentatum—Arrowwood
Viburnum lentago—Nannyberry
Viburnum prunifolium—Blackhaw
Viburnum trilobum—American Cranberrybush
Xanthoxia simplicissima—Yellowroot
Crataegus viridis– Winter King Hawthorne
Ilex glabra -- Inkberry
Ilex verticillata -- Inkberry
Viburnum cultivars
Fothergilla major – Large Fothergilla
Halesia carolina – Carolina Silverbell
Aronia arbutifolia – Red Chokeberry
Aronia melanocarpa – Black Chokeberry
Fothergilla gardenia – Dwarf Fothergilla



E. SITE STRUCTURES

1. Lighting

The present system of standard light poles and fixtures should continue to be applied in new areas of the campus. The layout of fixtures should continue to follow the regular patterns of walks, roads and buildings so that the main lines of the campus structure are revealed by the layout of lights.

- New building-mounted lights should be low glare fixtures and employ lamps with good color rendition, particularly at building entrances.
- Bollards, well lights and fixtures embedded in walls or steps should not be used. These types of lights are prone to failure in exterior applications and require a high level of maintenance.
- Pole-mounted or wall-mounted fixtures consistent with the standard campus fixture should be used.
- Wall-mounted fixtures may adopt the style of the architecture on which they are mounted rather than follow the campus standard pole-mounted fixture.

2. Emergency Call Boxes

The existing emergency call boxes should be located in all academic and residential areas as well as highly traveled remote areas of the campus. The Virginia Tech Police Department shall be consulted regarding placement of the phones and to verify the phone model and proper programming to function with the existing system.

3. Structures

Walls

Site walls should be designed to be a direct extension of the architecture they are most immediately associated with. Materials and finishes shall match those of the adjacent architecture. Seat height walls located in association with building entrances and other natural gathering places are encouraged. The seat walls should have smooth cut stone or precast caps to encourage sitting, rather than rough Hokie Stone or brick.

The cheek walls that contain steps should be designed to be nearly flush with surrounding lawns or plant beds, rather than projecting above the adjacent grade level.

Bike and Bus Shelters

The transparent shelters presently used on the campus should continue as the campus standard.

Pavilions and Trellises

Several opportunities exist on campus to add trellis or small pavilion structures to enrich the campus landscape. One opportunity is in the Agriculture Quadrangle on top of the existing concrete slab that overlooks the lawn. Another is at the top of the steps between Brodie Hall and Major Williams Hall.

In each case the structure should be designed to be compatible in style and materials with the surrounding architecture. For example, the rustic wood pavilion at the Duck Pond, as appropriate as it is in that setting, would be out of place within the built campus, where stone, metal or more finished wood construction would be appropriate.

Pavilions should be designed as enjoyable places to sit and as gateways along paths that frame views or mark a transition from one place to another. The pavilion at the Duck Pond, for example, is inviting and attractive because of its design and siting.

4. Art

The use of elements of sculpture, relief and ornament in the development of the campus landscape is encouraged. Any such work of art, be it free standing sculpture, a fountain or an ornamental pattern in a plaza pavement, should always be carefully integrated with the landscape immediately surrounding it. The art and its setting should be developed together so that the art is a harmonious part of the landscape rather than a foreign or free element in the landscape.

The Visual Arts Properties Committee has been established to evaluate and control the design and placement of art on the campus. The committee works with the campus planning staff to identify locations for commissioned or gifted sculpture.

5. Paving

Street and Parking Lot Paving

The pavement material for vehicular streets and parking lots should continue to be asphalt concrete.

All paint markings on parking lot and road pavements should be white, not yellow, except where required by VDOT standards.

Pedestrian Pavements

The pavement material for pedestrian walks should continue to be broom finished cement concrete. Score joints typically should be tooled and perpendicular to the tangent or arc length of the walk. The alignment of walks shall follow smooth continuous curves and tangents, free of kinks and misaligned curve-tangent intersections.

The preferred pavement for pedestrian plazas and terraces immediately adjacent to buildings is cut stone, or a unit paver of brick or concrete. The use of concrete on plazas and terraces is also acceptable.

To reduce glare, add interest, and provide color consistency, colored concrete may be used. The design of the plaza surface should be treated as an integral part of the surrounding architecture.

The pavement should meet adjacent buildings walls, steps in a planned way; as an interior floor would deliberately meet the walls of a building. Drainage inlets should be compatible with the adjacent architectural detailing.

Curbing

Street curbing shall be cast-in-place, or precast concrete.



III. BUILDINGS

A. INTRODUCTION

These building design principles are a companion to the Campus Master Plan and are meant to assist architects in understanding the design and planning characteristics which make the Virginia Tech campus a special place. The architectural appearance and overall aesthetic quality of the Virginia Tech campus are important university and community resources which deserve special care and attention to assure continuity.

The image of the university's architecture and building forms should convey long term stability while encouraging an atmosphere for creative thinking. The majority of campus buildings should work essentially as groupings or compositions rather than as individual buildings both functionally and aesthetically. The architectural style of new buildings may vary to reflect current technology and program accommodation. Any such innovations, however, must maintain a harmonious, aesthetic connection with existing campus structures.

New buildings and their associated outdoor spaces must provide varied experiences while reflecting the existing heritage and character of the established campus architecture. Building elements must exhibit permanence, a human scale, visual richness and pleasing proportions.

In order to extend the architectural fabric of the campus, building materials must be carefully integrated in a manner which is compatible with the historic existing buildings. In addressing the design of renovations, additions or new construction, designers are required to find the proper balance between individual expression and overall contextual conformity.

In undertaking the requisite planning and design tasks, several considerations are paramount to the guidance of the design concepts, including:

- A consistent use of the principles of **design order**, such as building orientation, scale, massing and proportion.
- A careful integration of the **architectural elements** which are key factors in the defining characteristics of the Virginia Tech architectural language, including walls, roofs, windows, doors, openings and building materials.
- An appropriate response to the **campus context** through respect for the protection of views, setbacks and development patterns described in the Master Plan.
- Accommodation of projected growth and development in a manner which strengthens the overall **appearance, spatial organization** and **functionality** of the campus.
- A meaningful commitment to design strategies which embrace **sustainability** and are compatible with the regional environment and conservation of natural resources.

B. ARCHITECTURAL ORDER

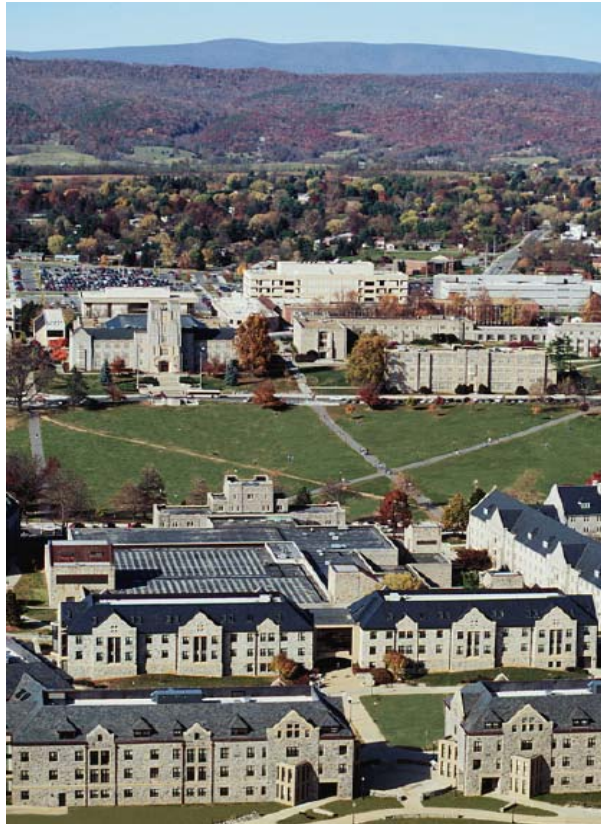
1. Siting / Orientation

The siting of new buildings and the location of building additions must be carefully considered with respect to several key considerations, including the master plan principles, existing landscape features, site utility infrastructure and solar orientation.

New structures are to be placed to help define outdoor campus spaces. Their locations and groupings, as illustrated in the Master Plan, express this intention. While specific program requirements will necessitate adjustments to these parameters, the space-making intentions of the Master Plan are to be honored.

A precinct plan, developed during the concept design phase of each project, will help maintain a focus on campus master planning issues such as spatial definition, circulation, building entries, and ground level uses.

The location of entries, arcades, and ground level internal activities can do much to animate campus spaces. Where possible, these functions should be incorporated into the building's design. Spaces should be activated with the addition or relocation of entry points. Designers are to consider how views into or from a building will create a connection between the new building and outdoor areas. A window frame can be thought of as a frame for a vignette of campus life, or as a frame for a view of a building's internal life.



The following outline identifies specific 'siting' considerations for review:

1. Buildings shall be sited to reinforce and enhance the **spatial structure** of the campus and its circulation patterns.
2. Building entries shall be clear and coordinated with **circulation patterns** and landscaping elements.
3. Ground level uses shall consider the **harmony** of interior and exterior activities.
4. Building placement should be oriented to shield **utilitarian components** (parking, loading, trash areas, and utility boxes) from the most prominent campus view 'corridors.'
4. Coordinate **shared facilities** as feasible, including walkways and parking areas.
5. Locate buildings to develop a network of varied **open spaces** that facilitate both formal and informal interactions.
6. Site buildings so as to create human-scaled spaces with **spatial sensibilities** that relate to the mass, proportion, and size of surrounding buildings.
7. Locate buildings to reduce impacts on the land and **environment**.
8. Arrange building forms to make the campus inviting and transparent with a strong sense of arrival and **clarity of orientation**.
9. Promote **compact development** to preserve the campus' greatest asset — its land — for future opportunities.
10. Orient buildings to maximize passive **solar opportunities** and allow active solar technology.

2. Building Scale

The design of the original campus buildings was influenced by a broad range of factors that generated specific attributes of building size, organizational structure and volume. Many of these influences related to construction technology and available building systems with respect to structure and mechanical systems. For example, a desire for natural ventilation was a particularly important factor in determining building width in the historic campus structures.

The building design principles promote new design strategies which reflect the building's site, programmatic function, site considerations, surrounding environment, as well as their place in time.

Height

To maintain the sense of scale currently experienced in major spaces on campus, it will be important to controlling the height of buildings, particularly in the core area of campus.

- Generally, buildings are to be three to five floors in height above grade.
- If more than four floors above grade are needed, the upper floors and penthouses must be set back.
- Taller exceptional elements are to be designed and located in response to particular opportunities outlined in the campus master plan, including landmark locations described in the 2006 Master Plan update.
- Buildings of three and four stories in height should be subdivided into a base, body, and top. This delineation may be accomplished through changes in building plane, differentiation in material, or both.

Massing

While many of the buildings on campus are simple in their overall massing, there is wide use of smaller scale individual elements such as bay projections and porches. These elements are used to suggest special internal functions, draw attention to important areas like entrances, and provide visual and compositional balance. These elements help to provide the visual and psychological cues necessary for an understandable architecture. Their inclusion in new designs is encouraged.

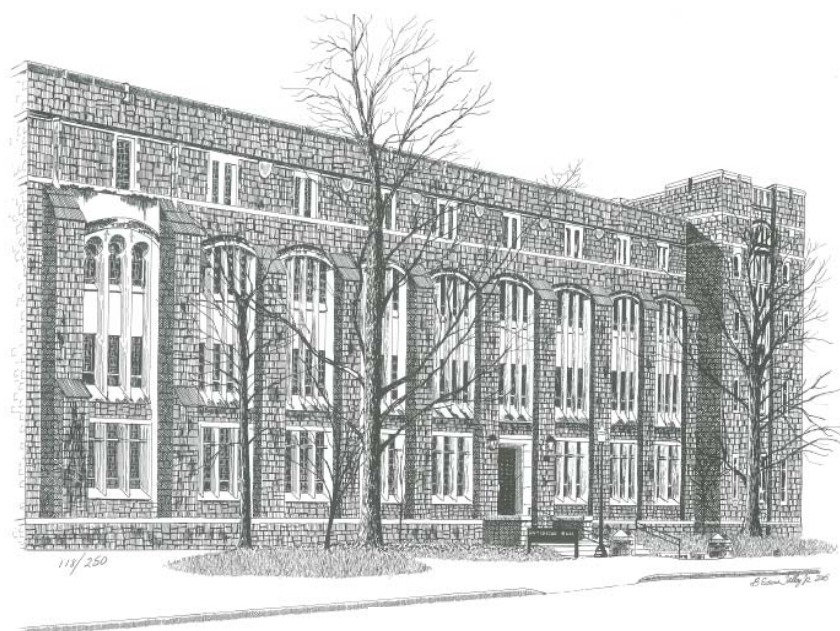
Simple massing allows constrained budgets to be focused on higher quality materials and careful detailing. The traditional buildings on campus exemplify how richness can be achieved through the use of durable materials and fine detail within the context of simple massing.

Volumetric Variation

Variation in the massing of buildings may be accomplished in several ways. The following considerations are recommended strategies for developing expression in the basic volume of new building forms.

- Bays, porches, towers, and other minor adjustments to massing are encouraged.
- Some expression of the building structure is encouraged in the design and rhythm of the facade, including options such as piers, buttresses and modulation of the wall plane.
- Openings in the masonry wall should have some level of correspondence to the building's structural rhythm, either in continuous openings or by combinations of smaller openings within the bays.
- Iconic structures, while an exception to the rule, are welcome as important campus landmarks. Substantial review and discussion should be held regarding the appropriateness of such proposals.

Of particular interest in understanding the preferred massing and spatial character of buildings in the campus landscape, please refer to the Agriculture Quadrangle for reference. The following renderings illustrate the range of building volumes and architectural language found in the quadrangle.



Hutcheson Hall



Smyth Hall



Price Hall



Seitz Hall



3. Facades

The traditional buildings on the campus have simply ordered and well articulated facades. Clearly delineated bases, middles and tops are the rule. In many cases, facades are symmetrical with the central and end bays pulled forward and emphasized with towers, pediments, or raised parapets. Bays and large order windows help organize the facades and, in some cases, indicate special interior spaces. Doors with carved surrounds, stairways, and wing walls clearly mark entries and often project several feet beyond the main facade.

When considering the key design considerations for building facades, the following principles identify specific considerations for review:

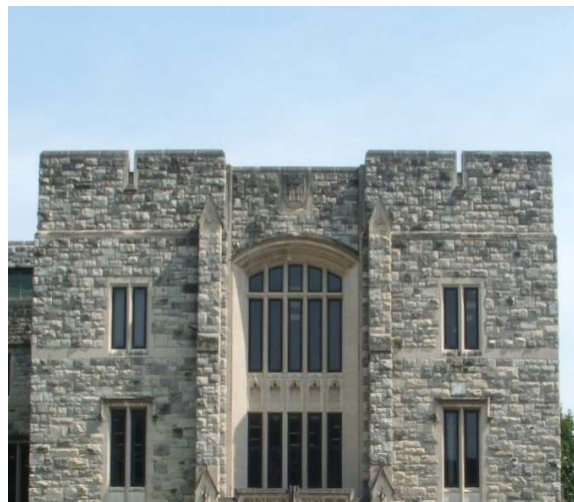
1. Facades shall be simple and well ordered.
2. General fenestration patterns shall be regular. Some vertical hierarchy is appropriate. Where affordable, cut stone window surrounds are preferred to precast concrete. Window openings shall be subdivided to create a vertical proportion where they form horizontal groupings.
3. The use of bays, giant order elements, or special accents to provide a large overall order is acceptable and encouraged.
4. Special detailing ornament and materials at significant locations are acceptable and encouraged.
5. Window frames and glass shall be set back approximately 6" to provide weather protection. Sills and heads shall be detailed to shed water and alleviate the possibility of unattractive weathering patterns.

Additionally, the following principles are provided for more specific façade design considerations:

- Buildings are to address primary campus spaces with main facades.
- Facades are to incorporate primary or symbolic building entrances.
- Main facades are generally more formal, elaborate, and make use of symmetry.
- Facades are to be divided into a base, a middle and a top.
- Facades will incorporate repetitive façade bays in accordance with their siting and scale.
- Repetitive bays are to be vertical in proportion.
- Facades will have differentiated or emphasized ends.
- Facades will be designed with three dimensional relief.
- Facades may incorporate decorative elements as appropriate to their style and importance.



Main Eggleston Hall



Newman Library



Saunders Hall



Bioinformatics Building



East Campbell Hall



Holden Hall

C. ARCHITECTURAL ELEMENTS

1. Roof Forms

Special attention must be paid to the arrangement and design of building roofs and various attached appurtenances. Roofs must be organized and designed as carefully as the other primary elements of a building.

Equipment must be integrated into the building form or placed within enclosures well integrated with the roofscape.

In most cases, both sloped and flat roof solutions can be successful. Sloped roofs, parapets, and dormers are all extant on the campus. When successful, they are integral elements of the design and provide individual character to a particular building. Sloped roofs provide the opportunity for individualizing a building that is simple in plan and elevation.

Executed in slate or standing seam metal, sloped roofs are attractive in appearance and durable. Asphalt shingles, which have a shorter life span, and a less formal appearance, are not appropriate for central campus use.

Stacks, exhaust hoods, and vents should be grouped and incorporated into the architectural composition of the buildings they serve. Since such appurtenances are often visible from a considerable distance, it is important that they be designed with a high degree of uniformity so that the distant image is harmonious and composed.

If traditional forms of construction such as these are to be used, they should be carefully reviewed. The choice of color, size, and pattern of roof tiles are important design decisions. Standing seam metal roofs allow for a similar range of options including material, color, patterning, and method of seaming. Other details, such as snow clips, ridge and valley flashing, and vents are all essential elements and should be consciously evaluated.

Where parapets occur on the campus, they are most successful when trimmed in precast concrete or cut limestone. A full range of design and detailing possibilities may be considered for copings. The specific slope of a roof, whether it is hipped or gable-ended, and the incorporation of both functional and ornamental details, such as scuppers and gargoyles, add character and individuality to a building.

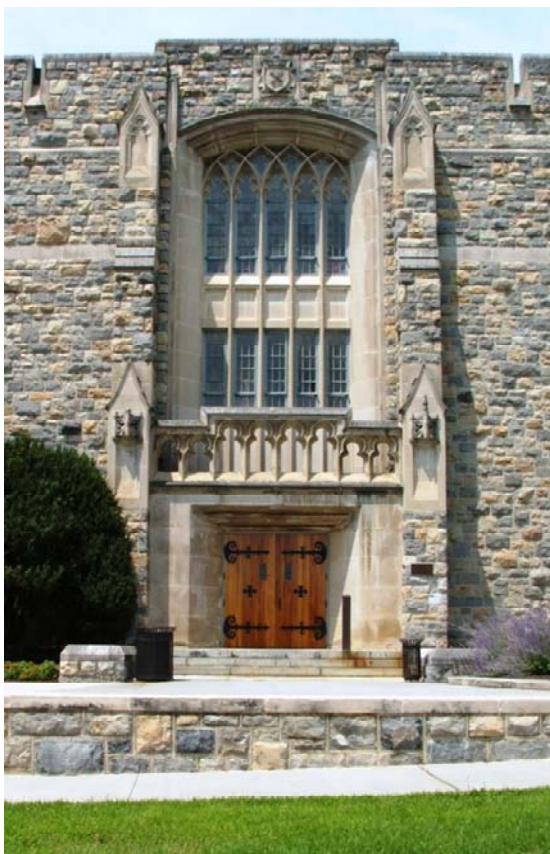
These traditional details also improve the weathering of a building and its appearance over time. Where copings are used and simplified to express their modernity, a consideration of their traditional function is beneficial. Dormers provide a lively accent along the tops of several existing buildings on campus. They provide a sense of the life within a building not unlike bay projections.



War Memorial Hall



Career Services Building



Norris Hall



Main Campbell Hall



Main Eggleston Hall

2. Doors, Portals and Passages

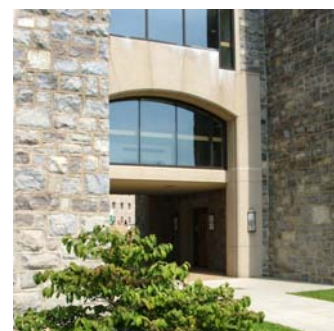
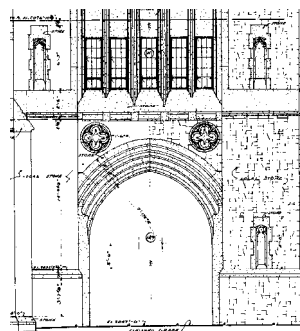
Entries should be logically placed to relate to building function and must be clearly recognizable by users. They must be open and inviting, well lit, and should provide a sense of security. The scale of building entries must be proportioned to clearly identify their location and importance while maintaining a human-scale relationship.

This requires that multi-story entries must have single-story element sets within. The entry may be used as an organizing tool for the entire facade, and may also be referenced by a feature such as a balcony at a higher floor.

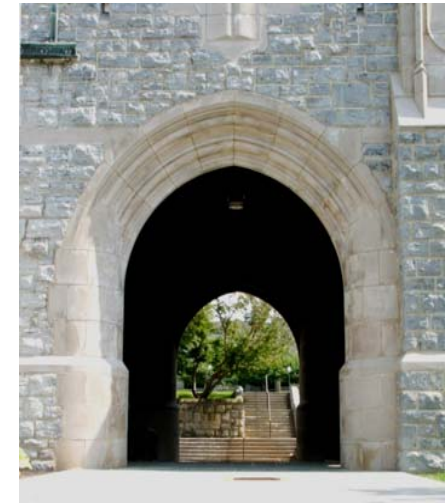
Another key element found in the more iconic buildings on campus is the presence of outdoor spaces and passages which are integrated into the campus circulation plan and specific entrance requirements for individual buildings. The interiors of passages through buildings which connect outdoor rooms and campus spaces have integrated seating ledges and wood beamed ceilings, creating a sense of place. Opportunities for such 'portal' conditions should be carefully reviewed for each project, particularly in conjunction with the Campus Master Plan.

The following basic considerations must be taken into account in the design of door and entry conditions for new buildings:

- Primary and symbolic entrances will receive elaboration and emphasis.
- Entrances will be clear, prominent, and aligned to the major space upon which the building fronts.
- The outdoor space at the entrance, the entry portal, and the building lobby are to be parts of a unified pedestrian experience.
- The building entrance is elaborated and celebrated by both architectural and landscape elements.
- The design will extend the exterior public space seamlessly into the building, and provide informal gathering and meeting spaces near the building entrances using a combination of paving, planting beds, low walls, benches, trees and steps.
- Service entrances are to be unobtrusive.



Harper Hall



Main Campbell Hall





3. Windows and Openings

Windows are anticipated to be placed visually in balanced compositions, both vertically and horizontally. Their sizes sometime vary from floor to floor to create a sense of hierarchy and order. They are generally vertically proportioned singly or through intermittent mullions, when arranged into horizontal groups.

Finished stone with surrounds (heads, jambs and sills) give a finely crafted quality to the buildings and allow window frames to meet the otherwise rough, split-faced Hokie stone. This finer finishing of materials at openings in the facade reveals an intelligent understanding and sensitivity to the reality of construction and the nature of materials.

In most cases, windows and doors in exterior walls should be recessed to represent a 'punched' or 'cut-out' expression of the openings which one would expect in a solid masonry wall. Windows and openings might also be grouped in larger configurations as a counterpoint to large areas of masonry construction.

The placement and proportion of windows must respect solar orientation, views and daylighting potentials, as well as the historical precedent of window forms within the older historic buildings of the campus. The use of oversized windows, common in some of the older buildings on campus, is encouraged on appropriate façade locations as long as configurations are integrated with a strong sustainable/solar design strategy. In general, larger openings should be used to signal principal entries, gateways or atrium features.

The use of windows promotes campus vitality. Windows allow people on the outside to be connected to activities within, while providing interest for people inside. At night, windows allow interior activities to illuminate and animate the public spaces outside and also provide a sense of security.

Natural light may be appropriate for many teaching uses, and when combined with blinds or curtains, classrooms may still have enough flexibility for computer or projection use. Glazing is very important along arcades and at building entries. Offices located at the exterior should have windows whenever possible.

Skylights help animate the interior of a building by providing natural light and color. They create an element of visual activity on the roof that can be seen on the skyline. Used as an icon or marker, a skylight system can help give the campus identity and texture.

The original campus buildings have been perceived as not having enough glass. Some of the newer buildings have more glass than the originals.

Individual panes of glass must be vertical or square. Window units may be linked together with a multi-segment mullion system. Large horizontal masonry openings can be achieved through the connection of many lites of glazing. Skylights and clerestories should be constructed from vertically oriented planes of glass and should be illuminated so that they may be seen both night and day.

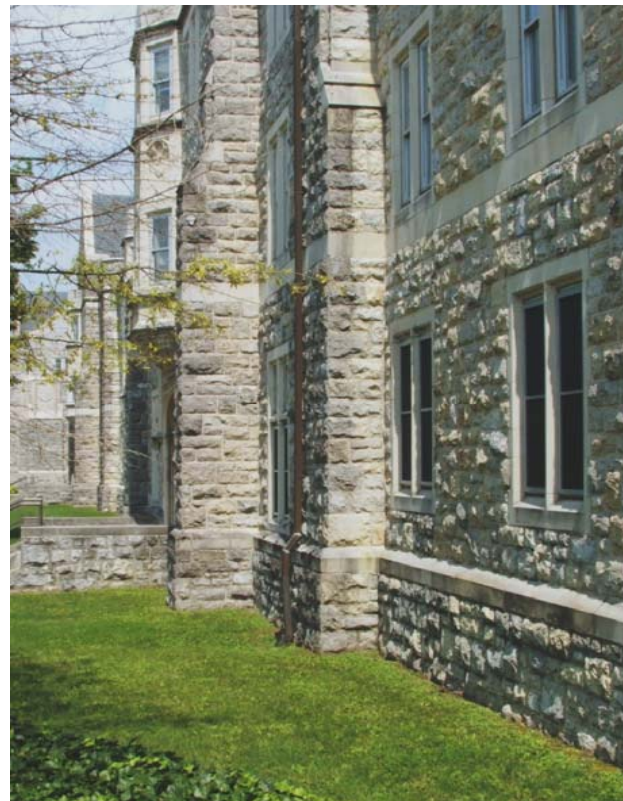
- Typical windows are to be 'punched'—as individual rectangular openings in the masonry walls.
- Typical windows are to be vertical in proportion.
- Windows are to be set deep within the thickness of the wall, not flush with its outer surface.
- Larger areas of glazing, where they occur, are to consist of grouped windows, not undifferentiated curtain walls and should be located to express aspects of the buildings' circulation system, lobbies, stairs, and major public rooms.
- Operable windows are encouraged in private rooms, subject to the need to meet energy consideration and LEED Silver requirements.
- Glass is to be clear (low-e coefficient), not noticeably tinted. Reflective glass is not allowed.
- Glazed areas are to be subdivided by true mullions.
- Window mullion patterns will be designed so as to enrich the reading of the façade.

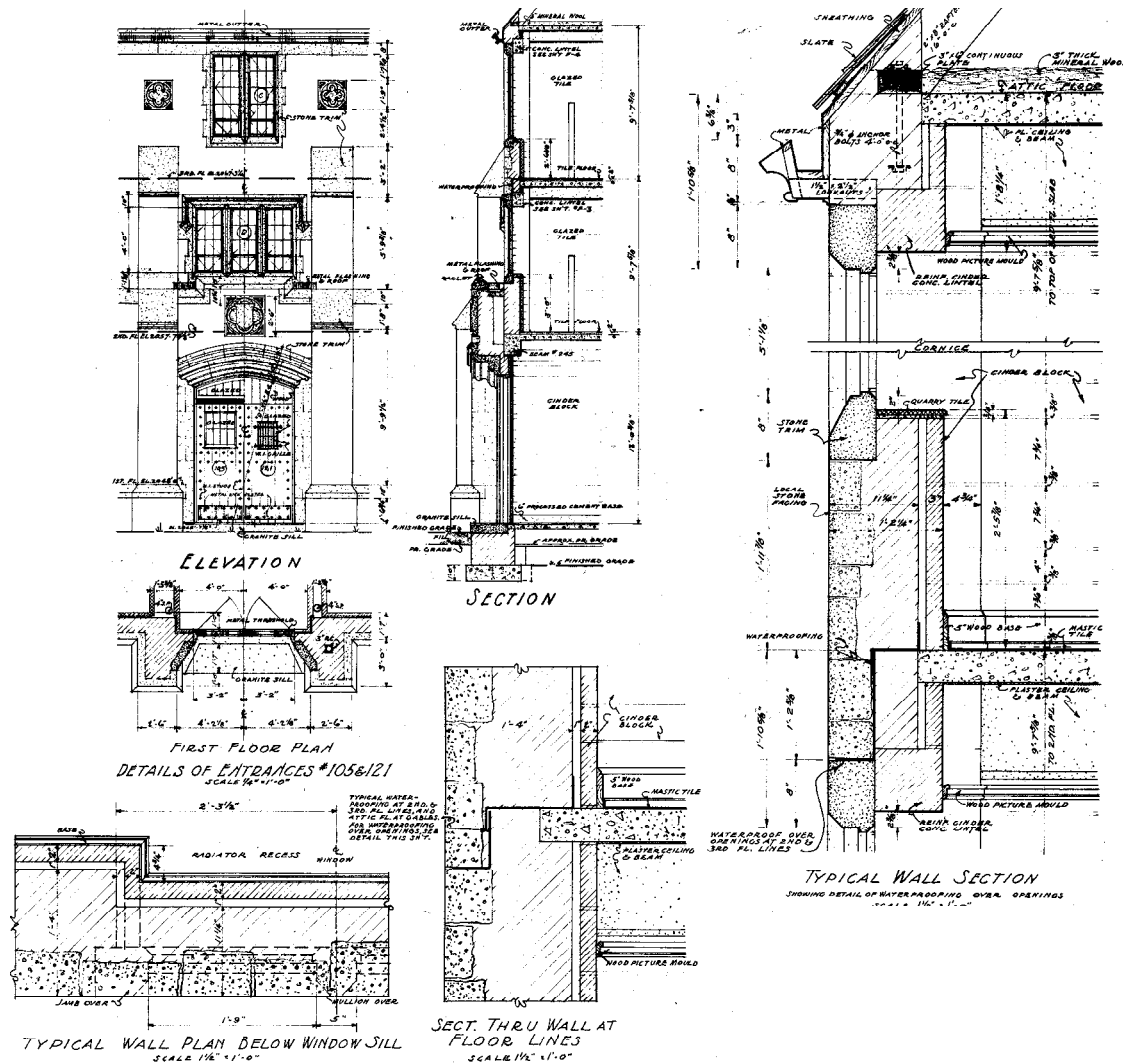


West Campbell Hall



Bioinformatics Building





4. Architectural Details

Architectural details play an important role in the development of campus architecture. Buttresses, water courses, belt (string) courses, and copings help order these facades both horizontally and vertically. These elements increase the play of light and shadow on the facades. Many also enhance the buildings' weathering capabilities. In fact, the term 'weathering' is a traditional name for elements such as sills, copings and other water-shedding architectural details.

These architectural elements have evolved over centuries and are profoundly sophisticated. They shed water effectively due to their geometry. They also create shadow lines, highlights, and ridges, which help visually organize the facade.

Their functional purpose may also direct the inevitable and unavoidable residue of the weathering process into patterns which attractively reinforce the architectural order of the facade. Ironically, this type of low-tech traditional response to the natural environment is often a better technological solution than a 'high-tech' reliance on chemically exotic caulking.

D. BUILDING MATERIALS

The vocabulary of materials for the campus built environment is a vital element in contributing to the special character of the Virginia Tech campus. Hokie Stone, brick and architectural concrete are the dominant building materials on campus. Their use generally follows a clear pattern. The Drill Field and its surrounding quadrangles are Hokie Stone. The buildings surrounding the inner Collegiate Gothic core along the Alumni Mall, College Avenue, and the west side of West Campus Drive are brick. Architectural cast-in-place and pre-cast concrete mixed with brick occur along the north edge of campus and in parts of south campus.

Where areas of different material-use interface, an evaluation must be made as to which materials or what blend of materials ought to be employed. Johnston Student Center and Hancock Hall illustrate the use of Hokie Stone buildings in an area of material-use interface. The insertion of these stone buildings effectively bridges between the two areas, creating a quadrangle and transforming Cowgill Hall into a positive accent. In fact, stone-clad buildings are planned or have been built in most campus precincts with the intention of extending the architectural character of the campus core to these outlying areas.

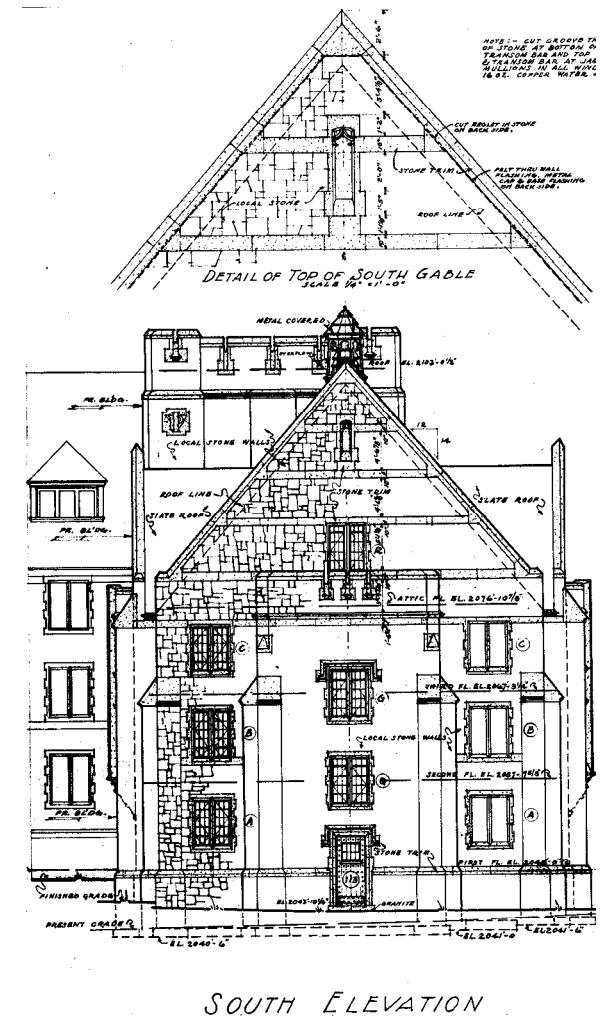
1. Walls

For buildings in the Academic Core of the campus there is a strong mandate to consider the use of Hokie Stone for the facades of all new buildings and expansion projects. Each project must be reviewed in terms of its program, location, prominence and place within the Campus Master Plan to determine the appropriate palette of materials, assuring that the selection and quality of materials used in the construction of buildings, associated facilities, and site elements should be honest to their form and function.

In most cases, masonry walls should have an expression of materials that provide a sense of solidity, texture, and a sense of human scale and proportion. To further enhance these qualities of scale and proportion, strong consideration should be given to emphasizing the thickness of exterior walls to create shadows on the façade.

Hokie Stone should continue the tradition of having split-faced units in a random ashlar pattern with flush mortar joints. Smooth limestone is used most appropriately for trim and ornament.

The incorporation of stone trim, accents, and ornamental elements in brick masonry campus buildings is encouraged. Pre-cast concrete, and cast stone can be aesthetically acceptable and cost-effective substitutes for limestone.





Career Services Building



Newman Library



Bioinformatics Building



Davidson Hall



2. Hokie Stone

Virginia Tech was born as a land-grant college, and appropriately, its distinctive buildings have been constructed from the product of Southwest Virginia geology. Virginia Tech's Hokie Stone, set in the dignified Collegiate Gothic architectural style, embodies the identity the university set out to establish a century ago. Few alumni realize this progressive university began as a spartan technical college that adopted the Collegiate Gothic style in an effort to elevate its austere, utilitarian image.

The university mines the distinguishing limestone at its own quarry on the fringes of Blacksburg. Originally called "our native stone," the rock has become known more familiarly — and more affectionately — as Hokie Stone. These ancient stones are extracted and shaped by ancient methods — by humans as well as machines. Arms and hands, hammers and chisels craft the raw stone into building blocks.

In addition to the iconic Burruss Hall, every building around the Drill Field employs the material. The character and symbolic quality of Hokie Stone as a major building material has become synonymous with the Virginia Tech campus image. All new buildings in the Academic Core of the campus, including new precinct development, will consider Hokie Stone as a primary building material.



Hokie Stone details on corner of Saunders Hall

3. Roofs

Roofing materials need to be of equally high quality. Sloped roofs, as previously stated, should be slate, high quality artificial slate, or tern-coated stainless steel or weathered zinc.

Flat roofs need to be evaluated for their visual appearance to the degree they are visible from above or can be utilized as terraces. In these cases, roofing pavers, vegetated roof covering systems and ballast stone need to be reviewed for their aesthetic appearance. Careful consideration needs to be given to organizing and screening rooftop mechanical equipment

The following outline identifies specific recommendations with respect to roof design considerations:

1. Well-developed and articulated rooflines are encouraged.
2. Sloped roofs and flat roofs are both acceptable.
3. Parapets shall be well articulated and trimmed with pre-cast or cut stone. Profiles, scuppers, and other ornamental devices are acceptable and encouraged.
4. Dormers and pediments are also acceptable and encouraged as are cupolas, chimneys, and other traditional roofing embellishments. Their intersection with the main roof must be well detailed and will receive careful scrutiny. These elements shall not be viewed purely as ornamental elements without functional attributes.



Payne Hall



Lane Hall



Bioinformatics Building



4. Doors and Windows

Doors and door hardware are important as they are constant points of contact between people and buildings. They denote much about the character and durability of a building. They also provide an opportunity to personalize a building and welcome users in a gracious manner.

Wood, metal, and glass can all be used acceptably on the Virginia Tech campus. Combinations may occur where inner and outer doors form a vestibule. Attention should be given to visibility through doors for safety and convenience.

Windows should be of high quality, durable construction. Profiles and mullions should respond to the delicate quality of the traditional casements. Window glass should appear as clear as possible within good energy management requirements.





Traditional and modern interpretations of ornamentation in stone masonry walls



Saunders Hall 1931



Eggleston Hall 1935



Holden Hall 1940

4. Ornament

Ornament arranged into a coherent, topical and idiosyncratic program can enhance and elevate a building's design. It can speak to people on a symbolic and emotional level and help provide the Vitruvian "delight" so often missing in modern buildings.

Architectural ornament exists on the campus but has not been consistently addressed or implemented as a key design feature. Where it exists, it provides the type of individuality and expressiveness which make a campus memorable and unique. Heraldic shields, plant and animal imagery, and graphic designs can be integrated into an ornamental program in any traditional or contemporary building.

The creative use of unadorned construction elements can also produce a type of abstract ornament. Employing new methods for the production of ornament can suggest the eloquent advancement of technology. The use of scientific knowledge to invent methods – technologies – whereby ornament becomes feasible within the constraints of contemporary resources comes close to defining the very mission of Virginia Tech.

Particular reference is made to the newly published "*A Catalog of Architectural Ornament*" prepared by the University Planning, Design and Construction Department in conjunction with the School of Architecture and Design. This comprehensive photographic reference provides an invaluable documentation of the history of ornamentation on campus.

This invention is therefore an important and meaningful aspect of campus architecture. The existing ornamental programs on campus provide a basis upon which to start. Future programs should encourage the inclusion of ornament in innovative and symbolic ways for all of its buildings. Basic principles in support of this position include:

1. The campus currently has minimal ornament reflective of its lengthy history. Future buildings shall have well-developed **ornamental programs appropriate** to a university with such a broad contemporary mission.
2. **Heraldry, plant, animal, and geometric** motifs are all acceptable and encouraged in a coordinated program.
3. **Building identification** integrated into building facades are key elements of an ornamental program.
4. The use of **new technologies** to economically produce ornamental elements is acceptable and encouraged.
5. The creative use of **masonry patterning** is also acceptable as an ornamental strategy.





E. SUSTAINABLE DESIGN

1. Approach

The initiative to strongly support sustainable design strategies in building design continues its long-standing commitment to the principles that establish a *sustainable community* — which can be defined as a place of interconnectivity of all things where attention is paid to how the physical development of the campus can be sustained over time.

In conjunction with the policies outlined in the Campus Master Plan, a broad-based sustainable approach involves how building development occurs, land is used, transportation is managed, natural resources are respected, conservation technologies are practiced, and social and economical issues are prioritized.

The following design principles support the achievement of fiscally sound and environmentally responsible development and the proactive stewardship of all campus resources.

Integrate Environments

Recognize the basis of sustainable planning and design by integrating concerns for the social, economic and environmental realms. Express this commitment in plans and designs that reflect community goals, engage stakeholders, work with nature and perpetuate community heritage.

Design for Renewable Energy Systems and a Clean Atmosphere

Promote human health and comfort. Reduce the reliance on non-renewable energy systems through conservation, emphasis on natural energy sources such as sun and wind and the integrated use of renewable clean fuels.

Champion Natural Habitats

Enhance habitat diversity through open space preservation and the selection of native vegetation. Redevelop sites to regenerate natural habitats.

Enhance Water Resources

Limit the need for inter-basin or inter-watershed transfers and plan for efficient water consumption and critical watershed protection strategies. Prevent toxins from entering the water supply and, through redevelopment of contaminated sites, restore polluted water resources.

Promote Transportation Options

Motivate individuals' commitment to walking, bicycling and public transit by ensuring convenient alternative transit and a quality outdoor campus experience. Create a mix of uses and locate destination points to provide a safe and attractive campus realm. Think first of the pedestrian experience while realizing effective transportation systems that rely on human-powered and energy efficient systems.

Manage Materials for a Healthy Earth

Employ materials management practices that promote environmental health and contribute to the economy through diversification of manufacturing and disposal practices. Design for longevity and materials reuse and specify non-toxic materials. Select products that are locally extracted, harvested and manufactured, fortifying the local economy and a commitment to design that embraces local cultures



Virginia
Polytechnic
Institute and State
University

S A S A K I

RESOLUTION ON APPOINTMENT TO THE MONTGOMERY REGIONAL SOLID WASTE AUTHORITY

WHEREAS, the Montgomery Regional Solid Waste Authority consists of five directors who are responsible for the management and operation of the Authority. One director is appointed by each of the political subdivisions, and one at-large director is appointed jointly by the Virginia Polytechnic Institute and State University Board of Visitors, Blacksburg and Christiansburg Town Councils, and the Montgomery County Board of Supervisors; and

WHEREAS, Michael J. Coleman, who serves as the University representative, has a term expiring June 30, 2010; and

WHEREAS, L. Allen Bowman, who serves as the director appointed jointly by the Virginia Polytechnic Institute and State University Board of Visitors, the Town Councils, and the board of supervisors to serve at large, has a term expiring June 30, 2010;

NOW, THEREFORE, BE IT RESOLVED, that Michael J. Coleman, Associate Vice President for Facilities Services, be appointed as the University's representative and L. Allen Bowman be appointed as the at-large member to the Montgomery Regional Solid Waste Authority effective immediately for a four-year term for a term expiring June 30, 2014.

RECOMMENDATION:

That the above resolution recommending Michael J. Coleman, Associate Vice President for Facilities Services, be appointed as the University's representative and L. Allen Bowman be appointed as the at-large member to the Montgomery Regional Solid Waste Authority Board of Directors be approved.

June 7, 2010

**RESOLUTION ON LAND DONATION FOR THE
NATIONAL INSTITUTE OF AEROSPACE ASSOCIATES (NIAA) PUBLIC-PRIVATE
EDUCATION FACILITIES AND INFRASTRUCTURE ACT (PPEA) PROJECT**

WHEREAS, Virginia Polytechnic Institute and State University (University) is a participant in the consortium of Virginia universities that formed the National Institute of Aerospace Associates (NIAA), a non-profit research and education institute, and the University continues to partner and collaborate with the NIAA; and

WHEREAS, the University is the designated recipient of \$12 million in funding from the Commonwealth of Virginia to be employed in the expansion of the NIAA, specifically for the construction of a research facility targeting nanotechnology, materials and structures, sensors, and aerospace as well as the creation of new job opportunities in the City of Hampton; and

WHEREAS, the Industrial Development Authority of the City of Hampton, Virginia (IDA) approved a resolution on January 20, 2009, authorizing the donation of approximately 5± acres of land located in the Hampton Roads Center North Campus to the University for the purpose of constructing this research facility, and the IDA passed a motion on May 18, 2010 reconfirming its desire to deed the 5± acre parcel included in its January 20, 2009 resolution; and

WHEREAS, said parcel is more particularly described and referenced as Parcel D8 in the attached plat prepared by Michael Surveying & Mapping, P.C. dated March 22, 2010, revised May 19, 2010, and entitled *Property Line Vacation and Boundary Line Adjustment Plat of the Property of The Industrial Development Authority of the City of Hampton*; and

WHEREAS, the University has received proposals from bidding contractors in accordance with the Virginia Tech “ Guidelines for Projects under the Public-Private Education Facilities and Infrastructure Act of 2002” and has selected a contractor who has designated the parcel being donated by the IDA as the building site; and

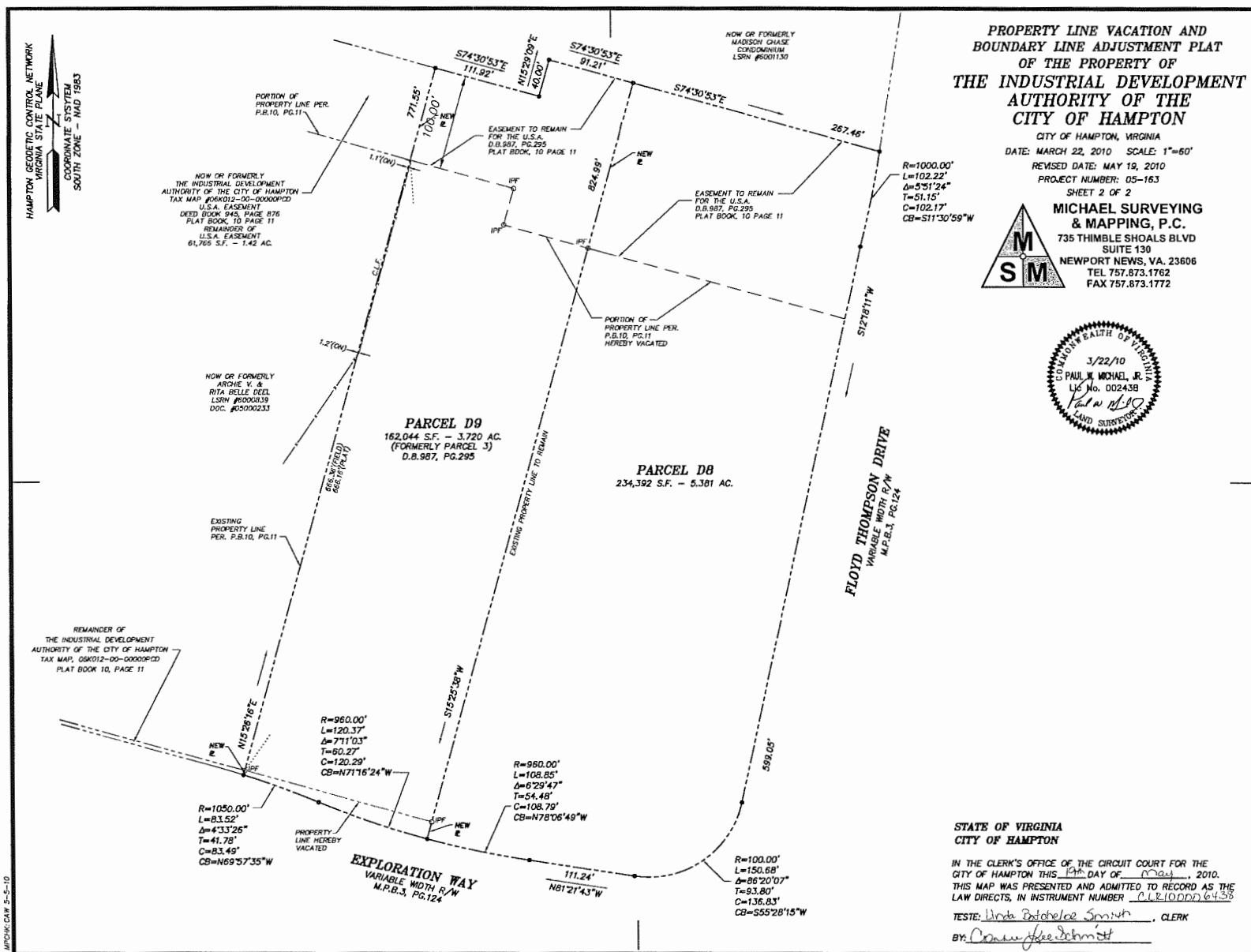
WHEREAS, the University is desirous of acquiring this property from the IDA;

NOW, THEREFORE, BE IT RESOLVED, that the University be authorized to accept this property from the Industrial Development Authority of the City of Hampton, Virginia upon completion of the required due diligence and in accordance with the applicable sections of the Code of Virginia (1950), as amended.

RECOMMENDATION:

That the above resolution authorizing the acceptance of the donated real property from the Industrial Development Authority of the City of Hampton, Virginia be approved.

June 7, 2010



RESOLUTION ON TOWN OF BLACKSBURG EASEMENT

WHEREAS, as a part of its Market Square Park/Farmers Market project, the Town of Blacksburg has requested that Virginia Tech grant an easement for the placement of a fire hydrant on University property at the intersection of Draper Road and Roanoke Street; and

WHEREAS, this easement provides for the installation, operation, and maintenance of the fire hydrant which will facilitate the delivery of emergency services by the fire department to both Town and University properties in the vicinity; and

WHEREAS, this easement contains approximately 0.00057 acre of real property and is more particularly described on a drawing prepared by the Town of Blacksburg dated March 26, 2010; and

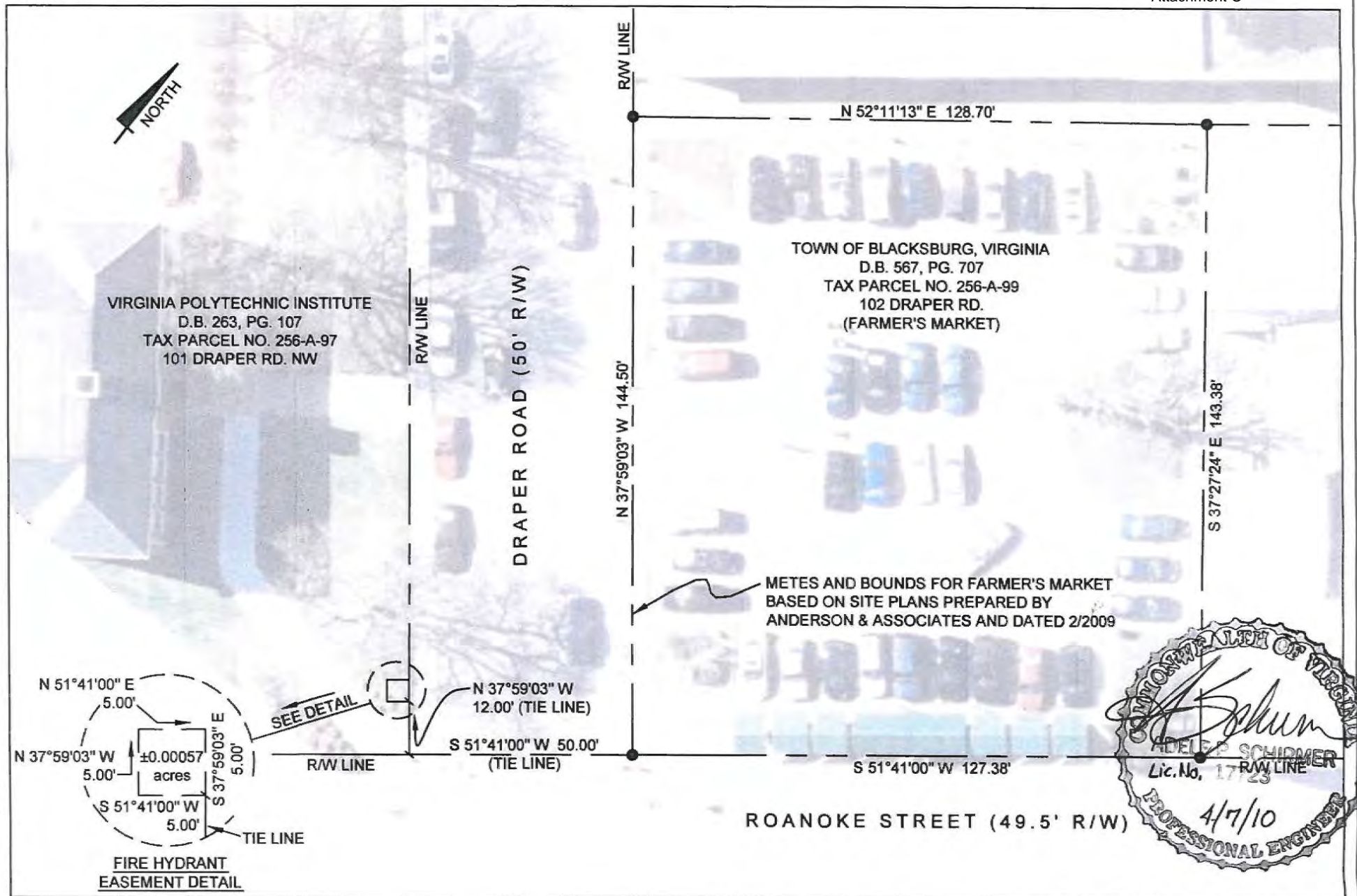
WHEREAS, Virginia Polytechnic Institute and State University desires to grant said easement to the Town of Blacksburg;

NOW, THEREFORE, BE IT RESOLVED, that the University be authorized to execute the easement to the Town of Blacksburg in accordance with Section 23-38.88 of the Code of Virginia (1950), as amended.

RECOMMENDATION:

That the above resolution authorizing Virginia Tech to execute the easement to the Town of Blacksburg be approved.

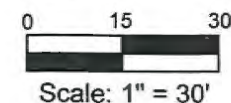
June 7, 2010



Note: The purpose of this drawing is to illustrate the location of a fire hydrant easement to be granted to the Town of Blacksburg from Virginia Polytechnic Institute.

±0.00057 ACRE (5' X 5') FIRE HYDRANT EASEMENT

Date: March 26, 2010



Drawn by: L. Hixon, T.O.B.

RESOLUTION ON APPALACHIAN POWER COMPANY EASEMENT

WHEREAS, as a part of the Prices Fork Elementary School project, Appalachian Power Company has requested that Virginia Tech grant a 40 foot wide easement, 20 feet on each side of the center line, for the placement of a power line on University property on the north side of Prices Fork Road; and

WHEREAS, this easement provides for the installation, operation, and maintenance of a power pole and an overhead power line that will serve the new Prices Fork Elementary School during construction and after the project is complete; and

WHEREAS, this easement contains approximately 0.119 acre of real property and is more particularly described on the Plat of Survey prepared by Fink Engineering and Land Surveying, LLC dated May 21, 2010; and

WHEREAS, Virginia Polytechnic Institute and State University desires to grant said easement to Appalachian Power Company;

NOW, THEREFORE, BE IT RESOLVED, that the University be authorized to execute the easement to Appalachian Power Company in accordance with Section 23-38.88 of the Code of Virginia (1950), as amended.

RECOMMENDATION:

That the above resolution authorizing Virginia Tech to execute the easement to Appalachian Power Company be approved.

June 7, 2010

BEARINGS ADJ. TO VIRGINIA STATE PLANE COORD. SYSTEM

NAD 83 - GRID NORTH - SOUTH ZONE

NOTE:

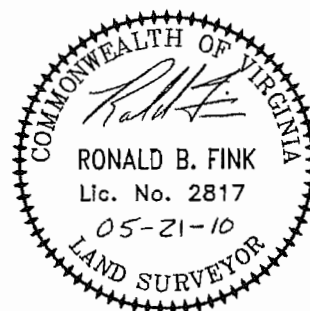
THIS SURVEY WAS RUN ACCORDING TO D.B. 356 Pg. 447, P.B. 8 Pg. 1, HIGHWAY P.B. 9 Pg. 370, INST. #2009011083, AND EXISTING GROUND EVIDENCE. IT IS NOT THE INTENT OF THIS SURVEY TO DISCLOSE RIGHT OF WAYS, EASEMENTS OR OUTCONVEYANCES OF RECORD, THIS SURVEY IS SUBJECT TO ALL RIGHT OF WAYS, EASEMENTS OR OUTCONVEYANCES OF RECORD. CALLS IN PARENTHESIS ARE DEED CALLS OR MAP CALLS, OR WERE REDUCED FROM THE SAME. ALL STRUCTURES, UTILITIES, AND TOPOGRAPHIC FEATURES ARE OF APPROXIMATE LOCATION ONLY, AND MAY NOT BE SHOWN IN COMPLETE DETAIL. THIS SURVEY WAS COMPLETED WITHOUT BENEFIT OF A LAWYERS TITLE REPORT AND IS SUBJECT TO THE SAME. IT IS ADVISED THAT A LAWYERS TITLE REPORT BE COMPLETED TO REVEAL ANY RIGHT OF WAYS, EASEMENTS, OR OUTCONVEYANCES OF RECORD, SO THE SAME CAN BE PROPERLY SURVEYED AND MAPPED, AND SHOWN UPON A REVISED PLAT. THIS PLAT IS BASED UPON A CURRENT FIELD SURVEY.


**FINK ENGINEERING
& LAND SURVEYING, LLC**

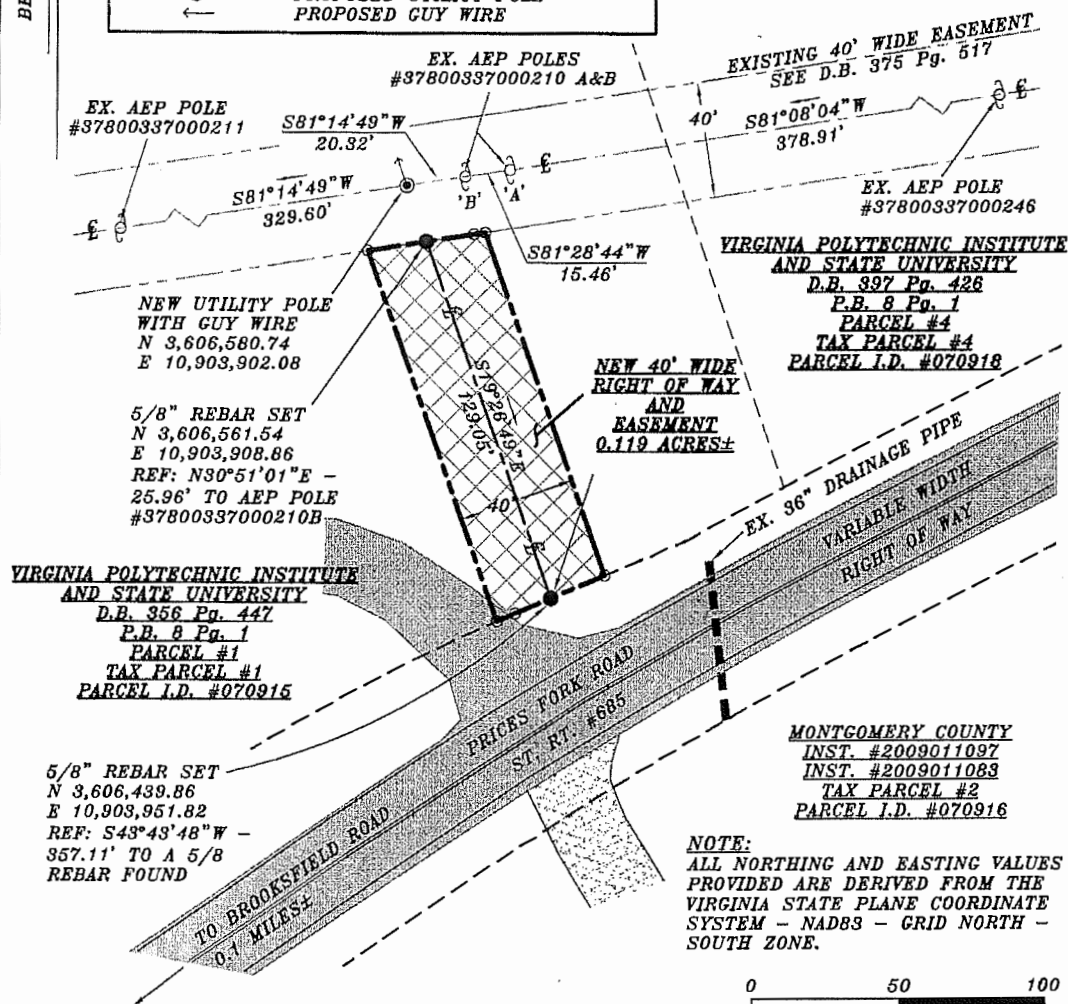
 16 EAST MAIN ST.
CHRISTIANSBURG, VA 24073
540-381-2626

 414 THORN ST.
PRINCETON, WV 24740
304-425-1605

DRAWN BY RONALD B. FINK, P.E., P.S., L.S.

**LEGEND**

---	EXISTING EASEMENT CENTERLINE
---	NEW R-O-W CENTERLINE
---	LIMITS OF EXISTING EASEMENT
---	LIMITS OF NEW R-O-W
⊙	EXISTING UTILITY POLE
⊙	PROPOSED UTILITY POLE
—	PROPOSED GUY WIRE

**PLAT OF SURVEY**

SHOWING THE SURVEY OF A NEW 40' WIDE RIGHT OF WAY AND EASEMENT ACROSS THE VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY PROPERTY (D.B. 356 Pg. 447), SITUATE ON THE WATERS OF NEW RIVER, APPROX. 4.2 MILES SOUTHWEST OF THE TOWN OF BLACKSBURG, ON PRICES FORK ROAD, ST. RT. #685, PRICES FORK MAGISTERIAL DIST., MONTGOMERY COUNTY, VA, SCALE 1"=50', SURVEYED 05/06/10 BY RONALD B. FINK L.S., 16 EAST MAIN STREET, CHRISTIANSBURG, VA 24073.

 SEE TAX MAP #052-5
PARCEL #1

Committee Minutes

FINANCE AND AUDIT COMMITTEE

**Smithfield Room, The Inn at Virginia Tech
8:30 a.m.**

June 7, 2010

Finance Closed Session

Board Members Present: Mr. Michael Anzilotti, Ms. Beverley Dalton, Mr. George Nolen

VPI & SU Staff: Ms. Kay Heidbreder, Ms. Sharon Kurek, Mr. M. Dwight Shelton, Jr., Dr. Charles Steger, Dr. Lisa Wilkes

1. Motion for Closed Session

- * 2. **Ratification of Personnel Changes Report:** The Committee met in Closed Session to review and take action on the quarterly personnel changes report.
- * 3. **2010-2011 Promotion, Tenure, and Continued Appointment Program:** The Committee met in Closed Session to review and take action on the 2010-2011 Promotion, Tenure, and Continued Appointment Program.

Finance Open Session

Board Members Present: Mr. Michael Anzilotti, Ms. Beverley Dalton, Mr. George Nolen, Mr. Thomas L. Tucker – Staff Representative

VPI & SU Staff: Mr. Erv Blythe, Mr. Allen Campbell, Mr. Al Cooper, Mr. John Cusimano, Mr. Corey Earles, Mr. Tim Hodge, Ms. Elizabeth Hooper, Mr. Hal Irvin, Ms. Sharon Kurek, Mr. Ken Miller, Ms. Lisa Royal, Mr. M. Dwight Shelton, Jr., Dr. Raymond Smoot, Jr., Mr. Jeb Stewart, Ms. Melinda West, Dr. Lisa Wilkes

Guests: Mr. Maxwell Awando, Mr. Chris Sherman

1. Motion to Reconvene in Open Session

- 2. **Approval of Items Discussed in Closed Session:** The Committee reviewed and took the following actions on items discussed in closed session: ratified the

Personnel Changes Report and approved the 2010-2011 Promotion, Tenure and Continued Appointment Program.

3. **Opening Remarks and Approval of Minutes of the March 22, 2010 Meeting:** The Committee reviewed and approved the minutes of the March 22, 2010 meeting.
4. **Report on Research Activity:** The Committee received a report summarizing the investments made over the last several years in research and the outcomes of those investments. Over the last several years, the University has made consistent, significant investment in its research and scholarly programs to position the University for the future. As a result, Virginia Tech has experienced a period of eleven consecutive years in which research expenditures have exceeded those from the prior year. During this period, total expenditures as measured by the National Science Foundation have more than doubled from approximately \$169 million in 1999 to \$396 million in 2009. This represents an annual growth rate of approximately eight percent, outpacing the average rate of growth in research expenditures during the last five year period available for comparison from NSF of approximately 5.3 percent. As a comparison, in the decade of the 1990s, expenditures grew only at an annual rate of 3.8 percent. These investments have allowed the University to accelerate the pace of research activities and provide a host of benefits to the campus and community which has a positive impact on almost all areas of campus. Since the impact of most research investments are realized over a long period of years, the investments over the last several years are likely to create a long-term positive impact on total research activity moving forward.

The university has made significant investments to assist in the research growth that the university has experienced. These include investments in faculty start-up packages of \$72 million over the last eight years; research facility expansions that are either completed or in the planning stages that total 1.2 million GSF and are over \$555 million; targeted investments in the university's research institutes including VBI (\$8.6 million), VTTI (\$3.5 million), ICTAS (\$7.8 million), Fralin Life Sciences Institute (\$1.6 million), and ISCE (\$.7 million); administrative clerical support for the research programs (\$1 million); increased graduate student support; and investments in research equipment and technology infrastructure.

The Committee praised the university for the investments made in the research programs and the success that has been made over the last five years. The Committee requested that each institute develop a five-year investment and results plan with measurable outcomes, and report on the continued success against the plan on an annual basis. The Vice President for Research shared that the Research Division is preparing to develop a five-year strategic plan that will address this request and include performance metrics, allowing institutes to be measured consistently across the university. The Committee recommended

that the report be presented to the Research Committee at the August Board meeting.

- * 5. **Resolution on Adoption of Winter Closing Policy:** The Committee reviewed for approval a resolution to adopt a winter closing policy and amend related University policies. An official University closing creates a consistent internal and external understanding that University offices will be closed and classes are not in session. In addition, the closing allows Facilities operations to optimize energy cost savings during periods of low employee and student activity. Department heads and senior managers may identify in advance the locations of critical operations to assure on-going services where needed, such as research projects that would be negatively impacted if efforts were curtailed during the holiday closing.

The Committee reviewed for approval amendments to University Policy 4315: Guidelines on Holidays and revisions to the Campus Leave Manual authorizing four days of personal leave for staff employees hired after July 9 each year.

The Committee recommended the Resolution on Adoption of Winter Closing Policy to the full Board for approval.

- * 6. **Approval of Year-to-Date Financial Performance Report (July 1, 2009 – March 31, 2010):** The Committee reviewed for approval the Year-to-Date Financial Performance Report for July 1, 2009 – March 31, 2010. For the third quarter, budget adjustments were made to reflect revisions to projected revenues and expenditures. During the third quarter, the tuition and fee revenue is ahead of historical projections due to the timing of collections and unfunded scholarship awards. Total sponsored revenues and expenditures are less than projected. Revenues for the Intercollegiate Athletics System are higher than projected due to higher than anticipated student fees.

For the quarter ending March 31, 2010, \$68.6 million had been expended for Educational and General and 2002 General Obligation Bond capital projects, and \$51.8 million had been expended for Auxiliary Enterprises capital projects. Capital outlay expenditures for the nine-month period ending March 31, 2010 totaled \$120.4 million.

The Committee recommended the Year-to-Date Financial Performance Report to the full Board for approval.

- * 7. **Approval of 2010-2011 Faculty Compensation Plan:** The Committee reviewed for approval the 2010-11 Faculty Compensation Plan. The University continues to use the parameters provided by the Secretary of Education in the “Consolidated Salary Authorization for Faculty Positions in Institutions of Higher Education” that outlines the authorized salary average for full-time teaching and research faculty and administrative and professional faculty, and requires a board-approved faculty compensation plan.

The authorized salary average for 2009-10 for Virginia Tech is \$89,215. This places Virginia Tech at the 33rd percentile of its peer group for 2009-10. Because the General Assembly did not provide funding for increases in 2010-11, the authorized salary average is projected to remain constant in 2010-11.

The Committee recommended the 2010-11 Faculty Compensation Plan to the full Board for approval.

- * 8. **Approval of 2010-2011 University Budget:** The Committee reviewed for approval the following 2010-11 University budgets:
 - a. **Operating and Capital Budgets:** The University anticipates authorization of \$1.06 billion during 2010-11 to carry out all of its programs, based upon the direct appropriations. However, the University's annual internal budget varies from this external expenditure authorization for several reasons, some of which increase the annual expenditure authority while others reduce the expenditure plans. The 2010 General Assembly approved significant General Fund reductions and made nongeneral fund assessments for the 2010-12 biennium. In total, the University will have lost approximately \$75 million in state support by 2011-12 over the University's 2007-08 base appropriation, and will have no federal stimulus support to help mitigate the shortfall in 2011-12. For 2010-11, the recommended internal budget for all operations is \$1.1 billion. This is an increase of \$46 million over the adjusted 2009-10 budget. This increase reflects changes in nongeneral fund revenues for 2010-11 and actions of the 2010 General Assembly session that will impact the 2010-11 General Fund appropriation.

The Educational and General budget will be \$592.8 million in 2010-11. In 2010-11, the auxiliary operations are projected to grow approximately 4.1 percent over the adjusted 2009-10 budget; a significant portion of the increase is attributable to growth in Residential and Dining Programs, the conversion of Fleet Services to an Auxiliary Enterprise, and an increase in Intercollegiate Athletics revenue. The University anticipates \$7.2 million of growth over 2009-10 due to projected increases in externally sponsored research activities. The student financial assistance program includes \$17.7 million in state General Fund support and \$2.4 million in American Recovery and Reinvestment Act of 2009 (ARRA) funding for 2010-11 to provide tuition mitigation grants for in-state undergraduate students.

The capital outlay program for 2010-11 is comprised of 21 Educational and General projects, and 13 Auxiliary Enterprise projects for a total of 34 projects. The total capital outlay budget for fiscal year 2011 includes approximately \$601.8 million of authorizations with an estimated available balance of about \$421.2 million. Of the available balance, the University plans to spend about \$162 million in 2010-11.

- b. **Hotel Roanoke Conference Center Commission Budget:** The Hotel Roanoke Conference Center Commission was established by resolutions adopted by Virginia Tech and the City of Roanoke, under Commonwealth of Virginia enabling legislation. The enabling legislation provided that the Commission shall annually prepare and submit to both the City of Roanoke and Virginia Tech a proposed operating budget showing its estimated revenues and expenses for the forthcoming fiscal year, and, if the estimated expenses exceed the estimated revenues, the portion of the unfunded balance is to be borne by each participating party for the operation of the conference center. The Commission has adopted and approved its operating budget for fiscal year 2010-11. Virginia Tech and the City of Roanoke will make equal contributions of \$80,000 to the Commission for fiscal year 2010-11. The funds for Virginia Tech will come from the Fralin endowment which was established to assist with the project.
- c. **Virginia Tech-Wake Forest University School of Biomedical Engineering and Sciences Budget:** The Committee reviewed for approval the 2010-11 budget for the Virginia Tech-Wake Forest University School of Biomedical Engineering and Sciences, which includes a revenue and expenses budget of \$ 1.6 million. The collaboration agreement, which outlines the relationship and responsibilities of each party, requires the governing boards of each university to approve the annual operating budget for the School of Biomedical Engineering and Sciences.

The Committee recommended the 2010-2011 University Budget to the full Board for approval.

- * 9. **Approval of 2010-2011 Auxiliary Systems Budgets:** The Committee reviewed for approval the 2010-11 Auxiliary Systems Budgets. In accordance with the resolution authorizing and securing the Dormitory and Dining Hall System, Electric Service System, University Services System, and Intercollegiate Athletic System revenue bonds, the Board of Visitors is required to adopt an annual budget. All budgets are balanced and designed in accordance with bond covenants including maintenance and reserve requirements. Once approved by the Board of Visitors, the annual budget will be filed with the State Treasurer and will be the basis for making payments from the revenue fund to meet the operating costs of the auxiliary systems.
 - a. **Dormitory and Dining Hall System Budget:** The 2010-11 budget for the Dormitory and Dining Hall System, including debt service, is \$80.5 million for the period of July 1, 2010 to June 30, 2011.
 - b. **Electric Service System Budget:** The 2010-11 budget for the Electric Service System, including debt service, is \$27.8 million for the period July 1, 2010 to June 30, 2011.

- c. **University Services System Budget:** The 2010-11 budget for the University Services System, including debt service, is \$30.5 million for the period July 1, 2010 to June 30, 2011.
- d. **Intercollegiate Athletics System Budget:** The 2010-11 budget for the Intercollegiate Athletics System, including debt service, is \$49.5 million for the period July 1, 2010 to June 30, 2011.

The Committee recommended the 2010-2011 Auxiliary Systems Budgets to the full Board for approval.

- * 10. **Approval of 2010-2011 Pratt Fund Budgets:** The Committee reviewed for approval the 2010-11 Pratt Fund budgets for Engineering and Animal Nutrition. The Pratt Fund provides funding for programs in both the College of Engineering and Department of Animal Nutrition in the College of Agriculture and Life Sciences. For 2010-11, the College of Engineering proposes expenditures of \$893,850. Animal Nutrition proposes expenditures of \$1,200,551 for 2010-11.

The Committee recommended the 2010-2011 Pratt Fund Budgets to the full Board for approval.

Audit Closed Session

Board Members Present: Mr. Michael Anzilotti, Ms. Beverley Dalton, Mr. George Nolen

VPI & SU Staff: Ms. Kay Heidbreder, Ms. Sharon Kurek, Mr. M. Dwight Shelton, Jr., Dr. Charles Steger, Dr. Lisa Wilkes

1. **Update on Fraud, Waste, and Abuse Cases:** The Committee met in Closed Session to receive an update on the outstanding fraud, waste, and abuse cases.
2. **Discussion with the Director of Internal Audit:** The Committee met in Closed Session with the Director of Internal Audit to discuss audits of specific departments and units where individual employees were identified.

Audit Open Session

Board Members Present: Mr. Michael Anzilotti, Ms. Beverley Dalton, Mr. George Nolen, Mr. Thomas L. Tucker – Staff Representative

VPI & SU Staff: Mr. Erv Blythe, Mr. Robert Broyden, Mr. Allen Campbell, Mr. Al Cooper, Mr. John Cusimano, Mr. Corey Earles, Mr. Tim Hodge, Ms. Elizabeth Hooper, Mr. Hal Irvin, Ms. Sharon Kurek, Dr. Joe Merola, Mr. Ken Miller, Ms. Terri Mitchell, Ms.

Lisa Royal, Mr. M. Dwight Shelton, Jr., Dr. Raymond Smoot, Jr., Mr. Jeb Stewart, Ms. Melinda West, Dr. Lisa Wilkes

Guests: Ms. Karen Helderman, Ms. Stephanie Jennelle, Mr. Jim Quesenberry, Mr. Chris Sherman

1. **Approval of Minutes of the March 22, 2010 Meeting:** The Committee reviewed and approved the minutes of the March 22, 2010 meeting.
2. **Review and Acceptance of University's Update of Responses to all Previously Issued Internal Audit Reports:** The Committee reviewed the University's update of responses to all previously issued internal audit reports. At the March meeting, the University reported that as of December 31, 2009, no audit comments remained outstanding. One audit comment has been issued since then. As of March 31, 2010, the University has not addressed the comment, leaving one open recommendation in progress.

The Committee accepted the report.

3. **Review of Internal Audit Department's Status Report as of March 31, 2010:** The Committee reviewed the Internal Audit Department's Status Report as of March 31, 2010. In addition to conducting scheduled audits, the audit department conducted the campus-wide risk assessment in preparation of the fiscal year 2011 audit plan; completed two advisory service projects at management's request; and participated in annual audit activities, fraud audits, and professional development activities.

The Committee accepted the report.

4. **Review and Discussion of Suggested 2011 Audit Plan:** The Committee reviewed the suggested audits for the development of the audit plan for fiscal year 2011. Internal Audit conducted the annual risk assessment after reviewing financial data and seeking input from senior management. Approximately 6,500 hours annually will be devoted to risk-based audits and compliance reviews, and 1,200 hours are allotted for advisory services. Twenty-two audits and six compliance reviews are proposed for 2010-11. Audits not completed in the fiscal year scheduled will be carried forward to the next fiscal year. The Committee suggested that the Director review the possibility of adding some time into the 2010-2011 Audit Plan to periodically review management action plans for significant audit findings.

The Committee accepted the report.

5. **Review and Acceptance of the following Internal Audit Reports/Memos Issued:** The Committee reviewed and accepted the following Internal Audit reports:

- a. Department of Chemistry: The audit indicated that management has designed controls that should reduce the department's exposure to business risks, but the controls are not consistently applied. Significant improvements are recommended to achieve a fully effective system of internal controls. Audit recommendations were issued to management where opportunities for further improvements were noted in the areas of effort reporting and monitoring of research expenditures, health and safety training and record retention, service center billing and deficit reduction, as well as information technology areas regarding password complexity and monitoring, and protection of sensitive data. The Vice President for Information Technology agreed to assist the department in identifying processes that improve password procedures and protection of sensitive data.
- b. Information Technology Security Office: The audit indicated that management has designed and implemented controls that are effective at reducing the department's exposure to many business risks. Some improvements are recommended to increase the efficiencies for controlling access to university computing systems, managing information technology (IT) security reviews, and for vetting commercial-off-the-shelf IT hardware and software applications.
- c. University Scholarships and Financial Aid: The audit indicated that management has designed and implemented controls that are often effective at reducing the University Scholarship and Financial Aid's (USFA) exposure to some of the business risks it faces. Some improvements are recommended to achieve a fully effective system of internal controls in the areas of monitoring financial aid disbursement, awarding aid to USFA employee-students and student-employees, and utilization of Federal Work Study funds.
- d. Dining Services: The audit indicated that management has designed and implemented controls that are often effective at reducing the department's exposure to many of the business risks it faces. Some improvements are recommended to achieve a fully effective system of internal controls in the areas of electronic timekeeping system, the quality assurance "Taster's Group," and documentation and internal procedures in catering operations.
- e. Environmental Health and Safety Services: The audit indicated that management has designed controls that are often effective at reducing the department's exposure to business risks, but the controls are not consistently applied. Significant improvements are recommended to increase operational efficiency and oversight with the department and to ensure consistent coverage and adequate communication to the university community for health and safety related business risks.
- f. Facilities Services – Renovation: The audit indicated that management has designed controls that should reduce Renovation's exposure to business risks,

but the controls are not consistently applied. Significant improvements are recommended to achieve a fully effective system of internal controls. Audit recommendations were issued to management where opportunities for further improvements were noted in the areas of data integrity, reconciliation, timeliness of billing and closing projects, journal entry documentation, and client communication. During the audit, management brought forward concerns that the cumulative Renovation deficit for under recovered costs originally reported was much higher than anticipated. The University Controller has created a work group to provide services to assist in determining the actual deficit and to ensure that processes and procedures are improved to provide more effective financial management.

6. **Scope Discussion with External Auditor:** The Committee met with the Auditor of Public Accounts for a scope discussion for the upcoming APA audit. The University's Internal Audit Department was included in a state-wide audit during 2009-10. There were no findings or recommendations.

There being no further business, the meeting adjourned at 11:47 a.m.

Report on Research Activity
FINANCE AND AUDIT COMMITTEE

May 13, 2010

At the March 2010 Board meeting, the Finance and Audit Committee requested information on research investments and results over the last five years. In response to the discussion at the Board meeting, the University presents this summary of the investments made over the last several years in research and the outcomes of those investments.

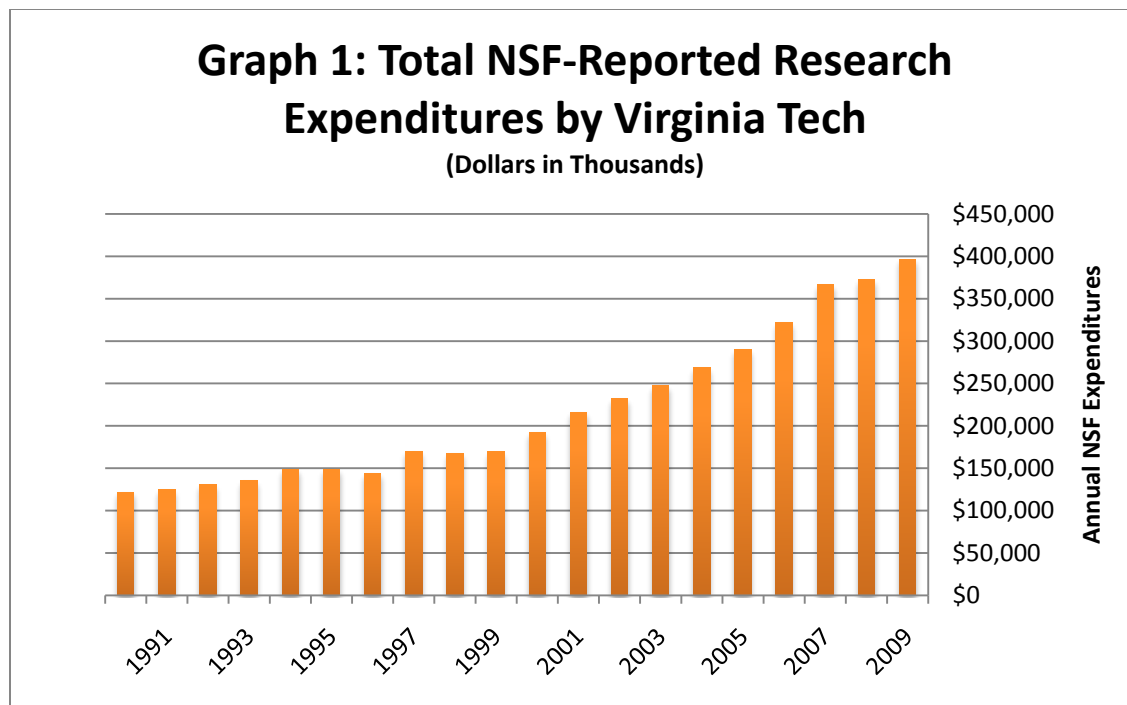
BACKGROUND

In 2002, the State Council of Higher Education for Virginia (SCHEV) in its *Advancing Virginia Through HIGHER EDUCATION: Systemwide Strategic Plan for Virginia Higher Education* reiterated the need to enhance the Commonwealth's leadership position in the new 21st century economy by increasing the level of research and development at Virginia's colleges and universities. This theme has resounded with business and industry leaders as well as college and university presidents, faculty, and administrators. State leaders, and leadership of the General Assembly, also have expressed great interest in moving Virginia forward by strengthening the state's academic research capabilities.

Virginia Tech embraced this goal, and the past decade has been a period of renewed focus, investment, and growth in the academic and research programs. The University has made strategic investments to position the research and scholarly programs for success.

CONSISTENT GROWTH

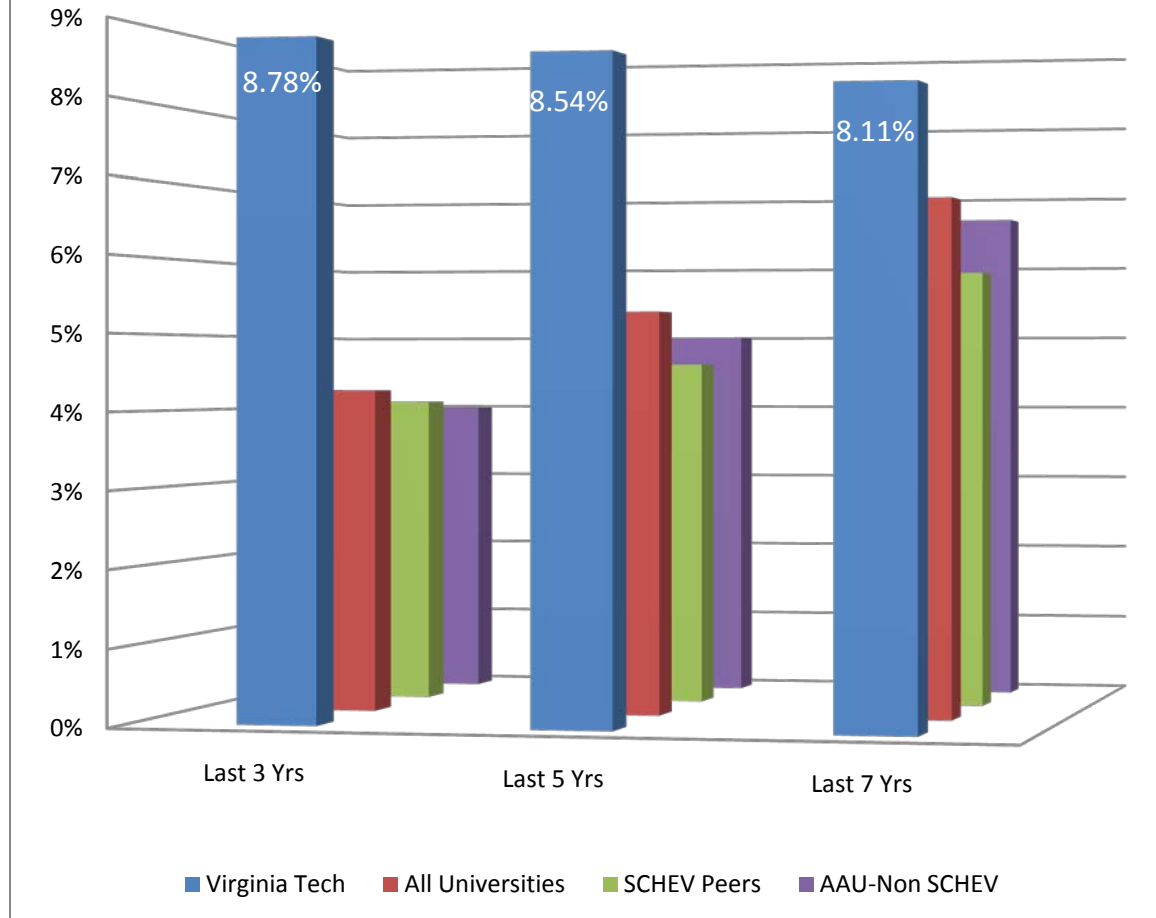
Virginia Tech has experienced a period of 11 consecutive years in which research expenditures have exceeded those from the prior year. During this period, total expenditures as measured by the National Science Foundation (NSF) have more than doubled from approximately \$169 million in 1999 to \$396 million in 2009. This represents an annual growth rate of approximately eight percent. As a comparison, in the decade of the 1990s, expenditures grew only at an annual rate of 3.8 percent. Graph 1 reflects the University's annual NSF-reported research expenditures.



GROWTH THAT HAS BEEN SIGNIFICANTLY HIGHER THAN PEERS

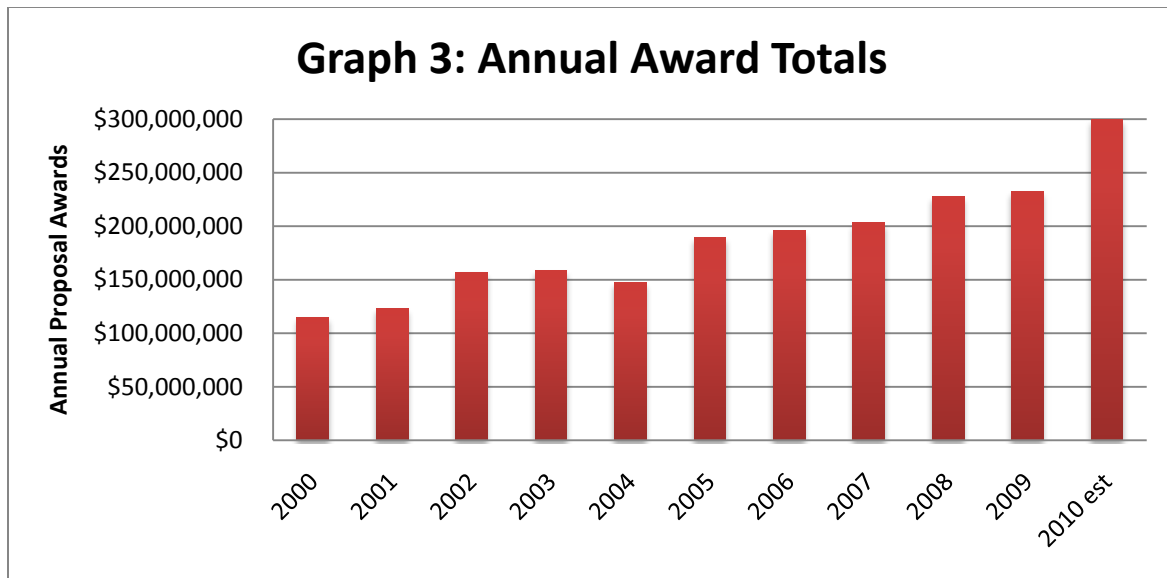
Virginia Tech's growth has significantly outpaced the average rate of growth in research expenditures during the last five year period available for comparison from NSF. Over those five years, total NSF reported research expenditures at colleges and universities grew from roughly \$40 billion to \$52 billion. This is an annual growth rate of 5.3 percent. Virginia Tech's rate of growth during the same period has been 8.5 percent. Not only has Virginia Tech's growth outpaced the average university; it has outpaced the growth of its SCHEV peers (4.6 percent) and the other members of the Association of American Universities that are not SCHEV peers (5.0 percent). Graph 2 displays comparative growth statistics for the last three, five, and seven years.

Graph 2: Percent Growth in NSF-Reported Research Expenditures

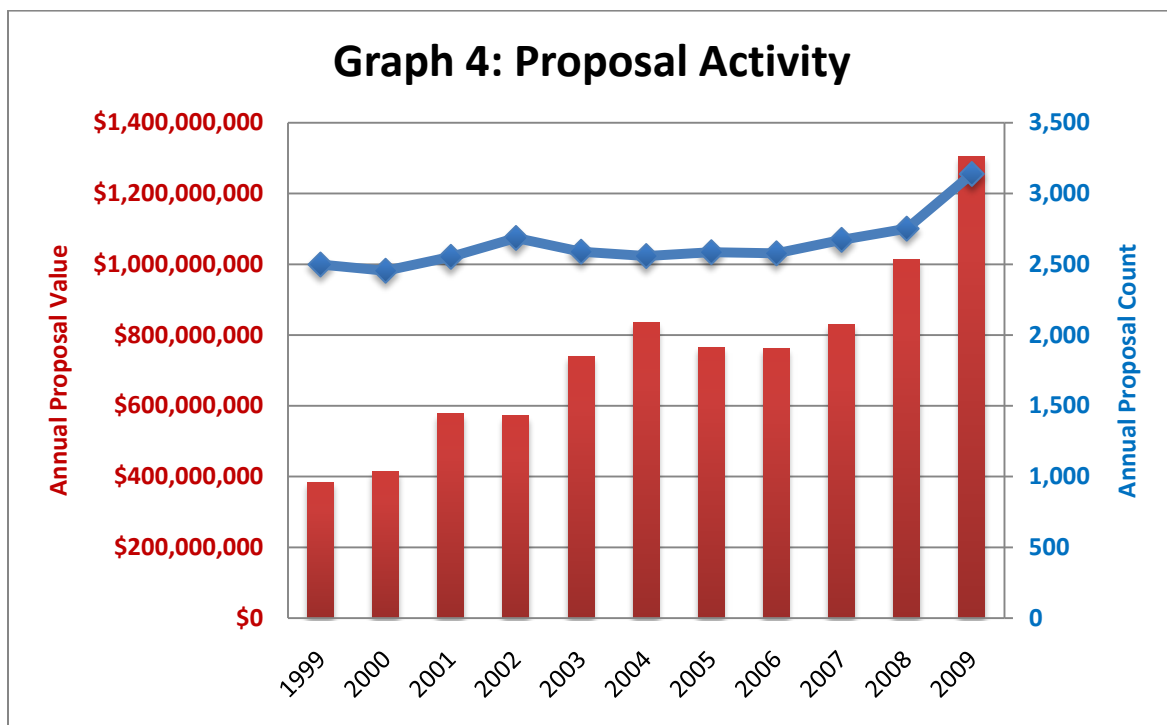


INDICATIONS OF FUTURE GROWTH

One indicator of future expenditures is awards received. Over the last five years, awards have increased at an annual rate of 9.4 percent (See Graph 3). For the last four full quarters, growth in awards received by the University has been extraordinary at a rate of 37 percent. This growth is due partially to the American Recovery and Reinvestment Act and to a significant five-year commitment to the Virginia Bioinformatics Institute from National Institutes of Health. While the fiscal year 2010 level of awards may not be sustainable, increased level of awards indicate future growth in expenditures.



Another indicator of future success is the dollar amount and number of proposals submitted. The number of proposals submitted has grown at a steady pace, but the average value of proposals being submitted has grown significantly (See Graph 4). Proposals in 2009 averaged \$400,000, an increase of \$75,000 over average proposals submitted in 2004.



This period of unparalleled success is correlated with significant investments in research made by the University. The following overview provides details of some of

those investments in research, as well as the challenges being faced and the benefits received from those investments.

STRATEGIC INVESTMENTS

These achievements have been made possible by an ongoing series of strategic investments that have advanced the research agenda and strengthened the academic programs of the University over the last several years. The University's efforts have included shaping the policies of the Commonwealth, obtaining the proper infrastructure and facilities, hiring, supporting and retaining research active faculty, improving scientific equipment and capabilities, entering into strategic partnerships, and making organizational investments. The following is a review of some of the major investments which span these areas.

Policy

The University has worked closely with state officials to obtain the Commonwealth's support for research. This has helped create state programs to directly fund research and impact state policy as it effects research funding. Two examples of these efforts include a state policy decision to cap at the 2004 level the mandatory allocation of the 30 percent of indirect cost recovery to support the institutional support program costs, and the creation of the Commonwealth Research Initiative (CRI). The CRI has made direct investments into programs, graduate support, and equipment.

Facilities

During the past ten years, the University has substantially increased the amount and quality of modern research space and has more research activity underway because of critical strategic planning goals established in 2001. These strategies include securing external support from the state and private sources and leveraging self-generated indirect cost recoveries to advance the inventory of research facilities.

The Commonwealth of Virginia supports research facility improvements by funding up to 50 percent of research space costs; this funding source is a critical component of the University's strategy. In 2001, the University committed to several core research objectives for the development of its 2002-2008 Capital Outlay Plan. These strategic commitments have resulted in substantial state funding to advance capital improvements that have come on-line or have started construction during the past several years. Specifically, funding for the University in the state's capital program over the past decade has supported Latham Hall, Bioinformatics-Phase 2, ICTAS-Phase 1, Life Sciences-Phase 1, Infectious Disease Research Facility, ICTAS-Phase 2, Technology and Research Innovation Center, and the Virginia Tech Carilion School of Medicine and Research Institute. In total, since 2000, the University's strategic planning with the state has generated \$198 million of state support for capital projects. This support was leveraged with \$85 million of self-

generated revenue from grants and gifts to advance capital improvements providing 658,000 gross square feet (GSF) of modern research space.

The University continues its strategic efforts to successfully position for state capital project research funding and has planning funds for the Engineering Signature Building and Human and Agricultural Biosciences Building which will bring another \$154 million of instruction and research facilities to campus and provide 250,000 additional GSF of space.

While the University has successfully obtained funds from the state to support the research program, the University's overall goals for research space during the last decade exceeded the pace at which resources from the state have flowed. To better meet the timing needs of research space, in 2005, the University developed and initiated a strategy of reallocating its overhead distribution to create space off-campus at the Corporate Research Center. This strategy has provided critical surge space during the University's exceptional growth period of the last several years. Specifically, the University has built a 53,000 GSF computational facility, a 32,000 GSF nanoscale materials characterization and fabrication laboratory, a 70,000 GSF life sciences laboratory, and a 7,000 GSF vivarium. These new research facilities provide 162,000 GSF of research space and reflect a total value of \$33 million for the buildings alone; the financial support for these facilities is generated from indirect cost recoveries from the research.

Beyond the main campus area in Blacksburg and Roanoke, Virginia, the University has embarked on a special facility initiative to establish a strategic presence in the national capital region to advance the research program. The National Capital Region Building is under construction and includes 144,000 GSF with a cost of \$85 million supported entirely with self-generated revenue.

In total, over the past decade, the University has built or has under construction 964,000 GSF of research space and has another 250,000 GSF in the planning stage. The total investment in these 1.2 million GSF of facilities is \$536 million.

Faculty

The University has worked to recruit, develop and retain a world-class research-active faculty. To support recruitment, a major investment has been made to support competitive start-up packages and laboratory setup support for new faculty hires. This program matches college start-up funds with central resources to leverage a higher level total support for individual hires. Over the past eight years, the program has committed more than \$32.8 million in University funding to help support total start-up costs of \$72.2 million for 435 tenure track faculty hires. This program has been very successful and well received by colleges and departments. Its success in helping new faculty develop successful research programs quickly can be seen in the number of NSF CAREER award winners the University has fielded during the same period.

A cluster hire approach has been utilized to recruit a critical mass in high potential interdisciplinary areas. In addition to cluster hires within a college, cross-college clusters have been created in the areas of biomass research, society, culture and the environment, and creative technologies. This new approach has been coupled with a collocation strategy to build linkages and strong interdisciplinary programs.

Staffing and Operations

Graduate students play a critical role in a research university. From 2004 to 2008, the University made a series of investments to support additional stipends and tuition waivers for doctoral students to increase both the number and the quality of available students. Since the 1990s, the University has improved its stipend program, expanded the tuition remission program, and worked to have benefits comparable to peer institutions. In recent years, these efforts have continued with the expansion of the successful graduate health insurance program.

Undergraduate research programs are being expanded to both enhance the undergraduate learning experience and to help develop talent and a pipeline for graduate education. A position to coordinate and obtain external funding for undergraduate research opportunities has been created and will be filled in 2010-11.

In 1998-99, the University established an earmarked pool of resources of almost \$1 million for the purpose of funding the salary and fringe benefit costs of clerical and administrative support for research. This was in response to the Office of Management and Budget (OMB) Circular A-21 which no longer allowed administrative and clerical support to be charged directly to a federal grant or contract. In 2007-08, the program was modified to ensure new research ventures were supported and research productivity was monitored.

Support Programs

Investments in support programs over the last decade include the Office of Sponsored Programs, Cost Accounting, Research Compliance and Export Controls, faculty effort reporting, Environmental Health and Safety Services, and the development and management of intellectual property. Adequate support for these programs provides greater capacity for processing proposals and awards, improving costing and negotiations with the federal oversight agency (which ultimately enhances the potential recovery rate for facility and administrative costs), ensuring an appropriate research environment, and protecting and valuing the development of intellectual property.

Infrastructure

Infrastructure investments include significant investments in computational capabilities, including high performance computing, storage, and advanced networking. Storage for massive datasets is currently being provided by central

Information Technology to ensure coordinated access for distributed research programs. The University's work to ensure the Commonwealth's leadership in the next generation of national communications infrastructures includes advanced networking capabilities on-campus and across the state.

Vivarium capacity has been updated and expanded. This has enhanced the capacity for controlled environmental conditions for research.

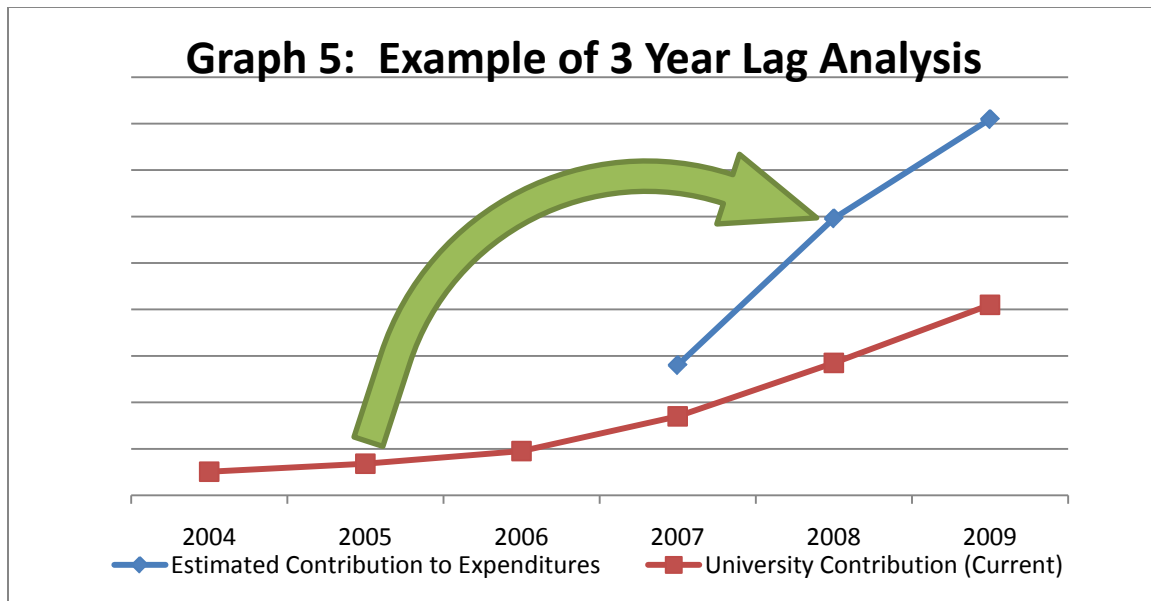
Access to library resources is critical for a research institution. The University has worked to shelter the University Libraries from budget reductions while also investing in the collection.

Equipment

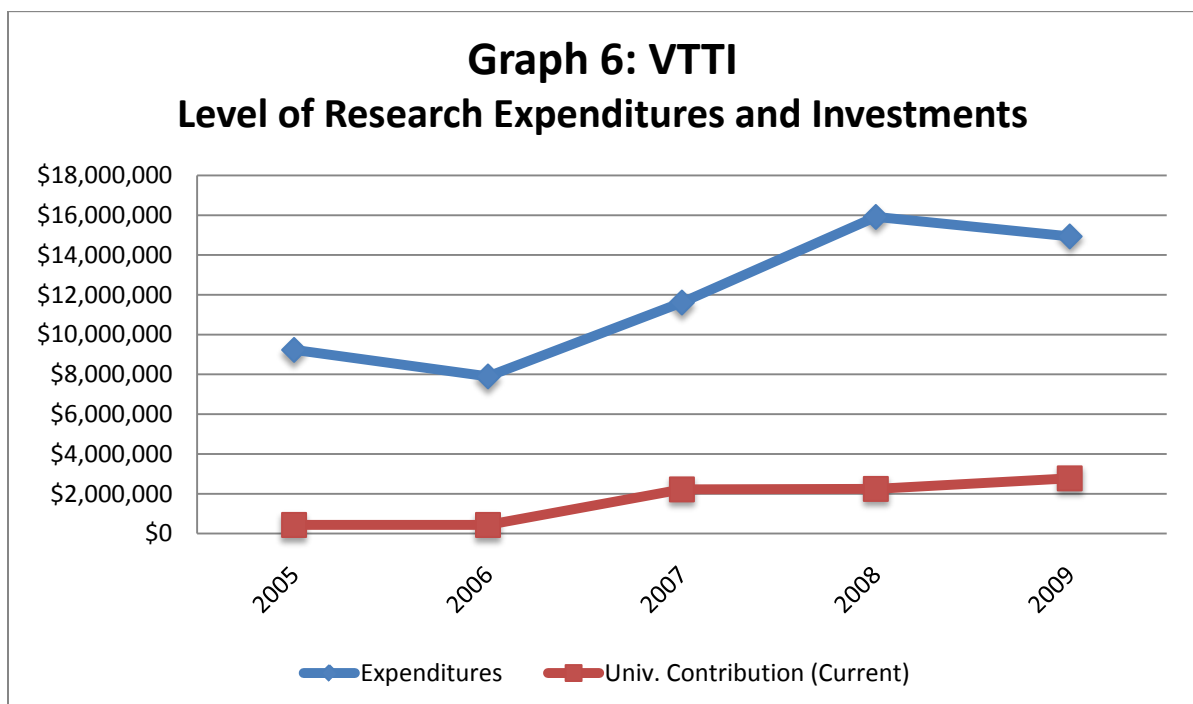
Cutting edge research often requires state-of-the-art equipment. Annual equipment allocations are supported through the Commonwealth's Equipment Trust Fund program. An additional infusion was provided in 2006-07 when the state provided \$11.5 million in one-time support for equipment as part of CRI. Other equipment needs are supported on an ad-hoc basis. Additional service centers have been established to plan for the ultimate renewal of certain pieces of equipment.

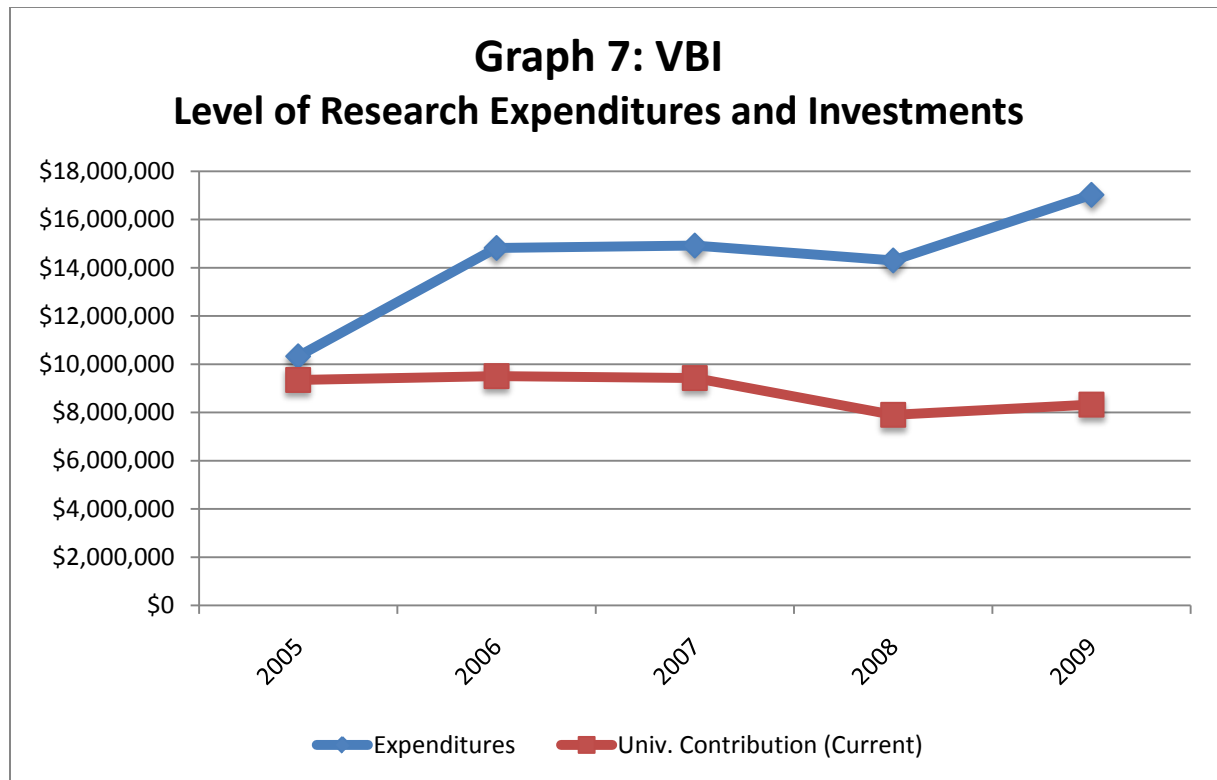
Organized Research Units

Specific institutes have been established to build strategic capacities and focus critical mass in key areas of high potential. The University currently has five major institutes; each institute is at a different stage of development due to how long it has been in existence and its rate of funding investment. A sixth institute (Virginia Tech Carilion Research Institute) is currently under development but is not presented in this report. The Research Division considers the research outcomes in light of investments made three years earlier to reflect the time required to build capacity and develop a team, submit proposals, receive awards, and begin the project. Graph 5 depicts the expenditure increase three years subsequent to the investment.



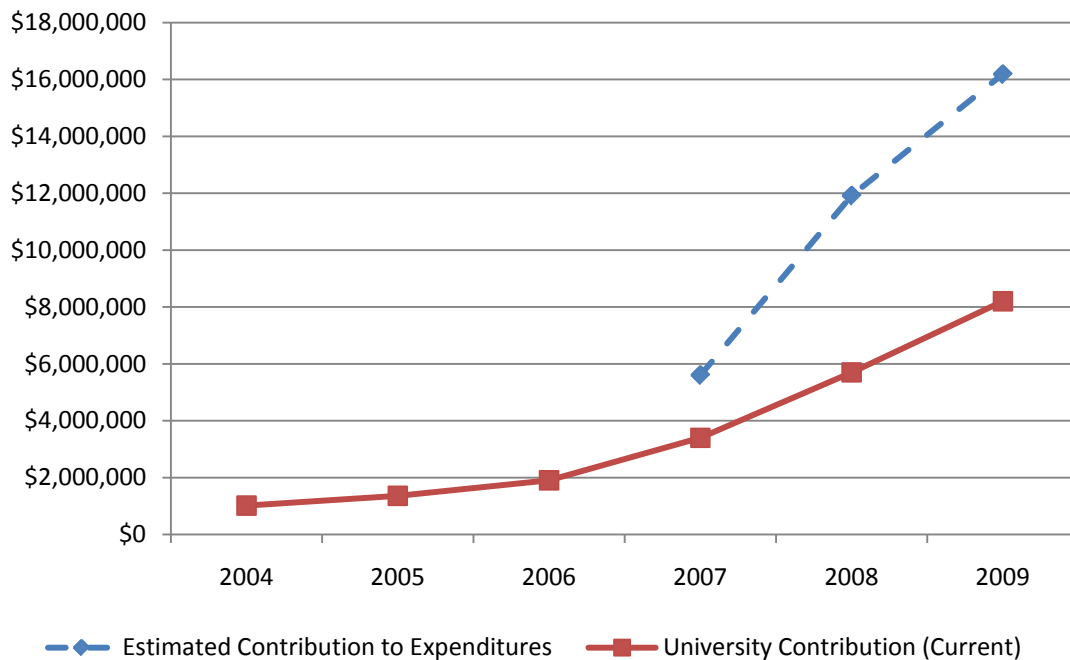
There are two types of institutes. The first type of institute is focused in a specific discipline. The University currently has three discipline institutes with faculty: Virginia Tech Transportation Institute (VTTI), Virginia Bioinformatics Institute (VBI), and the newly established Virginia Tech Carilion Research institute (VTCRI). VBI and VTTI have clearly defined investments and outcomes. Both have been operational for at least a decade. Graphs of each discipline research unit's research expenditures and the University's investments follow (See Graphs 6 and 7).



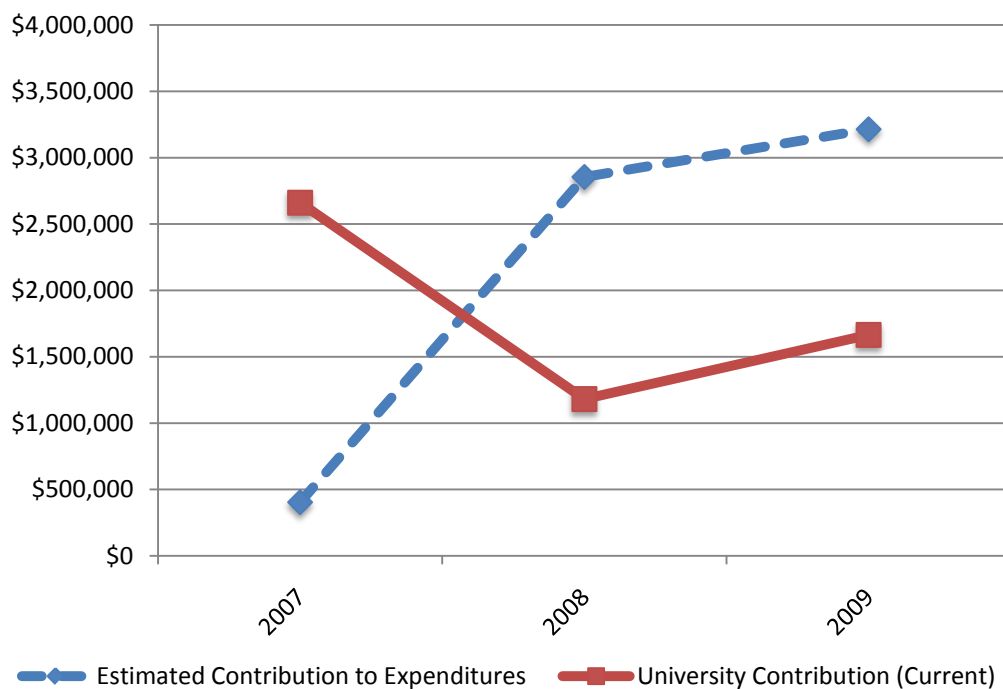


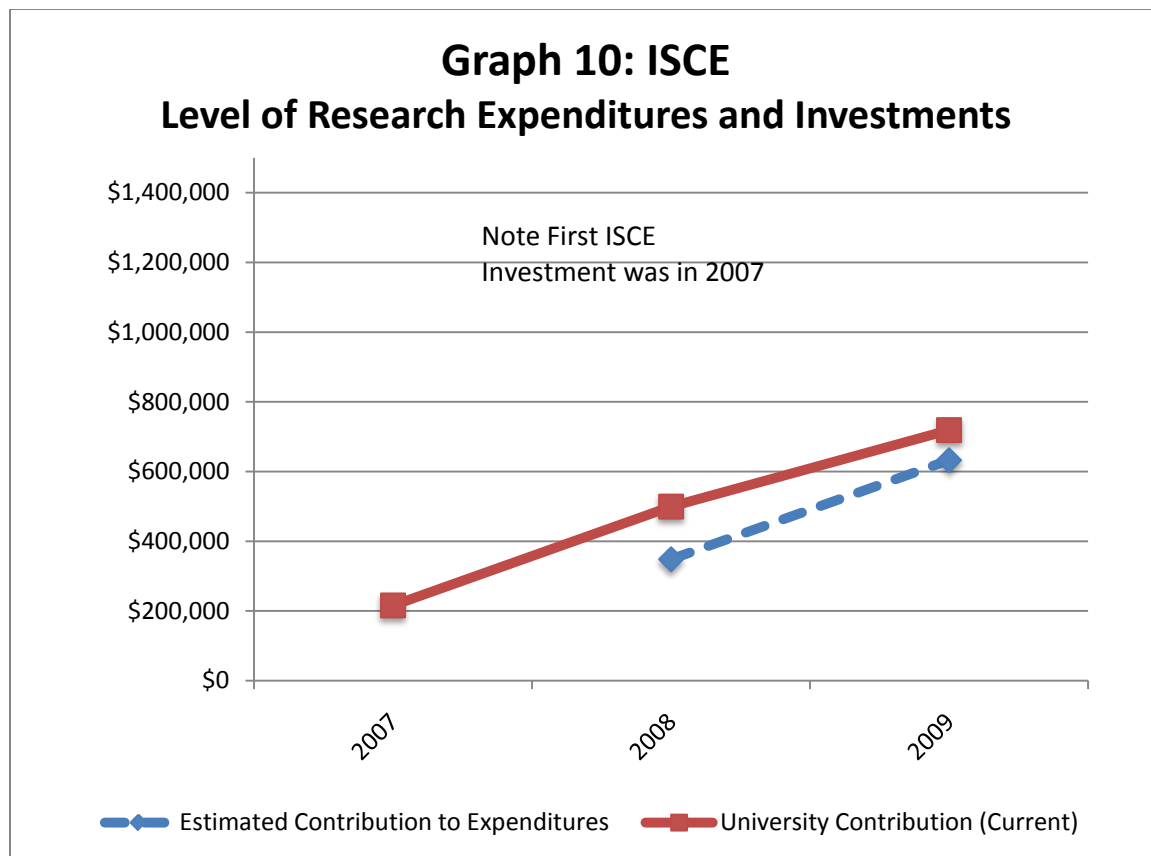
Other institutes, such as the Institute of Critical Technology and Applied Science (ICTAS), the Fralin Life Science Institute (FRALIN), and the Institute for Society, Culture, and the Environment (ISCE), have clearly defined investments; however, outcomes are not tied one-to-one with the center. This is due to several factors including the incremental nature of investments made in existing faculty outside of the institutes and the resulting activities of these faculty that are distributed across the University. As a result, the University's fund accounting system does not directly capture the outcomes of these investments. Instead, the investments help the larger research programs grow faster than they otherwise would. As a surrogate, the Office of Research has developed a model to estimate the outcomes from the investments in these institutes. This is computed as a share of supported Principal Investigators' research activities in relation to the level of support received. The outcomes for these institutes should be viewed as an estimate. It is also important to note that the feedback from the faculty in regards to these institutes has been very positive in terms of the impact on their research programs. The estimated contribution to research expenditures and the University's investment are reflected in Graphs 8, 9, and 10.

Graph 8: ICTAS
Level of Research Expenditures and Investments



Graph 9: FRALIN
Level of Research Expenditures and Investments





Strategic Partnerships

The University has worked to develop partnerships with industry and other universities that leverage opportunities and allow the University to do more than it otherwise could on its own. The most current example is the partnership with Carilion Clinic and the creation of the VTCRI. Another successful partnership is the Virginia Tech-Wake Forest School of Biomedical Engineering and Sciences.

Strategic Focus

Investments have been limited to areas in which there is a high potential and a degree of certainty that a core competency can be developed to ensure the University's competitiveness in that arena. Major thrusts include nanotechnology, life sciences, and energy. This focus will help align the research program with opportunities to be competitive.

CHALLENGES

There are several other factors which can impact the success of research growth. These factors include the instructional demands and budget reductions.

Instructional Demands

The Commonwealth has been pushing the University to accept additional in-state undergraduates. In response, the University has accepted 2,100 additional in-state undergraduates over the last five years. Increased faculty-teaching loads can result in less dedicated time for research. To ensure the quality of the academic program, the University has and continues to utilize a multifaceted approach to address the instructional demands.

Budget Reductions

History shows a decline in research during six rounds of budget reductions in the early to mid 1990s. The University's research performance waned during this period. Since then, there have been budget reductions in the early 2000s and in more recent years; however, the University's focus on research investments and strong academic programs and scholarly work have worked to avoid a repeat of the 1990s performance.

BENEFITS AND IMPACT OF RESEARCH

Research has a profound impact on the institution, its constituents, and stakeholders. The Virginia Tech community gains substantially from the benefits of its world class research program. This spans the most basic expansion, translation, and dissemination of knowledge for the betterment of society to improved student learning (both traditional and nontraditional), as well as solutions to complex challenges.

Instruction and Economic Development

The most important impact is the type and quality of faculty that a scholarly institution will attract and retain. This directly supports the instructional program and the institution's outreach efforts. Research advances the instructional program by delivering cutting edge knowledge that flows directly from the bench into the classroom. The Commonwealth is interested in supporting research in higher education due to the economic benefits it provides for the state. This is demonstrated through the collaboration among the Commonwealth of Virginia, Virginia Economic Development Partnership (VEDP), Virginia Tech, the University of Virginia, and the Virginia Community College System with Rolls-Royce North America, Inc. This strategic partnership has resulted in significant investments in higher education and research by the Commonwealth of Virginia. The research program also allows the institution to expand the number of faculty.

Undergraduate Research Opportunities

Competition in the workforce has driven increasing numbers of undergraduates to seek applied research in their field, broadening their understanding and enhancing

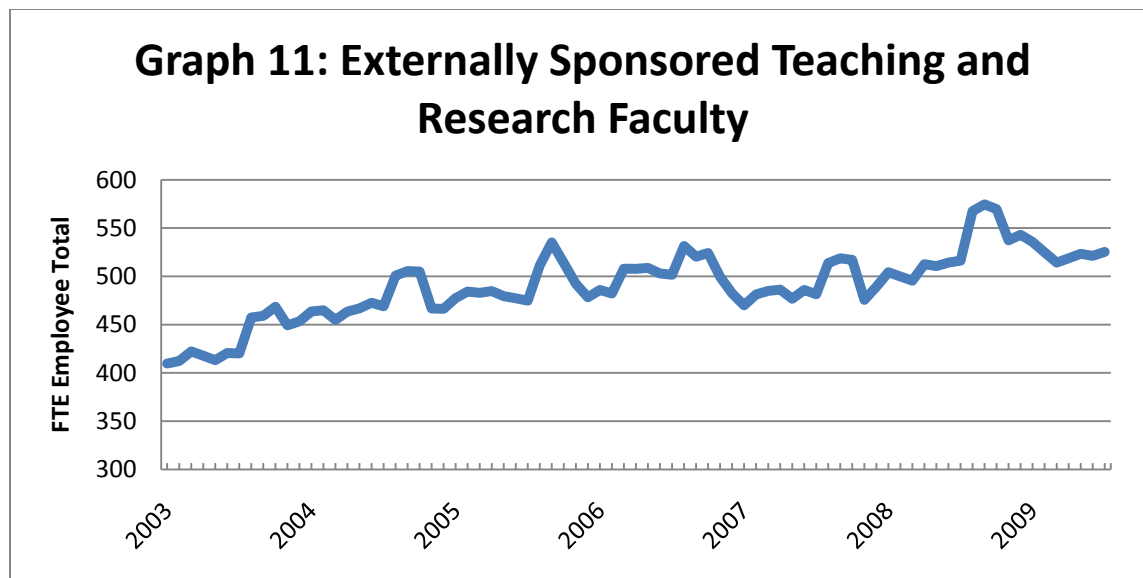
their value to potential employers. Undergraduate research also serves to introduce students to topics and issues that they may later choose to pursue through post-graduate education. Creating an academic atmosphere that not only values, but encourages exploration and knowledge-seeking among our students has been possible through a robust and cutting-edge research program.

Colleges and departments across campus are increasingly expanding their undergraduate research opportunities to attract students seeking practical and applied academics. The University has created a new position to coordinate and expand undergraduate research. Students currently have multiple opportunities for research endeavors through programs funded by the National Science Foundation (NSF) Research Experiences for Undergraduates (REU) grants, such as the Macromolecules and Interfaces Institute's REU Summer Program, the Virginia Tech-University of Cape Coast Program, Ghana REU Summer Program, and the Interdisciplinary Watershed Sciences and Engineering Program. Colleges and departments are also providing undergraduate research opportunities directly, including the Departments of Electrical and Computer Engineering, Chemistry, Computer Science, Mathematics, and the College of Liberal Arts and Human Sciences Undergraduate Research Institute (URI), among others.

Providing these world class opportunities for undergraduate students to more fully explore their areas of study is made possible through the leveraging of the University's research program, and is a key factor in the recruitment and retention of high-caliber students and faculty.

Job Creation and Student Support

Over the last six years (from August to August), the University has added 126 full-time equivalent (FTE) Teaching & Research positions that are supported by externally sponsored programs. Graph 11 displays the Teaching & Research staffing trend over this time period. While the overall trend is upward, staffing peaks during the summer months due to the academic calendar.



In addition to faculty, other positions are supported by the research program including staff and administrative professionals. Additionally, the research program provides significant opportunities for student support. For example, VTTI supports over 100 students in a given year.

Brand

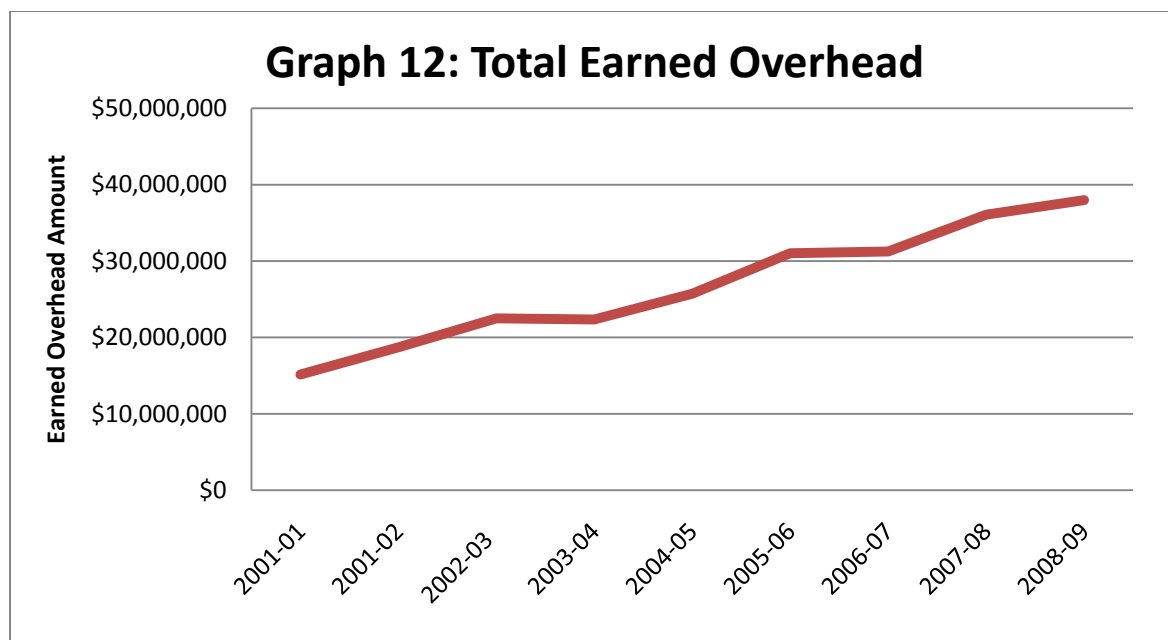
The Virginia Tech brand is enhanced by its world-class research program. This helps recruit the best undergraduate students, graduate students, and faculty. The Virginia Tech brand also creates institutional awareness at funding agencies.

State Support and Compensation Levels

The Commonwealth of Virginia acknowledges this enhanced value when defining the institutional salary peers and in the Base Budget Adequacy formula. The University set of salary peers is based on the University's total research activities; this, in turn, has a significant positive impact on the compensation of Virginia Tech Teaching & Research faculty. Further, all University employees and activities benefit from higher faculty compensation and the treatment of research institutions in the Base Budget Adequacy model.

Economies of Scale

The research program allows the University to spread facility and administrative costs over a larger base. The resulting overhead allows the institution to provide incentive funding back to campus programs, invest in research opportunities, and fund the cost of research space. Parallel to the growth in research activities, the University has negotiated an increase in the overhead rates with the federal government. As a result, the University's indirect cost revenue has grown from \$15.2 million to \$38 million over the last nine years (See Graph 12).



The research program allows the University to attain a larger scale of operations. This provides economies of scale, allows more sophisticated activities and capabilities, and also expands the University's capacity (including debt capacity).

Disclosures, Patents, and Licenses

When commercial potential is evidenced in the University's research product, Virginia Tech Intellectual Properties, Inc. (VTIP) aggressively pursues patent and license revenue. VTIP also works to train faculty across the campus to recognize and seek opportunities for technology commercialization. Since 2005, VTIP has facilitated more than 100 new licenses of intellectual property, created 17 new startups, secured 116 new patents, and realized just over \$10 million in license income.

Ranking

The NSF reports annually on institutions' research activities to have a comparable measure of activity among institutions. As of 2008, Virginia Tech was ranked 46th by NSF.

SUMMARY

Over the last several years, the University has made consistent, significant investment in its research and scholarly programs to position the University for the future. Since the impact of most research investments is realized over a long period of years, the investments over the last several years are likely to create a long-term positive impact on total research activity. Moving forward, performance will continue to be monitored and investments adjusted accordingly.

These investments have allowed the University to accelerate the pace of research activities and provide a host of benefits to the campus and community which has a positive impact on almost all areas of campus.

Update to Responses to Open Internal Audit Comments

FINANCE AND AUDIT COMMITTEE

March 31, 2010

As part of the internal audit process, university management participates in the opening and closing conferences and receives copies of all Internal Audit final reports. The audited units are responsible for implementing action plans by the agreed upon implementation dates, and management is responsible for on-going oversight and monitoring of progress to ensure solutions are implemented without unnecessary delays. Management supports units as necessary when assistance is needed to complete an action plan. As units progress toward completion of an action plan, Internal Audit performs a follow up visit within two weeks after the target implementation date. Internal Audit is responsible for conducting independent follow up testing to verify mitigation of the risks identified in the recommendation and formally close the recommendation. As part of management's oversight and monitoring responsibility, this report is provided to update the Audit Committee on the status of outstanding recommendations. Management reviews and assesses recommendations with university-wide implications and shares the recommendations with responsible administrative departments for process improvements, additions or clarification of university policy, and inclusion in training programs and campus communications.

Consistent with the report presented at the March board meeting, the report of open audit recommendations includes the following two sections:

- A summary report showing each audit in order of final report date, with extended and on-schedule open high or medium priority recommendations grouped by priority.
- A report detailing all open high or medium priority recommendations for each audit, in order of the original target completion date, and including an explanation for those having revised target dates or revised priority levels.

The report presented at the March 22, 2010 meeting covered internal audit reports reviewed and accepted through the prior board meeting, and included one open high priority recommendation. Activity for the quarter ended March 31, 2010 resulted in the following:

Open recommendations as of December 31, 2009	0
Add: Medium and High priority recommendations issued	1
Subtract: recommendations addressed	0
Remaining open recommendations as of March 31, 2010	<u>1</u>

While this report is prepared as of the end of the quarter, management has traditionally conducted an informal review of the status of the open recommendations before the board meeting. The one open recommendation is progressing as expected and on track to meet its respective target due date.

Open Recommendations by Priority Level

FINANCE AND AUDIT COMMITTEE

March 31, 2010

Report Date	Audit Name	Audit Number	Total Recommendations						
			ISSUED	COMPLETED	OPEN				
					Extended		On-schedule		Total
					High	Medium	High	Medium	Open
22-Feb-10	Learning Technologies	10-900	1	0			1		1
Totals:			1	0	0	0	1	0	1

Internal Audit Open Recommendations

FINANCE AND AUDIT COMMITTEE

March 31, 2010

Report Date	Item	Audit Number	Audit Name	Recommendation Name	Priority		Target Date		Follow Up Status	Status of Recommendations with Revised Priority / Target Dates
					Original	Revised	Original	Revised		
22-Feb-10	1	10-900	Learning Technologies	Web Application Server Security	High		31-Aug-10		1	

- (1) As of March 31, 2010, management confirmed during follow up discussions with audit that actions are occurring and target date will be met.
The Audit department will conduct testing after the due date to confirm that the Management Action Plan is implemented in accordance with the recommendations.

Internal Audit Status Report
FINANCE AND AUDIT COMMITTEE

March 31, 2010

Director's Observations

Internal Audit worked diligently during the third quarter of fiscal year 2010 to ensure the audit plan stays on schedule. We hired an experienced auditor in March to help us work toward completion of the audit plan, due to the increased effort other staff have spent on investigative effort. He is a temporary auditor and will be leaving us in August. Continued factors in achieving the plan will be the ability to sustain staff at the planned level, a level of investigations that is not overly intrusive, and carefully balancing any additional requests for add-on audit services against the plan objectives. We have continued emphasis on follow-up activities to ensure timely corrective action on audit findings.

We have conducted the campus-wide risk assessment in preparation of the fiscal year 2011 audit plan, and sought input from senior management. Internal Audit has completed two advisory service projects requested by management in the area of the student affairs and conflicts of interest.

Continuing Professional Education:

Department personnel were able to participate in several quality training events during the past three months, including the following:

- One of our auditors attended *Best Practices – Information Technology Controls* presented by Corporate Compliance Seminars.
- One of our Certified Fraud Examiners attended *Computer Forensics for Security and Audit Professionals* presented by ISACA Virginia Chapter and Southwest Virginia Chapter of IIA.
- One of our staff auditors attended *Effective Auditing of Construction Activity* presented by Courtenay Thompson and Associates.





Virginia Tech is coordinating, planning, and hosting the College of University Auditors of Virginia (CUAV) Conference this year to be held in May at The Inn at Virginia Tech for three days. This conference provides low cost training to internal auditors at Virginia's colleges and universities. Approximately 70 auditors will attend a wide variety of training focused on current issues related to higher education. We enlisted a number of interesting and talented speakers from Virginia Tech, peer universities, the Virginia Auditor of Public Accounts, and a local House delegate.

Internal Quality Assessment:

We have performed an internal QAR in preparation for the external QAR in June or July. We used the Institute of Internal Audits International Professional Practices Framework (IPPF) to evaluate the attributes of Internal Audit and the individuals performing internal auditing. We also evaluated audit services using implementation standards, which included the requirements for assurance and consulting services. Four audits from the 2008-2009 audit plan have been evaluated against the IPPF Performance Standards. Once we finalize the results from those reviews, we will complete a review for selected projects from 2009-2010.


Compliance Review Activities:

Audit completed the third of the five planned compliance reviews for the fiscal year 2010 Audit Plan. The objective of compliance reviews is to contribute to the improvement of risk management and the control systems within selected senior management areas by evaluating compliance with university policies and procedures.

Scorecard Legend	
	Effective
	Improvements are Recommended
	Significant Improvements are Needed
	Unreliable

College of Science Compliance Scorecard

The following is a scorecard summarizing the activities reviewed. The scorecard ratings are assessed based on a judgmental determination of the effectiveness of internal controls and compliance with policies for each specific activity tested. For each functional area that received below an effective rating, a detailed presentation of the issues noted along with any recommendations can be found beginning in the Compliance Observations and Recommendations section.

Scorecard		
Functional Area	Expected Condition (Effective Rating)	Rating
Fiscal Responsibility	Monthly reconciliation reports are adequately documented, reviewed timely, and properly approved.	

Scorecard		
Functional Area	Expected Condition (Effective Rating)	Rating
Employee Compensation and Leave Reporting:		
Wage Payroll	Hours worked by employees are appropriately documented and approved, entered correctly, and reconciliation reports are reviewed in a timely manner and appropriately maintained.	●
Banner HRIS Access	Adequate separation of duties exists between the HR data input, approval, and reconciliation processes.	●
Overtime Compensation	Employees receive prior approval to earn overtime compensation and no patterns of abuse are observed.	●
Leave Reporting	Employee leave reports are submitted timely, adequately documented, and properly approved.	●
P14 Appointments	P14 appointments are adequately documented and properly approved.	●
Expenditures	Expenditures are necessary, reasonable, and directly related to the goals and mission of the university. Cardholder purchases are adequately documented, reconciled timely, and properly approved.	●
Fixed Assets Management	Equipment coordinators are properly appointed, equipment custodians are up to date in Banner, and home use asset documentation is maintained.	●
Funds Handling:		
Cash Deposits	Cash deposits are made timely, and appropriate documentation is on file to support the deposit amount.	●
University Key Control	Effective record-keeping systems are in place, periodic inventories of keys are conducted, and unissued keys are properly safeguarded.	●
Information Technology	Security patches and anti-virus software are automatically updated, firewalls are enabled, strong passwords are enforced, and sensitive digital information is adequately safeguarded.	●

Scorecard		
Functional Area	Expected Condition (Effective Rating)	Rating
Health and Safety	Emergency Action Plans are properly documented, up to date, and distributed to employees within the department or organization.	●
State Vehicle Management	Appropriate documentation is maintained on usage and service of state vehicles.	●

College of Science Compliance Observations and Recommendations

Fiscal Responsibility

Internal Audit recommends improvements to ensure monthly reconciliations are completed timely and efficiently. Eight of 15 reconciliations (53 percent) tested were signed late by either the department head or the preparer. Five of the eight late reconciliations were certified within 15 days of the required certification date. Two of the reconciliations sampled in Biological Sciences were found to be several months late, and one in Biological Sciences had not been completed at the time of review (approximately three months late).

Additionally, the process for performing reconciliations in Biological Sciences is not efficient. Internal Audit recommends developing a spreadsheet (or other tool) to assist with the department's reconciliation efforts.

Fixed Assets Management

Information contained in Banner indicated that currently 25 percent (2,000 out of 8,000) of the College of Science's fixed assets do not have an assigned custodian. It was also observed that many individuals who have been assigned home use assets are currently listed as having multiple assets in their possession, the majority of which are computers.

Internal Audit recommends the College of Science assign custodians to all of their fixed assets, review the appropriateness of home use fixed assets, and require any unused home use assets be returned to the appropriate department.

Information Technology

Questionnaire responses from Mathematics indicated that antivirus software is not installed on Linux workstations or non-email hosting Linux servers; strong passwords are not enforced on Macintosh and Linux operating systems; and personally identifying information (full names and birthdates) is not encrypted on one known machine.

Internal Audit recommends that the department install the necessary antivirus software on all unprotected Linux machines, enforce strong passwords on all Macintosh and Linux operating systems, and identify and encrypt all files that contain personally identifying information.

Health and Safety

Emergency Action Plans reviewed for Biological Sciences, Mathematics and Psychology were not documented on the appropriate template, as provided by Environmental Health and Safety Services. Additionally, Mathematics had not selected an emergency response team.

Internal Audit recommends Biological Sciences, Mathematics and Psychology obtain the new template and update their Emergency Action Plans, that Mathematics selects an emergency response team, and that departments communicate their plans at least annually to all faculty and staff.

State Vehicle Management

Questionnaire responses from Biological Sciences indicated that state vehicles utilized at field sites in Florida and North Carolina do not have proper maintenance log records.

Internal Audit recommends Biological Sciences develop and maintain a maintenance log for all state vehicles which are not serviced by Fleet Services.

Status of 2010 Audit Plan

As of May 2010, 13 of 26 planned projects are complete. In addition, the final audit, Renovations, from last year's audit plan is now complete. The Athletics Department and Electronic Sensitive Data audits are substantially complete, while four additional audits (Construction Project Management Process, Cooperative Extension, Departmental Scholarships/Foundation, and Network Infrastructure Systems Support) are underway. One of the planned advisory services is also complete, and we have postponed the review of the Institute for Advanced Learning & Research until next year with management's concurrence.

Audit Project	Risk Ranking	Projected BOV Mtg	Report Issue Date
Office of Sponsored Programs - Pre-Award	High	3/22/2010	3/1/2010
Virginia Bioinformatics Institute	High	3/22/2010	2/17/2010
Learning Technologies	Medium	3/22/2010	2/22/2010
Macromolecules and Interfaces Institute	Medium	3/22/2010	2/17/2010
Renovations (from 2009 Audit Plan)	High	6/7/2010	5/18/2010
Chemistry Department	High	6/7/2010	5/17/2010
Information Technology Security Office	High	6/7/2010	5/18/2010
Scholarships and Financial Aid	High	6/7/2010	5/17/2010
Dining Services	Medium	6/7/2010	5/14/2010
Environmental Health and Safety Services	Medium	6/7/2010	5/13/2010
Investments and Debt Management	Medium	6/7/2010	CANCELED
Athletics Department – Operations	High	8/30/2010	
Construction Project Management Process	High	8/30/2010	
Cooperative Extension	High	8/30/2010	
Departmental Scholarships/Foundation	High	8/30/2010	
Electronic Sensitive Data	High	8/30/2010	
Network Infrastructure Systems Support	High	8/30/2010	
Emergency Preparedness – Action Plans	Medium	8/30/2010	
Leave Accounting	Medium	8/30/2010	
Secure Enterprise Technology Initiatives	Medium	8/30/2010	POSTPONE
Surplus Property Compliance	Medium	8/30/2010	
University Unions and Student Activities	Medium	8/30/2010	
Compliance Review			
College of Business		3/22/2010	2/25/2010
Vice President for Alumni Relations		3/22/2010	3/1/2010
College of Science		6/7/2010	5/13/2010
Vice President and Dean for Undergraduate Education		8/30/2010	POSTPONE
Vice President for Administrative Services		8/30/2010	

Internal Audit Proposed Audit Plan for Fiscal Year 2010-11

FINANCE AND AUDIT COMMITTEE

May 15, 2010

Internal Audit conducts risk-based audits, compliance reviews, advisory services, and allegations of fraud. The risk-based audit is an objective examination of evidence for the purpose of providing an independent assessment to contribute to the improvement of governance, risk management and the control systems within the University. The objective of the compliance review is to ensure all senior management areas (even low risk) receive periodic visits from Internal Audit every five years with tests of compliance with major university business policies at a minimum. Advisory service activities, the nature and scope of which are agreed with the client, are intended to add value and improve the University's governance, risk management, and control processes without the internal auditor assuming management responsibility.

Internal Audit management conducted its annual risk assessment to identify the entities that should receive audit attention in fiscal year 2010-11. University departments and administrative operations were grouped into approximately 175 auditable entities or responsibility centers based on common missions and the existing organizational structure.

For each auditable entity, financial data reviewed included expenditures, revenues, cash receipts, federal contracts and grants, and the total number of employees. The relative business risk was assessed on a judgmental basis based on the following qualitative and quantitative factors.

Factor
Quality and Stability of Control Environment
Business Exposure (Materiality and Liquidity of Operational Resources)
Public and Political Sensitivity
Compliance Requirements
Information Technology and Management Reporting

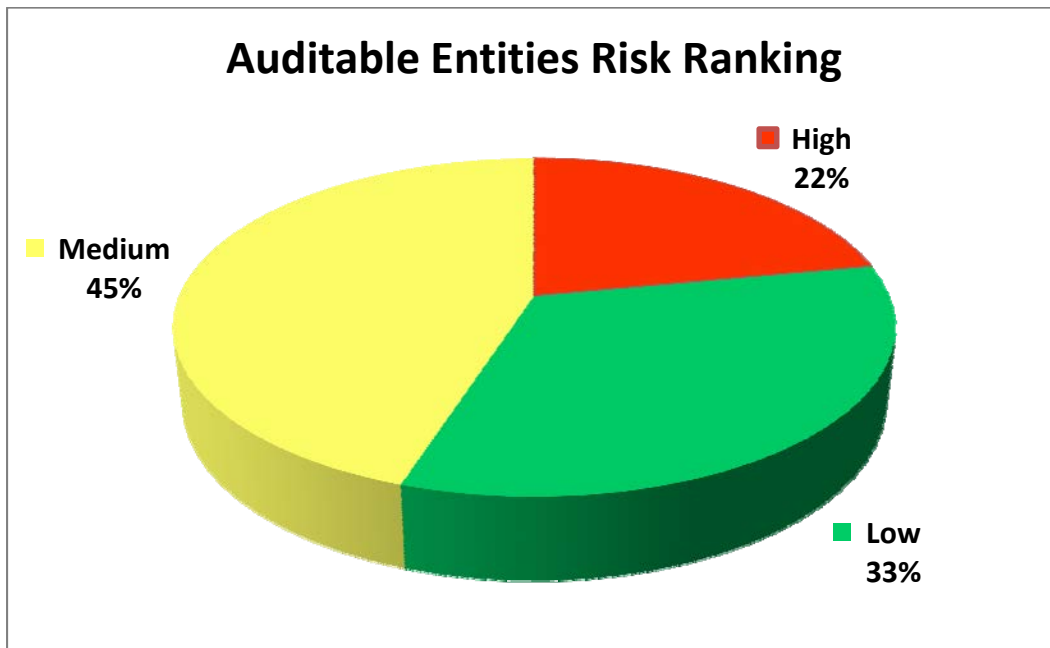
Elements considered within these factors included:

- Sense of management control consciousness,
- Stability and expertise of management,
- Interval since the last audit review,
- Complexity of operations and technology applications,
- Materiality or financial impact to the University,
- Potential impact to reputation,

Presentation Date: June 7, 2010

- Impact of non-compliance with internal and external policy, procedure, regulatory, and statutory requirements, and
- Reliance on information and management reporting for operating decisions, monitoring performance, providing services, and allocating resources.

The graph below depicts the results of the risk assessment classifications. The risk assessment results are similar to previous risk assessments conducted by Internal Audit.



Senior management had the opportunity to provide input on areas for consideration in the preparation of the audit plan. Additionally, a five-year core audit plan was developed to ensure Internal Audit provides adequate coverage related to the University's critical areas. See the Proposed Five Year Core Audit Plan on Schedule 4. As reflected on the Core Audit Plan, Internal Audit plans include entities with high external compliance risks and complex operations annually to audit a different component each year on a multi-year cycle. These entities are Scholarships and Financial Aid, Office of Sponsored Programs, and Intercollegiate Athletics.

Given existing resources, an estimated 11,730 direct hours will be devoted to audits, planning and reviews. Specifically, 6,380 hours can be applied to risk-based audits, 1,200 hours to compliance reviews, and 1,200 hours to advisory services in fiscal year 2010-11 (Schedule 1). Based on the risk assessment and feedback from management, the proposed audit plan (Schedule 2) includes a balance of high, medium and low risk entities along with advisory services and compliance reviews (Schedule 3). Internal Audit's goal is to complete 85 percent of the audit plan. The proposed audit plan may be modified based on the external audit environment or changes in regulations, management or resources.

AUDIT PERSONNEL AVAILABLE HOURS FOR FISCAL YEAR 2010-11

Sources of Effort Available:	No. of Employees	Annual Hours	Total Hours	Pct. Of Effort
Audit Staff	7	2,080	14,560	87.19%
Wage Auditor	1	1,500	1,500	8.98%
Graduate Assistant	1	640	640	3.83%
Total Available	9		16,700	100.00%

Planned Application of Effort:

Performing Scheduled Audits	6,180	37.01%
Compliance Reviews	1,200	7.19%
Advisory Services / Management Requests	1,200	7.19%
Reviews of Alleged Fraud, Waste, and Abuse	2,000	11.98%
Annual Audit Activities (Follow-up, Inventory)	750	4.49%
Continuous Monitoring	300	1.80%
Annual Audit Planning	100	0.60%
Total Direct Hours - Audit, Planning and Review	11,730	70.24%
Vacations, Holidays, and Sick Leave	2,184	13.08%
Training and Professional Development	630	3.77%
Administrative Tasks, Network Maintenance	2,156	12.91%
Total Indirect Hours	4,970	29.76%
Grand Total Hours of Effort	16,700	100.00%

PROPOSED AUDIT PLAN FOR FISCAL YEAR 2010-11
RISK BASED AUDITS

ENTITIES	LAST AUDIT	RISK	HOURS
Admissions	2003	High	300
Animal Care and Resources	2006	High	275
Athletics NCAA Compliance *	2007	High	300
Biological Sciences	2002	High	325
Controller's Office – Fixed Assets	2004	High	300
IT - Electronic Timekeeping Systems	N/A	High	300
Office of Sponsored Programs*	2007	High	300
Scholarships and Financial Aid *	2007	High	300
School of Architecture + Design	2004	High	300
Veterinary Medicine Teaching Hospital	2006	High	400
Budget and Financial Planning	2004	Medium	300
Distance Learning and Summer Sessions	N/A	Medium	200
Forest Resources and Environmental Conservation	2005	Medium	250
Human Resources - Benefits	2004	Medium	300
Institutional Research and Effectiveness	N/A	Medium	225
IT - Facilities HokieServ System	N/A	Medium	325
Northern Virginia Center	2002	Medium	250
Recreational Sports	2003	Medium	300
Secure Enterprise Technology Initiatives	N/A	Medium	250
Tidewater and Hampton Roads ARECs	N/A	Medium	350
Center for Coal and Energy Research	N/A	Low	180
Corps of Cadets	2006	Low	150

Total Hours Needed 6,180

Total Audits Planned **22**

* Entity receives an annual audit on different components of their operation.

ADVISORY SERVICES REVIEWS

Air Transportation Services	150
Institute for Advanced Learning & Research	300
Unallocated - Management Request	750
Total Hours Needed	<u><u>1,200</u></u>

**PROPOSED FIVE-YEAR COMPLIANCE REVIEW PLAN
FOR FISCAL YEAR 2010-11 THROUGH FISCAL YEAR 2014-15**

Audit Entity (Senior Management Areas)	Last Review	Hours of Effort				
		FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Athletics	2007		250			
College of Agriculture and Life Sciences	2009					250
College of Architecture and Urban Studies	2007			200		
College of Business	2010					200
College of Engineering	2008			300		
College of Liberal Arts and Human Sciences	2008				200	
College of Natural Resources	2009				200	
College of Science	2010					250
College of Veterinary Medicine	2008			250		
Office of the President	2004	150				
Office of the Provost	2006		200			
University Libraries	2006	250				
University Treasurer	2006		200			
Vice President and Dean for Graduate School	2008			200		
Vice President and Dean for Undergraduate Education	*	200				
Vice President for National Capital Region	*	150				
Vice President for Administrative Services	2010					300
Vice President for Alumni Relations	2010					150
Vice President for Development and University Relations	2006	250				
Vice President for Diversity and Inclusion	2009				150	
Vice President for Finance	2007		200			
Vice President for Information Technology	2009				200	
Vice President for Outreach and International Affairs	2006	200				
Vice President for Research	2007		200			
Vice President for Student Affairs	2009				250	
Total Budgeted Hours		1200	1050	950	1000	1150
Number of Reviews		6	5	4	5	5

* New Senior Management Units as of 2008

NOTE: Compliance reviews include all departments reporting to the respective senior management area.

Presentation Date: June 7, 2010

**PROPOSED FIVE-YEAR CORE AUDIT PLAN
FOR FISCAL YEAR 2010-11 THROUGH FISCAL YEAR 2014-15**

Area	2011	2012	2013	2014	2015
Enrollment Services	Financial Aid – Cash Mgt, Fin Reporting, Disb, Resource Mgt	Financial Aid – Quality Assurance	Financial Aid – Grants, Scholarships, Workstudy & Loans	Financial Aid – Inst. & Stud. Eligibility, Title IV Return, Overaward	Financial Aid – Cash Mgt, Fin Reporting, Disb, Resource Mgt
	Admissions	Registrar	Graduate Education		
Research	Sponsored Programs – Compliance/Close-Out	Sponsored Programs – A/R, Cash Mgt	Sponsored Programs – Proposals	Sponsored Programs – Compliance/Close-Out	Sponsored Programs – A/R, Cash Mgt
	Animal Care and Resources	VTCRI	Fralin Biotechnology Center	VTTI	ICTAS
	Center for Coal and Energy Research	Effort Reporting	Export Controls	Research Compliance/ IRB	Center for Human/ Computer Interaction
Human Resources/Payroll	Benefits	Payroll Transactions	Compensation, Classification, Hiring and Termination	Retirement	Leave Accounting
Auxiliary Enterprises	Recreational Sports	Career Services	Hokie Passport	Residential Programs	Health and Counseling Centers
	NCAA – Financial Aid	NCAA – Eligibility	NCAA – Recruiting	Athletics – Operations	NCAA – Financial Aid
Facilities Management	Facilities WorkOrder System	Construction Contracts	Building and Grounds	Utilities	EHSS
		Parking and Transportation	Fleet Services	Printing Services	Records Management
Procurement & Payment / Financial	Controller's Office – Fixed Assets	Controller's Office – Financial/ Cost Acctg	Purchasing	Bursar's – Receivables & Loans	Controller's Office – General Accounting
		Bursar's – Cash Receipts	Controller's Office – Payroll	Accounts Payable	
Academic Units	Biological Sciences	School of Education	Mathematics	Civil and Environmental Engineering	Electrical and Computer Engineering
	School of Architecture + Design	Mechanical Engineering	College of Business (Acctg; Mgt; HTM)	English	Computer Science
	Veterinary Medicine Teaching Hospital	Human Nutrition, Foods and Exercise	Fisheries and Wildlife Science	Crop and Soil Environmental Sciences	School of Public and International Affairs
	Forest Resources and Environmental Conservation	Equine Medical Center			Biomedical Sciences and Pathobiology
Off-Campus Locations (Virginia & International)	Tidewater and Hampton Rds ARECs	Roanoke Center	Virginia Cooperative Extension	Alson H. Smith, Jr. and Middleburg ARECs	Reynolds Homestead
	Northern Virginia Center	International Centers and Programs	Southern Piedmont AREC	Southwest Virginia Center	Institute for Advance Learning & Research
Information Technology	Electronic Timekeeping Systems	Central Back-Up Process	Information Technology Acq. and Software Licensing	IT - Enterprise Systems	IT - Security Office

Presentation Date: June 7, 2010

PRELIMINARY SCOPE DESCRIPTIONS OF FISCAL YEAR 2010-11 AUDIT PLAN

The description of the preliminary audit scope for projects on the fiscal year 2010-11 audit plan is detailed below. However, the preliminary scope is subject to change as the audit objectives are based on identified business goals and objectives, potential risks, and processes designed to mitigate those risks during the audit planning process. The annual expenditures and revenues referenced below reflect fiscal year 2008-09 data.

Periodic Reviews of Colleges, Schools, and Departments: The objective of these audits is to assure sound business practices are in place and processes are in compliance with University policies. These reviews will focus on the unit's business objectives and will evaluate controls and business risks. Tests of records may include core business functions such as contract and grant administration, service centers, health and safety, facility security, conflict of interest, and systems and network security as applicable, to determine if processes effectively manage risks, assets are safeguarded, and policies complied with.

Biological Sciences – Biological Sciences within the College of Science has expenditures of \$12.5 million, including \$4.6 million of sponsored research. The last audit of this department was in 2002.

School of Architecture + Design – This school within the College of Architecture and Urban Studies has expenditures of \$8.4 million, including \$200 thousand of sponsored research. The last audit of this department was in 2004.

Veterinary Medicine Teaching Hospital – The Veterinary Medicine Teaching Hospital and Clinical Services have expenditures of \$9.3 million and \$6 million of revenue. The last audit of this department was in 2006.

Forest Resources and Environmental Conservation – This department within the College of Natural Resources has expenditures of \$6.5 million, including \$2.6 million of sponsored research. The last audit of the college was in 2005.

Admissions: The Office of Undergraduate Admissions strives to attract, recruit, and enroll a highly qualified, talented, and diverse student body in a manner that supports the university's well-being. They are responsible for processing over 20,000 applications each year, extend over 14,000 offers and admit over 5,000 undergraduate students each fall. The audit will review and evaluate systems and procedures in place related to applications, funds handling of fees, and other processes related to their business objectives. The last audit of this department was in 2003.

Animal Care and Resources: The Office of Research Compliance provides professional administrative and support staff to oversee university community compliance with applicable laws, regulations, and guidelines associated with research and teaching at Virginia Tech. Compliance assurance in all of the affected areas is required to ensure continued permission by the government to conduct research at our institution. This audit will include a review of the Institutional Animal Care and Use Committee (ACUC) protocol review and approval process; board membership and meetings; documentation of ACUC activities and procedures; training for researchers; and physical safeguards and security at the Central Vivarium. The last audit of this activity was in 2006.

Athletics NCAA Compliance: Audit conducts a complete audit of Athletics over a four-year period. This audit will include reviews of financial aid, playing and practice seasons, and summer camps. The last audit of these NCAA activities was in 2007.

PRELIMINARY SCOPE DESCRIPTIONS OF FISCAL YEAR 2010-11 AUDIT PLAN

Controller's Office – Fixed Assets: The Fixed Assets unit of the Controller's Office is responsible for maintaining and managing the University's official fixed asset system which includes land, buildings, improvements, fixed and moveable equipment. This audit will include a review of the processes in place ensuring the university's assets are properly acquired, safeguarded, controlled, recorded and disposed in accordance with applicable policies and regulations. The last audit of this unit was in 2004.

Electronic Timekeeping Systems: This audit will review and evaluate the electronic timekeeping systems across campus that interface with Banner and initiate payroll transactions. The review will include an evaluation of the manner in which the systems were integrated with the overall business processes of the Payroll Office. The review will also include assessment of the architecture, hardware/software configuration, and procedures pertinent to the system's security and reliability. No audit has been conducted of this activity.

Office of Sponsored Programs: The Office of Sponsored Programs has the responsibility of ensuring compliance with all policies and procedures (university, state, federal, and individual sponsor) as they relate to externally funded grants and contracts. The office provides full service throughout the lifecycle of a project, from preliminary budget review to award closeout. A complete audit of the Office of Sponsored Programs occurs over a three-year period. This audit will focus on post award administration. The last audit of this activity was in 2007.

Scholarships and Financial Aid: A complete audit of Scholarships and Financial Aid is performed over a four-year period. This audit will include disbursing of financial aid; cash management including reconciliation, drawdown and cash controls; financial reporting; and resource management. The last audit of this activity was in 2007.

Budget and Financial Planning: The Office of Budget and Financial Planning provides the primary support to University leadership in identifying, obtaining, and allocating the resources needed to achieve the University's mission and the goals and objectives of the University Plan. This audit will include a review of the process used in the development and allocation of the annual budget, monitoring performance against and compliance with the annual budget, financial reporting, position control, utilization and monitoring of central funds, budget related policy issues, and data security. The last audit of this unit was in 2004.

Distance Learning and Summer Sessions: The Office of Distance Learning and Summer Sessions is comprised of three departments, the Institute for Distance and Distributed Learning (IDDL), the Office of University Summer Sessions (OUSS), and Distance Learning and Summer Sessions Operations and Administration (O&A). These departments strive to provide leadership, coordination, management, and support to university activities and initiatives in these areas. No audit has been conducted of this unit. This project was a management request.

Human Resources – Benefits: During the general overview, an understanding of the management structure, significant operational processes, compliance requirements, and information systems will be obtained. An evaluation of benefits, deductions and disbursement processing operations including monitoring of compliance, support and training, and separation of duties will be included. This core audit process has not been audited since 2004.

Institutional Research and Effectiveness: The mission of the Office of Institutional Research and Effectiveness is to enhance institutional effectiveness by providing information that supports and strengthens decision making and planning processes for the administration of Virginia Tech. The audit will include a review of the processes utilized to coordinate data collection efforts that support internal and external reporting as well as compliance with governing and accrediting bodies. No audit has been conducted of this unit.

Presentation Date: June 7, 2010

PRELIMINARY SCOPE DESCRIPTIONS OF FISCAL YEAR 2010-11 AUDIT PLAN

Facilities HokieServ System: Post-Implementation Review. This audit will review and evaluate the newly implemented Facilities HokieServ System including the manner in which the system is integrated with the overall business processes of the campus Purchasing Office and with other campus-wide systems. The review will also include assessment of the architecture, hardware/software configuration, and procedures pertinent to the system's security and reliability.

Northern Virginia Center: The Northern Virginia Center (NVC), an extended campus of the Virginia Tech Graduate School, is located in Falls Church, Virginia. The facility is owned and operated by Virginia Tech, but also shares space with the University of Virginia. The NVC offers a wide variety of graduate and continuing education opportunities specially designed for working professionals. This review will focus on the unit's business objectives and will evaluate controls and business risks. Tests of records may include core business functions such as NVC's administrative and business operations, network and information systems security, safety and security procedures, and various operating functions in the NVC Graduate Records Office. The NVC has expenditures of \$8.4 million, including \$200 thousand of sponsored research. The last audit of this unit was in 2002.

Recreational Sports: The Department of Recreational Sports is a part of the Division of Student Affairs. The department is responsible for enhancing the quality of life for students and faculty/staff by providing excellent recreational and fitness activities. The annual revenue for the department exceeds \$6 million dollars. The last audit of this department was in 2003.

Secure Enterprise Technology Initiatives: Secure Enterprise Technology Initiatives (SETI) was formed to focus on developing secure applications, middleware, and interfaces to support the university's computing and network services. The department works in conjunction with the IT Security Office to enforce auditable security standards that address privacy issues while providing a balance between system usability and system security. No audit has been conducted of this unit.

Tidewater and Hampton Roads ARECs: Agricultural Research and Extension Centers (ARECs) performs research on food and fiber systems, their impact on the environment, and relating to the future needs of Virginia, the nation, and the world. Twelve ARECs are dispersed throughout the state and are geographically separated from the main campus. The expenditures for these ARECs exceed \$4 million, including \$1.2 million of sponsored research. No audit has been conducted of these two ARECs.

Center for Coal and Energy Research: The Virginia Center for Coal and Energy Research was created by an Act of the Virginia General Assembly in 1977 as an interdisciplinary study, research, information and resource facility for the Commonwealth. This unit has offices in the main Virginia Tech campus in Blacksburg, the National Capital Region Office in Alexandria, and the Southwest Virginia Higher Education Center in Abingdon. The expenditures for this department exceed \$2 million, including \$1.8 million of sponsored research. No audit has been conducted of this unit.

Corps of Cadets: The Corps of Cadets is responsible for developing leaders of exemplary integrity and character who are imbued with the concept of selfless service, prepared to serve the Commonwealth and the nation for a lifetime. The Corps of Cadets trains leaders by creating a regimented and disciplined environment that educates and develops the whole person mentally, morally and physically. The annual expenditures for the Corps exceed \$1.6 million dollars. The last audit of the Corps was in 2006.

Compliance Reviews: Internal Audit will continue its program of limited scope reviews of senior management areas. These surveys review major aspects of a department's administrative processes using internal control questionnaires and limited testing that provides broad audit coverage ensuring compliance with University policies on campus.

Presentation Date: June 7, 2010

Review and Acceptance of Internal Audit Reports Issued

FINANCE AND AUDIT COMMITTEE

May 7, 2010

Background

In concurrence with the fiscal year 2010 Internal Audit Plan approved by the Finance and Audit Committee at the August 31, 2009 Board of Visitors meeting, the department has completed six risk-based audits during this reporting period. This report provides a summary of the ratings issued during the period and the rating system definitions. Internal Audit continues to make progress on the annual audit plan.

Ratings issued this period

Chemistry Department	Significant Improvements are Needed
Information Technology Security Office	Improvements are Recommended
Scholarships and Financial Aid	Improvements are Recommended
Dining Services	Improvements are Recommended
Environmental Health and Safety Services	Significant Improvements are Needed
Renovations	Significant Improvements are Needed

Summary of Audit Ratings

Internal Audit's rating system has four tiers from which to assess the controls designed by management to reduce exposures to risk in the area being audited. The auditor can use professional judgment in constructing the exact wording of the assessment in order to capture varying degrees of deficiency or significance.

Definitions of each assessment option

Effective – The audit identified opportunities for improvement in the internal control structure, but business risks are adequately controlled in most cases.

Improvements are Recommended – The audit identified occasional or isolated business risks that were not adequately or consistently controlled.

Significant or Immediate Improvements are Needed – The audit identified several control weaknesses that have caused, or are likely to cause, material errors, omissions, or irregularities to go undetected. The weaknesses are of such magnitude that senior

management should undertake immediate corrective actions to mitigate the associated business risk and possible damages to the organization.

Not Reliable – The audit identified numerous significant business risks for which management has not designed or consistently applied controls prior to the audit. Persistent and pervasive control weaknesses have caused or could cause significant errors, omissions, or irregularities to go undetected. The weaknesses are of such magnitude that senior management must undertake immediate corrective actions to bring the situation under control and avoid (additional) damages to the organization.

RECOMMENDATION:

That the internal audit reports reviewed above be accepted by the Finance and Audit Committee.

Virginia Tech

Audit No. 10-909, Department of Chemistry

Audit Report
May 17, 2010



Department of Internal Audit

Engagement Overview

Background

The Virginia Tech Department of Chemistry (Chemistry) has a rich history, a strong international reputation, and a bright future. Their curricula provide the educational foundation for all Virginia Tech science and engineering students. Their undergraduate and graduate degree programs prepare society's future scientists, with alumni gainfully employed in the industrial, government, and academic sectors. Chemistry has reached a national ranking of 33rd according to National Science Foundation data published recently in Chemical and Engineering News. The ranking is based solely on total chemical research expenditures in the year 2007. However, an informal analysis suggests that Chemistry's expenditures per faculty member approximately equal those of some departments presently ranked within the Top Ten.

Chemistry has experienced significant growth in many dimensions of responsibility. In instruction, unbridled growth in teaching responsibilities has occurred over the past six years. Since 2004, undergraduate majors have increased from 200 to 322 (61%) while graduate majors have increased from 149 to 180 (21%). Total undergraduate student credit hours (a measure of total teaching load dominated by courses in service to other colleges) have grown from over 28K to 35K (26%). Laboratory student credit hours, a particularly resource intensive portion of the instructional load, grew from almost 6K to 7K (22%). Overall, weighted student credit hours went from over 43K to 56K representing an increased instructional load of over 30%. Over this same period of time, tenure track faculty remained constant at 28. The weighted student credit hours per faculty (both tenure track and non-tenure track) increased from 1260 to 1424. This latter figure is significantly above the College of Science average of 1272 and is an indication of how the increased teaching load impacts each faculty member. Additionally, Chemistry has demonstrated significant growth in research productivity as new sponsored awards increased from \$5.6M to \$9.9M since 2004. Since 2004, the sponsored program expenditures per tenure track faculty has increased by 30% to \$261K, which is more than double compared to the College of Science as a whole.

Unfortunately, over that same period Chemistry staff has decreased by approximately three positions in the areas of Information Technology support, service centers, front office administration and lecture preparation. The incredible growth of the department without commensurate supporting resources strains the department's ability to effectively and efficiently manage the enterprise at the desired level.

Risk Exposure

Internal Audit periodically performs a detailed risk assessment of the university's auditable entities using factors such as the amount of cash inflows, operating expenditures, research activities, management of sensitive information, and level of external regulation. The goal of the risk assessment is to prioritize those entities within the university that should receive audit attention. Chemistry was determined to be a high risk entity due to the amount of research expenditures, the number of laboratories and the amount of service center revenues.

Audit Objectives

In planning the engagement, the audit staff met with Chemistry administration to identify business goals and objectives, potential risks, processes to mitigate those risks, and potential audit objectives. The Auditor-in-Charge performed a risk assessment of the information obtained to evaluate the adequacy and effectiveness of the processes in place, identify areas of high risk, and establish audit objectives. Audit objectives were identified as follows:

- ❖ To determine if sponsored research complies with *Office of Management and Budget (OMB) Circular A-21* and other sponsor requirements;
- ❖ To determine if Chemistry utilizes Accounts Receivable tools in order to monitor receivable balances for sponsored projects;
- ❖ To determine if employees receive initial and lab specific training and that lab specific documentation is present;
- ❖ To determine if the Emergency Action Plan is communicated to individuals within the Chemistry Department; and
- ❖ To determine if Chemistry complies with *Service Centers Policy 3250*.

Scope

To accomplish our objectives, we obtained an understanding of departmental procedures through interviewing key personnel, observing operating processes, evaluating the adequacy of existing policies and procedures, assessing the adequacy of internal controls, evaluating compliance with established policies and procedures, and performing other audit procedures as considered necessary. The audit covered the period of July 1, 2008 to December 31, 2009.

Executive Summary

Assessment

The audit indicated that management has designed controls that should reduce the Department of Chemistry's (Chemistry) exposure to business risks, but the controls are not consistently applied. **Significant improvements are recommended** to achieve a fully effective system of internal controls. Audit recommendations were issued to management where opportunities for further improvements were noted in the areas of effort reporting and monitoring of research expenditures, health and safety training and record retention, service center billing and deficit reduction as well as information technology areas regarding password complexity and monitoring and protection of sensitive data.

Virginia Tech

Audit No. 10-904, Information Technology Security Office

Audit Report
May 17, 2010



Department of Internal Audit

Engagement Overview

Background

The Information Technology Security Office (ITSO) has three operating entities—the IT Security Office, the IT Security Laboratory (ITSL), and Identity Management Services (IMS).

The ITSO provides technology tools and services, education, awareness, and guidance necessary for all Virginia Tech computer users to work toward a safe and secure information technology environment for teaching and learning, research, outreach and the conduct of university business.

The ITSL has five primary functions; i.e., to test computer hardware and software for security vulnerabilities; to design, develop and deliver computer and network security training materials, and classes; to conduct security reviews to identify potential security vulnerabilities and offer assistance for remediation; to manage computer incidents and security breaches; and to provide a testing facility for cooperative research projects between the ITSO and academic researchers, as well as to provide testing services for external entities on a fee for service basis.

IMS provides the university community with policies, procedures, and support for secure access to information resources to complement the university's teaching, learning, research, and outreach missions as well as to support administrative operations.

Risk Exposure

Internal Audit periodically performs a detailed risk assessment of the university's auditable entities using factors such as the amount of cash inflows, operating expenditures, research activities, management of sensitive information, and level of external regulation. The goal of the risk assessment is to prioritize those entities within the university that should receive audit attention. The ITSO was determined to be a high risk entity due to its responsibility for establishing and maintaining a secure IT computing environment.

Audit Objectives

In planning the engagement, the audit staff met with ITSO senior managers and directors to identify business goals and objectives, potential risks, processes to mitigate those risks, and potential audit objectives. The Auditor-in-Charge performed a risk assessment of the information obtained to evaluate the adequacy and effectiveness of the processes in place, identify areas of high risk, and establish audit objectives. Audit objectives were identified as follows:

- ❖ To determine the adequacy of IT security strategic planning.
- ❖ To determine if an effective plan for conducting IT security reviews has been implemented; whether security reviews are effective at identifying potential vulnerabilities; and if IT security review recommendations are implemented.

- ❖ To determine if the ITSO web site provides the information and tools necessary to promote a secure computing environment.
- ❖ To determine if the ITSO's IT security monitoring protocols are effective at identifying potential security vulnerabilities on the university network; and if recommendations offered by IT security analysts are adequate to remediate confirmed vulnerabilities.
- ❖ To determine if IMS protocols grant appropriate access only to those persons previously vetted by data stewards; and if access is promptly terminated when no longer required.
- ❖ To determine if IMS data steward coordination promotes a clear understanding of system authorization and access rules.
- ❖ To determine if security reviews of developed and purchased IT hardware and software products are performed prior to management's purchase decisions;
- ❖ To determine if the Virginia Tech Computer Incident Response Team has the protocols, tools, and trained personnel in place to effectively respond to security incidents.
- ❖ To determine if the protocol used to perform personal identifier (PID) password resets is secure.

Scope

To accomplish our objectives, we obtained an understanding of departmental procedures through interviewing key personnel, observing operating processes, evaluating the adequacy of existing policies and procedures, assessing the adequacy of internal controls, evaluating compliance with established policies and procedures, and performing other audit procedures as considered necessary. The audit covered the period of July 1, 2007 to September 30, 2009.

Executive Summary

Assessment

Our audit indicated that management has designed and implemented controls that are effective at reducing the department's exposure to many business risks, however **some improvements are recommended** to increase the efficiencies for controlling access to university computing systems, managing information technology (IT) security reviews, and for the vetting commercial-off-the-shelf (COTS) IT hardware and software applications.

Virginia Tech

Audit No. 10-908, University Scholarships and Financial Aid

Audit Report
May 17, 2010



Department of Internal Audit

Engagement Overview

Background

The mission of the Office of University Scholarships and Financial Aid (USFA) is to support the University's student access, enrollment, and retention goals by providing the financial means to encourage economic, social, cultural, and academic diversity in the student body. To accomplish this mission, resources are obtained, coordinated, distributed, and maintained in accordance with university, state, and federal requirements. Service to students and the university community and accountability for the administration of financial aid funds are the primary goals of USFA.

USFA provides or monitors approximately \$322,000,000 of annual student financial assistance in 2008-09, through various federal, state and university programs and alternative loans available from numerous commercial lenders. Annual assistance in 2007-08 was \$282,000,000, representing a 14% increase in funding support for students. Over the past three years, USFA has reorganized and added more supervisory positions to reduce the span of control and increase oversight. Additional staff and procedural modifications have enhanced internal controls and compliance. There are currently 30 staff members in this area and numerous student workers. Over 24,000 applications for federal aid were processed in the 2009-2010 academic year; this represents a 12% increase over the 21,660 processed in 2008-09. Pell recipients have increased 27.7% in 2009-10 from 2008-09, a key marker for meeting the needs of a diverse student population. New for 2010-11 is a Memorandum of Understanding for scholarship management that will expand controls and create new risk mitigation processes. The expectations of the Memorandum and supporting policies will necessitate additional staff to ensure full compliance and successful coordination of effort in the delivery of University scholarships.

Risk Exposure

Internal Audit periodically performs a detailed risk assessment of the university's auditable entities using factors such as the amount of cash inflows, operating expenditures, research activities, management of sensitive information, and level of external regulation. The goal of the risk assessment is to prioritize those entities within the university that should receive audit attention. USFA was determined to be a high risk entity due to the high volume of financial aid provided and the significant regulatory compliance requirements for the federal and state programs it manages.

Audit Objectives

In planning the engagement, the audit staff met with USFA senior managers and directors to identify business goals and objectives, potential risks, processes to mitigate those risks, and potential audit objectives. The Auditor-in-Charge performed a risk assessment of the information obtained to evaluate the adequacy and effectiveness of the processes in place, identify areas of high risk, and establish audit objectives. Audit objectives were identified as follows:

- ❖ To determine if USFA employee-student eligibility for aid packaging is properly identified; awards were calculated accurately and processed timely; awards were given within the framework of federal regulations as well as Institutional and USFA policies and procedures.
- ❖ To determine if there are adequate processes in place for applying aid and disbursing aid within a reasonable time after aid is packaged;
- ❖ To determine if there are adequate monitoring processes in place for reviewing aid packaged and cancelling of aid timely where necessary;
- ❖ To determine if the university has a current Eligibility and Certification Approval Report;
- ❖ To determine if processes for calculating financial need of students are adequate;
- ❖ To determine if the process of approving, documenting and entering cost of attendance and fund award rules into Banner is adequately verified before running the processes in the production environment;
- ❖ To determine if the award rules built into the system for freshmen and continuing students are accurate;
- ❖ To determine if overawards are being identified and corrected in a timely manner;
- ❖ To determine if unofficial withdrawals are being identified in a timely manner;
- ❖ To determine if post-withdrawal disbursements are being properly calculated and processed;
- ❖ To determine if post-withdrawal disbursements were made within 30 days of identifying that the student withdrew;
- ❖ To determine if returns of Title IV funds are being accurately calculated and processed properly and in a timely manner;
- ❖ To determine if proper controls are in place to ensure that all eligibility requirements are met prior to aid being disbursed;
- ❖ To determine if perpetual awards are rightly identified.

Scope

To accomplish our objectives, we obtained an understanding of departmental procedures through interviewing key personnel, observing operating processes, evaluating the adequacy of existing policies and procedures, assessing the adequacy of the internal controls, evaluating compliance with established policies and procedures, and performing other audit procedures as considered necessary. The audit covered the period of July 1, 2007 to December 31, 2009.

Executive Summary

Assessment

Our audit indicated that management has designed and implemented controls that are often effective at reducing the University Scholarships and Financial Aid's (USFA) exposure to some of the business risks it faces, but **improvements are recommended** to achieve a fully effective system of internal controls.

Virginia Tech

Audit No. 10-907, Dining Services

Audit Report
May 14, 2010



Department of Internal Audit

Engagement Overview

Background

Dining Services functions as a separate auxiliary enterprise within the Office of Student Affairs, with sales revenue for fiscal year 2010 expected to be in excess of \$43 million. They employ approximately 1500 classified, wage, and student employees. Dining Services has won many national awards including the prestigious Ivy Award in 2009 and the number one ranking in the 2010 Princeton Review and are a recognized leader in college and university food service. Dining Services operates twelve on-campus dining centers that include: two traditional board operations, a food court featuring twelve specialty venues, a marketplace café, a gourmet coffee shop, seven national brand venues, and two express locations. Southgate Processing Facility supports all of these locations. Dining Services will serve over 6 million meals to students, university employees, and campus visitors in fiscal year 2010. They offer a number of meal plans and flexible spending options to both on-campus and off-campus students and currently sell over 18,000 meal plans per year, with the majority of the plans purchased by off-campus students. In order to ensure the dining programs and services meet the needs of the campus community, Dining Services provides nutrition counseling, and actively seeks customer inputs. They are actively involved in the university's green efforts through their sustainability efforts. Dining Services also operates catering services for the university and university-affiliated organizations.

Risk Exposure

Internal Audit periodically performs a detailed risk assessment of the university's auditable entities using factors such as the amount of cash inflows, operating expenditures, research activities, management of sensitive information, and level of external regulation. The goal of the risk assessment is to prioritize those entities within the university that should receive audit attention. Dining Services was determined to be a medium risk entity due to the volume of transactions processed, the volume of cash inflows, and food safety considerations.

Audit Objectives

In planning the engagement, the audit staff met with Dining Services' senior managers and directors to identify business goals and objectives, potential risks, processes to mitigate those risks, and potential audit objectives. The Auditor-in-Charge performed a risk assessment of the information obtained to evaluate the adequacy and effectiveness of the processes in place, identify areas of high risk, and establish audit objectives. Audit objectives were identified as follows:

- ❖ To determine if Dining Services complies with university policy 3600, Funds Handling and Deposit of State and Local Funds and the Bursar's Funds Handling Guidelines and Procedures.
- ❖ To determine if Dining Services makes franchise payments timely and accurately.
- ❖ To determine if controls on the electronic time keeping system are adequate.
- ❖ To determine compliance with Alcohol Beverage Control requirements.
- ❖ To determine if employees are receiving inappropriate discounted or free meals.

- ❖ To determine if Dining Services complies with food safety and sanitation policies.
- ❖ To determine if food is adequately safeguarded.

Scope

To accomplish our objectives, we obtained an understanding of departmental procedures through interviewing key personnel, observing operating processes, evaluating the adequacy of existing policies and procedures, assessing the adequacy of internal controls, evaluating compliance with established policies and procedures, and performing other audit procedures as considered necessary. The audit covered the period of October 1, 2008 to December 31, 2009.

Executive Summary

Assessment

Our audit indicated that management has designed and implemented controls that are often effective at reducing Dining Services' exposure to many of the business risks it faces, but **improvements are recommended** to achieve a fully effective system of internal controls. Audit recommendations were issued to management where opportunities for further improvements were noted in the areas of the electronic timekeeping system, the administrative meal plan, and documentation and internal procedures in Catering.

Virginia Tech

Audit No. 10-899, Environmental Health and Safety Services

Audit Report
May 13, 2010



Department of Internal Audit

Engagement Overview

Background

EHSS promotes a positive, integrated safety culture for the university community; advocates safe and healthy living, learning, and working environments; and helps departments comply with regulations and mandates. EHSS personnel perform routine scheduled inspections of areas occupied and used by Virginia Tech faculty, staff, and students including properties located both on and off campus. EHSS provides training mandated by the Occupational Safety and Health Administration (OSHA), Mine Safety and Health Administration (MSHA), Environmental Protection Agency (EPA), Nuclear Regulatory Commission (NRC), and related state and federal regulations as applicable to university operations. For the first time in 14 years, EHSS is led by one director rather than by a management team of co-directors. EHSS has a staff of 27.

EHSS collaborates extensively with other university departments, including: (1) Office of Research Compliance to review protocols, provide medical surveillance services and research support; (2) Facilities Services and Student Programs to identify and mitigate building-related hazards; (3) Facilities Services and the Office of the University Architect to review designs of new facilities and renovation plans; (4) Human Resources to support accident investigation and workers compensation, return-to-work, and disability accommodations; (5) Police, Facilities Services, the Blacksburg Fire Department, Department of Emergency Management, and other areas to assist with emergency preparedness planning and response.

Risk Exposure

Internal Audit periodically performs a detailed risk assessment of the university's auditable entities using factors such as the amount of cash inflows, operating expenditures, research activities, management of sensitive information, and level of external regulation. The goal of the risk assessment is to prioritize those entities within the university that should receive audit attention. EHSS was determined to be a medium risk entity due to the limited financial activity of the department but high regulatory compliance environment with federal, state and local laws and other agencies.

Audit Objectives

In planning the engagement, the audit staff met with EHSS senior managers and directors to identify business goals and objectives, potential risks, processes to mitigate those risks, and potential audit objectives. The Auditor-in-Charge performed a risk assessment of the information obtained to evaluate the adequacy and effectiveness of the processes in place, identify areas of high risk, and establish audit objectives. Audit objectives were identified as follows:

- ❖ To determine that the university risk appetite for health and safety has been established and communicated, and the tone at the top appropriately reflects the university's acceptance of EHSS risk issues.

- ❖ To determine that recommendations are adequately documented, effectively communicated to the client, and receive adequate follow-up to ensure issues are corrected.
- ❖ To determine whether building inspection and radiation safety risk assessment criteria are adequate, periodic re-evaluations are performed, and inspection schedules adequately represent the determined risk.
- ❖ To determine that EHSS' process of identifying needed or required training or inspection coverage and subsequent communication of that requirement to the responsible party is adequate.
- ❖ To determine whether the current electronic system/application used for project documentation adequately meets the needs of EHSS and does so efficiently.

Scope

To accomplish our objectives, we obtained an understanding of departmental procedures through interviewing key personnel, observing operating processes, evaluating the adequacy of existing policies and procedures, assessing the adequacy of internal controls, evaluating compliance with established policies and procedures, and performing other audit procedures as considered necessary. The audit covered the period of July 1, 2008 to September 30, 2009.

Executive Summary

Assessment

Our audit indicated that management has designed controls that are often effective at reducing Environmental Health and Safety Services' (EHSS) exposure to business risks, but the controls are not consistently applied. **Significant improvements are recommended** to increase operational efficiency and oversight within the department and to ensure consistent coverage and adequate communication to the university community for health and safety related business risks.

Virginia Tech

Audit No. 09-779, Facilities Services – Renovation

Audit Report
May 18, 2010



VirginiaTech
Invent the Future

Department of Internal Audit

Engagement Overview

Background

Renovation is a part of Facilities Services and is located within the Sterrett Facility Complex. Renovation is composed of a small contingent of engineers, architects, designers and project coordinators. Renovation is led by Chuck Shaver, Assistant Director for Campus Renovation services reporting to Lynn Eichhorn, the Executive Director of University Planning, Design, and Construction (UPDC). Renovation is responsible for annually completing more than 450 non-capital projects with an estimated construction value of approximately \$13 million.

During the year end close process for fiscal year 2007-08, the new Associate Vice President of Facilities Services determined that two essential components were lacking that required immediate actions and investment by Facilities Services if the organization was going to be successful moving forward regarding performance management and client satisfaction. Both of these needs required significant unpopular investment and organizational changes at a time of budget reductions.

1. The first issue dealt with the financial organizational management structure which was totally decentralized within Facilities Services without a defined central financial control point. This was rectified through a reorganization and development of the Director of Finance for Facilities Services in fiscal year 2008-09.
2. The second issue dealt with the lack of a fully functional business enterprise design for facility management, a CMMS. The business enterprise at the time, DEPART, was limited and provided little to no proven tools for the critical expectations of a CMMS by today's industry standards: fiscal controls, client management/transparency, work load management, and resource performance management. In addition, DEPART did not have any business application standard operating procedures and the data base structure was inadequate for providing the basic enterprise needs required.

These business decisions were made prior to the audit and the results have strategically positioned Facilities Services to be capable to respond and rectify the deficiencies identified in this audit. In addition, the CMMS was significant in enabling Facilities Services in identifying a higher than anticipated financial deficit that appears to have started with the implementation of DEPART in fiscal year 2004-05 that went largely unrecognized and compounded until DEPART was no longer utilized.

Risk Exposure

Internal Audit periodically performs a detailed risk assessment of the university's auditable entities using factors such as the amount of cash inflows, operating expenditures, research activities, management of sensitive information, and level of external regulation. The goal of the risk assessment is to prioritize those entities within the university that should receive audit attention. Renovation was determined to be a

medium risk entity due to their volume of business and responsibility for renovating university infrastructure.

Audit Objectives

During our audit, Facilities Services Renovation was in the process of implementing a new work order system, HokieServ, which went on-line in August 2009. Since all business processes were being changed, Internal Audit focused its effort on the following:

- ❖ Project initiation
- ❖ Project billing and closing
- ❖ Estimates and actual cost
- ❖ Reliability of system
- ❖ Customer communication
- ❖ Policies and procedures

Scope

During our review, Facilities Services Renovation was in the process of changing their work order system from Departmental Encumbrance Projection and Reporting Tool (DEPART) to HokieServ starting in August 2009. Per the Associate Vice President of Facilities Services, all processes will be changed with the new work order system. Instead of the regular risk based audit, Internal Audit performed an analytical review of 75 renovation projects to ensure that the renovation projects are executed effectively, the university departments are billed accurately and timely, the expenditures and revenues are accurately recorded and reconciled, and the access to the DEPART system is appropriate. Internal Audit analyzed the projects listed on the SHESHAT database to determine the duration of the projects, whether estimates were provided for the projects, and compared actual project expenditures to the estimates. The audit covered the period of January 1, 2007 to March 31, 2009. Internal Audit plans to perform a risk based audit on the HokieServ system and processes during the 2011 audit plan.

Executive Summary

Assessment

The audit indicated that management has designed controls that should reduce Renovation's exposure to business risks, but the controls are not consistently applied. **Significant improvements are recommended** to achieve a fully effective system of internal controls. Audit recommendations were issued to management where opportunities for further improvements were noted in the areas of data integrity, reconciliation, timeliness of billing and closing projects, journal entry documentation, and client communication.

During the audit, Internal Audit understood that Renovation's cumulative deficit balance since 2003 was approximately \$400,000 as of June 30, 2009. The cumulative recoveries for the same period was approximately \$85 million. However, in spring 2010, Facilities management brought forward concerns that the cumulative deficit for Renovation was much higher than anticipated. The University Controller has created a work group to provide services to assist Facilities Services in determining the actual deficit amount.

The Committee will participate in a
Scope Discussion with APA External Auditors

Board of Visitors/Audit Committee – Entrance Conference Agenda

Virginia Tech

June 7, 2010

1. Introductions

2. Discussion of the audit plan:

- a. **Overview of the relationship between APA, management, and the Board** – APA and University management work closely together in that APA is available to assist University staff during the report preparation process and we review the results of the financial statement preparation during the audit. APA follows up on all findings and recommendations to determine that management addresses findings promptly. At the completion of the audit, APA reports the results of our audits to the Board or the Audit Committee. We also work closely with internal audit throughout the year.
- b. **Timeline of the audit completion** – Start on transactional work periodically until on-site audit work begins and then substantive work until audit completion. The Department of Accounts deadline this year is September 27th for the financial statements. Our goal is to have the audit completed by the November board meeting.
- c. **Responsibilities of management relative to internal control and financial statements** – ARMICS (Agency Risk Management and Internal Control Standards administered by DOA) outlines the University's responsibility for internal control and the University annually certifies its responsibilities for internal control and accurate financial statements. Our responsibility is to ensure that internal controls are adequate as designed and then to review whether they are operating as intended.

3. Systems Approach

- a. The Office developed a new approach to auditing financial statements for fiscal year 2009 which is referred to as the "systems approach."
- b. The systems approach involves identifying, evaluating, and testing controls that are built into the system and recommending additional system controls to improve the process.
- c. We continue to identify, test, and evaluate manual processes and controls, as well.
- d. The systems approach was designed to not only provide an opinion on the financial statements but to identify opportunities to further enhance operations and examine the system's impact on existing internal controls and processes.
- e. Testing system controls and functionality can lead to suggestions of how the University can improve controls and gain efficiencies in their processes.
- f. The final audit report may include recommendations for the university to improve its processes and use of administrative systems.

4. Statewide Projects

- a. **Internal Audit Report** - In March 2010, our Office issued a report comparing the Commonwealth's forty internal audit departments including a review of their charters, risk assessments, work plans, reports of results, and quality assurance reviews as required by the Institute of Internal Auditors. This report offers management recommendations to improve their oversight of the internal audit function and increase compliance with the external assessment standard. Our report also contains guiding principles which boards may consider in developing their own methods for evaluating their internal auditors against industry best practices.

Reports can be found under the reports section of the APA website.

5. Other Discussion Items

- a. **Federal Test work: Research and Development is In-cycle, Student Financial Aid is Out of Cycle**
- b. **GASB 49 – Pollution Remediation**
This new standard requires that when an institution knows or reasonably believes that a site is polluted or contaminated, the institution should determine whether pollution remediation obligations are recognizable as a liability. Generally, universities do not have significant obligations in this area. Examples include:
- asbestos or lead based paint abatement from old buildings,
 - clean-up related to leakage of underground fuel storage tanks,
 - clean-up related to hazardous materials storage buildings, and
 - clean-up of mine related contamination.
- c. **GASB 51 – Intangible Assets**
This new standard requires certain intangible assets to be reported as capital assets. Intangible assets include computer software, software licenses, right of ways, easements, water rights, timber rights, mineral rights, patents, copyrights, and trademarks, etc. GASB 51 is effective for periods beginning after June 15, 2009, i.e. fiscal year 2010. Retroactive reporting is required for all intangible assets EXCEPT those with indefinite useful lives and those that are internally generated.
- d. **GASB 53 – Accounting and Financial Reporting for Derivative Instruments**
This new standard states a derivative instrument classification depends on whether they represent an asset or liability and generally should be reported at fair value. The change in fair value for investment derivative instruments (including ineffective hedges) must be reported as investment revenue. The change in fair value for hedging derivative instruments – effective hedges must be reported as deferred inflows or deferred outflows.
- e. **ARRA Funds**
The purpose of the American Recovery and Reinvestment Act (ARRA) was to jump-start the economy to create and save jobs. The Act has specific reporting requirements to ensure

accountability and transparency for all funds spent by recipients. Universities, of course, are recipients and have developed reporting procedures. During FY09, we met with University management to ensure that the proper framework was in place for establishing internal controls and financial reporting for ARRA funds.

6. Discussion of Risk with Board Members

The APA encourages the Board of Visitors to provide input regarding the risks they perceive to the University in completing its mission. While Board members can direct their comments to the Audit Committee Chair or the Internal Audit Director to be forwarded to the APA Project Manager, we also plan to meet directly with the Audit Committee Chair. We will discuss the following issues:

- a. Any areas of fraud risk
- b. Any areas of institutional risk
- c. Any matters that the Board believes should be considered in planning

7. Additional Communication with Board ([See Summary at Attachment 1](#))

8. Audit Committee Best Practices ([See Summary at Attachment 2](#))

Additional Communication with the Board

1. Responsibilities and Roles:

- a. The auditor's responsibility under generally accepted auditing standards
 - An audit is designed to obtain reasonable, rather than absolute, assurance, about whether the financial statements are free of material misstatement
 - The audit does not relieve management or those charged with government of their responsibilities
 - The auditor's responsibility for other information in documents containing audited financial statements
- b. Roles during audit process
 - Audit Committee – Communicate with APA about audit scope, communicate with management and internal audit regarding progress, and receive reports and findings from management, internal audit, and external audit.
 - APA – Independent external auditors
 - Opinion on University financial statements
 - Review internal controls and compliance as a part of auditing financial statements
 - Report on internal control and compliance findings
 - Review CAFR submissions
 - NCAA Agreed Upon Procedures
 - Internal audit – Provide audit results and input on risks to external audit and liaison with Audit Committee
 - Management – Assess internal control risks, prepare financial statements, prepare CAFR submissions, and respond to findings

2. Planned scope of the audit:

- a. Approach to internal control – We review internal controls to identify those areas where we can replace substantive testing with transactional testing. We look for management to have written formal policies and procedures and check for the implementation of those procedures. Compare to requirements of ARMICS and Sarbanes-Oxley.
- b. Concept of materiality – We do not review all transactions or accounts in detail. We use materiality to focus our work on those financial statement line items and those transactions that are material or significant to the University.
- c. Relationship to internal audit – We meet with the Internal Audit Director as part of the planning process and review the results of internal audit work for the past year. We look for trends of findings to identify areas of increased risk. We follow-up on fraud cases. During the year, we coordinate in overlapping areas to rely on each other's work.

3. Identification of potential fraud risks:

- a. Approach to fraud – Most of our audit is focused on our opinion on the financial statements and materiality. Our primary interest related to fraud would be in how it may affect the financial statements and those controls that the financial statements rely upon. However, we review policies and procedures for fraud risk and may direct our test work towards addressing fraud risk.
- b. Responsibility for identifying fraud risks and fraud – SAS 99 requires us to assess fraud risk, interview management and staff about their knowledge of fraud and fraud risk, and review exceptions for indications of possible fraudulent transactions. Auditors should be looking for red flag fraud indicators.



Even though government entities are not always profit oriented, the auditors remain vigilant about financial statement fraud.

- c. University's responsibility for assessing fraud risks – In reviewing internal controls for ARMICS, the University should be open to identifying and correcting any possible fraud risks.

Best Practices
of
College and University Board of Visitors/Audit Committees

Principle 1: Audit Committee's Key Role in Monitoring the Other Component Parts of the Audit Process

1. Work with APA to effectively accomplish its task of overseeing the financial reporting process
 - a. Entrance and exit conferences to understand the scope and purpose of the audit
 - b. SAS 99 discussion with Audit Committee Chair to forward issues on audit risk and fraud risk
2. Work with Internal Audit to ensure the Internal Auditor objectively assesses management's accounting practices and internal controls
 - a. Assist in work plan development to ensure proper coverage of important issues
 - b. Receive reports and understand issues presented
 - c. Ensure proper resolution of findings through follow up with management

Principle 2: Independent Communication and Information Flow between the Audit Committee and the Internal Auditor

1. Formal mechanism in place to facilitate confidential exchanges with Internal Auditor to promote essential independence from management
2. Foster environment that promotes open disclosure on the part of the Internal Auditor especially as to disagreements with management

Principle 3: Independent Communication and Information Flow between the Audit Committee and the Auditor of Public Accounts

1. Review scope and planning of audit and independence and qualifications of assigned staff
2. Regularly scheduled open dialogue with the auditors and in private when necessary
3. Promote an environment that values objective analysis of management and the Internal Auditor
4. Ask searching questions about audit report

Principle 4: Candid Discussions with Management, the Internal Auditor, and Auditor of Public Accounts Regarding Issues Implicating Judgment and Impacting Quality

1. Dialogue should provide the audit committee with insights into the "what's and why's" behind the numbers and the processes
2. Ask senior management about business environment and risk as well as internal controls
3. Timely and comprehensive financial reports including analysis on budget variations and fluctuations from previous periods
4. Management should present their response and resolution to findings and recommendations from the Internal Auditor and the Auditor of Public Accounts

Principle 5: Diligent and Knowledgeable Audit Committee Membership

1. Include training about developments in accounting and finance
2. Use consultants and experts when necessary



WINTER BREAK CLOSING

An official University closing creates a consistent internal and external understanding that University offices will be closed and classes are not in session. In addition, the closing allows Facilities operations to optimize energy cost savings during periods of low employee and student activity. Department heads and senior managers may identify in advance the locations of critical operations to assure on-going services where needed, such as research projects that would be negatively impacted if efforts were curtailed during the holiday closing.

RESOLUTION ON WINTER BREAK CLOSING

WHEREAS, an extended winter break is a recognized sustainability practice in the higher education community, and will result in significant annual savings for Virginia Tech; and,

WHEREAS, a winter break corresponding more closely to the public school closings is a family-friendly practice; and,

WHEREAS, Virginia Tech Policy 4315, Guidelines on Holidays, currently provides the authorization for individual departments to close during the break between December 25 and January 1 and a number of departments close currently; and

WHEREAS, the majority of staff members take leave for the three or four days between December 25 and January 1 for which Virginia Tech is not closed due to a holiday; and,

WHEREAS, since newly hired University staff members currently receive four days of family leave per year if they begin employment prior to July 9 and two days of family leave if they begin employment after July 9, closing for a winter break might place a hardship on newly hired University staff who have not accumulated sufficient leave; and

WHEREAS, the Higher Education Restructuring Act provides level 3 institutions with an opportunity to develop a new human resources system for University staff, the designation of non-faculty employees hired on or after July 1, 2006, and the Management Agreement between the University and the Commonwealth stipulates that the Board approves any major changes to compensation and benefits plans for those University employees not covered by the Personnel Act before those changes become effective;

NOW, THEREFORE, BE IT RESOLVED, that University Policy 4315, Guidelines on Holidays, be amended as follows:

The University is closed between December 25 and January 1 each year. All faculty members who earn annual leave as part of their appointments and classified and University staff must use annual or other appropriate leave balances to cover the days not worked that have not been designated as official holidays. Supervisors must approve any exceptions, but are strongly encouraged to be flexible and fair with employees and their individual work situations and personal circumstances in accordance with existing leave and alternative work policies.

Salaried employees who do not work and have insufficient leave balances to cover the winter break will be placed in a leave-without-pay status in accordance with state and University leave policies.

Certain departments may remain open due to the nature of the work; in some cases, minimal or full staffing may be necessary. Each department head has the authority to designate the employees required to work during the winter break to support necessary University or departmental operations or functions. Normal holiday compensatory leave policies will apply when employees work on one of the officially designated state holidays.

During the winter break, departments must make arrangements to retrieve on a regular basis communications (e.g., voicemail, e-mail, etc.) from the public and provide a timely and appropriate response; and

BE IT FURTHER RESOLVED, that newly hired University staff will receive four days of family personal leave regardless of their date of hire.

RECOMMENDATION:

That the resolution authorizing Virginia Tech to be closed for a winter break period annual between December 25 and January 1, amendments to Policy 4315, Guidelines on Holidays, and revisions to the Campus Leave Manual be approved in accordance with this resolution.

June 7, 2010

Financial Performance Report - Operating and Capital

FINANCE AND AUDIT COMMITTEE

July 1, 2009 to March 31, 2010

The Financial Performance Report of income and expenditures is prepared from two sources: actual accounting data as recorded at Virginia Tech and the annual budgets which are also recorded in the University accounting system. The actual accounting data reflect the modified accrual basis of accounting, which recognizes revenues when received rather than when earned and the expenditures when obligated rather than when paid. The Original Budget was approved by the Board of Visitors at the June meeting. The Adjusted Budget reflects adjustments to incorporate actual experience or changes made during the fiscal year. These changes are presented for review and approval by the Finance and Audit Committee and the Board of Visitors through this report. Where adjustments impact appropriations at the state level, the University budget coordinates with the Department of Planning and Budget to ensure appropriations are reflected accurately.

The July to March 2009-10 budget (year-to-date) is prepared from historical data which reflects trends in expenditures from previous years as well as known changes in timing. Differences between the actual income and expenditures and the year-to-date budget may occur for a variety of reasons, such as an accelerated or delayed flow of documents through the accounting system, a change in spending patterns at the college level, or increases in revenues for a particular area.

Quarterly budget estimates are prepared to provide an intermediate measure of income and expenditures. Actual revenues and expenditures may vary from the budget estimates. The projected year-end budgets are, however, the final measure of budgetary performance.

OPERATING BUDGET

Attachment S

1. Tuition and Fee revenue is ahead of historical projections due to earlier than projected tuition collections and the timing of unfunded scholarship awards.
2. The Commonwealth had not released stimulus funds to institutions of higher education as of March 31. The Commonwealth began the application process in late March, and anticipates receipt of stimulus funds during the fourth quarter.
3. Other Income is behind projections due to the activity level for continuing education programs and the Equine Medical Center being less than anticipated.
4. Academic and Support expenditures are behind historical projections due to the timing of operating expenditures.
5. The budget for federal revenue is established to match projected allotments from the federal government. All expenses in federal programs are covered by drawdowns of federal revenue up to allotted amounts. Federal revenue in the Cooperative Extension/Agricultural Experiment Station Division was less than the projected budget due to the timing of receipt of federal drawdowns.
6. Quarterly and projected annual variances are explained in the Auxiliary Enterprises section of this report.
7. Historical patterns have been used to develop a measure of the revenue and expenditure activity for Sponsored Programs. Actual revenues and expenses may vary from the budget estimates because projects are initiated and concluded on an individual basis without regard to fiscal year. Total sponsored revenue and expenses are less than projected, but sponsored research expenditures are ahead of 2008-09 activity levels.
8. Revenues and Expenses were below projections due to lower than projected interest earnings and Surplus Property activity, partially offset by higher than projected Federal Work Study activity.
9. The General Fund revenue budget has been increased by \$221,000 for a transfer from Student Financial Assistance to the Educational and General program for assistantships in the Multicultural Academic Opportunities Program, increased by \$29,333 for VIVA libraries distribution costs, and increased by \$3,083,333 for support of the Rolls Royce initiative. The General Fund reductions include \$580,889 to match the actual central appropriations transfer for fringe benefits and \$22,500 for the General Fund reduction assigned to Agriculture and Consumer Services for pass-through funds which support agriculture education specialists at Virginia Tech. The budget has also been decreased by \$5,185,235 due to the following executive actions: On September 8, 2009, the Governor assigned a \$21,846,707 General Fund reduction to the E&G component of the University Division. The state planned to offset the 2009-10 General Fund reduction with federal stimulus funding. Due to Maintenance of Effort requirements announced in December 2009, the stimulus funding was reduced and the General Fund budget was increased by \$16,661,472. The corresponding expenditure budgets have been adjusted accordingly.
10. The annual budget for Tuition and Fees has been decreased by \$80,168 to finalize the Virginia/Maryland Regional College of Veterinary Medicine regional capitation agreement and increased by \$8,054,187 for strong fall enrollments, by \$3,473,962 for strong spring retention, and by \$27,500 for an increase in equitation fees. The corresponding expenditure budgets have been adjusted accordingly.
11. In September, the federal revenue budget for the University Division was increased by \$10,163,758 to reflect the state's plan to offset a portion of the 2009-10 General Fund reductions. Due to Maintenance of Effort requirements, the federal stimulus funding was decreased by \$16,006,396 when the Executive Budget was released. The federal stimulus budget in the Educational and General program was further reduced by \$68,468 for the transfer to Student Financial Assistance for additional tuition mitigation grants. The corresponding expenditure budgets have been adjusted accordingly.
12. The All Other Income revenue budget for the University Division has been decreased by \$232,208 to reflect lower than projected interest earnings due to lower market rates and by \$100,000 for late registration fees and increased by \$2,297,861 for Continuing Education programs. The corresponding expenditure budgets have been adjusted accordingly.
13. The General Fund revenue budget in the Cooperative Extension/Agricultural Experiment Station Division has been decreased by \$20,638 to match the actual central appropriations transfer for fringe benefits. The budget has also been decreased by \$1,074,931 due to the following executive actions: On September 8, 2009, the Governor assigned a \$4,528,956 General Fund reduction to the Cooperative Extension/Agricultural Experiment Station Division. The state planned to offset \$2,107,009 of the 2009-10 General Fund reduction with federal stimulus funding. Due to Maintenance of Effort requirements announced in December 2009, the stimulus funding was removed and \$3,454,025 of General Funds were appropriated to offset the current year reductions. The corresponding expenditure budgets have been adjusted accordingly.
14. The Federal revenue budget in the Cooperative Extension/Agricultural Experiment Station Division has been increased by \$2,033,925 for the carryover of unexpended federal funds and revised calculations of other federal formula funds. The corresponding expenditure budgets have been adjusted accordingly.
15. The Sponsored Programs budget has been decreased by \$57,600 for Virginia Tech's share of the General Fund reduction assigned to SCHEV's Eminent Scholars Program by the Governor on September 8, 2009.
16. The projected year-end revenue and expense budgets for Student Financial Assistance were reduced by \$221,000 for the transfer from Student Financial Assistance to the Educational and General program for assistantships in the Multicultural Academic Opportunities Program and increased by \$308,051 for the Commonwealth Scholarship Assistance Program, by \$32,400 for the VA Military Survivors and Dependent Program, and by \$8,000 for the two-year College Transfer Grant.
17. The federal stimulus revenue and expense budgets for Student Financial Assistance were increased by \$68,468 to cover higher than expected needs for the tuition mitigation grant. The federal stimulus revenue and expense budgets for the Educational and General program were reduced by the same amount.
18. The projected annual budgets were adjusted to reflect the finalization of the Local Funds budget, increases for activities that were initiated prior to June 30, 2009 but incomplete at fiscal year end, and the alignment of the Federal Work Study appropriation with anticipated federal revenues.

**OPERATING BUDGET
2009-10**

Attachment S

Dollars in Thousands

	July 1, 2009 - March 31, 2010			Annual Budget for 2009-10		
	Actual	Budget	Change	Original	Adjusted	Change
Educational and General Programs						
<u>University Division</u>						
<u>Revenues</u>						
General Fund	\$123,020	\$123,020	\$0	\$150,706	\$148,251	\$-2,455 (9)
Tuition and Fees	294,841	292,613	2,228 (1)	285,037	296,513	11,476 (10)
Federal Funds (ARRA)	0	6,942	-6,942 (2)	15,167	9,256	-5,911 (11)
All Other Income	22,590	23,850	-1,260 (3)	27,876	29,842	1,966 (12)
Total Revenues	\$440,451	\$446,425	\$-5,974	\$478,786	\$483,862	\$5,076
<u>Expenses</u>						
Academic Programs	\$-229,293	\$-231,345	\$2,052 (3,4)	\$-297,373	\$-302,337	\$-4,964 (9,10,11,12)
Support Programs	-126,876	-128,297	1,421 (3,4)	-181,413	-181,525	-112 (9,10,11,12)
Total Expenses	\$-356,169	\$-359,642	\$3,473	\$-478,786	\$-483,862	\$-5,076
NET	\$84,282	\$86,783	\$-2,501	\$0	\$0	\$0
<u>CE/AES Division</u>						
<u>Revenues</u>						
General Fund	\$50,471	\$50,471	\$0	\$63,593	\$62,497	\$-1,096 (13)
Federal Appropriation	7,929	10,207	-2,278 (5)	13,570	15,604	2,034 (14)
Federal Funds (ARRA)	0	0	0	0	0	0
All Other Income	532	687	-155	876	876	0
Total Revenues	\$58,932	\$61,365	\$-2,433	\$78,039	\$78,977	\$938
<u>Expenses</u>						
Academic Programs	\$-55,438	\$-56,150	\$712	\$-70,137	\$-71,375	\$-1,238 (13,14)
Support Programs	-4,017	-4,130	113	-7,902	-7,602	300 (13,14)
Total Expenses	\$-59,455	\$-60,280	\$825	\$-78,039	\$-78,977	\$-938
NET	\$-523	\$1,085	\$-1,608	\$0	\$0	\$0
Auxiliary Enterprises						
Revenues	\$192,691	\$191,446	\$1,245 (6)	\$218,015	\$219,645	\$1,630 (6)
Expenses	-154,574	-158,891	4,317 (6)	-201,288	-223,664	-22,376 (6)
Reserve Drawdown (Deposit)	-38,117	-32,555	-5,562 (6)	-16,727	4,019	20,746 (6)
NET	\$0	\$0	\$0	\$0	\$0	\$0
Sponsored Programs						
Revenues	\$175,985	\$180,289	\$-4,304 (7)	\$248,198	\$248,140	\$-58 (15)
Expenses	-171,355	-187,931	16,576 (7)	-248,198	-248,140	58 (15)
Reserve Drawdown (Deposit)	-4,630	7,642	-12,272	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0
Student Financial Assistance						
General Fund	\$17,784	\$17,784	\$0	\$17,661	\$17,789	\$128 (16)
Federal Funds (ARRA)	0	2,223	-2,223 (2)	2,155	2,223	68 (17)
Expenses	-18,658	-18,829	171	-19,816	-20,012	-196 (16,17)
NET	\$-874	\$1,178	\$-2,052	\$0	\$0	\$0
All Other Programs *						
Revenue	\$3,898	\$4,152	\$-254 (8)	\$5,706	\$5,608	\$-98 (18)
Expenses	-4,093	-4,335	242 (8)	-5,706	-5,741	-35 (18)
Reserve Drawdown (Deposit)	195	183	12	0	133	133 (18)
NET	\$0	\$0	\$0	\$0	\$0	\$0
Total University						
Revenues	\$889,741	\$903,684	\$-13,943	\$1,048,560	\$1,056,244	\$7,684
Expenses	-764,304	-789,908	25,604	-1,031,833	-1,060,396	-28,563
Reserve Drawdown (Deposit)	-42,552	-24,730	-17,822	-16,727	4,152	20,879
NET	\$82,885	\$89,046	\$-6,161	\$0	\$0	\$0

* All Other Programs include federal work study, alumni affairs, surplus property, and unique military activities.

AUXILIARY ENTERPRISE BUDGET

Attachment S

1. Revenues in Residence and Dining Halls are higher than projected due to continued growth in off-campus meal plan sales, dining dollar receipts, and summer conference activity. Expenditures in Residence and Dining Halls are lower than projected because of the timing of operating and one time project expenses.
2. Revenues and expenditures in Telecommunications Services are lower than projected due to timing of receivables and equipment purchases for infrastructure upgrades.
3. Student fee revenues in the University Services System are higher than projected due to higher enrollments than budgeted. Expenses are lower than projected overall due to staff turnover and vacancy and the timing of operating expenses.
4. Revenues for the Intercollegiate Athletics System are higher than projected due to higher than anticipated student fees from higher than budgeted enrollments. Expenses are lower than projected due to staff turnover and vacancy and the timing of operating expenses.
5. Revenues and expenses for the Inn at Virginia Tech and Skelton Conference Center are lower than projected due to reduced business activity as a result of the economic downturn.
6. The projected annual budget across all of the auxiliary enterprise units was adjusted \$3.9 million for outstanding 2008-09 commitments and projects that were initiated but not completed before June 30, 2009.
7. The projected annual expense and reserve budgets for auxiliaries with University facilities were increased to accommodate the cost of a state required facility condition assessment study.
8. The projected annual revenue, expense, and reserve budgets for Residence and Dining Halls were adjusted for a Value Added Tax expense for the Center for European Studies and Architecture related to prior years' operations in Switzerland, a decline in investment income and increased revenue from off-campus meal plan sales netting an increase of \$1.1 million.
9. The projected annual expense and reserve budgets for Parking Services were adjusted to accommodate increased expenses associated with snow removal and a lease.
10. The projected annual revenue, expense, and reserve budgets for the Telecommunications Services auxiliary were adjusted during budget finalization for changes in departmental service rates and other self-generated revenue. During the third quarter, the revenue and expense budgets were adjusted for a projected increase of \$290,768 from special projects.
11. The projected annual revenue, expense, and reserve budgets for the University Services System were adjusted for a technical change in the self-generated revenue budget for the Recreational Sports auxiliary, a \$400,000 building feasibility study for the Squires Student Center, the establishment of auxiliary support for the Center for Arts, and lowered projected self-generated revenue and associated expenses for UUSA and Student Health.
12. The projected annual revenue budget for Intercollegiate Athletics was adjusted \$2.6 million to accommodate increased revenue from the NCAA Opportunity Fund, neutral site game, handling fees, licensing, football game settlements, basketball game settlements, conference allocation, private gifts, and Chick-fil-A Bowl. These increases were partially offset by lower than projected interest earnings, football away games, football ticket allocations, newspaper, women's basketball home games, basketball away games, and tennis center revenue. Annual expense and reserve draw budgets were adjusted to accommodate personnel actions, operating adjustments, team travel, Chick-fil-A Bowl, \$1.7 million in building renovations, a \$9.0 million cash drawdown to fund the construction costs for the Jamerson Center Addition, and a \$3.2 million cash drawdown to fund the West Side Expansion final expenses.
13. The projected annual revenue, expense, and reserve budgets for the Electric Service auxiliary were adjusted \$1.8 million to accommodate lower electrical sales and rate changes.
14. The projected annual revenue, expense, and reserve budgets for the Inn at Virginia Tech and Skelton Conference Center were adjusted to reflect a decline in business activity.
15. Other Auxiliary Enterprise expense and reserve budgets were adjusted for increased revenue from the sale of software in the Software Sales Auxiliary, a projected decrease in royalty income from the sale of Virginia Tech merchandise in the Licensing and Trademark auxiliary, and system hardware upgrades for the Hokie Passport Office.

**UNIVERSITY DIVISION
AUXILIARY ENTERPRISES**

Attachment S

Dollars in Thousands

	July 1, 2009 - March 31, 2010			Annual Budget for 2009-10		
	Actual	Budget	Change	Original	Adjusted	Change
Residence and Dining Halls						
Revenues	\$71,716	\$71,089	\$627 (1)	\$75,375	\$76,495	\$1,120 (8)
Expenses	-50,197	-50,806	609 (1)	-67,970	-70,688	-2,718 (6,7,8)
Reserve Drawdown (Deposit)	-21,519	-20,283	-1,236	-7,405	-5,807	1,598 (6,7,8)
Net	\$0	\$0	\$0	\$0	\$0	\$0
Parking and Transportation						
Revenues	\$5,859	\$5,729	\$130	\$6,131	\$6,131	\$0
Expenses	-3,310	-3,361	51	-5,924	-6,151	-227 (6,9)
Reserve Drawdown (Deposit)	-2,549	-2,368	-181	-207	20	227 (6,9)
Net	\$0	\$0	\$0	\$0	\$0	\$0
Telecommunications Services						
Revenues	\$13,443	\$13,688	\$-245 (2)	\$15,539	\$16,520	\$981 (10)
Expenses	-11,736	-13,160	1,424 (2)	-15,460	-17,162	-1,702 (6,10)
Reserve Drawdown (Deposit)	-1,707	-528	-1,179	-79	642	721 (6,10)
Net	\$0	\$0	\$0	\$0	\$0	\$0
University Services System						
Revenues	\$27,949	\$27,387	\$562 (3)	\$28,070	\$27,984	\$-86 (11)
Expenses	-18,123	-19,351	1,228 (3)	-26,029	-26,693	-664 (6,7,11)
Reserve Drawdown (Deposit)	-9,826	-8,036	-1,790	-2,041	-1,291	750 (6,7,11)
Net	\$0	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics						
Revenues	\$42,299	\$42,010	\$289 (4)	\$47,425	\$50,112	\$2,687 (12)
Expenses	-41,792	-42,366	574 (4)	-42,282	-61,019	-18,737 (6,7,12)
Reserve Drawdown (Deposit)	-507	356	-863	-5,143	10,907	16,050 (6,7,12)
Net	\$0	\$0	\$0	\$0	\$0	\$0
Electric Service						
Revenues	\$19,503	\$19,543	\$-40	\$29,199	\$27,363	\$-1,836 (13)
Expenses	-18,110	-18,167	57	-28,396	-26,714	1,682 (6,7,13)
Reserve Drawdown (Deposit)	-1,393	-1,376	-17	-803	-649	154 (6,7,13)
Net	\$0	\$0	\$0	\$0	\$0	\$0
Inn at Virginia Tech/Skelton Conf. Center						
Revenues	\$6,050	\$6,169	\$-119 (5)	\$9,350	\$8,194	\$-1,156 (14)
Expenses	-6,827	-7,102	275 (5)	-9,279	-8,636	643 (6,7,14)
Reserve Drawdown (Deposit)	777	933	-156	-71	442	513 (6,7,14)
Net	\$0	\$0	\$0	\$0	\$0	\$0
Other Enterprise Functions						
Revenues	\$5,872	\$5,831	\$41	\$6,926	\$6,846	\$-80 (15)
Expenses	-4,479	-4,578	99	-5,948	-6,601	-653 (6,7,15)
Reserve Drawdown (Deposit)	-1,393	-1,253	-140	-978	-245	733 (6,7,15)
Net	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL AUXILIARIES						
Revenues	\$192,691	\$191,446	\$1,245	\$218,015	\$219,645	\$1,630
Expenses	-154,574	-158,891	4,317	-201,288	-223,664	-22,376
Reserve Drawdown (Deposit)	-38,117	-32,555	-5,562	-16,727	4,019	20,746
Net	\$0	\$0	\$0	\$0	\$0	\$0

Educational and General Projects

1. The project total budget reflects the appropriation available for fiscal year 2010, including the amount carried forward from fiscal year 2009. The annual budget reflects the target amount needed to meet or exceed the state's 85 percent biennial performance requirement.
2. Blanket Authorizations allow unforeseen small projects to be authorized administratively with nongeneral funds for expediency. This project includes a \$3.5 million authorization to initiate planning for a Sciences Research and Academic Building and a \$1 million authorization to initiate planning for the Relocation of the Agriculture programs. The annual budget was adjusted up in the second quarter to reflect updated cash outflows for the Relocation of the Agriculture programs study.
3. This project addresses the improvement of campus heating infrastructure needed to accommodate current and future campus buildings. The project will be accomplished in multiple phases with a total cost of \$28.75 million. Phases for the steam distribution upgrades, boiler upgrades, and plant upgrades are complete. The \$6.2 million phase for the life science steam line is underway. The final phase, Prices Fork steam line, is scheduled to start construction in the summer of 2010. The annual budget was adjusted to reflect revised cash outflows for fiscal year 2010.
4. This Critical Technologies Research Laboratory building project includes a new 42,000 gross square foot state-of-the-art research facility that will support multidisciplinary research. The project is under construction with a completion date of December 2010. The annual budget was adjusted to reflect revised cash outflows for fiscal year 2010 as the project's pace has accelerated beyond the original estimate from the beginning of the year. Resources are available and sufficient to cover this expenditure plan.
5. This project is envisioned to construct a 16,300 gross square foot high containment research laboratory facility for the study of infectious diseases. The design process is complete and a Guaranteed Maximum Price contract is expected in June 2010. The annual budget was adjusted to reflect revised cash outflows for fiscal year 2010.
6. The purpose of this project is to construct a 48,000 gross square foot building along the campus perimeter to house various administrative and academic support functions in a central location. The project is on hold.
7. This project includes a new Visitors and Undergraduate Admissions Center at the Prices Fork entrance to the University near the new Alumni Center. A Guaranteed Maximum Price contract was reached in March 2010; construction is underway with occupancy expected summer 2011.
8. This project will construct a 7,500 gross square foot building to provide a central location for the management, storage, and eventual disposal of hazardous materials that are products of the academic program. Construction is underway with an expected completion by August 2010. The annual budget was adjusted to reflect revised cash outflows for fiscal year 2010.
9. This project includes construction of an approximately 155,000 square foot medical school and research laboratory building to be built in the Riverside Center in Roanoke on land owned by Carilion. The project is being implemented under a Public-Private Education Facilities and Infrastructure Act (PPEA) agreement with a target completion date of August 2010 for the Medical School and September 2010 for the Research Institute. The project is on schedule. The annual budget was adjusted to reflect revised cash outflows for fiscal year 2010.
10. This project authorization includes a 92,300 gross square foot scientific laboratory facility to support interdisciplinary instruction and research. The building envisions state-of-the-art undergraduate class laboratories, research laboratories, and graduate student space. The project is on hold pending the outcome of external funding sources. Current planning activities for this project are being conducted under the Blanket Authorization with \$546,780 in expenditures as of March 31, 2010.
11. This project is envisioned to construct a state-of-the-art performance theatre and creative arts laboratory. Preliminary designs are nearly complete. Funding for the renovation of Shultz Hall for the Creative Technologies Laboratory (\$28.758 million) is included in House Bill 29 and may be infused into this project upon the Governor's signature of the Bill.
12. This project includes an approximately 60,000 gross square foot facility located in Hampton Roads. The project is being implemented under a Public-Private Education Facilities and Infrastructure Act (PPEA) agreement with delivery through a design-build process. The design phase is underway with occupancy expected January 2012. The annual budget was adjusted to reflect revised cash outflows for fiscal year 2010.
13. This project encompasses a 75,000 gross square foot facility on the north side of campus to house dining and instructional space. Working drawings are nearly complete with a site package start of May 2010.
14. This project comprises planning of a 50,000 square foot addition to the VBI facility to provide office, meeting, and conference space for VBI faculty, research, and support personnel. Working drawings are complete and construction is pending the outcome of external funding.
15. This project was established for planning a 35,000 gross square foot facility to house the public safety programs of the police department, rescue squad, and emergency management. The original purpose of the planning project was to expedite the project schedule in the event the state funded the University's 2008 General Assembly request. The state did not fund the project; thus, the planning is on hold and the project may be closed at the end of the fiscal year.
16. This project encompasses planning of a multipurpose laboratory building for agricultural research conducted by the Southern Piedmont Agricultural Research and Extension Center (SPAREC). The planning work is complete and a request for the construction phase depends on the college securing sufficient grant and/or private donations to fully fund the project. This planning project may be closed at the end of the fiscal year.
17. This project will plan the first phase of the renovation of Davidson Hall, which is envisioned to raze and fully replace the unrecoverable center and north section of the building. The project is in the working drawings phase. The state authorized increasing the planning authorization by \$750,000 of temporary nongeneral fund resources to carry the project through 90 percent construction drawings, and the project's budget was increased to \$2.256 million accordingly. This temporary infusion will be reimbursed once the project is fully funded by the state. The annual budget was adjusted to reflect revised cash outflows for the fiscal year.
18. This project will plan a central chiller plant facility in the southwest section of campus as part of a strategy to increase the efficiency of campus cooling systems and to serve new buildings coming on line in the area. Working drawings are underway. The state authorized increasing the planning authorization by \$500,000 of temporary nongeneral fund resources to continue the project's design process, and the project's total budget was increased to \$980,000 accordingly. This temporary infusion will be reimbursed once the project is fully funded by the state. The annual budget was adjusted to reflect revised cash outflows for the fiscal year.
19. This project will plan the construction of a laboratory building to provide expanded, modern research space to meet the needs of animal and plant science research by the Agricultural Experiment Station in the College of Agriculture and Life Sciences. The project is in the working drawings phase. The University is temporarily holding \$1 million of expenses in a suspense fund outside of the capital project pending the state identifying a replacement source for the \$1 million of federal funds that was authorized for the project in Chapter 781, 2009. The expenses will be transferred to the project when the state's replacement source is available.
20. This project will plan the construction of a classroom and laboratory facility for undergraduate and research programs in the College of Engineering. The project is in the preliminary design phase.
21. This project will plan the construction of a facility that will provide updated classroom, laboratory, and faculty office space to meet the needs of the College of Veterinary Medicine. The project is currently in the preplanning phase.

2002 General Obligation Bond Program

22. The project is complete and will be closed when final payments for pending equipment purchases are processed, with an expected total cost of \$40,000,000.
23. The project is complete and will be closed when final payments are processed, with an expected total cost of \$10,468,000.
24. The project is complete and will be closed when final payments are processed, with an expected total cost of \$16,323,000.
25. The project is complete and will be closed when final payments for pending equipment purchases are processed, with an expected total cost of \$45,990,000.

**CAPITAL OUTLAY PROJECTS
AUTHORIZED AS OF MARCH 31, 2010**

Dollars in Thousands

	CURRENT YEAR			TOTAL PROJECT BUDGET					
	ORIGINAL ANNUAL BUDGET	REVISED ANNUAL BUDGET	YTD EXPENSES	STATE SUPPORT	GENERAL OBLIGATION BOND	NONGENERAL FUND	REVENUE BOND	TOTAL BUDGET	CUMULATIVE EXPENSES
Educational and General Projects									
Maintenance Reserve	10,265	10,511	7,036	16,900	0	0	0	16,900	10,891 (1)
Blanket Authorizations	0	500	110	0	0	4,643	0	4,643	627 (2)
Upgrade Campus Heating Plant	11,000	6,500	3,761	17,250	0	2,750	11,500	31,500	20,578 (3)
Institute for Critical Technology and Applied Science II	13,200	18,000	14,668	17,500	0	0	17,500	35,000	17,128 (4)
Infectious Disease Research Facility	1,180	500	304	3,137	0	6,163	0	9,300	756 (5)
Administrative Services Building	0	0	0	0	0	0	12,000	12,000	0 (6)
Visitors and Undergraduate Admissions Center	550	550	368	0	0	3,400	7,100	10,500	997 (7)
Materials Management Facility	2,365	1,600	734	3,500	0	0	0	3,500	1,117 (8)
VT-Carilion School of Medicine and Research Institute	34,000	37,000	31,325	59,000	0	0	0	59,000	38,594 (9)
Sciences Building Laboratory I	0	0	0	28,758	0	0	16,800	45,558	0 (10)
Performing Arts Center	3,566	3,566	1,163	0	0	5,000	58,000	63,000	2,850 (11)
Hampton Technology Research & Innovation Center	1,500	700	184	12,000	0	0	0	12,000	184 (12)
Academic and Student Affairs Building	1,720	1,720	1,064	0	0	0	45,153	45,153	1,949 (13)
Planning: VBI Addition Facility	350	350	339	0	0	0	2,400	2,400	2,342 (14)
Planning: Public Safety Building	0	0	0	0	0	1,600	0	1,600	0 (15)
Planning: Southern Piedmont AREC Laboratory	0	4	4	0	0	375	0	375	356 (16)
Planning: Renovate Davidson Hall	706	1,531	1,118	1,506	0	750	0	2,256	1,844 (17)
Planning: Chiller Plant, Phase I	257	550	398	480	0	500	0	980	613 (18)
Planning: Human & Agricultural Biosciences Bldg. I	1,320	1,320	384	2,040	0	0	0	2,040	1,031 (19)
Planning: Signature Engineering Building	2,083	2,083	1,058	1,350	0	983	0	2,334	1,222 (20)
Planning: Veterinary Medicine Instruction Addition	0	0	0	0	0	1,400	0	1,400	0 (21)
TOTAL	84,062	86,984	64,019	163,421	0	27,564	170,453	361,439	103,079
2002 General Obligation Bond Program									
Life Sciences I	1,100	1,145	406	4,987	26,263	0	8,750	40,000	39,260 (22)
Cowgill Hall HVAC and Power	660	675	499	3,825	7,500	0	0	11,325	10,292 (23)
Henderson Hall	3,817	3,555	3,226	7,333	6,542	4,683	0	18,558	15,995 (24)
Inst. for Critical Technology and Applied Science, Ph I	500	770	407	9,994	13,996	6,989	17,000	47,979	45,627 (25)
TOTAL	6,077	6,145	4,537	26,139	54,301	11,672	25,750	117,862	111,173

Auxiliary Enterprises Projects

1. Projects are scheduled and funded by the auxiliary enterprises during the annual Auxiliary Enterprise Budgeting Process. The revised annual budget reflects the spending plans of the auxiliary units on scheduled maintenance reserve work for fiscal year 2010.
2. This authorization includes one active sub-project to complete a parking lot on Chicken Hill, with an estimated remaining cost of \$750,000. This final phase of the Chicken Hill lot is expected to start May 2010 and be operational late August 2010. The authorization balance may be used to complete future improvements and repair projects for the parking system.
3. The project is complete and will be closed when final payments have been processed, with an expected total cost of \$57.25 million. The final project costs will be posted to the project in the fourth quarter.
4. The project is complete and will be closed when final payments have been processed.
5. This project includes renovation of East and West Ambler Johnston Hall. The facility is being renovated in phases with occupancy of the final phase, West Ambler Johnston, expected by summer 2012. The total expected costs are \$72.1 million.
6. This project includes 25,000 gross square feet (GSF) of new construction and 2,000 GSF of renovation to address a portion of the growing demand for increased student recreational areas. The project is under construction and occupancy is expected by winter 2010, with an expected total cost of \$12.8 million.
7. The purpose of this project is to build a new, 120,000 gross square foot field house to increase the availability of indoor training time for football and other athletic programs. The project is on hold to advance the Addition to the Jamerson Center.
8. The project is complete and will be closed when final payments have been processed. The anticipated final project costs are \$20.65 million.
9. This project envisioned a new residence hall of approximately 250 beds. Cost estimates exceed the project budget, and the project is on hold while the University explores potential alternatives.
10. This repair project addresses moisture penetration and structural problems in the exterior walls of McComas Hall. Work is underway and is being coordinated with the addition to the facility. Completion is expected by summer 2011.
11. This project includes design and construction of a 1,200 space parking structure located on the Prices Fork parking lot. Construction is underway with occupancy expected no later than winter 2010 and an expected total cost of \$26 million.
12. This project envisions construction of a centralized north chiller plant located next to the Prices Fork parking structure. The project is in the schematic design phase.
13. This project is to update the food service areas in Owens Hall and to renovate and expand the kitchen and dining area in West End Market to improve the service of the dining centers. The University received a Guaranteed Maximum Price proposal that is beyond the authorized budget and scope of the project. The project is on hold while the University explores potential alternatives. The annual budget was adjusted to reflect the total planning allotment.
14. The project is complete and will be closed when final payments have been processed. The final total project costs are expected to be less than the total authorization.
15. This project includes a 38,853 gross square foot facility adjacent to the Jamerson Center at the south east corner. The facility provides new locker rooms, a training room, and program space serving the Athletics program. Construction is underway with occupancy expected by fall 2010. The expected total cost is \$16.1 million.
16. This project includes a 4,500 gross square foot renovation and expansion of the Fleet Services motor pool building. The project is complete at a total cost of \$1.076 million and final expenses will be transferred to the project during the fourth quarter of the fiscal year.
17. This project is an expansion of the Oak Lane Community and will establish the necessary site improvements and construction of at least three and up to five new houses. The total project authorization is approved at \$23.5 million. The approved funding plan calls for housing corporations to provide 33 percent of the cost of a house and for the University to cover the remaining house costs and site development costs.
18. The project includes installation of a photovoltaic array on top of the parking structure. This project was authorized by the State during the third quarter of the fiscal year as part of a state-wide energy savings program funded by Federal stimulus funds. The installation is expected to be complete fall 2010 and will not impact capacity of the parking structure.

Capital Outlay Projects Authorized as of March 31, 2010 (Continued)

Dollars in Thousands

	CURRENT YEAR			TOTAL PROJECT BUDGET					
	ORIGINAL ANNUAL BUDGET	REVISED ANNUAL BUDGET	YTD EXPENSES	STATE SUPPORT	GENERAL OBLIGATION BOND	NONGENERAL FUND	REVENUE BOND	TOTAL BUDGET	CUMULATIVE EXPENSES
Auxiliary Enterprises Projects									
Maintenance Reserve	5,000	6,300	3,615	0	0	9,828	0	9,828	3,615 (1)
Parking Auxiliary Projects	750	500	2	0	0	0	17,297	17,297	2 (2)
Expand Lane Stadium, West Side	723	3,953	2,985	0	0	4,962	54,740	59,702	56,282 (3)
New Residence Hall	5,079	5,190	4,482	0	0	953	30,047	31,000	30,292 (4)
Renovate Ambler Johnston Hall	19,208	19,208	12,396	0	0	0	75,000	75,000	18,238 (5)
Recreational, Counseling, Clinical Space	6,863	6,863	2,973	0	0	0	13,000	13,000	3,720 (6)
Indoor Athletic Training Facility	0	0	0	0	0	0	25,000	25,000	0 (7)
Basketball Practice Facility	4,600	4,070	3,414	0	0	11,700	9,400	21,100	19,994 (8)
New Residence Hall II	0	0	0	0	0	0	27,000	27,000	182 (9)
Repair McComas Hall Exterior Wall Structure	2,013	2,013	1,186	0	0	0	6,000	6,000	3,742 (10)
Parking Structure	15,100	15,100	12,134	0	0	0	30,000	30,000	13,705 (11)
North Chiller Plant	900	200	0	0	0	3,800	0	3,800	0 (12)
Renovate Owens & West End Market Food Courts	2,300	257	248	0	0	0	5,000	5,000	404 (13)
Indoor Batting Practice Facility	1,700	742	726	0	0	2,300	0	2,300	1,322 (14)
Addition to Jamerson Center	12,600	12,600	7,660	0	0	18,000	0	18,000	7,660 (15)
Motor Pool Renovation & Expansion	0	1,076	0	0	0	1,076	0	1,076	0 (16)
Phase IV of Oak Lane Community	0	0	0	0	0	0	23,500	23,500	0 (17)
Photovoltaic Array for Parking Structure	0	0	0	0	0	1,300	0	1,300	0 (18)
TOTAL	76,836	78,072	51,821	0	0	53,920	315,984	369,904	159,157
GRAND TOTAL	<u>\$ 166,975</u>	<u>\$ 171,201</u>	<u>\$ 120,377</u>	<u>\$ 189,560</u>	<u>\$ 54,301</u>	<u>\$ 93,156</u>	<u>\$ 512,187</u>	<u>\$ 849,204</u>	<u>\$ 373,409</u>

RECOMMENDATION:

That the report of income and expenditures for the University Division and the Cooperative Extension/Agricultural Experiment Station Division for the period of July 1, 2009 through March 31, 2010 and the Capital Outlay report be accepted.

June 7, 2010

2010-11 Faculty Compensation Plan

FINANCE AND AUDIT COMMITTEE

April 20, 2010

The University continues to use the parameters provided in the “Consolidated Salary Authorization for Faculty Positions in Institutions of Higher Education” document from the Secretary of Education to develop the annual Faculty Compensation Plan. This document defines the qualification criteria for teaching and research faculty and administrative and professional faculty, provides guidance on the authorized salary average for full-time teaching and research faculty positions, and requires a board-approved faculty compensation plan.

In accordance with the most recent Consolidated Salary Authorization, the 2010-11 Faculty Compensation Plan provides information about (1) the promotion and tenure process, (2) the annual evaluation and salary adjustment process for teaching and research faculty, administrative and professional faculty, and special research faculty, (3) salary adjustments within the evaluation period, and (4) the 2010-11 pay structure.

This faculty compensation plan covers only faculty positions. The compensation plan for staff is administered separately by the University administration in accordance with the Board of Visitors’ approval of the University’s Management Agreement, effective July 1, 2006.

Authorized Salary Average

The authorized salary average applies to all full-time teaching and research positions with the rank of professor, associate professor, assistant professor, instructor, or lecturer that are engaged in teaching and research for 50 percent or more of the time. As noted in the Consolidated Salary Authorization document, “Institutions are expected to award differential salary increases to their faculty based on performance and other circumstances such as promotions, tenure, and changes in responsibility. The net effect of all salary actions should be an average salary that approximates the [authorized] salary average.”

The Commonwealth measures the adequacy of faculty salaries by comparing the institutional average with the averages in a unique benchmark group for each public college and university. The benchmark groups are constructed by matching characteristics of colleges and universities, such as size of the student body, percentage of degrees granted in various disciplines, percentage of graduate degrees conferred, and research activity levels. The General Assembly established an objective in the late 1980s to fund a faculty salary average at all institutions that would approximate the salary average at the 60th percentile in the ranking of salary averages in individual benchmark groups. The State Council of Higher Education (SCHEV) last

reviewed and updated each institution's Faculty Salary Peer Group in 2007. The 2009-10 benchmarking of Virginia Tech's Faculty Salary Average is made using the peer group established in 2007.

The authorized salary average for 2009-10 for Virginia Tech is \$89,215. This places Virginia Tech at the 33rd percentile of its peer group for 2009-10. Because the General Assembly did not provide funding for increases in 2010-11, the authorized salary average is projected to remain constant in 2010-11. Attachment A provides a list of the University's peer group and the comparative salary averages for 2009-10.

In November of each year, the University will submit a report to the Board of Visitors concerning the status of the consolidated salary average and the University's standing within its benchmark group.

2010-11 Pay Structure

In accordance with the intent of the Consolidated Salary Authorization, a pay structure for the teaching and research faculty for 2010-11 is presented. Since no raises were awarded in 2009-10 and none are planned for 2010-11, this plan is unchanged from the 2009-10 approved plan and shows the normal entrance rate for each faculty category and the change from the approved compensation rate for each rank.

The salary average for administrative and professional faculty may not exceed the authorized salary average for the teaching and research faculty by more than 35 percent.

Promotion, Tenure, and Continued Appointment

Promotion to a higher rank and appointment with tenure may be granted to faculty members on a regular faculty appointment who have demonstrated outstanding accomplishments in an appropriate combination of instructional, research, outreach, and other professional activities. A current curriculum vitae together with student and peer evaluations of teaching, reprints of publications, evaluations by external reviewers from the same or a related field, and other similar documents comprise a dossier which furnishes the principal basis for promotion and tenure decisions. Faculty members being considered for either promotion or the awarding of tenure will have their dossiers reviewed at three levels: by a departmental committee and the head or chair; by a college committee and the dean; and by a University committee and the Provost.

Each candidate for promotion or tenure will be evaluated in the light of the triple mission of the University: instruction, research, and outreach. Although not all candidates can be expected to have equal levels of commitment or equal responsibilities in each of these missions, a high level of general competence is expected, in recognition of the need for flexibility in the future establishment of priorities in academic programs. Beyond that basic foundation of competence, decisions related to tenure or promotion to associate professor will require evidence of excellence in at least one area.

The University's mission and commitment as a major research institution requires high accomplishment for promotion to professor. Faculty members must demonstrate a high level of competence in an appropriate combination of instruction, outreach, and professional activities relevant to their assignment. Because of the University's mission and commitment as a major research institution, successful candidates for the rank of professor must demonstrate excellence in research, scholarship, or creative achievement, as appropriate for the candidate's discipline and assignment. Promotion to the rank of professor is contingent upon national or international recognition as an outstanding scholar and educator.

In addition to the material contained in this section, the Faculty Handbook provides detailed policies and procedures for the departmental evaluation, the college evaluation, and the university evaluation.

Members of the Library faculty and Cooperative Extension faculty not holding appointments in a collegiate department may be considered for continued appointment or for promotion in faculty rank in recognition of appropriate professional accomplishments. Dossiers of candidates for promotion or continued appointment are submitted to the University Promotion and Continued Appointment Committee for Extra-collegiate Faculty by the relevant dean or director with accompanying recommendation. The recommendations of the Committee are conveyed to the Provost, who makes final recommendations to the President.

The following raises are recommended for promotions to:

Professor	\$4,000
Associate Professor	3,000
Assistant Professor	2,000

For academic-year faculty members who have Research Extended Appointments (10, 11, or 12 month appointments funded by sponsored projects) with salaries adjusted in accordance with formulas in Policy 6200, or for those who have a limited-term appointment as department head or other administrator, the stipend is adjusted by the same conversion rate to preserve its value when the faculty member returns to the academic-year base appointment.

The clinical faculty track provides for long-term, full-time or part-time faculty appointments to individuals whose primary responsibilities are instruction and/or service in a clinical setting, such as veterinary medicine. Tenure cannot be earned in these ranks, and time spent in one of these ranks is not applicable toward probationary tenure-track faculty service. There are four clinical ranks beginning with Clinical Instructor. Those clinical faculty members with outstanding performance may be considered for promotion in rank by the relevant departmental and college promotion and tenure committees, with administrative approval by the Provost.

The following raises are recommended for promotions to:

Clinical Professor	\$4,000
Clinical Associate Professor	3,000
Clinical Assistant Professor	2,000

The professor of practice series provides for short- or long-term, full- or part-time, non-tenure-track faculty appointments for individuals who bring specialized expertise to the instructional programs of the University, thereby complementing the qualifications and contributions of tenure-track faculty. There are three professor of practice ranks, beginning with Assistant Professor of Practice. Tenure will not be awarded at any of these ranks and all service at one of these ranks will be excluded from the probationary period should the faculty member later be appointed to a tenure-track position. Those professor of practice faculty members with outstanding performance may be considered for promotion in rank by the relevant departmental and college promotion and tenure committees, with administrative approval by the Provost.

Professor of Practice	\$4,000
Associate Professor of Practice	3,000

There are three ranks for extension agents – Associate Extension Agent, Extension Agent, and Senior Extension Agent. Criteria for promotion in rank include educational preparation, performance, and professionalism. The Director of Cooperative Extension makes a recommendation to the Provost based on an evaluation of the candidate's dossier and recommendations of the Peer Review Committees, District Director, and Associate Directors of Cooperative Extension.

The following raises are recommended for promotions within Cooperative Extension:

Senior Agent	\$3,000
Agent	2,000

The instructor track provides for full and part-time appointments to individuals whose primary responsibilities are to the undergraduate instructional program. Tenure will not be awarded at any of these ranks and all service at any instructor rank will be excluded from the probationary period should the faculty member later be appointed to a tenure track position. There are three ranks in the series: Instructor, Advanced Instructor, and Senior Instructor. Those instructors with outstanding performance may be considered for promotion in rank by the relevant departmental and college promotion and tenure committees, with administrative approval by the Provost.

The following raises are recommended for promotions to:

Senior Instructor	\$3,000
Advanced Instructor	2,000

At the June meeting each year, the University will submit to the Board of Visitors a report of recommended promotion, tenure, and continued appointment actions for review and approval.

Annual Evaluation and Salary Adjustments

Teaching and Research Faculty

An evaluation of every faculty member's professional performance is held each year. All persons holding non-temporary faculty appointments are asked to prepare a report at the end of each academic year (or other appropriate 12-month period) citing their instructional activities, creative scholarship, and other professional activities and recognitions during the year. Salary recommendations are based upon performance documented in these annual reports, which are reviewed by departmental personnel committees in some cases, by the department head or chair, and the dean.

Salary adjustments are based on merit; they are not automatic. Recommendations for salary adjustments originate with the department head or chair and are reviewed by the dean. At the University level, the dean reviews the salary adjustment recommendations at a formal salary hearing with the President, the Provost, the Chief Financial Officer, and others as needed.

Administrative and Professional Faculty

Administrative and Professional Faculty are comprised of Senior Administrators and Managers and Professionals. Senior Administrators perform work directly related to management of the educational and general activities of the institution at least 50 percent or more of their contractual time, and typically serve in executive leadership roles such as vice president, dean, and assistant or associate vice president or dean. Managers have responsibility for supervision and evaluation of a significant number of staff and/or professional faculty, and budgetary responsibility for their unit or a substantive program. Professionals provide direct service to students, other university constituencies, or clients external to the university as part of the University's missions of learning, discovery, and engagement. Professionals include, but are not limited to extension agents, librarians, coaches, physicians, lawyers, engineers, architects, student or academic affairs professionals, development officers, specialists in public relations, human resources, information technology, and financial specialists.

Evaluations are based upon standards set by the supervisor with the participation of the faculty member and relate closely to the duties inherent in the functional title and job description of the position. Annually set expectations become one of the important criteria for judging professional job performance in the subsequent year. In addition to maintaining a high level of performance in carrying out their job-related duties and responsibilities, senior administrators, managers, and professionals are expected to participate in and provide leadership of departmental, divisional, or university-wide

committees, special university-wide assignments, or similar activity on behalf of important University priorities.

Salary adjustments are based on merit; they are not automatic. Recommendations for salary adjustments originate with the supervisor and are reviewed as appropriate by the department head, dean, and vice president. At the University level, the dean or vice president reviews the salary adjustment recommendations at a formal salary hearing with the President, the Provost, the Chief Financial Officer, and others as needed.

Special Research Faculty

Special research faculty are those with the titles of research associate, senior research associate, postdoctoral associate, research scientist, senior research scientist, research assistant professor, research associate professor, research professor, project associate, senior project associate, or project director. Special research faculty appointments are intended to promote and expedite the research activities of the University. Tenure cannot be earned in these ranks and service is not applicable toward probationary faculty service.

Each special research faculty member is evaluated and given a merit adjustment on the same schedule for evaluations and raise recommendations as the other faculty groups. Salary adjustments are based on merit; they are not automatic. An annual performance review by the principal investigator and/or department head becomes part of the basis for salary adjustments. Recommendations for salary adjustments originate with the supervisor (usually the principal investigator or the department head or chair) and are reviewed as appropriate by the department head or chair, dean, and Vice President for Research. At the University level, the dean or vice president reviews the salary adjustment recommendations at a formal salary hearing with the President, the Provost, the Chief Financial Officer, and others as needed.

Other Salary Adjustments

Faculty salary adjustments are normally reviewed and approved by the Board of Visitors in two phases: adjustments for promotion are recommended at the June meeting and adjustments based on performance are recommended at the fall meeting. In addition to this process, it is sometimes necessary to adjust the salaries of specific faculty members at other times during the fiscal year. These adjustments are primarily for changes in duties and responsibilities, for special temporary assignments, for retention or other exceptional needs, and for faculty selected for a different position as part of a search. Adjustments on the anniversary date of appointment for a restricted faculty member may also be approved in lieu of the November raise.

To recognize continued educational attainment, faculty members may receive a base salary adjustment of up to \$3,000 for completion of the doctorate effective upon official certification by the degree-granting institution that all requirements have been met for award of the degree.

The President, Provost, and Chief Financial Officer are authorized to administer the faculty compensation plan during the year and act upon requests for salary adjustments. The President has issued a set of guidelines establishing the parameters for approval of special salary adjustments. By separate resolution, the Board has delegated authority to the President or designee for approval of changes in employment status that do not involve any salary action, salary adjustments made in accordance with existing policies and standard formulas, off-cycle salary adjustments less than 10 percent, new appointments and salary adjustments for faculty members on restricted contracts, and new appointments of non-tenure track instructional faculty or administrative and professional faculty below the level of senior administrator and their direct reports. The quarterly Personnel Changes Report will reflect those actions of strategic importance to the institution as identified in the resolution.

Implementation of the 2010-11 Merit Review and Compensation Process

Because of the state revenue shortfalls, the General Assembly has not provided funding for base faculty salary increases in 2010-11. Thus, the University will not fund the salary merit process for continuing faculty in 2010-11. The University will make the restoration of merit funding a priority as soon as it is feasible. Because of the critical nature of faculty compensation, the University is continuing to consider opportunities for compensation actions for faculty. While a strategy has not been identified at this time, management may present such a plan to the Board of Visitors for consideration if an opportunity occurs.

General Assembly Potential One-time Bonus

The 2010 General Assembly approved a one-time bonus of three percent for all state employees, to be paid in December 2010, if the state's revenues outpace projections by at least \$82.2 million in 2009-10 or surplus funds are available at the state level. If state resources fall short of this goal yet exceed projections, this bonus will be prorated accordingly.

RECOMMENDATION:

That the proposed 2010-11 Faculty Compensation Plan for Teaching and Research, Administrative and Professional, and Special Research Faculty be approved.

June 7, 2010

Attachment A

VIRGINIA TECH

2009-10 Fiscal Year

<u>Institution</u>	Average Salary	Rank
California-Berkeley, University of	\$ 117,867	1
Cornell University	115,332	2
Southern California, University of	107,292	3
Rutgers University-New Brunswick/Piscataway	105,155	4
Maryland-College Park, University of	103,616	5
California-Davis, University of	100,466	6
Ohio State University-Main Campus	99,334	7
Stony Brook University	97,691	8
SUNY at Buffalo	97,450	9
Texas at Austin, University of	96,332	10
Washington-Seattle Campus, University of	94,457	11
Illinois at Urbana-Champaign, University of	93,206	12
Michigan State University	93,111	13
Minnesota-Twin Cities, University of	92,855	14
Michigan-Ann Arbor, University of	91,668	15
Wisconsin-Madison, University of	91,037	16
Virginia Tech	89,215	17
Texas A & M University	88,378	18
North Carolina State University at Raleigh	88,129	19
Colorado at Boulder, University of	86,415	20
Pennsylvania State University-Main Campus	84,146	21
Florida, University of	83,642	22
Iowa State University	82,440	23
Pittsburgh-Main Campus, University of	81,251	24
Purdue University-Main Campus	79,918	25
Missouri-Columbia, University of	75,454	26

Virginia Tech's Percentile Ranking

33rd

Attachment B**2009-10 Pay Structure****Virginia Tech**

	<u>9-Month Faculty</u>		<u>12-Month Faculty</u>		<u>Distribution</u>
	<u>Entrance</u>	<u>Change</u>	<u>Entrance</u>	<u>Change</u>	Approximate % of Total Faculty <u>By Rank</u>
Professor	\$76,478	--	\$93,276	--	38%
Associate Professor	58,493	--	70,877	--	30%
Assistant Professor	48,388	--	58,858	--	23%
Instructor	33,913	--	44,124	--	9%

Approval of 2010-2011 University Budgets

Proposed 2010-11 Operating and Capital Budgets

FINANCE AND AUDIT COMMITTEE

April 28, 2010

The University develops the annual budget as a one year quantification of the University's strategic plan. The strategic plan is the framework for enacting the University's mission.

State Appropriations

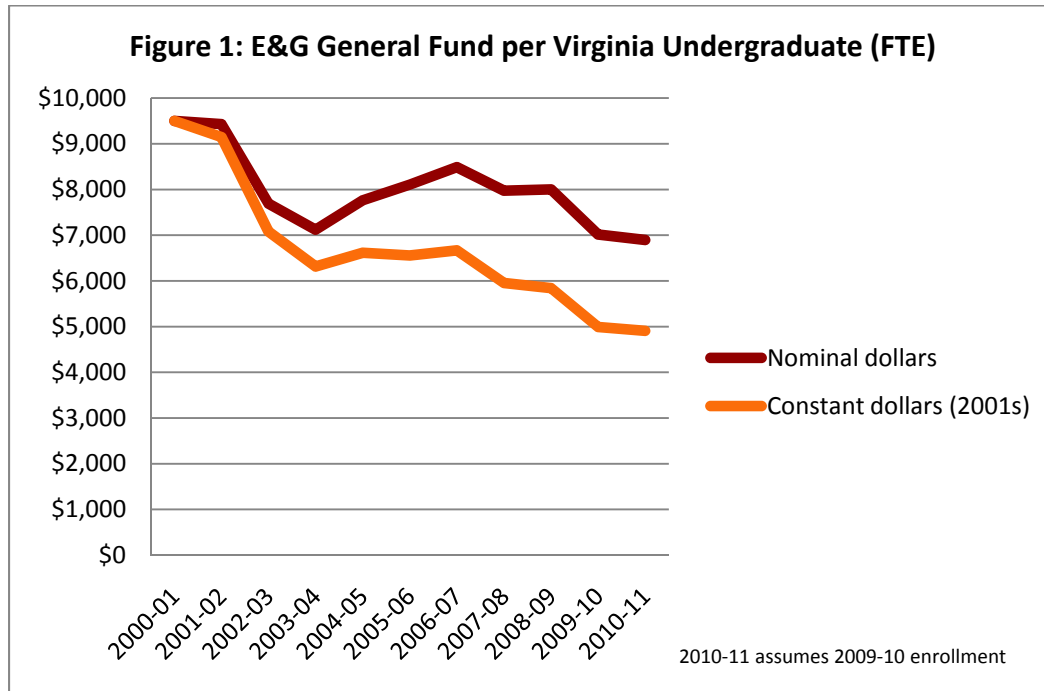
With the close of the General Assembly session, the University is able to develop its internal budgets for the upcoming fiscal year. Virginia Tech anticipates an initial authorization of \$1.06 billion during 2010-11 to carry out all of its programs, based on the direct appropriations to the University. However, the annual internal budget varies from this external expenditure authorization for several reasons, some of which increase the annual expenditure authority while others reduce the expenditure plans. For example, the Cooperative Extension/Agricultural Experiment Station Division has been assigned incremental nongeneral fund revenue authorization that cannot be utilized because revenue from outside funding sources, such as the federal government, remain level; this authority cannot be internally budgeted unless additional revenue is identified. The University's expenditure authorization will be adjusted during 2010-11 when the State transfers funds to clear the Central Appropriation accounts and distributes the appropriation for nongeneral fund increases. Additionally, under the sum sufficient authority granted as part of restructuring, nongeneral fund appropriations may be established as needed by the institution.

Impact of Budget Reductions

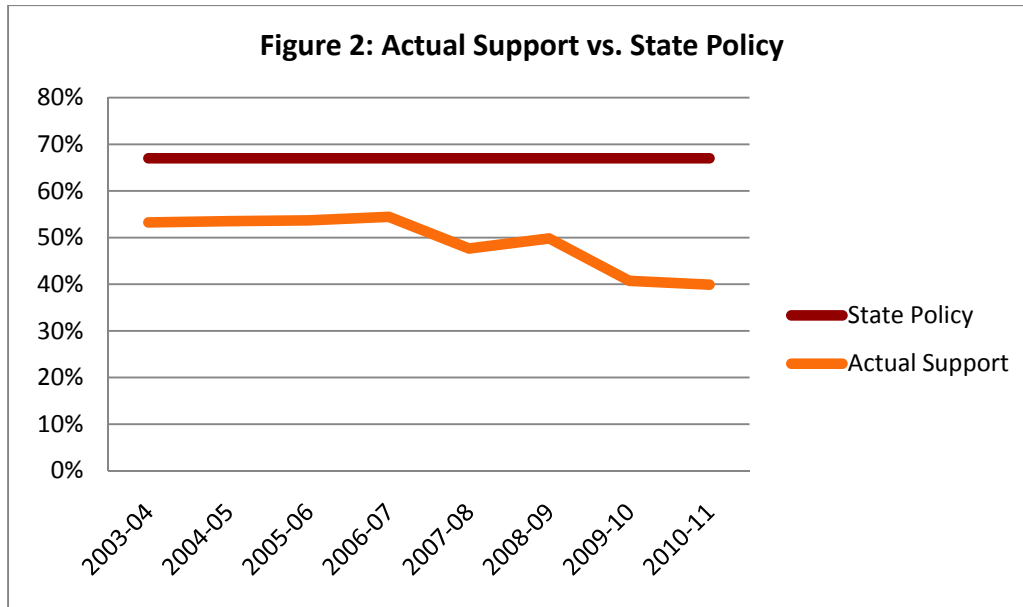
The 2010 General Assembly approved significant General Fund reductions and made nongeneral fund assessments for the 2010-12 biennium. In total, the University will have lost approximately \$75 million in state support by 2011-12 over the University's 2007-08 base appropriation, and will have no federal stimulus support to help mitigate the shortfall in 2011-12. Additionally, the state now plans to capture interest earnings on auxiliary enterprises balances, as well as capturing nongeneral fund savings realized through changes in employee benefit rates; savings that the University's Management Agreement indicates that such savings should be retained by the University. This action represents a shift of not only state funding support, but of state policy regarding the restructured and decentralized operations of institutions of higher education.

State support for Virginia undergraduate students has continued to decrease, in 2010-11 it will be 27 percent below the funding of a decade ago. The University educates an additional 2,300 Virginia undergraduates as compared to 2005. Inflation adjusted, the

University will receive 48 percent less General Fund support per student than in fiscal year 2001, as seen in Figure 1.



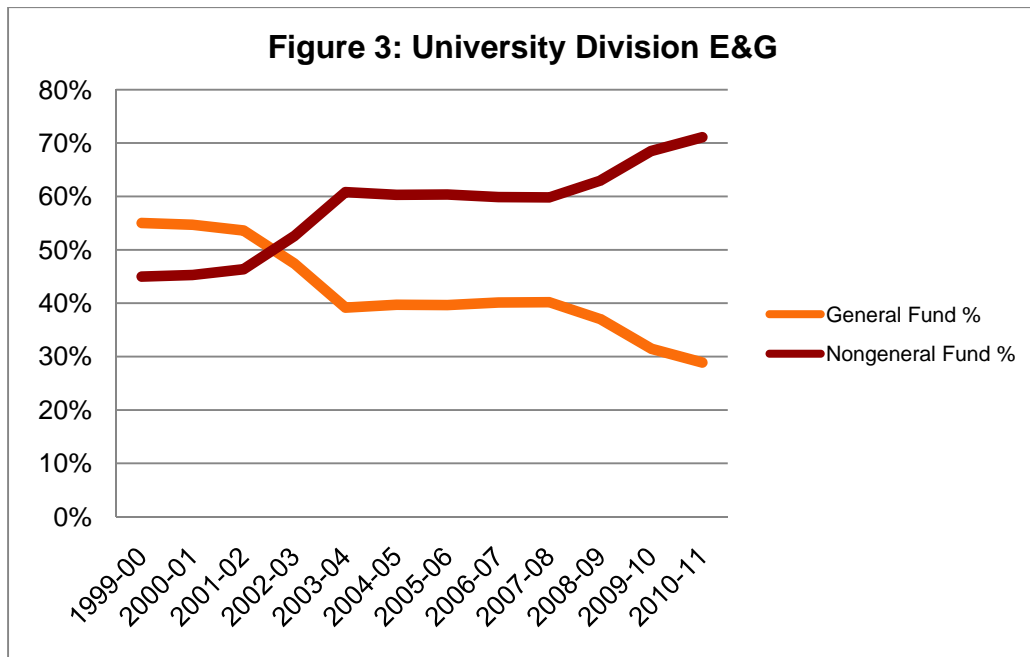
The State policy for funding higher education is to fund 67 percent of the cost of education of each Virginia resident at the institution. Figure 2 displays the status of actual funding in relation to this policy over time. In 2010-11, the State will provide approximately 40 percent of this cost. This will fall further in 2011-12 due to the additional reduction in state support to be reverted by the Commonwealth in 2011-12. Though the University has reduced costs and streamlined operations, cost reductions cannot keep pace with deteriorating state support. These resources must be replaced.



For the upcoming 2010-11 fiscal year, the state will continue the \$5.2 million General Fund mid-year reduction of 2009-10 to the University's Educational and General program, and implement the full reduction of \$21.8 million in 2011-12. In Agency 229, the \$1.1 million mid-year General Fund reduction assessed in 2009-10 will be continued in 2010-11 and the full reduction of \$5.5 million will be experienced in 2011-12.

Proposed Budgets for 2010-11

For 2010-11, the recommended internal budget for all operations is \$1.1 billion. This is an increase of \$46 million over the adjusted 2009-10 budget. This increase reflects changes in nongeneral fund revenues for 2010-11, actions of the 2010 General Assembly session that will impact the 2010-11 General Fund appropriation, and the federal support through the American Recovery and Reinvestment Act. The overall change includes an increase of \$30 million attributable to the Educational and General program (primarily federal stimulus) and \$9 million of projected growth in auxiliary enterprises. The General Fund allocation is estimated to be approximately \$231.7 million, a decrease of \$4.4 million from 2009-10. General Fund revenues will provide \$212.7 million in support for the instructional, research, and extension programs, \$17.7 million for student financial assistance, and \$1.3 million for the Unique Military Activities program. The General Fund appropriation represents 28.9 percent of the University Division's Educational and General budget (as compared to 53.6 percent in the 2001-02 budget, as seen in Figure 3) and 21.0 percent of the total budget (Schedule 1A).



Schedule 1 displays the proposed operating budgets for 2010-11, by major program and revenue and expense category. Schedule 2 is an expansion of the projected auxiliary operations budgets, categorized by major activity. These schedules display the comparative 2009-10 budget, as approved in June 2009, and the current revised 2009-10 budget as an additional comparison point. This report provides a brief discussion of the changes in the operating budget for each of the major programs.

American Recovery and Reinvestment Act Funding

The federal American Recovery and Reinvestment Act of 2009 (ARRA) was signed into law on February 17, 2009. This federal economic stimulus plan injects \$787 billion into the American economy over two years. Virginia will receive approximately \$4.9 billion from the stimulus package between the 2009-10 and 2010-11 fiscal years. The portion that immediately affects Virginia Tech is Title XIV: the State Fiscal Stabilization Fund. Of the total stimulus to Virginia, \$1.2 billion is directed to help meet critical state budget shortfalls. Of this, approximately \$273 million will be used to assist institutions of higher education in Virginia. This will result in approximately \$75 million of aid to higher education in fiscal year 2009-10 and \$198 million in 2010-11. Virginia Tech will receive \$11.5 million of the federal stimulus funding for 2009-10 and \$25.6 million in 2010-11. Because the federal fiscal year starts in October, the General Assembly has included budget language to allow institutions of higher education to expend the 2010-11 stimulus funding through the first quarter of Virginia's 2011-12 fiscal year. The 2010-11 operating budget includes the entire \$25.6 million appropriation. The ARRA funds are one-time and will not recur in 2011-12. The University's financial plans have been constructed in anticipation of this funding pattern.

Educational and General

The University's Educational and General budget will be \$592.8 million in 2010-11. The Educational and General budgets for the University Division (208) and the Cooperative Extension/Agricultural Experiment Station Division (229) are presented below by source of funding.

	(Dollars in Thousands)		
	208	229	Total
General Fund	\$147,702	\$62,406	\$210,108
Tuition and Fees	316,783	-	316,783
Federal Funds		13,914	13,914
Federal Funds (ARRA)	18,500	4,756	23,256
Other	28,057	716	28,773
Total Educational and General	\$511,042	\$81,792	\$592,834
Percent of Total			
General Fund	28.9%	76.3%	35.4%
Tuition and Fees	62.0%	-	53.5%
Federal Funds	0.0%	17.0%	2.3%
Federal Funds (ARRA)	3.6%	5.8%	3.9%
Other	5.5%	0.9%	4.9%
Total Percentage	100.0%	100.0%	100.0%

The year-to-year comparison of the budget in Schedule 1 shows an overall revenue increase in the Educational and General program of \$30 million. The proposed 2010-11 budget is 5.3 percent larger than the adjusted 2009-10 budget; this is in contrast to the four percent reduction experienced last year (2009-10, excluding stimulus) which was compounded by a mid-year reduction in state support. The 2010-11 General Fund budget includes the assigned reductions in state support, temporary reduction relief of \$20.9 million through federal stimulus funds, \$3.75 million support for the Rolls Royce initiative, and the adjustment for fringe benefit rate changes. The percentage of the Educational and General budget for the University Division provided by the General Fund dropped from 31.5 percent in 2009-10 to 28.9 percent in 2010-11. The 2010-11 tuition and fee budget is \$31.7 million, or 11.1 percent, higher as compared to the original 2009-10 budget. The difference in the tuition and fee budget reflects the increase in the tuition rates, updated enrollment plans, specialized program fees, adjustments to the other E&G fee budgets, i.e., the academic fee and the technology fee, and an update of unfunded scholarships to student aid programs. Unfunded scholarships support both undergraduate need based aid and a portion of the graduate tuition remission program. While undergraduate Student Financial Aid will increase by \$1.2 million in fiscal year 2011, unfunded scholarships appear reduced due to a strategy to shift funding of part of the program cost to auxiliary enterprise support. Note: Schedule 1 has been modified to enhance the display of the unfunded scholarship

program. The revenue from the Capital and Equipment fee will be transferred to the Commonwealth for debt service on new facilities and equipment thus is not reflected in the net revenue total. Tuition and fee revenues are based on the rates approved by the Executive Committee at the April 23, 2010 meeting.

Auxiliary Enterprises

The total auxiliary revenue will grow 4.1 percent over the adjusted 2009-10 budget in 2010-11, with a significant portion of the increase attributable to growth in Residential and Dining Programs, the conversion of Fleet Services to an Auxiliary Enterprise, and an increase in Intercollegiate Athletics activity. This increase includes resources to cover increased energy costs, escalating food costs in Dining Programs, enhancements to critical student health and counseling services, university assistance for student financial aid, maintenance of existing facilities, and planning for new facilities.

Financial Assistance for Educational and General Programs

Financial Assistance for Educational and General Programs is comprised of sponsored program activities, the Eminent Scholars program, the Institute for Distance and Distributed Learning (IDDL) Enterprise Fund, and the Commonwealth's General Fund support for the Research Initiative. The most significant activity in this category is externally sponsored research. The General Fund support for the Higher Education Research Initiative remains at \$2.4 million. The General Fund support for the statewide Eminent Scholars matching program was reduced, and as a result, Virginia Tech's share is expected to decrease by \$221,572. The University anticipates \$7.2 million of growth over 2009-10 due to projected increases in externally sponsored research activities.

State Student Financial Assistance

The projected annual budget for the state supported Student Financial Assistance Program includes \$17.7 million in state General Fund support for Undergraduate Scholarships, Graduate Fellowships, Soil Scientist Scholarships, and the Multicultural Academic Opportunity Program in 2010-11, representing no change from the original 2009-10 budget. The specific amounts are enacted by the General Assembly in the Appropriation Act. The University's Student Financial Assistance Program also includes \$2.4 million in American Recovery and Reinvestment Act of 2009 (ARRA) funding for 2010-11 to provide tuition mitigation grants for in-state undergraduate students.

All Other Programs

The All Other Programs component is comprised of the Unique Military Activities appropriation, surplus property, federal work study program, local funds, and Alumni Affairs. The annual budget for these funds is based on historic trends and projections of activity levels by program managers. These programs are funded by resources that are designated for specific purposes. For All Other Programs, the recommended budget

represents a decrease of \$0.2 million or 3.1 percent under the adjusted budget for 2009-10. This change is due primarily to lower than previously budgeted activity in federal work study programs and Alumni Affairs.

Planned Change in Reserves

Existing state requirements, along with the University's budgeting and financial management strategies, generally result in the establishment of breakeven budgets for the major budget components, with the exception of auxiliary enterprises. That is the case for 2010-11, where only the auxiliary budgets project an increase in the reserves as of June 30, 2011. The projected increase, \$18.0 million, is the result of the intentional rebuilding of reserves in specific auxiliaries where expenditures in prior years for capital projects created the need for restoring the reserves. In other cases, the projected increase in reserves reflects the temporary positive impact of planning activities for new capital projects. The 2010-11 budget for auxiliary enterprises is also designed to ensure the reserve levels remain in compliance with the tenants of bond covenants.

Budget Allocations

The process of finalizing the 2010-11 operating budget allocations for the colleges and major operating units is currently underway. This process will be completed during June 2010 and issued to the University community by the Vice President for Finance and Chief Financial Officer. The Office of Budget and Financial Planning will allocate these budgets to the colleges and vice presidential areas in time for the departments to open the new fiscal year with the allocations in place in the financial system.

Capital Outlay Projects

Virginia Tech's capital outlay program includes projects for the University Division and the Cooperative Extension/Agricultural Experiment Station Division. Initiation of a capital project requires authorization of a budget and funding sources from the state and/or the Board of Visitors. The state authorizes projects supported entirely or partially with General Fund revenues. Under the restructuring legislation and the 2006 Management Agreement between the Commonwealth and the University, the Board of Visitors has the authority to approve capital projects funded entirely with nongeneral fund resources. New state authorized projects are requested as part of the state budget cycle, with authorizations approved in the Appropriation Act or through special action by the Governor. These projects normally become effective and are added to the program at the beginning of a fiscal year. New projects approved by the Board of Visitors become effective upon approval of a University resolution and are reflected on the subsequent Financial Performance Report. Existing capital projects carry forward to the next fiscal year until the projects are closed. Completed projects are closed and removed from the program at the end of a fiscal year.

Schedule 3 shows the total capital authorization by fund source and an estimated annual budget for each capital outlay project that will be active in 2010-11. The program includes only projects appropriated by the state or authorized by the Board of Visitors. Each project for 2010-11 is listed with the total authorization by revenue source, available balance for the fiscal year, estimated budget, and estimated balance at the close of the fiscal year.

The current capital outlay program for 2010-11 (Schedule 3) is comprised of 21 Educational and General projects and 13 Auxiliary Enterprise projects for a total of 34 projects. The projects are in various phases of design and construction with a life span normally lasting two to four years, depending on the size and complexity of the facility. The total capital outlay budget for fiscal year 2011 includes approximately \$601.8 million of authorizations with an estimated available balance of about \$421.2 million. Of the available balance, the University plans to spend about \$162 million in 2010-11. Some projects are near completion and may close prior to June 30th. Projects that close will be removed from the Financial Performance Report for fiscal year 2011 with minimal impact on the planned expenditure level for 2010-11.

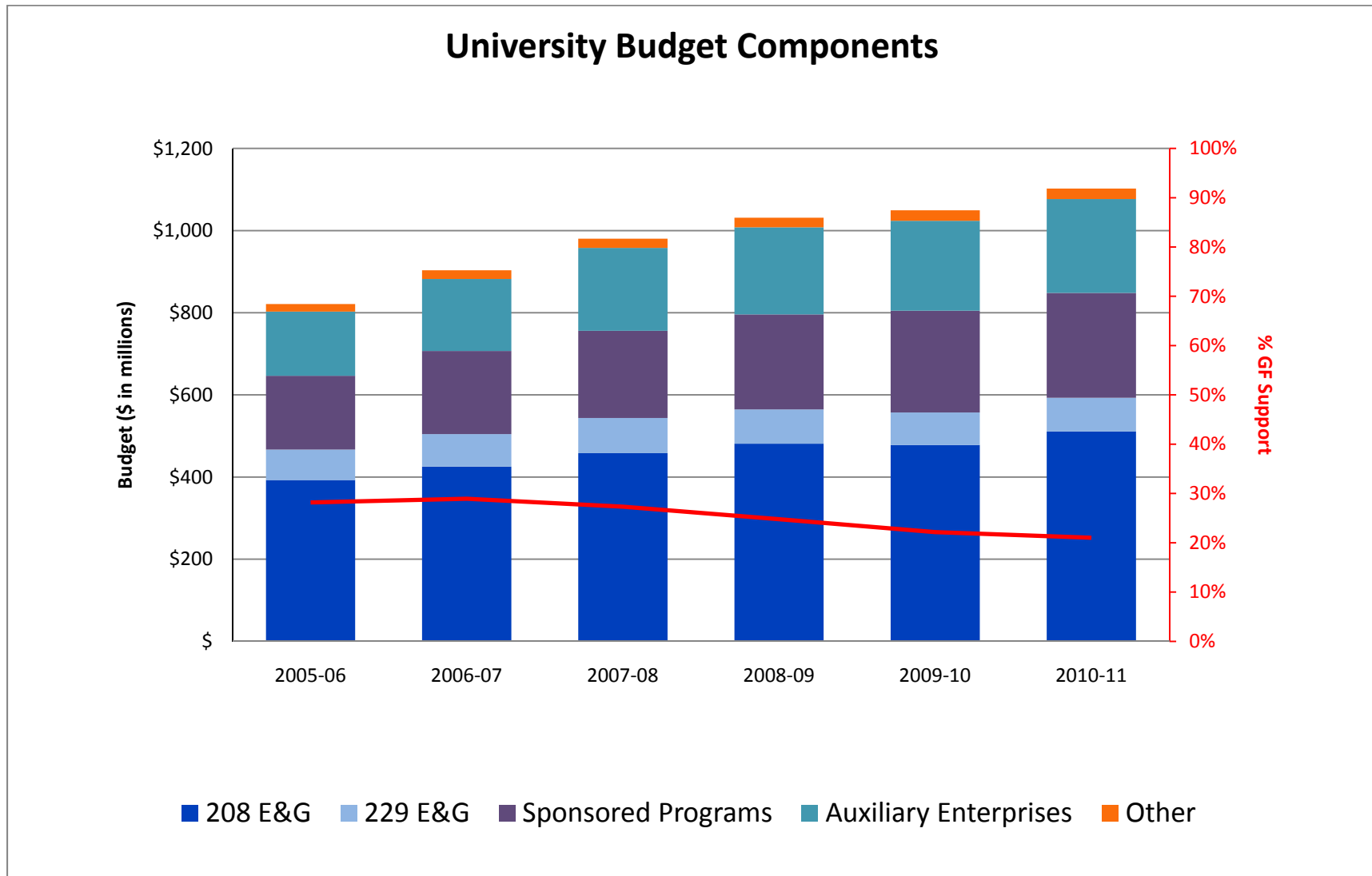
The revenues to support capital outlay expenses are a mix of state support, University supported debt, and self-generated resources. When projects have multiple sources of funding, the University generally utilizes the resources in the following order: state support, bond proceeds, and then nongeneral funds. This order allows the most effective use of the University's nongeneral fund resources.

RECOMMENDATION:

That the proposed 2010-11 operating and capital budgets, as displayed on Schedules 1, 2, and 3, be approved.

June 7, 2010

Schedule 1A



TOTAL OPERATING BUDGET FOR VIRGINIA TECH
Fiscal Year 2010-11
(Dollars in Thousands)

	2009-10 Original Budget	2009-10 Adjusted Budget	2010-11 Recommended Budget
<u>Revenues</u>			
Educational and General			
University Division			
General Fund	\$150,706	\$148,250	\$147,702
Tuition and Fees	306,635	318,112	337,694
Unfunded Scholarships	(21,598)	(21,598)	(20,911)
Federal Funds (ARRA)	15,167	9,256	18,500
All Other Income	27,876	29,842	28,057
Subtotal	478,786	483,862	511,042
CE/AES Division			
General Fund	63,593	62,497	62,406
Federal Funds	13,570	15,604	13,914
Federal Funds (ARRA)	0	0	4,756
All Other Income	876	876	716
Subtotal	78,039	78,977	81,792
Total Educational and General	556,825	562,839	592,834
Auxiliary Enterprises	218,015	219,645	228,667
Financial Assistance for E&G Programs ^(a)			
General Fund	2,774	2,718	2,552
Nongeneral Fund	245,425	245,422	252,830
Total	248,199	248,140	255,382
Student Financial Assistance			
General Fund	17,661	17,789	17,661
Federal Funds (ARRA)	2,155	2,223	2,393
Total	19,816	20,012	20,054
All Other Programs ^(b)			
General Fund (UMA)	1,334	1,334	1,334
Nongeneral Fund	4,372	4,274	4,098
Total	5,706	5,608	5,432
Total	\$1,048,561	\$1,056,244	\$1,102,369
<u>Expense</u>			
Educational and General			
University Division	\$478,786	\$483,862	\$511,042
CE/AES Division	78,039	78,977	81,792
Subtotal	556,825	562,839	592,834
Auxiliary Enterprises	201,288	223,664	210,618
Financial Assistance for E&G Programs ^(a)	248,199	248,140	255,382
Student Financial Assistance	19,816	20,012	20,054
All Other Programs ^(b)	5,706	5,741	5,432
Total	\$1,031,834	\$1,060,396	\$1,084,320
<u>Planned Change in Reserve</u>			
Reserve Drawdown/(Deposit) ^(c)	(16,727)	4,152	(18,049)
Net	\$0	\$0	\$0

(a) Financial Assistance for E&G Programs includes Sponsored Programs, the Eminent Scholars Program, and General Fund Research Initiative.

(b) All Other Programs include Unique Military Activities, Surplus Property, Local Funds, Federal Work Study, and Alumni Affairs.

(c) Reserve contributions are based on the budget plans of Auxiliary Enterprise units, and Surplus Property.

Presentation Date: June 7, 2010

Schedule 2

TOTAL OPERATING BUDGETS FOR AUXILIARY ENTERPRISES**Fiscal Year 2010-11****(Dollars in Thousands)**

	2009-10 Original Budget	2009-10 Adjusted Budget	2010-11 Recommended Budget
Residence and Dining Hall System			
Revenues	\$75,375	\$76,495	\$80,483
Expenses	-67,970	-70,688	-71,935
Reserve Drawdown (Addition)	-7,404	-5,807	-8,548
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Parking and Transportation			
Revenues	\$6,131	\$6,131	\$9,298
Expenses	-5,924	-6,151	-8,301
Reserve Drawdown (Addition)	-207	20	-997
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Telecommunications Services			
Revenues	\$15,539	\$16,520	\$15,477
Expenses	-15,460	-17,162	-15,627
Reserve Drawdown (Addition)	-79	642	150
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
University Services System			
Revenues	\$28,070	\$27,984	\$30,527
Expenses	-26,029	-26,693	-29,668
Reserve Drawdown (Addition)	-2,041	-1,291	-859
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Intercollegiate Athletics			
Revenues	\$47,425	\$50,112	\$49,451
Expenses	-42,282	-61,019	-43,450
Reserve Drawdown (Addition)	-5,143	10,907	-6,001
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Electric Service System			
Revenues	\$29,199	\$27,363	\$27,831
Expenses	-28,396	-26,714	-27,192
Reserve Drawdown (Addition)	-803	-649	-639
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Inn at Virginia Tech and Skelton Conference Center			
Revenues	\$9,350	\$8,194	\$8,914
Expenses	-9,279	-8,636	-8,789
Reserve Drawdown (Addition)	-71	442	-125
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Other Enterprise Functions			
Revenues	\$6,926	\$6,846	\$6,686
Expenses	-5,948	-6,601	-5,655
Reserve Drawdown (Addition)	-978	-245	-1,031
Net	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL			
Revenues	\$218,015	\$219,645	\$228,667
Expenses	-201,288	-223,664	-210,618
Reserve Drawdown (Addition)	-16,727	4,019	-18,049
Net	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>

Presentation Date: June 7, 2010

EDUCATIONAL AND GENERAL CAPITAL PROJECT AUTHORIZATIONS FOR FISCAL YEAR 2011

(Dollars in Thousands)

as of April 30, 2010

	TOTAL PROJECT AUTHORIZATION					ESTIMATED TOTAL EXPENSES June 30, 2010	ESTIMATED BALANCE AVAILABLE FOR FY2011	ESTIMATED ANNUAL BUDGET FY2011	ESTIMATED BALANCE AT CLOSE OF FY2011
	STATE SUPPORT	GENERAL OBLIGATION BONDS	NONGENERAL FUND	AGENCY DEBT	TOTAL				
<u>Educational and General Projects</u>									
Maintenance Reserve	\$ 8,165	\$ 0	\$ 0	\$ 0	\$ 8,165 (a)	\$ 0	\$ 8,165	\$ 6,941	\$ 1,225
Blanket Authorizations	0	0	4,643	0	4,643	1,017	3,626	582	3,044
Upgrade Campus Heating Plant	17,250	0	2,750	11,500	31,500	23,317	8,183	5,433	2,750
Institute for Critical Technology and Applied Science II	17,500	0	0	17,500	35,000	20,460	14,540	12,200	2,340
Infectious Disease Research Facility	3,137	0	6,163	0	9,300	952	8,348	7,400	948
Administrative Services Building	0	0	0	12,000	12,000	0	12,000	0	12,000
Visitor and Undergraduate Admissions Center	0	0	3,400	7,100	10,500	1,179	9,321	6,500	2,821
Materials Management Facility	3,500	0	0	0	3,500	1,982	1,518	1,518	0
VT-Carilion School of Medicine and Research Institute	59,000	0	3,500	0	62,500	44,269	18,231	14,650	3,581
Sciences Building Laboratory I	0	0	0	0	0	0	0	0	0
Performing Arts Center	28,758	0	7,235	58,000	93,993	5,253	88,740	19,500	69,240
Hampton Technology Research and Innovation Center	12,000	0	0	0	12,000	700	11,300	8,350	2,950
Academic and Student Affairs Building	0	0	0	45,153	45,153	2,650	42,503	20,825	21,678
Planning: VBI Addition Facility	0	0	0	2,400	2,400	2,352	48	0	48
Planning: Public Safety Building	0	0	1,600	0	1,600	0	1,600	0	1,600
Planning: Southern Piedmont AREC Laboratory	0	0	375	0	375	356	19	0	19
Planning: Renovate Davidson Hall	1,506	0	750	0	2,256	2,256	0	0	0
Planning: Chiller Plant, Phase I	480	0	500	0	980	766	214	214	0
Planning: Human & Agricultural Biosciences Bldg I	2,040	0	2,100	0	4,140	3,050	1,091	1,091	0
Planning: Engineering Signature Building	1,350	0	5,083	0	6,433	2,247	4,186	4,186	0
Planning: Veterinary Medicine Instruction Addition	0	0	1,400	0	1,400	0	1,400	1,400	0
Total Educational and General Projects	\$ 154,686	\$ 0	\$ 39,499	\$ 153,653	\$ 347,838	\$ 112,805	\$ 235,033	\$ 110,789	\$ 124,244

(a) The total budget shown for the Maintenance Reserve program reflects an estimated budget carryforward of \$2.535 million from fiscal year 2010 and an estimated \$5.63 million General Fund appropriation for fiscal year 2011. The General Fund appropriation is pending a financial plan due from the Secretary of Finance later this year.

Presentation Date: June 7, 2010

AUXILIARY ENTERPRISE CAPITAL PROJECT AUTHORIZATIONS FOR FISCAL YEAR 2011

(Dollars in Thousands)

as of April 30, 2010

	TOTAL PROJECT AUTHORIZATION					ESTIMATED TOTAL EXPENSES June 30, 2010	ESTIMATED BALANCE AVAILABLE FOR FY2011	ESTIMATED ANNUAL BUDGET FY2011	ESTIMATED BALANCE AT CLOSE OF FY2011
	STATE SUPPORT	GENERAL OBLIGATION BONDS	NONGENERAL FUND	AGENCY DEBT	TOTAL				
<u>Auxiliary Enterprises Projects</u>									
Maintenance Reserve	\$ 0	\$ 0	\$ 9,086	\$ 0	\$ 9,086 (a)	\$ 0	\$ 9,086	\$ 6,600	\$ 2,486
Parking Auxiliary Projects	0	0	0	17,297	17,297	500	16,797	250	16,547
New Residence Hall II	0	0	0	27,000	27,000	182	26,818	0	26,818
Renovate Ambler Johnston Hall	0	0	0	75,000	75,000	25,050	49,950	18,257	31,693
Recreational, Counseling, Clinical Space	0	0	0	13,000	13,000	7,610	5,390	5,390	0
Indoor Athletic Training Facility	0	0	0	25,000	25,000	0	25,000	0	25,000
Repair McComas Hall Exterior Wall Structure	0	0	0	6,000	6,000	4,569	1,431	1,062	369
Renovate Owens & West End Market Food Courts	0	0	0	5,000	5,000	413	4,587	0	4,587
Parking Structure	0	0	0	30,000	30,000	16,670	13,330	9,312	4,018
North Chiller Plant	0	0	3,800	0	3,800	200	3,600	2,500	1,100
Addition to Jamerson Center	0	0	18,000	0	18,000	12,600	5,400	3,519	1,881
Phase IV Oak Lane Community	0	0	0	23,500	23,500	0	23,500	3,500	20,000
Photovoltaic Array for Parking Structure	0	0	1,300	0	1,300	0	1,300	1,300	0
Total Auxiliary Enterprise Projects	\$ 0	\$ 0	\$ 32,186	\$ 221,797	\$ 253,984	\$ 67,794	\$ 186,190	\$ 51,690	\$ 134,500
 GRAND TOTAL ALL CAPITAL PROJECTS	 \$ 154,686	 \$ 0	 \$ 71,685	 \$ 375,450	 \$ 601,822	 \$ 180,599	 \$ 421,223	 \$ 162,479	 \$ 258,744

(a) The total budget shown for the Auxiliary Maintenance Reserve reflects an estimated budget carryforward of \$3.528 million from fiscal year 2010 and an estimated \$5.558 million of revenue budget for fiscal year 2011 from the auxiliary enterprises for fiscal year 2011.

Presentation Date: June 7, 2010

Hotel Roanoke Conference Center Commission 2010-11 Budget

FINANCE AND AUDIT COMMITTEE

May 5, 2010

The Hotel Roanoke Conference Center Commission was established by resolutions adopted by Virginia Tech on November 18, 1991 and by the City Council of the City of Roanoke, Virginia on April 14, 1992, pursuant to Chapter 440 of the 1991 Acts of Assembly of the Commonwealth of Virginia, adopted March 20, 1991. Section 21 B of the enabling legislation provided that the Commission shall annually prepare and submit to both the City of Roanoke and Virginia Tech (the "Participating Parties") a proposed operating budget showing its estimated revenues and expenses on an accrual basis for the forthcoming fiscal year and if such estimated expenses exceed such estimated revenues, the portion of the deficit proposed to be borne by each Participating Party.

The Commission has adopted and approved its operating budget for the fiscal year 2010-11. Virginia Tech and the City of Roanoke will make equal contributions of \$80,000 to the Commission for fiscal year 2010-11. The recommended budget is shown on the following page.

Hotel Roanoke Conference Center Commission 2010-11 Budget**FINANCE AND AUDIT COMMITTEE****May 5, 2010****Revenues**

City of Roanoke	\$ 80,000
Virginia Tech	<u>80,000</u>
	<u>\$160,000</u>

Expenses

Personal Services for part-time director	\$ 64,089
Professional Fees – legal, audit, management consultant	87,332
Technology support services and equipment	6,129
Commission Operations - Administration	2,450
	<hr/>
	<u>\$ 160,000</u>

RECOMMENDATION:

That the budget for The Hotel Roanoke Conference Center Commission for 2010-2011 be approved.

June 7, 2010

**Virginia Tech-Wake Forest University
School of Biomedical Engineering and Sciences
2010-11 Operating Budget**

FINANCE AND AUDIT COMMITTEE

April 23, 2010

The Board of Visitors of Virginia Tech adopted a resolution that authorized the establishment of the Virginia Tech-Wake Forest University School of Biomedical Engineering and Sciences on August 26, 2002. Subsequently, Virginia Tech and Wake Forest University entered into a collaboration agreement which outlines the relationship and responsibilities of each party. As stated in the collaboration agreement, the annual operating budget for the School of Biomedical Engineering and Sciences requires approval by the governing boards of each university.

The 2010-11 recommended budget for Virginia Tech's contribution to the School of Biomedical Engineering and Sciences is shown on the following page.

**Virginia Tech-Wake Forest University
School of Biomedical Engineering and Sciences
2010-11 Operating Budget**

FINANCE AND AUDIT COMMITTEE

April 23, 2010

Revenues

University Allocation	\$ 1,578,369
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Expenses

Faculty	\$ 716,754
Staff	160,204
Graduate Students	226,455
Fringes	288,280
Subtotal Personnel Costs	1,391,693
Operating Costs	186,676
Total Expenses	\$ 1,578,369
Net	-

RECOMMENDATION:

That the 2010-11 budget for the Virginia Tech-Wake Forest School of Biomedical Engineering and Sciences be approved.

June 7, 2010

Approval of 2010-2011 Auxiliary Systems Budgets

**Dormitory and Dining Hall System
2010-11 Operating Budget**

FINANCE AND AUDIT COMMITTEE

May 1, 2010

The resolution authorizing and securing the Dormitory and Dining Hall System revenue bonds requires the adoption of an annual budget by the Board of Visitors. The budget presentation to the Board of Visitors provides documentation that the revenues to be received during the fiscal year will be sufficient to meet the operating costs of the System, the principal and interest requirements, and usual expenses of maintenance, repair, and operation.

Subject to approval by the Board of Visitors, the annual budget will be the basis for making payments from the revenue fund to meet the operating costs of the Dormitory and Dining Hall System during the fiscal year. In compliance with Section 5.5, Article V, of the resolution authorizing and securing the Dormitory and Dining Hall System revenue bonds, there is submitted herewith an estimate of the resources to be used for the operation of the Dormitory and Dining Hall System during the fiscal year July 1, 2010 to June 30, 2011 and a recommended budget of current expenses for the System for the same period.

	<u>Dormitories</u>	<u>Dining Halls</u>	<u>Total</u>
<u>Estimated Revenues</u>			
Student Fees	\$32,575,707	\$40,967,303	\$73,543,010
Other Income	2,154,840	4,785,115	6,939,955
Total Resources	<u>\$34,730,547</u>	<u>\$45,752,418</u>	<u>\$80,482,965</u>
<u>Current Expenses</u>			
Personnel Services	\$9,287,412	\$16,696,898	\$25,984,310
Operations	9,643,379	20,402,237	30,045,616
Administrative Charge	1,433,442	2,893,317	4,326,759
Maintenance Reserve	2,029,570	676,523	2,706,093
Debt Service	7,787,229	1,085,167	8,872,396
Total Expenses	<u>\$30,181,032</u>	<u>\$41,754,142</u>	<u>\$71,935,174</u>
Reserve Contribution (Draw)	\$4,549,515	\$3,998,276	\$8,547,791
Net	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>

I certify that in my opinion the estimates of revenues and current expenses for the period July 1, 2010 to June 30, 2011 represent an accurate estimate of the income to be received and current expenses of operating the Dormitory and Dining Hall System for the fiscal year.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

Annual Inspection and Recommendations Concerning Dormitory and Dining Hall System

FINANCE AND AUDIT COMMITTEE

May 1, 2010

Section 5.4, Article V, of the resolution authorizing and securing the Dormitory and Dining Hall System revenue bonds requires that an inspection be made of the System at least once each year and a report and recommendation be submitted to the Board of Visitors.

An inspection has been made of the System, and it is my opinion that the System has been maintained in good repair, working order, and condition. The following recommendations are made for the fiscal year July 1, 2010 to June 30, 2011:

1. That the necessary minor repairs be made to all equipment and buildings in the System. Funds have been included in the annual budget of current expenses to cover the cost of these items.
2. That the State's all-risk policy which provides protection from loss by fire, lightning, wind, hail, explosion, theft, vandalism, malicious mischief, and other extended coverage be continued. This provides \$1,000,000,000 coverage for any one property occurrence, \$500,000,000 coverage for any one fine arts occurrence and \$1,000,000,000 coverage for any one boiler and machinery occurrence, without any coinsurance and with an effective deductible of \$1,000.
3. That fees, rents, and charges for the next fiscal year are sufficient for the purpose set forth in Section 5.1, Article V, of the resolution.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

RECOMMENDATION:

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the Dormitory and Dining Hall System and the report of the Annual Inspection be approved.

June 7, 2010

**Electric Service System
2010-11 Operating Budget**

FINANCE AND AUDIT COMMITTEE

May 1, 2010

The resolution authorizing and securing the Electric Service System revenue bonds requires the adoption of an annual budget by the Board of Visitors. The budget presentation to the Board of Visitors provides documentation that the revenues to be received during the fiscal year will be sufficient to meet the operating costs of the System, the principal and interest requirements, and usual expenses of maintenance, repair, and operation.

Subject to approval by the Board of Visitors, the annual budget will be the basis for making payments from the revenue fund to meet the operating costs of the Electric Service System during the fiscal year. In compliance with Section 5.5, Article V, of the resolution authorizing and securing the Electric Service System revenue bonds, there is submitted herewith an estimate of the resources to be used for the operation of the Electric Service System during the fiscal year July 1, 2010 to June 30, 2011 and a recommended budget of current expenses for the System for the same period.

Estimated Revenues

Sales to University Departments	\$15,805,640
All Other Sales	11,848,642
Investment Income	177,108
Total Revenues	<u>\$27,831,390</u>

Current Expenses

Personnel Services	\$2,209,353
Purchase of Electricity	20,252,963
Operating Expenditures	3,375,088
Capital Maintenance Reserve Projects	360,000
Maintenance, Repairs and Equipment Replacement	540,771
Debt Service	454,218
Total Expenses	<u>\$27,192,393</u>

Reserve Contribution (Drawdown)	\$638,997
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Net	<u><u>\$0</u></u>
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I certify that in my opinion the estimates of revenues and current expenses for the period July 1, 2010 to June 30, 2011 represent an accurate estimate of the income to be received and current expenses of operating the Electric Service System for the fiscal year.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

Annual Inspection and Recommendations Concerning Electric Service System

FINANCE AND AUDIT COMMITTEE

May 1, 2010

Section 5.4, Article V, of the resolution authorizing and securing the Electric Service System revenue bonds requires that an inspection be made of the System at least once each year and a report and recommendation be submitted to the Board of Visitors.

An inspection has been made of the System, and it is my opinion that the System has been maintained in good repair, working order, and condition. The following recommendations are made for the fiscal year July 1, 2010 to June 30, 2011:

1. That the necessary minor repairs be made to all equipment and buildings in the System. Funds have been included in the annual budget of current expenses to cover the cost of these items.
2. That the State's all-risk policy which provides protection from loss by fire, lightning, wind, hail, explosion, theft, vandalism, malicious mischief, and other extended coverage be continued. This provides \$1,000,000,000 coverage for any one property occurrence, \$500,000,000 coverage for any one fine arts occurrence and \$1,000,000,000 coverage for any one boiler and machinery occurrence, without any coinsurance and with an effective deductible of \$1,000.
3. That rates and charges for the next fiscal year are sufficient for the purpose set forth in Section 5.1, Article V, of the resolution.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

RECOMMENDATION:

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the Electric Service System and the report of the Annual Inspection be approved.

June 7, 2010

**University Services System
2010-11 Operating Budget**

FINANCE AND AUDIT COMMITTEE

May 1, 2010

The resolution authorizing and securing the University Services System revenue bonds requires the adoption of an annual budget by the Board of Visitors. The budget presentation to the Board of Visitors provides documentation that the revenues to be received during the fiscal year will be sufficient to meet the operating costs of the System, the principal and interest requirements, and usual expenses of maintenance, repair, and operation.

Subject to approval by the Board of Visitors, the annual budget will be the basis for making payments from the revenue fund to meet the operating costs of the University Services System during the fiscal year. In compliance with Section 5.5, Article V, of the resolution authorizing and securing the University Services System revenue bonds, there is submitted herewith an estimate of the resources to be used for the operation of the University Services System during the fiscal year July 1, 2010 to June 30, 2011 and a recommended budget of current expenses for the System for the same period.

Estimated Revenues

Student Fees	\$28,321,622
Sales and Services	2,021,484
Other Income	184,045
Total Revenues	<u>\$30,527,151</u>

Current Expenses

Personnel Services	\$16,092,976
Operating	6,699,390
Debt Service	2,559,093
Capital Maintenance Reserve	1,085,429
Non-Capital Maintenance Reserve	90,264
Student Organization Allocation	1,265,885
One-Time Expenses	1,874,968
Total Expenditures	<u>\$29,668,005</u>

Reserve Contribution (Drawdown)	\$859,146
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Net	<u><u>\$0</u></u>
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I certify that in my opinion the estimates of revenues and current expenses for the period July 1, 2010 to June 30, 2011 represent an accurate estimate of the income to be received and current expenses of operating the University Services System for the fiscal year.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

Annual Inspection and Recommendations Concerning University Services System

FINANCE AND AUDIT COMMITTEE

May 1, 2010

Article V, Section 5.4, of the resolution authorizing and securing the University Services System revenue bonds requires that an inspection be made of the System at least once each year and a report and recommendation be submitted to the Board of Visitors.

An inspection has been made of the System, and it is my opinion that the System has been maintained in good repair, working order, and condition. The following recommendations are made for the fiscal year July 1, 2010 to June 30, 2011:

1. That the necessary minor repairs be made to all equipment and buildings in the System. Funds have been included in the annual budget of current expenses to cover the cost of these items.
2. That the State's all-risk policy which provides protection from loss by fire, lightning, wind, hail, explosion, theft, vandalism, malicious mischief, and other extended coverage be continued. This provides \$1,000,000,000 coverage for any one property occurrence, \$500,000,000 coverage for any one fine arts occurrence and \$1,000,000,000 coverage for any one boiler and machinery occurrence, without any coinsurance and with an effective deductible of \$1,000.
3. That rates and charges for the next fiscal year are sufficient for the purpose set forth in Section 5.1, Article V, of the resolution.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

RECOMMENDATION:

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the University Services System and the report of the Annual Inspection be approved.

June 7, 2010

**Intercollegiate Athletics System
2010-11 Operating Budget**

FINANCE AND AUDIT COMMITTEE

May 1, 2010

The resolution authorizing and securing the Athletics System revenue bonds requires the adoption of an annual budget by the Board of Visitors. The budget presentation to the Board of Visitors provides documentation that the revenues to be received during the fiscal year will be sufficient to meet the operating costs of the System, the principal and interest requirements, and usual expenses of maintenance, repair, and operation.

Subject to approval by the Board of Visitors, the annual budget will be the basis for making payments from the revenue fund to meet the operating costs of the Athletics System during the fiscal year. In compliance with Section 5.5, Article V, of the resolution authorizing and securing the Athletics System revenue bonds, there is submitted herewith an estimate of the resources to be used for the operation of the Athletics System during the fiscal year July 1, 2010 to June 30, 2011 and a recommended budget of current expenses for the System for the same period.

Estimated Revenues

Student Fees	\$6,948,511
Sales and Services	40,167,481
Other Income	<u>2,334,674</u>
Total Revenues	\$49,450,666

Current Expenses

Personnel Services	\$18,119,633
Operations	14,263,651
Administrative Charge	2,680,221
Capital Maintenance Reserve	730,001
Maintenance, Repairs, and Equipment Replacement	1,543,458
Debt Service	5,852,870
One-Time Projects	<u>260,000</u>
Total Expenses	\$43,449,834

Reserve Contribution (Drawdown)	\$6,000,832
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Net	<u><u>\$0</u></u>
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I certify that in my opinion the estimates of revenues and current expenses for the period July 1, 2010 to June 30, 2011 represent an accurate estimate of the income to be received and current expenses of operating the Athletics System for the fiscal year.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

**Annual Inspection and Recommendations Concerning
Intercollegiate Athletics System**

FINANCE AND AUDIT COMMITTEE

May 1, 2010

Section 5.4, Article V, of the resolution authorizing and securing the Athletics System revenue bonds requires that an inspection be made of the System at least once each year and a report and recommendation be submitted to the Board of Visitors.

An inspection has been made of the System, and it is my opinion that the System has been maintained in good repair, working order, and condition. The following recommendations are made for the fiscal year July 1, 2010 to June 30, 2011:

1. That the necessary minor repairs be made to all equipment and buildings in the System. Funds have been included in the annual budget of current expenses to cover the cost of these items.
2. That the State's all-risk policy which provides protection from loss by fire, lightning, wind, hail, explosion, theft, vandalism, malicious mischief, and other extended coverage be continued. This provides \$1,000,000,000 coverage for any one property occurrence, \$500,000,000 coverage for any one fine arts occurrence and \$1,000,000,000 coverage for any one boiler and machinery occurrence, without any coinsurance and with an effective deductible of \$1,000.
3. That rates and charges for the next fiscal year are sufficient for the purpose set forth in Section 5.1, Article V, of the resolution.

M. Dwight Shelton, Jr.
Vice President for Finance and
Chief Financial Officer

RECOMMENDATION:

That the recommended budget for the fiscal year July 1, 2010 to June 30, 2011 for the operation of the Intercollegiate Athletics System and the report of the Annual Inspection be approved.

June 7, 2010

Pratt Funds Overview

FINANCE AND AUDIT COMMITTEE

April 23, 2010

In 1975, the University received a significant bequest from the estate of Mr. John Lee Pratt of Stafford County, following his death on December 20, 1975. The bequest was divided equally into two distinct parts, one to support Animal Nutrition and one to support the College of Engineering. According to the will, the bequest for Animal Nutrition was to be used to promote the study of animal nutrition by supplementing salaries, providing equipment and materials to be used for experiments in feeding and in the preparation of feeds for livestock and poultry, and publishing and disseminating the research results of the studies. The will provided that the bequest for the College of Engineering should be used to support research and scholarships.

Distributions of the Pratt Estate were received in several installments: \$9,561,819 in 1975, \$1,330,000 in 1977, \$47,000 in 1979, and \$30,164 in 1981, for a total of \$10,968,983. Over the years, the Pratt endowment has grown to \$37.9 million, as of March 31, 2010. The following paragraphs summarize some of the major accomplishments of the College of Engineering and the Animal Nutrition Programs that are directly tied to the funding provided by the Pratt estate.

When the Pratt Endowment was originally established, the College of Engineering was in the early stages of becoming established as a nationally recognized leader in engineering education. The Pratt Endowment has played a significant role over the years in allowing the College to enrich its pool of students and to offer additional international study opportunities to students and faculty. Additionally, the Pratt funds currently allow the College to invest resources in three research areas: biomedical engineering, microelectronics, and energy and advanced vehicles.

Income from the Pratt Endowment provides an unusual opportunity to support an animal nutrition program of high quality. Use of these Endowment earnings have concentrated on enhancing research and educational opportunities beyond what departments could do with state and federal funding. The main funding strategy remains with strong support for Ph.D. training, direct research support, scientific equipment, and visiting professors that stimulate and inspire the faculty and students engaged in nutrition research.

2010-2011 PRATT FUND BUDGET PROPOSAL

Pursuant to the spending policy adopted for the Pratt Estate Fund, it is anticipated that additional income of \$2,008,250 will be available for expenditure in fiscal year 2010-2011. Targets of \$997,850 and \$1,010,400 were given respectively to the College of Engineering and to the Animal Nutrition Programs.

College of Engineering

Source of Funds:

Endowment Income	\$997,850
Carryover (estimated)	0
Repayment of Endowment Advance	<u>(104,000)</u>
Total Resources	<u>\$893,850</u>

Proposed Expenditures:

Undergraduate Scholarships	\$325,000
Undergraduate Study Abroad Scholarships	25,000
Graduate Study Abroad Scholarships	50,000
Graduate Tuition Scholarships	57,000
Graduate Research Fellowships	318,000
Graduate Recruitment for Research Programs	<u>118,850</u>
Total Proposed Expenditures	<u>\$893,850</u>

Animal Nutrition

Source of Funds:

Endowment Income	\$1,010,400
Carryover (estimated)	<u>190,151</u>
Total Resources	<u>\$1,200,551</u>

Proposed Expenditures:

Ph.D. and M.S. Fellowship Program	\$750,000
Undergraduate Program Scholarships and Research	150,000
Visiting Scholars and Seminars	24,000
Equipment Purchases and Maintenance	120,551
Nutrition Technicians	150,000
Publication Costs	<u>6,000</u>
Total Proposed Expenditures	<u>\$1,200,551</u>

RECOMMENDATION:

That the proposed 2010-2011 allocation and use of Pratt Funds be approved.

June 7, 2010

**STUDENT AFFAIRS AND ATHLETICS COMMITTEE
OF THE BOARD OF VISITORS**

**Brush Mountain Room B
Squires Student Center
9:00 a.m.**

June 7, 2010

PRESENT: Mr. Ben Davenport, Jr., Chair
Ms. Michele Duke
Ms. Kristina Hartman
Dr. Calvin Jamison
Mr. Paul Rogers

GUESTS: Ms. Kimberle Badinelli, Dr. Cynthia Bonner, Ms. Jodi Bowen, Mr. Tom Brown, Mr. Tyler Campbell, Mr. Sam Camden, Mr. Angelo Colon, Ms. Alison Dunn, Dr. Rick Ferraro, Ms. Tami Grossman, Mr. Hikmet Gursoy, Mr. Byron Hughes, Monica Hunter, Ms. Frances Keene, Ms. Greer Kelly, Ms. Megan Lewis, Ms. Katie Longest, Mr. Shane McCarty, Ms. Michelle McLeese, Mr. Matt Parker, Mr. Dan Reed, Ms. Ann Reightler, Ms. Rhonda Rogers, Mr. Rohsaan Settle, Dr. Frank Shushok, Mr. Ned Skinner, Dr. Guy Sims, Capt. James Snyder, Dr. Edward Spencer, Mr. Jim Weaver, Ms. Amy Weber

Open Session

- 1. Opening remarks and approval of March 22, 2010 minutes:** Mr. Ben Davenport, Chair, provided opening remarks and submitted the minutes of the March 22, 2010 Student Affairs and Athletics Committee meeting to the committee for review and approval. Ms. Duke moved that the minutes be approved as electronically submitted. The motion was seconded and minutes were approved.
- 2. Athletic Department Quarterly Report:** Mr. Jim Weaver gave a brief summary of the outstanding spring semester academic term for student athletes:
 - A total of 486 student athletes on team rosters
 - 41% maintain a cumulative 3.0 or greater GPA
 - 49% achieved a 3.0 or greater semester GPA
 - 25% made the Dean's list
 - 18 earned a 4.0 semester GPA
 - 7 maintain a cumulative 4.0 GPA
 - Average team cumulative GPA is 3.0

- 11 teams achieved a 3.0 or greater semester GPA
- 9 teams maintain a 3.0 or greater cumulative GPA
- Men's basketball had a 2.81 semester GPA and eight of 15 players had 3.0 or better

Mr. Weaver summarized the results of the various teams during the 2009-2010 academic year noting that it was the greatest year of athletic accomplishments in the history of VT. Our football team was in the top 10, men's basketball was in the top 25, and men's baseball ranked as high as 12th. Add to that, the fact that the football team, along with the University of Texas, are the only two institutions in the country to have won 10 games each of the last six seasons.

Baseball played for a regional championship for the first time in school history. The women's soccer team went to the sweet sixteen for the first time ever, went to their 2nd consecutive tournament, beat the #1 ranked team in the country, and also beat five top 25 teams.

Women's volleyball had an outstanding year defeating three NCAA tournament teams in our conference and have very high hopes that they will make NCAA tournament in Women's volleyball this coming year.

Wrestling ranked 14th in the country and Kevin Dresser has overcome the "Hawkeye" issue.

We have an opportunity to be in the top seven in both men's and women's track. Queen Harrison is our first individual NCAA title holder for a female. Most important, she has announced to the world that she is going to stay here at VT to train for the 2012 Olympic Games.

The men's tennis program attended the NCAA tournament for a 4th year as well as the golf program. Everything is starting to come along because of getting into the ACC and because of being able to get some additional revenue to help operating budgets, recruiting budgets, and also to recruit a higher caliber student athlete.

Mr. Weaver then introduced Mr. Ned Skinner, Head Swim Coach for men and women. Mr. Skinner reviewed the accomplishments of the men's and women's swim teams:

- Women had a 3.38 GPA for Spring '09 and their goal is to be #1 in this area
- There are 11 teams in the ACC and our women's team was third in 2009 at the ACC championship, 24th this past year in the NCAA, and top 25 in three of the last five years.
- The women have six straight finishes at the NCAA championships
- The men's team had seven Academic All ACC performers
- Trey Stewart won the coveted Skeleton Scholarship, which is the highest scholarship given to a student in the athletic program
- The men's GPA was 3.0
- They were 4th at the ACC championship and the freshmen and sophomores scored more points than any other school's freshmen and sophomores.
- Scored in five of the last seven NCAA championships.

Mr. Skinner noted that the Christiansburg Aquatic Center is still not quite open, but they hope to be in it within the next month and this facility will change aquatics in this area and is going to be a huge recruiting tool.

3. **Resolution for Changes to University Policies for Student Life: Summary regarding resolution for the expansion of the Abusive Conduct policy:** Mr. Rohsaan Settle, Associate Director of Student Conduct, explained that the current policy (contained in the Hokie Handbook) addresses misconduct that is inappropriate to subject other students to conduct that is abusive, such as assault, battery, sexual misconduct, sexual harassment and stalking. This policy, however, does not address misconduct that involves taping, recording, or monitoring someone without their permission on university property when there is a reasonable expectation of privacy. By expanding the abusive conduct policy, the current resolution serves as a mechanism for the Virginia Tech community to protect students, set expectations for student behavior, and address these behaviors through its conduct system. Ms. Duke moved that the changes to University Policies for Student Life: Expansion of the abusive policy be approved, seconded by The motion was seconded and the policy changes were approved.
4. **Resolution for Changes to University Policies for Student Life: Expansion of Disorderly Conduct Policy:** Mr. Rohsaan Settle explained that the current policy (contained in the Hokie Handbook) addresses conduct that disrupts or interferes with the orderly functioning of the university and with the duties of university personnel. This policy, however, does not include behavior that impedes the conduct process once it has begun. By expanding the disorderly conduct policy, the current resolution serves as a mechanism for the Virginia Tech community to provide safeguards to students, university personnel, and public/civil officials who initiate the conduct process from undue interference and send a message to students that impeding the conduct process is unacceptable conduct. Mr. Rogers moved to approve the resolution and the motion was seconded and approved.
5. **Roundtable Discussion with Student Leaders in Blacksburg for the summer:** In response to a request from the Committee to have more interaction with students, Dr. Edward Spencer, Vice President for Student Affairs, facilitated an informal roundtable discussion between Committee members and student leaders who are in Blacksburg for the summer participating in the Student Leadership Employment Program. Ms. Alison Dunn did an introduction of the SLEP program followed by introductions of the students participating in the program.

Following introductions of the students in attendance, there was an open dialogue between the students and the Board members. Mr. Davenport opened the discussion by asking the students, "How do we take the Hokie Experience,

being a VT student, to the next level?” They suggested the following areas as being opportunities for improvement:

- Academic Advising
- Mentoring
- Cadet housing/Cadet-Civilian interaction
- Focus on strengths of our students, undergraduate and graduate students, helping them develop meaningful and purposeful lives.
- More communication among student leaders and administration.
- Students being more open-minded
- Student's lack of knowing what resources are available and a need for this information to be made more readily available
- Problem with ethnic and cultural diversity – we need to recognize differences
- Diversity and inclusion issues
- Virginia Tech has an overall sense of community, but with that students need to find a sense of belonging and what can we do to make this happen.
- Squires Renovation
- Safety and Security

6. Follow-up tour of Squires Student Center: Dr. Guy Sims, Assistant Vice President for Student Affairs, gave an overview of the Squires Student Center feasibility study.

Dr. Spencer acknowledged Mr. Davenport for his service as Rector to the Board of Visitors and as Chair of the Student Affairs and Athletics Committee.

Adjournment: There being no further business, the meeting adjourned at 11:30 a.m.

RESOLUTION FOR CHANGES TO UNIVERSITY POLICIES FOR STUDENT LIFE: EXPANSION OF THE ABUSIVE CONDUCT POLICY

WHEREAS, the University Student Conduct System is an educational tool with two main objectives: to hold students accountable for unacceptable behavior, and to modify those behaviors deemed unacceptable by the university; and

WHEREAS, the University Student Conduct System strives to address unacceptable behavior in a manner that informs students and guides them toward a greater sense of personal responsibility, and more mature and ethical standards; and

WHEREAS, current policy (contained in the Hokie Handbook) addresses misconduct that is inappropriate to subject other students to, such as assault, battery, sexual misconduct, sexual harassment and stalking; and

WHEREAS, current policy does not address misconduct that involves taping, recording, or monitoring someone without their permission on campus when there is a reasonable expectation of privacy; and

WHEREAS, the Office of Student Conduct has had students raise concerns about similar misconduct where they felt violated; and

WHEREAS, the behavior mentioned in the new proposed policy is antithetical to a safe and secure learning environment and should be prohibited by the code of conduct; and

WHEREAS, without a policy to address this behavior the misconduct could go unaddressed.

NOW, THEREFORE, BE IT RESOLVED, that Policy # 8300, Student Code of Conduct –Abusive Conduct be amended as follows:

Abusive Conduct: Any words or acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, including but not limited to the following:

1. **Assault**- Words or actions that would cause an individual reason to fear for his or her immediate safety. Words can constitute assault when they are accompanied by the ability to inflict immediate harm.
2. **Battery**- The use of physical force against an individual.
3. **Sexual Harassment**- Unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature, under certain circumstances. (See Sexual Harassment Section for additional information.)
4. **Sexual Misconduct** -Sexual contact without consent. (See Sexual Misconduct Section for additional information.)

5. **Stalking** -Repeatedly contacting another person when the contact is unwanted. Additionally the conduct may cause the other person reasonable apprehension of imminent physical harm or cause substantial impairment of the other person's ability to perform the activities of daily life. Contact includes but is not limited to communicating with (either in person, by phone or computer) or remaining in the physical presence of the other person.
6. **Recording of Images without Consent:** Using electronic or other means to make a video or photographic record of any person on-campus where there is a reasonable expectation of privacy without the person's consent and when such a recording is likely to cause injury, distress, or damage to reputation. This includes, but is not limited to: taking video or photographic images in shower/locker rooms, residence hall rooms and restrooms. The sharing and/or distributing of such unauthorized records by any means are also prohibited.

RECOMMENDATION:

That the above resolution for changes to University Policies for Student Life: Expansion of the Abusive Conduct Policy be approved.

June 7, 2010

RESOLUTION FOR CHANGES TO UNIVERSITY POLICIES FOR STUDENT LIFE: EXPANSION OF THE DISORDERLY CONDUCT POLICY

WHEREAS, the University Student Conduct System is an educational tool with two main objectives: to hold students accountable for unacceptable behavior, and to modify those behaviors deemed unacceptable by the university; and

WHEREAS, the University Student Conduct System strives to address unacceptable behavior in a manner that informs students and guides them toward a greater sense of personal responsibility, and more mature and ethical standards; and

WHEREAS, current policy (contained in the Hokie Handbook) addresses conduct that disrupts or interferes with the orderly functioning of the university and with the duties of university personnel; and

WHEREAS, the current disorderly conduct policy does not include behavior that impedes the conduct process once it has begun; and

WHEREAS, students, university personnel, and public/civil officials who initiate the conduct process against other students have been negatively impacted by attempts to interfere with the conduct process; and

WHEREAS, the Office of Student Conduct staff have dealt with numerous attempts by students to hinder their conduct process to avoid consequences; and

WHEREAS, expanding the disorderly conduct policy to include this behavior will provide safeguards to students, university personnel, and public/civil officials who initiate the conduct process from undue interference and send a message to students that impeding the conduct process is unacceptable conduct.

NOW, THEREFORE, BE IT RESOLVED, that Policy # 8300, Student Code of Conduct – Disorderly Conduct be expanded as follows:

Student Code of Conduct – Disorderly Conduct

Disorderly Conduct Behavior that disturbs the peace, disrupts or interferes with the orderly functioning of the university, or interferes with the performance of the duties of university personnel or public/civil official. This includes interfering with the student conduct process. Interfering with the conduct process includes attempts at influencing, impeding, or interfering with a potential, actual, or past student conduct referral; or intimidating or coercing any person involved in such referral. This includes, but is not limited to: encouraging or influencing another person to commit an abuse of a university

conduct system, discouraging an individual's proper participation in, or use of, the university conduct process, or disrupting or interfering with the orderly process of a conduct proceeding.

RECOMMENDATION:

That the above resolution for changes to University Policies for Student Life: Disorderly Conduct Policy be approved.

June 7, 2010

RESOLUTION TO RATIFY ACTION OF THE EXECUTIVE COMMITTEE OF THE BOARD OF VISITORS

WHEREAS, the Bylaws of the Virginia Tech Board of Visitors, Article I, Section 6a, stipulate that the Executive Committee of the Board in the interim between meetings of the Board has full power to take actions on behalf of the Board and that all such actions taken by the Executive Committee are subject to ratification by the full Board at its next meeting; and

WHEREAS, because there was insufficient time between the conclusion of the General Assembly Session and the March 22 Board meeting for the university to analyze the budget in order to make tuition and fees recommendations for 2010-11; and

WHEREAS, the Executive Committee of the Board was convened by the Rector on April 23, 2010, to act upon the tuition and fees recommendations; and

WHEREAS, the next meeting of the full Board of Visitors is scheduled for June 7, 2010;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Virginia Polytechnic Institute and State University hereby ratifies the action taken by the Executive Committee of the Board on April 23, 2010 (attached), which includes:

- Resolution Regarding 2010-11 Tuition and Fees

RECOMMENDATION:

That the above resolution ratifying the action taken by the Executive Committee of the Board of Visitors at a special meeting convened on April 23, 2010, for the purpose of setting tuition and fees for 2010-11, be approved.

June 7, 2010

MINUTES
April 23, 2010

The Executive Committee of the Board of Visitors of Virginia Polytechnic Institute and State University met on Friday, April 23, 2010, at 8:30 a.m. on the Virginia Tech campus at The Inn at Virginia Tech, Huckleberry Room.

Present

Mr. Ben J. Davenport, Jr.
Ms. Michele L. Duke
Mr. John R. Lawson, II
Mr. George Nolen* (by telephone)
Mr. James Smith* (by telephone)
Dr. Lori Wagner

Absent

Also present were President Charles Steger, Ms. Kay Heidbreder, Esq., Mr. Dwight Shelton, Dr. Mark McNamee, Ms. Kim O'Rourke, Mr. Larry Hincker, Mr. Tim Hodge, Dr. Edward Spencer, and Mr. Christopher Rahmes, and Ms. Shelia Collins. Members of the press who were present included Ms. Tonia Moxley of the *Roanoke Times* and a student-reporter from the *Collegiate Times*.

*Note that the public was given appropriate notice of the official meeting location and the locations of both members that participated telephonically.

* * * * *

Rector Lawson convened the meeting.

* * * * *

Mr. Shelton, Vice President for Finance and Chief Financial Officer, provided a detailed explanation of the proposed tuition and fee rates package for 2010-11, including the accompanying schedules. (Copy filed with the permanent minutes and marked Attachment A.) He explained that by 2012, the university will have experienced a cumulative base budget reduction of approximately \$75 million. The American Recovery and Reinvestment Act of 2009 (ARRA), better known as the federal stimulus package, distributed stimulus funds to the states and required the mitigation of tuition increases for in-state students. This is essentially a two-year grant, although the General Assembly must appropriate the funds in each of the two years. Calling the Executive Committee's attention to Schedules 5 and 6, he noted that the proposed tuition increase for in-state undergraduate students is \$670, but using the ARRA Mitigation Grant, the net effect to students will be a \$540 increase. The proposed tuition increase for out-of-state undergraduate students is \$976 with no offset from the ARRA Mitigation Grant.

He called the Committee's attention to pages 9 and 10 of the narrative and pointed out that the proposed non-resident tuition and mandatory E&G fees are 127 percent of the Average Cost of Education, and thus are in compliance with state tuition policy, which mandates that non-residents pay at least 100 percent of the Average Cost of Education. President Steger added that there is growing sensitivity on the part of out-of-state students as out-of-state undergraduate tuition exceeds the cost of education by more than 30 percent.

Mr. Shelton noted that every area of the university, including the auxiliaries, is participating in the budget reduction in order to minimize tuition and fee increases. The proposed tuition-and-fee package would enable an additional \$1.2 million of institutional funds to be directed toward student financial aid this year.

Members of the Executive Committee discussed the importance of overhead earned on sponsored research, which supplements departmental operating budgets. They noted that it is essential to preserve the quality of a Virginia Tech education and that tuition and fee increases are considered only after all other means of reducing costs and increasing revenues are explored. Given Virginia's very low tax rates on income, gasoline, etc., the result is that Virginians may have to pay higher in-state tuition than the in-state tuition paid by residents of some other states. The members of the Executive Committee commended the administration for developing a comprehensive plan to preserve the core academic enterprise in this challenging economic environment.

* * * * *

A motion was made by Ms. Duke and seconded by Mr. Davenport, a roll call vote was taken, and the motion was approved unanimously by the Executive Committee on behalf of the full Board:

**Resolution to Approve
Tuition and Fee Rates for 2010-11**

That the proposed tuition and fee rates for 2010-11 be approved, effective Fall Semester 2010. (Copy filed with the permanent minutes and marked Attachment A.)

Note: As stipulated in the By-laws of the Board of Visitors of Virginia Polytechnic Institute and State University, Article 1, Section 6a:

[The Executive] Committee, in the interim between meetings of the Board, has full power to take actions on behalf of the Board. All actions taken by the Executive Committee are subject to ratification by the full Board at its next meeting.

* * * * *

Motion to begin Closed Session

At approximately 9:10 a.m., Mr. Davenport moved that the Executive Committee convene in a closed meeting, pursuant to § 2.2-3711(A)(1) and (10), Code of Virginia, as amended, for the purpose of discussing:

- Discussion of salaries of actual employees
- Briefing on probable litigation.

The motion was seconded by Ms. Duke, a roll call vote was taken, and the motion passed unanimously. Mr. Nolen and Mr. Smith, who were participating by telephone, each confirmed verbally that he was alone and in a private location.

* * * * *

Motion to Return to Open Session

Following the Closed Session, Rector Lawson called the meeting to order and asked Mr. Davenport to make the motion to return to open session.

Mr. Davenport made the following motion:

WHEREAS, the Executive Committee of the Board of Visitors of Virginia Polytechnic Institute and State University has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712 of the Code of Virginia requires a certification by the Board of Visitors that such closed meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED that the Executive Committee of the Board of Visitors of Virginia Polytechnic Institute and State University hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion convening the closed meeting were heard, discussed or considered by the Executive Committee of the Board of Visitors.

The motion was seconded by Ms. Duke, a roll call vote was taken, and the motion passed unanimously.

* * * * *

The date for the next full Board meeting is June 7, 2010, at the Virginia Tech campus.

* * * * *

The meeting adjourned at 9:38 a.m.

John R. Lawson, II, Rector

Kim O'Rourke, Secretary

Proposed Tuition and Fee Rates for 2010-11

EXECUTIVE COMMITTEE

April 12, 2010

Development of 2010-11 Tuition and Fee Rates

The University traditionally developed tuition and fee proposals in February and March of each year with final rates submitted to the Board of Visitors in April. This process allowed the University to incorporate into the tuition and fee proposals the impact of actions taken by the General Assembly session each year. For 1996-97 the University altered the timetable for the development and approval of tuition and fee rates because of increasing demands to provide tuition and fee charges earlier to University offices and to students and parents. This is particularly important for prospective students who are considering other institutions. Finalizing these rates earlier in the year helps students plan for the financial costs of the upcoming academic year, helps students make decisions such as attendance at summer school, and allows the University Scholarships and Financial Aid Office to deliver more timely and effective financial aid award information to current and prospective students.

At the March 22, 2010 Board of Visitors Meeting, the Board received an update on the development of 2010-11 tuition and fees. At that time, the Conference Committee of the General Assembly had just proposed operating and capital budgets and was forwarding those amendments to the budget bill to Governor McDonnell for approval and/or modification. The extent to which further modifications would be proposed to the state budget during the Reconvened Session in April was not understood. As a result of the limited time available and the status of the proposed state budget, the University was unable to finalize tuition and fee recommendations at that time. Subsequently, the University has continued to closely follow the status of the budget bill and now believes that it has gained sufficient understanding of the state budget to recommend the following 2010-11 tuition and fee package to the Board for approval.

Tuition

History of Tuition Legislation in Virginia

The period of 1989 to 2009 was one of significant change in tuition policies and rates. The substantial growth in tuition continues to be a source of increasing concern to institutions of higher education, students, parents, and state officials.

During the period of 1989 to 1996, tuition increased dramatically across the Commonwealth because of the decline in General Fund support for higher education. At Virginia Tech, undergraduate tuition increased by 49 percent for resident students

and 91 percent for nonresident students in the six-year period 1989-90 to 1995-96 during six rounds of reduction in state General Fund support.

In 1994 the Appropriation Act included language which established tuition rate growth caps of three percent for resident students and 7.5 percent for nonresident students for each year of the biennium. For 1996-97 through 1998-99, the Appropriation Act included language to freeze tuition for Virginia undergraduates at the 1995-96 level. The 1999 General Assembly approved a 20 percent reduction in tuition and mandatory Educational and General fees for Virginia undergraduate students and offset the reduction in revenue by providing new General Fund support. The 2000 Appropriation Act included language to continue tuition and mandatory Educational and General fees at 1999-00 levels for Virginia undergraduate students during the 2000-02 biennium.

To address state revenue shortfalls, language in the 2002 Appropriation Act provided authority to increase tuition and mandatory Educational and General fees for Virginia undergraduate students by nine percent. The 2003 General Assembly allowed for the annualization of the Spring 2003 tuition increases and limited increases in tuition and mandatory Educational and General fees for Fall 2003 for Virginia undergraduate students to five percent plus nongeneral fund cost assignments.

The authority granted by the 2004 General Assembly continues for 2010-11 and establishes that “The Board of Visitors . . . of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all resident student groups based on, but not limited to, competitive market rates, provided that the total revenue generated by the collection of tuition and fees from all students is within the nongeneral fund appropriation for educational and general programs provided in the act.”

Effective July 1, 2006, the University entered into a management agreement with the Commonwealth of Virginia. A critical element of this agreement is the reaffirmation of the Board of Visitors’ authority to establish tuition and fee rates. This rate setting authority, coupled with the sum sufficient revenue authority to establish nongeneral fund appropriations as provided in the management agreement, provides a much more stable environment for planning and establishment of future tuition and fee rates.

For 2007-08, the 2007 General Assembly established a Tuition Incentive for allocation to institutions contingent upon limiting the increase of tuition and E&G fees for in-state undergraduate students to six percent plus in-state undergraduate financial aid. The 2008 General Assembly continued the incentive fund concept to encourage institutions to limit the in-state undergraduate tuition and E&G fee increases to three percent for E&G operations and one percent for student financial aid in 2008-09.

The 2009 General Assembly included language in the adopted budget reiterating the intent of the federal American Recovery and Reinvestment Act of 2009 (ARRA) to “mitigate the need to raise tuition on in-state students at public colleges and universities,” and requiring the State Council of Higher Education for Virginia to report to the Governor and the General Assembly any Educational and General program tuition

and fee increases at public institutions in Virginia. This information will be part of the federal reporting process on the ARRA. During the 2009 General Assembly Session, colleges and universities statewide reviewed with state leaders the need for larger increases due to reductions in state support. However, based on the General Assembly's appropriation of federal stimulus funds to higher education institutions, state budget-writers verbally expressed the expectation that institutions would not need to increase tuition to Virginia residents beyond five percent.

While the 2010-11 General Assembly enacted no changes in existing tuition authority, it continued language in the adopted budget regarding the intent of ARRA funding "to moderate the need for tuition and fee increases and increase student access." The University will receive \$20.9 million in ARRA funding in 2010-11 but funding is eliminated completely in 2011-12.

American Recovery and Reinvestment Act Mitigation Grant

The federal American Recovery and Reinvestment Act of 2009 was signed into law on February 17, 2009. This federal economic stimulus plan injects \$787 billion into the American economy over two years through public works projects, tax reductions and incentives, and direct aid to states. Based on population and need, Virginia will receive approximately \$4.8 billion from the stimulus package over two years. These funds are statutorily directed to Medicaid, workforce development programs, transportation and highway repairs, and community development and other social programs. The portion that immediately affects Virginia Tech is Title XIV: the State Fiscal Stabilization Fund. Of the total stimulus to Virginia, \$1.2 billion was directed to help meet critical state budget shortfalls. Of this, \$984 million was directed towards education, 26 percent of which was to be used to assist institutions of higher education in Virginia. This would result in approximately \$126 million of aid to higher education in each of fiscal years 2009-10 and 2010-11. Virginia Tech was to receive \$17.3 million of the federal stimulus funding for 2009-10. However, the federal stimulus funding amount was reduced to \$11.5 million in the Executive Budget and offset by additional General Funds due to maintenance of effort requirements of the federal ARRA legislation. While the University is to receive \$20.9 million in federal stimulus funding in 2010-11, the funding is eliminated completely in 2011-12. These recommendations are included in the budget bill presented to the Governor.

Section 14004 of Title XIV of the ARRA states that the stimulus funding for higher education is to be used as follows:

A public institution of higher education that receives funds under this title shall use the funds for education and general expenditures, and in such a way as to mitigate the need to raise tuition and fees for in-State students, or for modernization, renovation, or repair of institution of higher education facilities that are primarily used for instruction, research, or student housing, including modernization, renovation, and repairs that are consistent with a recognized green building rating system.

The expected state budget for the 2010-12 biennium reiterates the intent of the federal stimulus funding to “moderate the need for tuition and fee increases and increase access,” while assessing a \$5.2 million base budget reduction in state support for 2010-11 with an increased reduction of \$21.8 million in 2011-12. The General Assembly included language that requires higher education institutions to provide a plan to the Governor delineating the portion of this funding.

Consistent with the intent of this legislation, the University recommends continuation for 2010-11 the ARRA Mitigation Grant begun in 2009-10 for all in-state undergraduate students in the amount of \$130 annually, supported by the appropriation of federal funds. Under this program, each in-state undergraduate student will receive a student financial aid grant to mitigate the cost of the tuition and E&G fees.

The grant continues to reflect the University’s standard pricing structure including the special rates for teachers and study abroad. The following annual award is recommended:

Full-Time Students

	Proposed <u>2010-11</u>
Resident Undergraduate	\$130

The semester rates equal one-half of the annual rates.

Part-Time Students

For consistency with the University’s tuition structure, the ARRA Mitigation Grant for part-time resident undergraduates will be derived from the full-time award and directly related to the number of credit hours taken. For calculation purposes, the full-time undergraduate semester grant is divided by 12 credit hours. The proposed per hour ARRA Mitigation Grant awards for 2010-11 are:

	Proposed <u>2010-11</u>
Resident Undergraduate	\$5.50/hour
Resident Undergraduate – Teacher	\$3.00/hour
Resident Undergraduate – Study Abroad	\$4.00/hour

Tuition

The University would normally utilize the two scenarios of the Six-Year Financial Plans that are developed in accordance with state guidelines and approved by the Board as the framework for the development of tuition and E&G fees based on the level of General Fund support provided by the General Assembly. However, the volatility of the economy, reductions in current and future state support, and the federal stimulus program has temporarily superseded the traditional development process. As a result, the University has worked to develop tuition rates that balance these criteria.

The annual rates proposed for 2010-11 are shown below:

Full-Time Students

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
<u>Undergraduate</u>		
Resident	\$ 6,769*	\$ 7,439*
Nonresident	19,522	20,498
<u>Graduate</u>		
Resident On-Campus	8,262	8,783
Nonresident On-Campus	15,572	17,238
Resident Off-Campus	9,210	9,790
Nonresident Off-Campus	16,734	18,525

* Gross price before \$130 ARRA Mitigation Grant to all full-time resident undergraduates.

The semester rates equal one-half of the annual rates.

Part-Time Students

Part-time tuition charges for all student categories are derived from the full-time rate and are directly related to the number of credit hours taken. For tuition calculation purposes, the full-time undergraduate semester rate is divided by 12 credit hours and the full-time graduate student semester rate is divided by nine hours. The proposed per hour charges for 2010-11 are:

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
<u>Undergraduate</u>		
Resident	\$282.00/hour*	\$310.00/hour*
Nonresident	813.50/hour	854.00/hour
<u>Graduate</u>		
Resident On-Campus	459.00/hour	488.00/hour
Nonresident On-Campus	865.00/hour	957.75/hour
Resident Off-Campus	511.75/hour	544.00/hour
Nonresident Off-Campus	929.75/hour	1,029.25/hour

* Gross price before ARRA Mitigation Grant to resident undergraduates.

Veterinary Medicine

When the Virginia-Maryland Regional College of Veterinary Medicine was formed, the two states agreed to provide equal contributions (per student) to the instructional

operating budget. It was also agreed that both Virginia and Maryland students would pay the same resident tuition rate. The tuition agreement has been sustained since the first class was admitted. Until 1996-97 only residents of Virginia and Maryland were admitted for study in the professional veterinary medicine curriculum.

Effective for the Fall 1996, the enrollment policy was modified to admit 10 nonresident students (i.e. non-Virginia and non-Maryland residents) per year until fully implemented in the Fall of 1999. This resulted in a total enrollment of 40 nonresident students. This change did not affect the enrollment totals for Virginia or Maryland. Effective for Fall 2009, the enrollment policy was modified again to admit five additional nonresident students per year until fully implemented in the Fall of 2012.

Each year the tuition proposal is reviewed with the Virginia-Maryland Regional College of Veterinary Medicine Budget and Program Review Board (established to review the college's budget and comprised of representatives from Virginia Tech and the University of Maryland). The University, in conjunction with the Budget and Program Review Board, proposes to increase the tuition rates for all veterinary medicine students for 2010-11. The current and proposed annual tuition rates are displayed below:

	2009-10 <u>Charge</u>	Proposed <u>2010-11</u>
Virginia-Maryland Students	\$15,299	\$16,125
Nonresident Students	37,101	38,585

Special Tuition Rates

Special Tuition Rate for Elementary and Secondary School Personnel

The original policy regarding special tuition rates for elementary and secondary school personnel was approved in 1984 and allowed public school teachers to attend graduate classes at Virginia Tech on a reduced tuition schedule for purposes of recertification. Recertification is a statewide requirement that can strengthen the total education system. The original policy underscored the University's commitment to improving the quality of elementary and secondary education through the continued education of elementary and secondary school teachers.

In January 1989 the Board of Visitors approved a revised policy. Teachers, counselors, administrators, and supervisors employed by elementary and secondary school systems in the Commonwealth of Virginia may enroll in graduate classes, both on-campus and at off-campus locations, and pay approximately 60 percent of the authorized tuition rate. The Board of Visitors also expanded the policy in two ways. First, all elementary and secondary school personnel are now eligible for the reduced tuition rate. Second, all graduate hours qualify for the plan, not just recertification hours.

Further, elementary and secondary school personnel may enroll in an unlimited number of graduate courses for the purpose of recertification or for an advanced degree.

In February 1999 the Board of Visitors approved an expansion of the special tuition rate to include undergraduate-level courses for vocational teachers who do not have a bachelor's degree.

The special instructional fees for elementary and secondary school personnel are 60 percent of the corresponding on-campus rates. The following table shows the proposed special rates per credit hour for 2010-11 Virginia residents:

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
Undergraduate	\$169.00/hour*	\$186.00/hour*
Graduate	275.00/hour	293.00/hour

* Gross price before ARRA Mitigation Grant to resident undergraduates.

Special Tuition Rate for Study-Abroad Programs

Providing the opportunity for students to study abroad is an important strategy in strengthening the international programs of Virginia Tech. The Board of Visitors has previously approved a special tuition rate for students who participate in the various study-abroad programs operated by the University. The special tuition rate reflects instructional services that all students receive, but excludes the cost of on-campus services.

In 2008-09 the study abroad rate was 80 percent of the on-campus tuition rates. The University proposes to continue the special tuition rate for study-abroad programs. Consistent with prior years, the special tuition rate for study abroad would not apply for students studying at the Center for European Studies and Architecture. The following table shows the proposed special rates per credit hour for 2010-11:

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
Undergraduates		
Resident	\$226.00/hour*	\$248.00/hour*
Nonresident	651.00/hour	683.00/hour
Graduates		
Resident	367.00/hour	390.00/hour
Nonresident	692.00/hour	766.00/hour

* Gross price before ARRA Mitigation Grant to resident undergraduates

Educational and General Fees

Academic Fee

To meet the Board's identified priority of supporting the Educational and General program of the institution, an academic fee was established in 2004-05 for all students. The revenue is allocated to support the academic quality of the University's Educational and General program. A \$55 increase in the regular session fee is recommended for 2010-11. Part-time students pay one-half of the fee. The discounts applicable to tuition for Virginia elementary and secondary school personnel and for study-abroad programs are also continued for the academic fee.

		2009-10 Charge <u>Annual Fee</u>	Proposed 2010-11 <u>Annual Fee</u>
Full-time			
	Regular	\$ 561.00	\$ 616.00
	Virginia School Personnel	336.60	369.75
	Study Abroad	448.80	492.75
Part-time			
	Regular	280.50	308.00
	Virginia School Personnel	168.30	185.00

Technology Service Fee

In accordance with the language in the 1998 Appropriation Act, the University implemented an Educational and General technology service fee effective with the 1998 fall semester. The fee is \$40 per academic year. Part-time students pay half the full-time rate. The technology fee is paid by all students. An increase in the technology service fee of \$3 is recommended for 2010-11. For 2010-11, the technology fee will be \$43 or \$21.50 per semester for full-time students.

Capital and Equipment Fee

The 2003 General Assembly required the establishment of a capital fee to be assessed to all nonresident students at institutions of higher education for 2003-04 to pay a portion of the debt service on bonds issued under the 21st Century Program. The 2004 General Assembly increased the nongeneral fund portion of lease payments for the 2004-06 allocation of equipment under the Higher Education Equipment Trust fund and stipulated the source of the nongeneral funds be an increase in fees for nonresident students at public institutions of higher education starting in 2005-06. The General Assembly increased the amount of debt service on bonds to be funded by nonresident students in 2007 and again in 2009. The 2010 General Assembly further increased the

amount of debt service on bonds to be funded by nonresident students by \$1.4 million, or 57 percent, beginning in 2010-11.

The capital and equipment fee for 2010-11 will increase \$179 to cover the debt service mandated by the 2010 General Assembly. For 2010-11, the capital and equipment fee will be \$569 or \$284.50 per semester for full-time students. Part-time students pay one-half the full-time rate. The capital and equipment fee will be paid by all nonresident students.

Average Cost of Education

The Commonwealth of Virginia has a well-established methodology for computing the per student educational cost for colleges and universities. This process identifies the average educational cost for all undergraduate and graduate students, including part-time and full-time students taking classes at both on-campus and off-campus locations. The Average Cost of Education does not include specialized programs such as veterinary medicine.

Until 2004, the Average Cost of Instruction was utilized as the measure of per student instructional cost. The Average Cost of Instruction identified the instructional cost components within the Educational and General appropriation and computed an average instructional cost.

In 2004, a new state policy replaced the Average Cost of *Instruction* with the Average Cost of *Education*. The Average Cost of Education is the instructional funding need generated by the base budget adequacy model. The Average Cost of Education is not comparable to the Average Cost of Instruction due to the differences in methodology.

The Average Cost of Education now serves as the basis for insuring that nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education as the General Assembly instructed colleges and universities in the 1991 legislative session. Nonresident tuition and mandatory E&G fee rates for the upcoming academic year are examined against the Average Cost of Education in the prior year to insure they cover 100 percent of the Average Cost of Education. Commonwealth policy continues to allow the University to recover the full cost from nonresidents as a group.

Since the State Council of Higher Education does not compute the Average Cost of Education until July, the following table presents Virginia Tech's estimate of the Average Cost of Education and coverage percentages by student category for 2010-11. The Average Cost of Education is estimated to be \$15,866. The proposed Virginia Tech nonresident tuition and mandatory E&G fees are 127 percent of the Average Cost of Education and are in compliance with state tuition policy. Average percentages by individual student category are as follows:

	<u>Amount*</u>	<u>% of Average</u>
Average Cost of Education	\$15,866	
<u>Undergraduates</u>		
Residents	8,098	51%
Nonresidents	21,157	133%
<u>Graduates</u>		
Residents	9,442	60%
Nonresidents	17,897	113%
<u>Residency</u>		
Residents		52%
Nonresidents		127%

*Amount includes proposed tuition, academic fee, and technology fee for 2010-11 (the nonresident capital and equipment fee is not comparable to the Average cost of Education).

Excess Credit Hour Surcharge

The 2006 General Assembly (§ 23-7.4F Code of Virginia) required the establishment of a surcharge to be assessed to all resident undergraduate students beginning in the semester after 125 percent of credit hours required for baccalaureate degrees have been completed.

This applies to students entering on or subsequent to August 1, 2006. The surcharge amount is the difference between the Average Cost of Education and the in-state undergraduate tuition and mandatory E&G fees. In effect, the surcharge requires the student to pay the Average Cost of Education once they have exceeded 125 percent of degree requirements.

The following is the actual 2009-10 surcharge amount and an estimated surcharge amount for 2010-11 based on Virginia Tech's estimate of the Average Cost of Education for 2010-11 and the proposed 2010-11 tuition and mandatory E&G fees included in this package.

	<u>2009-10 Charge</u>	<u>Estimated 2010-11</u>
Average Cost of Education	\$15,429	\$15,866
In State Undergraduate Tuition and E&G Fees	7,370	8,098
Surcharge-Annual	\$8,059	\$7,768
Surcharge Per Credit Hour	\$335	\$323

Comprehensive Fee

In 2009-10, students attending Virginia Tech paid a Comprehensive Fee totaling \$1,365 to support six different services. The Student Activity Fee, the Health Service Fee, the Athletic Fee, the Bus Fee, the Recreational Sports Fee, and the Student Services Fee are consolidated into one fee in order to streamline the process for collecting and accounting for these charges. The \$1,365 per student fee is the lowest Comprehensive Fee charged by any four-year institution in Virginia. Comprehensive fees at the other five doctoral institutions range from \$1,799 to \$4,317. Individual descriptions and recommended amounts for 2010-11 are given below for each component of the Comprehensive Fee.

Student Activity Fee

Full-time students currently pay \$325 annually for the Student Activity Fee, which covers the debt retirement, maintenance and operation of the student centers, and supports student activities as determined by the Student Budget Board. Part-time students pay one-half of this fee. A \$48 increase in the Student Activity Fee is recommended for 2010-11 to cover adjustments to fringe benefits, increased utility costs, an increase in the administrative charge rate, university assistance, facility and maintenance costs, and operating support for the Center for the Arts. If approved, the current \$325 per year charge will be replaced by a \$373 annual, or \$186.50 per semester, charge in the 2010-11 academic year.

Health Service Fee

Full-time students currently pay \$320 per year for normal medical and nursing attention and counseling services provided by Schiffert Student Health Services, Cook Counseling Center, and Virginia Tech Rescue Squad operations. Part-time students may elect to pay the fee for health service coverage. A \$6 increase in the Health Service Fee is recommended for 2010-11 to cover adjustments to fringe benefits, increased utility costs, an increase in the administrative charge rate, university assistance, personnel services costs for additional Cook Counseling Center Staff, and operating and equipment needs of the Virginia Tech Rescue Squad. If approved, the current \$320 per year charge will be replaced by a \$326 annual, or \$163 per semester, charge in the 2010-11 academic year.

Athletic Fee

Full-time students currently pay \$232 per year, or \$116 per semester, to support a portion of the athletic program operations. Part-time students may elect to pay the Athletic Fee. A \$25 increase in the Athletic Fee is recommended for 2010-11 to cover adjustments to facility and maintenance costs, program operations, Student Athlete Academic Services Support, and student financial assistance. The student fee revenue covers the costs of athletic administration and sponsoring intercollegiate varsity sports that do not generate revenue. This fee entitles students to free admissions into sporting events, while recognizing that student seating is limited thus not guaranteed. This is the

first increase in the Athletic Fee since Fall 1998. If approved, the current \$232 per year charge will be replaced by a \$257 annual, or \$128.50 per semester, charge in the 2010-11 academic year.

Bus Fee

Students enrolled at Virginia Tech have unlimited access to bus transportation provided by the Blacksburg Transit System through a contract the University negotiates with the Town of Blacksburg each year. In the current year, students pay \$96 per year for unlimited ridership. Part-time students pay one-half of the fee. An estimated 3 million student trips on the Blacksburg Transit will occur in 2009-10. In addition to the convenience for students, the bus system saves the University considerable resources by lowering requirements for on-campus parking. An \$8 increase in the Bus Fee is recommended for 2010-11 to accommodate the projected increase in the operating contract with the Town of Blacksburg and enhanced service to the Tom's Creek route. If approved, the current \$96 per year charge will be replaced by a \$104 annual, or \$52 per semester, charge in the 2010-11 academic year.

Recreational Sports Fee

Full-time students currently pay \$205 annually for the Recreational Sports Fee, which supports debt retirement, maintenance, operations, intramural and extramural sports club programs, and recreational activities. Part-time students pay one-half of the full-time fee. A \$31 increase in the Recreational Sports Fee is recommended for 2010-11 to cover adjustments to fringe benefits, increased utility costs, an increase in the administrative charge rate, university assistance, as well as operating, wages, and debt service costs for facility expansion and improvements. If approved, the current \$205 per year charge will be replaced by a \$236 annual, or \$118.00 per semester, charge in the 2010-11 academic year.

Student Services Fee

Full-time students currently pay \$187 annually for the Student Services Fee, which supports the debt retirement, operation, and maintenance of the Career Services facility; non self-supporting student services components of the Hokie Passport Office, including the cost of new student IDs; a portion of the Office of Judicial Affairs; and the cost of maintaining the campus wireless network.

A \$1 increase in the Hokie Passport component of the fee is recommended to cover adjustments to fringe benefits, an increase in the administrative charge rate, and student financial assistance. A \$1 increase is recommended for the Office of Judicial Affairs to cover personnel services costs for additional student conduct staff to handle increasing case volume.

A \$3 increase is recommended for Career Services to cover adjustments to fringe benefits, increased utility costs, an increase in the administrative charge rate, and student financial assistance. A \$3 increase is recommended for the wireless network

component to cover adjustments to fringe benefits, and student financial assistance. If approved, the current Student Services Fee of \$187 will be replaced with a \$195 annual, or \$97.50 per semester, fee in the 2010-11 academic year. Part-time students would pay one-half of this fee.

Summary of Comprehensive Fee

	<u>2009-10 Charge Annual Fee</u>	<u>Proposed 2010-11 Annual Fee</u>
Student Activity Fee	\$ 325	\$ 373
Health Service Fee	320	326
Athletic Fee	232	257
Bus Fee	96	104
Recreational Sports Fee	205	236
Student Services Fee	<u>187</u>	<u>195</u>
Total	1,365	1,491

Room and Board Charges

The University's Residential and Dining Programs serve students by providing on-campus housing and dining services. Generally, all entering freshmen must live on campus, and housing is available on a limited basis for returning students who choose to live on campus at the fee approved by the Board of Visitors. The University establishes optional room and board rates based on a derivation of the Board-approved fee and to appropriately reflect costs for Summer Session and summer conferences. All students living on campus must select a meal plan, with the exception of students that elect to reside in the planned Oak Lane – Phase IV housing development; off-campus students may elect to participate in one of the meal plan programs.

Virginia Tech has the lowest combined average room and board fees in the Commonwealth for 2009-10 at \$5,824 per student. Average room and board fees at the other five doctoral institutions range from \$7,526 to \$8,502. Individual descriptions and suggested amounts for 2010-11 are given below for each of the programs.

Room Fees

A 10.7 percent increase in the rate structure is proposed to cover adjustments to fringe benefits, increased utility costs, an increase in the administrative charge rate, university assistance, the maintenance of facilities, and debt service and planning costs for major facility renovation projects and improvements. The dollar increase will range from \$332 per year to \$672 per year for undergraduate and graduate housing.

Included within the dormitory rate is a \$309 charge for the University's telecommunication system. Since 1988, voice, video, and data services have been provided for all dormitory residents. In the Fall of 1998, the University completed

upgrades to the data connections to provide one Ethernet port per student in each of the residence hall rooms. No increase in the telecommunications portion of the room fee is proposed for 2010-11. The proposed room rates by location and room type are listed below:

	<u>2009-10 Charge Annual Fee</u>	<u>Proposed 2010-11 Annual Fee</u>
Upper Quad	\$3,094	\$3,426
Lower and Prairie Quad	3,300	3,654
Cochrane Hall	4,114	4,556
Special Purpose	4,128	4,570
Payne Park		
Traditional - Single	4,978	5,512
Traditional - Double	3,636	4,026
Suite - Single	6,058	6,708
Suite - Double	4,386	4,856
Large Suite - Double	4,492	4,974
Hillcrest		
Double	4,006	4,436
Single	5,458	6,044
Main Campbell		
Double	3,724	4,124
Single	5,070	5,614
Graduate Life Center at Donaldson Brown		
Double	4,598	5,090
Single	6,272	6,944
New Hall West		
Double	4,598	5,090
Single	6,272	6,944

Board Fees

Students living on-campus currently have a choice of two types of flexible meal plans. The Flex Plan operates like a debit account with a designated amount for the purchase of food in the dining facilities. Students are able to increase their Flex account balance during the year by depositing cash to their Flex accounts. A new Premium Flex Plan is being recommended to provide additional purchasing power per semester in response to student requests. The new Premium Flex Plan will provide \$210 more Flex Dollars annually. Consistent with purchasing power of traditional meal plans, the intent of annual rate changes for the Flex Plans is to hold overall purchasing power constant year-to-year.

A 4.4 percent increase is proposed for board fees to cover adjustments to fringe benefits, increased utility costs, increased food costs, an increase in the administrative charge rate, university assistance, the maintenance of facilities, and planning costs for facility improvement projects. The proposed board rates by meal plan program are listed below:

	2009-10 Charge <u>Annual Fee</u>	Proposed 2010-11 <u>Annual Fee</u>
Major Flex Plan	\$2,524	\$2,636
Mega Flex Plan	2,724	2,836
Premium Flex Plan	N/A	3,046

Fee Rates for the Center for European Studies and Architecture

The Center for European Studies and Architecture (CESA) in Lugano, Switzerland, opened in the Fall of 1993. The Center serves as a resident educational facility for Virginia Tech students from many academic programs. Providing the opportunity for students to study abroad is an important strategy in strengthening the international programs of Virginia Tech, an objective of both the University and the Commonwealth.

For purposes of financing the operations of the Center, two separate programs are maintained. First, all instructional costs are accounted for in the Educational and General program of the University Division. Second, the housing, dining, and student activity auxiliary enterprise programs are recorded within the University's Residential and Dining Hall System. The Ferrari Foundation, the University's Swiss subsidiary corporation, manages the day-to-day activities of the Center.

Students attending the Center for European Studies and Architecture are assessed the same tuition as on-campus students, and it is recommended that this tuition policy continue.

For housing and dining services at the Center, the proposed fees are higher than on-campus rates to reflect the higher cost of living at the Center. Students are not required to pay the on-campus Comprehensive Fee while studying abroad. Students currently pay a \$111 CESA student activity fee, which provides students with community-building social and recreational events and activities. The University proposes a \$6 increase in the student activity fee for the 2010-11 academic year and a \$140 increase in the room and board fee to cover increased operating costs and the current exchange rate. If approved, CESA students will pay a \$117 Student Activity Fee and \$5,981 per semester for room and board. The University proposes the following semester rates for Virginia Tech students:

	2009-10 Charge <u>Semester Rate</u>	Proposed 2010-11 <u>Semester Rate</u>
CESA Student Activity Fee	\$ 111	\$ 117
CESA Room and Board Costs	5,841	5,981

Specialized Program Fees

Supplemental program fees are designed to cover costs that are unique to a specific discipline. To maintain the intent of the Commonwealth's funding policies regarding the collection and allocation of tuition revenues, Specialized Program Fees are charges established for a specific program which are beyond regular tuition and fees and are equal for students, both resident and nonresident.

Architecture + Design Supplemental Fee

To ensure that architecture, industrial design, interior design, and landscape architecture students in the School of Architecture + Design students continue to have access to appropriate studio equipment and technology, the University recognizes the differential cost of instruction for students with majors in the School of Architecture + Design through a supplemental program fee. This fee supports costs that are unique to Architecture + Design students including: the updating, equipment, and materials for instructional studios, student projects, and operational support of instructional studios. The fee began with incoming freshmen, internal transfers, and incoming graduate students admitted to the School of Architecture + Design during or after Fall 2008. No change in the supplemental fee is recommended for 2010-11:

	2009-10 Charge <u>Annual Fee</u>	Proposed 2010-11 <u>Annual Fee</u>
Full-time	\$650	\$650
Part-time	325	325

Engineering Supplemental Fee

To ensure that engineering students continue to receive a state-of-the-art education in a quality learning environment, the University began to recognize the higher cost of instruction in the College of Engineering (COE) through the establishment of a supplemental fee in 2007-08. This is important to support engineering students including: the continuing need for modernization of instrumentation and materials for instructional laboratories and student projects, instructional space costs, and effective maintenance of instrumentation and technology and operation of the instructional laboratories.

This is the fourth year of a planned multi-year phase-in of this supplemental fee. In Fall 2010, the undergraduate charge will be applied to all 1000, 2000, 3000 and 4000 level engineering courses. The full-time/part-time charge is applied to students entering the graduate engineering program Fall 2007 and beyond. The supplemental fee proposal for 2010-11 by level is presented below:

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
<u>Undergraduate</u>		
1000, 2000, 3000 Level Engineering Courses	\$30/hour	\$30/hour
4000 Level Engineering Courses	N/A	30/hour
<u>Graduate</u>		
Full-time	720/year	720/year
Part-time	360/year	360/year

Specialized Graduate Degree Program Fees

Specialized graduate degree programs provide a valuable service by meeting targeted educational and professional development needs. Since both the academic units and the University have added costs associated with providing high demand specialized graduate degree programs, a specialized graduate program fee address these incremental college and University costs required to deliver high quality programs. To maintain the intent of the Commonwealth's funding policies regarding the collection and allocation of tuition revenues, Specialized Graduate Program Fees are charges established for a specific graduate program, potentially at a specific location, beyond regular tuition and fees and are equal for students, both resident and nonresident.

Veterinary Medicine Facility Fee

Capital improvements are in progress to improve the College of Veterinary Medicine instructional space. Increased and enhanced facilities are necessary for the recruitment and retention of high-quality faculty as well as students. All Veterinary Medicine students are assessed a facility fee as part of a multi-year plan. Proceeds from the facility fee will be used exclusively for College of Veterinary Medicine instructional space improvements.

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
Virginia-Maryland Students	\$1,150	\$1,400
Nonresident Students	1,150	1,400

Master of Public Health (MPH) Supplemental Fee

The MPH degree program was approved by the Virginia Tech Board of Visitors on June 1, 2009 and by the State Council of Higher Education for Virginia on January 12, 2010. The proposed fee would begin with incoming MPH students admitted for Fall 2010 semester. Part-time students will pay one half of the fee.

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
<u>Full-time</u>		
Resident	N/A	\$500
Nonresident	N/A	500
<u>Part-time</u>		
Resident	N/A	250
Nonresident	N/A	250

Virginia Tech-Georgetown University Master of Science Degree in Biomedical Technology Development and Management

Virginia Tech has entered into an agreement with Georgetown University to offer a joint degree in biomedical technology development and management. This program will meet a growing demand for advanced degrees for individuals working in regulatory agencies and the pharmaceutical and biotechnology industries. The Georgetown Board of Directors approved the degree program in 2005. SCHEV and the Virginia Tech Board of Visitors approved the program in 2007.

As a true joint degree program, students are able to matriculate at either Virginia Tech or Georgetown University at the same total cost. All courses are cross-listed at both institutions, and the two institutions divide revenues and incur expenses based on the number of credit hours delivered. To fully implement the joint degree arrangement with Georgetown, Virginia Tech's total tuition and mandatory fee charge for this program will conform to Georgetown's total tuition and fees for its graduate medical program. The charges will be based on a per credit hour rate. For 2010-11, this rate is \$1,597 per credit hour.

A graduate program fee will be added to Virginia Tech's normal campus tuition and fee rates to equal the difference between the per credit hour tuition and mandatory fees at the Georgetown Medical School and per credit hour tuition and fees at Virginia Tech's extended campus to achieve the intent of the joint degree agreement.

Master of Business Administration Supplemental Fee

To ensure that the Virginia Tech Master of Business Administration (MBA) program is positioned to meet demand, competitive in the recruitment of a diverse pool of high caliber students, able to provide quality career services to graduates, and continues to

deliver a high quality program, the University established a new program fee for 2010-11. This fee was approved at the November 2009 Board of Visitors meeting to allow individuals considering the program advance notification of the fee. This fee will more appropriately align pricing of the Virginia Tech MBA program and provide increased funding for the college's academic program, expanded recruitment efforts, and enhanced career placement services for students.

The fee will not be assessed to Executive MBA or Professional MBA students. The fee will begin with incoming MBA students admitted for Fall 2010 semester. On and off campus students will pay the fee. Part-time students will pay the fee on a per credit hour basis.

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
<u>Full-time</u>		
Resident	N/A	\$3,900
Nonresident	N/A	3,900
<u>Part-time</u>		
Resident	N/A	\$162.50 per credit hour
Nonresident	N/A	162.50 per credit hour

Executive Model Graduate Degree Program Fees

While similar to specialized graduate program fees, the industry standard for this type of professional education program is to be quoted in terms of a total cost, for the entire program period. A program period generally spans eighteen months to two years. A new multi-year total cost is developed for each incoming cohort. The annual program fees are established as the difference between regular tuition and fees and the total cost during the cohort period. The program fee for a cohort's second year is established when tuition and fee rates are established for that year; this can be impacted by various factors including cost assignments by the General Assembly (such as the non-resident capital assessment).

Professional Master of Business Administration (PMBA) Supplemental Fee

The PMBA program is intended for experienced working professionals to complete an MBA on a part-time basis in an accelerated format. The program is designed on the cohort model with face-to-face weekend classes (in Richmond and Roanoke) while leveraging online technology for supplemental instructional delivery to provide flexibility for busy working professionals to complete the program over a two year period. The charges for the Professional MBA program are presented in the table below.

	<u>Two-Year Program Cost</u>	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>	<u>Placeholder 2011-12</u>
<u>Fall 2009 Cohort</u>				
PMBA Total Cost – Resident	\$33,000	\$16,500	\$16,500	
Less: Off-campus Tuition & Fees		<u>(9,811)</u>	<u>(10,449)</u>	
PMBA Fee – 2009 Resident		6,689	6,051	
PMBA Total Cost – Nonresident	48,048	24,024	24,024	
Less: Off-campus Tuition & Fees		<u>(17,335)</u>	<u>(19,753)</u>	
PMBA Fee – 2009 Nonresident		6,689	3,881	
<u>Fall 2010 Cohort</u>				
PMBA Total Cost – Resident	35,000		17,149	17,851
Less: Off-campus Tuition & Fees			<u>(10,449)</u>	<u>TBD</u>
PMBA Fee – 2010 Resident		N/A	6,700	TBD
PMBA Total Cost – Nonresident	55,000		26,453	28,547
Less: Off-campus Tuition & Fees			<u>(19,753)</u>	<u>TBD</u>
PMBA Fee – 2010 Nonresident		N/A	6,700	TBD

Executive Master of Natural Resources (XMNR) Supplemental Fee

The College of Natural Resources proposes to expand the current Master of Natural Resources program delivered in the National Capital Region by adding an executive format cohort. The program is an accelerated, non-residential graduate degree for working professionals with significant management experience. The proposed total cost and resulting supplemental fee are listed below.

	<u>Two-Year Program Cost</u>	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>	<u>Placeholder 2011-12</u>
<u>Fall 2010 Cohort</u>				
XMNR Total Cost – Resident	\$42,000		20,580	21,420
Less: Off-campus Tuition & Fees			<u>(10,449)</u>	<u>TBD</u>
XMNR Fee – 2010 Resident		N/A	10,131	TBD
XMNR Total Cost – Nonresident	61,971		29,884	32,087
Less: Off-campus Tuition & Fees			<u>(19,753)</u>	<u>TBD</u>
XMNR Fee – 2010 Nonresident		N/A	10,131	TBD

Masters of Information Security Assurance (MISA) Supplemental Fee

The MISA is designed to contribute to the nation's prosperity and security by providing executives with the engineering and management process training to effectively ensure trustworthy enterprise-wide information systems. The program is based in the

Advanced Research Institute in the National Capital Region. The MISA is designed on the cohort model with face-to-face weekend classes and leverages online technology for supplemental instructional delivery to provide flexibility for busy working professionals. An accelerated program schedule enables the program to be completed by working professionals in eighteen months. The program has a strong focus on global information security issues and includes an international field trip and case studies. The resulting charge for the MISA program is presented in the table below.

	18 Month Program <u>Cost</u>	2009-10 Charge Per <u>Semester</u>	Proposed 2010-11 Per <u>Semester</u>	Placeholder 2011-12 Per <u>Semester</u>
Spring 2010 Cohort				
MISA – Total Cost	\$60,000	\$20,000	\$20,000	
Less: Off-campus Tuition & Fees		<u>(4,905)</u>	<u>(5,224)</u>	
MISA Fee – Spring 2010 Cohort		15,095	14,776	
Fall 2010 Cohort				
MISA – Total Cost	\$60,000		\$20,000	\$20,000
Less: Off-campus Tuition & Fees			<u>(5,224)</u>	<u>TBD</u>
MISA Fee – Fall 2010 Cohort		N/A	14,776	TBD

Parking Fee

The General Assembly directed institutions of higher education to organize parking services as an auxiliary enterprise operation in 1989. The expenditure of General Fund dollars for the maintenance or improvement of parking lots and facilities was prohibited. Accordingly, Virginia Tech established the Parking Services Auxiliary at the beginning of fiscal year 1989-90 and instituted a fee for faculty, staff, and students who parked in campus lots. For 2009-10, the annual parking fee is \$179 for faculty and staff and \$136 for students. The fee revenue covers the costs of operating, constructing, maintaining, and improving the parking lots and facilities. Annual parking fees at other Virginia doctoral institutions for 2009-10 range from \$162 to over \$500 for students, dependent upon the type and proximity of parking facilities utilized.

The University proposes to increase the annual parking fee for faculty and staff from \$179 to \$220 and the student fee from \$136 to \$189 for 2010-11 to cover project costs including a new parking deck facility. The University also proposes to continue to provide a parking rate discount to encourage car-pooling in an effort to reduce the amount of vehicular traffic on campus.

Summary of Tuition and Fee Rates

A summary of the recommended tuition rates is shown on Schedules 1 and 2, and a summary of fees is attached on Schedules 3 and 4. Also, the total cost for students to attend Virginia Tech is detailed on Schedule 5 for undergraduate students and Schedule 6 for graduate students.

RECOMMENDATION:

That the proposed tuition and fee rates be approved, effective Fall Semester 2010.

Schedule 1

VIRGINIA TECH
2010-11 TUITION RECOMMENDATIONS
SUMMARY OF ANNUAL CHARGES

RECOMMENDATION

	2009-10 Charge	Proposed 2010-11	Rate Increase	
			\$	%
Undergraduate Students				
Resident	\$6,769	\$7,439	\$670	9.9%
Nonresident	19,522	20,498	976	5.0%
Graduate Students				
On-Campus Programs				
Resident	8,262	8,783	521	6.3%
Nonresident	15,572	17,238	1,666	10.7%
Off-Campus Programs				
Resident	9,210	9,790	580	6.3%
Nonresident	16,734	18,525	1,791	10.7%
Veterinary Medicine				
Virginia/Maryland	15,299	16,125	826	5.4%
Out-of-State Non-Maryland	37,101	38,585	1,484	4.0%

Impact of ARRA Mitigation Grant on Resident Undergraduate Tuition

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>
Resident Tuition	\$6,769	\$7,439
(Less) ARRA Mitigation Grant	(130)	(130)
Net Tuition Cost - Resident	\$6,639	\$7,309

Presentation Date: April 23, 2010

VIRGINIA TECH
2010-11 SPECIAL TUITION RATES
SUMMARY OF HOURLY RATES

	<u>2009-10 Charge</u>	<u>Proposed 2010-11</u>	<u>Increase</u>	
			<u>\$</u>	<u>%</u>
<u>Regular Part-Time Students (a)</u>				
<u>Undergraduate Students</u>				
Resident	\$282.00	\$310.00	\$28.00	9.9%
Nonresident	813.50	854.00	40.50	5.0%
<u>Graduate Students</u>				
<u>On-Campus Programs</u>				
Resident	459.00	488.00	29.00	6.3%
Nonresident	865.00	957.75	92.75	10.7%
<u>Off-Campus Programs</u>				
Resident	511.75	544.00	32.25	6.3%
Nonresident	929.75	1,029.25	99.50	10.7%
<u>School Personnel</u>				
Undergraduate Resident	169.00	186.00	17.00	10.1%
Graduate Resident	275.00	293.00	18.00	6.5%
<u>Study Abroad Programs (b)</u>				
Undergraduate Resident	226.00	248.00	22.00	9.7%
Undergraduate Nonresident	651.00	683.00	32.00	4.9%
Graduate Resident	367.00	390.00	23.00	6.3%
Graduate Nonresident	692.00	766.00	74.00	10.7%

ARRA Mitigation Grant - Resident Undergraduate, Per Hour		
	<u>2009-10</u>	<u>Proposed 2010-11</u>
Regular Part-Time Students	(5.50)	(5.50)
School Personnel	(3.00)	(3.00)
Study Abroad Programs	(4.00)	(4.00)

- (a) Part-time tuition charges for all student categories are derived from the full-time rate and are directly related to the number of credit hours taken. For tuition calculation purposes, the full-time undergraduate semester rate is divided by 12 credit hours and the full-time graduate student semester rate is divided by nine hours.
- (b) Special tuition rates for study abroad do not include students studying at the Center for European Studies and Architecture.

Presentation Date: April 23, 2010

VIRGINIA TECH
2010-11 FEE RECOMMENDATIONS
SUMMARY OF ANNUAL CHARGES

	2009-10 Charge	Proposed 2010-11	Increase	
			\$	%
<u>Educational and General Fee</u>				
Academic Fee	\$561	\$616	\$55	9.8%
Technology Fee	40	43	3	7.5%
Capital Fee				
Resident	0	0	0	-
Nonresident	390	569	179	45.9%
<u>Comprehensive Fee</u>				
Student Activity Fee	325	373	48	14.8%
Health Service Fee	320	326	6	1.9%
Athletic Fee	232	257	25	10.8%
Bus Fee	96	104	8	8.3%
Recreational Sports Fee	205	236	31	15.1%
Student Services Fee	187	195	8	4.3%
Total Comprehensive Fee	1,365	1,491	126	9.2%
<u>Room Fees</u>				
Upper Quad	3,094	3,426	332	10.7%
Pre-1983 Dormitories	3,300	3,654	354	10.7%
Cochrane Hall	4,114	4,556	442	10.7%
Special Purpose Housing	4,128	4,570	442	10.7%
Payne Park				
Traditional - Single	4,978	5,512	534	10.7%
Traditional - Double	3,636	4,026	390	10.7%
Suite - Single	6,058	6,708	650	10.7%
Suite - Double	4,386	4,856	470	10.7%
Suite - Double (Large Suite)	4,492	4,974	482	10.7%
Hillcrest				
Double Occupancy	4,006	4,436	430	10.7%
Single Occupancy	5,458	6,044	586	10.7%
Main Campbell & Newman				
Double Occupancy	3,724	4,124	400	10.7%
Single Occupancy	5,070	5,614	544	10.7%
Graduate Life Center at Donaldson Brown				
Double Occupancy	4,598	5,090	492	10.7%
Single Occupancy	6,272	6,944	672	10.7%
New Residence Hall West				
Double Occupancy	4,598	5,090	492	10.7%
Single Occupancy	6,272	6,944	672	10.7%
<u>Board Fees</u>				
Major Flex Plan	2,524	2,636	112	4.4%
Mega Flex Plan	2,724	2,836	112	4.1%
Premium Flex Plan	N/A	3,046	N/A	N/A

Presentation Date: April 23, 2010

Schedule 4**VIRGINIA TECH****2010-11 SUPPLEMENTAL PROGRAM FEES**

All charges are academic year unless otherwise noted.

	2009-10 Charge	Proposed 2010-11	Increase	
			\$	%
<u>Specialized Program Fees</u>				
Architecture + Design Supplemental Fee				
Full-time	\$650	\$650	\$0	0.0%
Part-time	325	325	0	0.0%
Engineering Supplemental Fee				
Undergraduate, per credit hour	30	30	0	0.0%
Graduate - Full-time	720	720	0	0.0%
- Part-time	360	360	0	0.0%
<u>Specialized Graduate Degree Programs</u>				
Veterinary Medicine Facility Fee	1,150	1,400	250	21.7%
Master of Public Health - Full-time	N/A	500	N/A	N/A
- Part-time	N/A	250	N/A	N/A
VT-GU M.S. in Biomedical Technology Development				
Total Cost per credit hour	1,551	1,597	46	3.0%
Master of Business Administration-Full-time	N/A	3,900	N/A	N/A
- Part-time, per credit hour	N/A	162.50	N/A	N/A
<u>Executive Model Graduate Degree Programs</u>				
Professional MBA				
2009 Cohort - Resident	6,689	6,051	(638)	-9.5% (a)
- Nonresident	6,689	3,881	(2,808)	-42.0% (a)
2010 Cohort - Resident	N/A	6,700	N/A	N/A
- Nonresident	N/A	6,700	N/A	N/A
Executive Master of Natural Resources				
2010 Cohort - Resident	N/A	10,131	N/A	N/A
- Nonresident	N/A	10,131	N/A	N/A
Masters of Information Security Assurance				
Spring 2010 Cohort, per semester	15,095	14,776	(320)	-2.1% (a)
Fall 2010 Cohort, per semester	N/A	14,776	N/A	N/A

(a) Supplemental program fees for Executive Model Graduate Degree Programs are designed to balance the difference between the quoted price (for a multi-year program) and actual tuition and fees.

Presentation Date: April 23, 2010

Schedule 5

VIRGINIA TECH

TOTAL COST TO STUDENTS

Comparison of 2009-10 and 2010-11 Annual Charges

UNDERGRADUATE STUDENTS

	2009-10 Charge	Proposed 2010-11	Increase	
			\$	%
<u>Resident</u>				
Tuition	\$6,769	\$7,439	\$670	9.9%
Educational and General Fee	601	659	58	9.7%
Subtotal Tuition and E & G Fee	7,370	8,098	728	9.9%
Comprehensive Fee	1,365	1,491	126	9.2%
Subtotal All Resident Students	8,735	9,589	854	9.8%
Room (Pre-1983 Dorms)	3,300	3,654	354	10.7%
Board (Flex Plan)	2,524	2,636	112	4.4%
Subtotal Room and Board	5,824	6,290	466	8.0%
Total Cost for Residents Living on Campus	<u>14,559</u>	<u>15,879</u>	<u>1,320</u>	<u>9.1%</u>
<u>Nonresident</u>				
Tuition	19,522	20,498	976	5.0%
Educational and General Fee	991	1,228	237	23.9%
Subtotal Tuition and E & G Fee	20,513	21,726	1,213	5.9%
Comprehensive Fee	1,365	1,491	126	9.2%
Subtotal All Nonresident Students	21,878	23,217	1,339	6.1%
Room (Pre-1983 Dorms)	3,300	3,654	354	10.7%
Board (Flex Plan)	2,524	2,636	112	4.4%
Subtotal Room and Board	5,824	6,290	466	8.0%
Total Cost for Nonresidents Living on Campus	<u>27,702</u>	<u>29,507</u>	<u>1,805</u>	<u>6.5%</u>

Impact of ARRA Mitigation Grant on Resident Undergraduate Tuition

	2009-10 Charge	Proposed 2010-11
Resident Undergraduate Tuition	\$6,769	\$7,439
(Less) ARRA Mitigation Grant	(130)	(130)
Net Tuition Cost - Resident	\$6,639	\$7,309

Presentation Date: April 23, 2010

Schedule 6

VIRGINIA TECH
TOTAL COST TO STUDENTS
Comparison of 2009-10 and 2010-11 Annual Charges

	2009-10 Charge	Proposed 2010-11	Increase	
			\$	%
<u>GRADUATE STUDENTS</u>				
On-Campus Programs				
<u>Resident</u>				
Tuition	\$8,262	\$8,783	\$521	6.3%
Educational and General Fee	601	659	58	9.7%
Subtotal Tuition and E & G Fee	8,863	9,442	579	6.5%
Comprehensive Fee	1,365	1,491	126	9.2%
Total Cost for Residents	10,228	10,933	705	6.9%
<u>Nonresident</u>				
Tuition	15,572	17,238	1,666	10.7%
Educational and General Fee	991	1,228	237	23.9%
Subtotal Tuition and E & G Fee	16,563	18,466	1,903	11.5%
Comprehensive Fee	1,365	1,491	126	9.2%
Total Cost for Nonresidents	17,928	19,957	2,029	11.3%
Off-Campus Programs				
<u>Resident</u>				
Tuition	9,210	9,790	580	6.3%
Educational and General Fee	601	659	58	9.7%
Total Cost for Residents	9,811	10,449	638	6.5%
<u>Nonresident</u>				
Tuition	16,734	18,525	1,791	10.7%
Educational and General Fee	991	1,228	237	23.9%
Total Cost for Nonresidents	17,725	19,753	2,028	11.4%
<u>VETERINARY MEDICINE</u>				
Virginia/Maryland Students				
Tuition	15,299	16,125	826	5.4%
Educational and General Fee	601	659	58	9.7%
Comprehensive Fee	1,365	1,491	126	9.2%
Vet Med Facility Fee	1,150	1,400	250	21.7%
Total Cost for Virginia/Maryland Students	18,415	19,675	1,260	6.8%
Out-of-State Students				
Tuition	37,101	38,585	1,484	4.0%
Educational and General Fee	991	1,228	237	23.9%
Comprehensive Fee	1,365	1,491	126	9.2%
Vet Med Facility Fee	1,150	1,400	250	21.7%
Total Cost for Out-of-State Students	40,607	42,704	2,097	5.2%

Presentation Date: April 23, 2010

RESEARCH AND DEVELOPMENT DISCLOSURE REPORT
February 17, 2010 through May 5, 2010

Reason for Conflict	External Entity	Owner	Principal Investigator	Co - P.I.'s	College	Period of Performance	Award Amount	Project Description
Faculty Owned Business	InteriorSoft LLC	Hengyong Yu	Hengyong Yu		Biomedical Engr	3-17-10 thru 5-16-10	\$35,892	InteriorSoft LLC has an SBIR award from NIH and will subcontract to VT. Project will include developing analytic and iterative reconstruction algorithms and software for interior tomography.
Faculty Owned Business	InteriorSoft LLC	Ge Wang		Yue Wang	Electrical Engr.			
Faculty Owned Business	InteriorSoft LLC	Ying Liu						
Faculty Owned Business	Techsburg, Inc.	Wing Ng	Ricardo Burdisso		Mechanical Engr.	TBD	\$45,001	Techsburg, Inc. has an award from the US Air Force and is negotiating a subcontract to VT. Project involves investigating the use of a microphone based sensing technique to determine distortion at the fan face of an S-shape inlet.
Faculty Owned Business	Aeroprobe Corp.	Demetri Telonis	Joseph Schetz		Aerospace & Ocean Engineering	3-1-10 thru 2-28-11	\$2,996	Aeroprobe Corporation has subcontracted to VT for work involving supersonic calibration of a Pitot/static probe and TC sensor.

RESOLUTION OF APPRECIATION TO THE FACULTY AND STAFF OF THE OFFICE OF RECOVERY AND SUPPORT

WHEREAS, on April 16, 2007, the tranquil learning environment of Virginia Polytechnic Institute and State University was shattered by an outburst of incomprehensible violence that resulted in the slaying of 33 people and the physical injury of more than 20 others, and caused those directly affected and their families to suffer overwhelming grief and trauma; and

WHEREAS, to assume the function of the ad hoc group of family liaisons that was formed in the immediate aftermath of the tragedy to reach out to the victims who survived and to the families of all victims, President Steger created the Office of Recovery and Support (ORS) in July 2007 with a mission to provide support to the victims, the families, and others directly affected by the tragedy and also to function as the central campus location to manage broader recovery efforts of the university community, such as commemoration activities; and

WHEREAS, because of his unique qualifications, **Jay Poole** was recruited for and graciously accepted the challenging role as the first Director of the Office of Recovery and Support, and swiftly immersed himself in establishing the office and assembling a strong team of mental health and other professionals to improve two-way communications with the injured students and all victims' families, to assist them in a multitude of ways, and to provide guidance to the university administration as to how best to meet their immediate needs during the first year; and after stepping down as Director of ORS, he has continued to serve in an advisory role; and

WHEREAS, since July 2008, **Debbie Day** has provided strong leadership as the second Director of ORS while maintaining her position as Associate Vice President for Alumni Relations, focusing intensely on establishing ongoing relationships with the families and the injured students, and developing programs and activities—most importantly, the Victim Support Program—to aid in the next phase of their healing process; and

WHEREAS, as the Associate Director of ORS with experience as a consultant to mental health experts and administrators at sites of other school shootings, **Dr. Scott Johnson** played a key role in development of communications with the families of the deceased victims; provided crisis intervention, counseling, and advocacy when needed; and facilitated group meetings of injured students, friends of victims and other groups as needed, while continuing to serve in his capacity as head of the university's Marriage and Family Therapy doctoral program and the Family Therapy Center; and

WHEREAS, as family liaison and special assistant to the Provost with experience as a licensed psychologist and marriage and family therapist, the role of **Dr. Anna Beth Benningfield** grew from providing counseling and advocacy services to families of faculty who were killed to working with all of the families and the physically injured students, and most notably included the leadership she provided to the Victim Support Program in October 2009; and

WHEREAS, as Assistant Director, **Megan Armbruster** was the primary liaison for the physically injured students and their families, and coordinated with academic departments and other units to assist the students with various needs to support their progress toward graduation, helped to organize commencement activities and special gatherings to promote healing—such as opportunities for the students to meet the Dave Matthews Band, former President Bill Clinton, and the New York Yankees when they came to campus—and served as the operational director for the April 16 Day of Remembrance events; and

WHEREAS, as Executive Assistant for ORS with over 30 years of experience, **Pam Pettry** played an essential role in establishing the office, providing administrative support to all members of the office, and interacting with the physically injured students and the families of all victims with sensitivity, sound judgment, and professionalism; and

WHEREAS, with a background in child and family therapy, **Dr. Marilyn Hutchins** served as a family liaison, providing outreach, counseling, and advocacy services to the families of the victims and assisting in support of the injured students and their families; and

WHEREAS, since joining ORS in 2008, **Kelly Griffin** has played a vital role in carrying out special projects and helping to plan and carry out Day of Remembrance activities and other healing events, particularly those supporting the physically injured students; and

WHEREAS, in 2009, **Janis Wilfore** joined ORS to assume the duties of the Executive Assistant to ensure that the quality of support provided to the families and students would be preserved as the Executive Assistant planned for retirement, and she has performed those responsibilities with enthusiasm and great care; and

WHEREAS, for the first year, **Dr. Ellen Plummer** served as Assistant Director of ORS, providing support and assistance to the injured students and the victims' families, and championing two successful grant proposals, one to the U.S. Department of Education for \$960,000 and the other to the U.S. Department of Justice for \$3 million, to provide assistance during the healing process to all who were affected and to identify actions that might aid victims of other tragedies in the future; and

WHEREAS, many others across the university, such as **Dennis Cochrane**, **Emily Reineke**, and **Wanda Osburn**, with deep compassion have willingly shared their time, talents, and expertise to support the work of the Office of Recovery and Support whenever called upon; and

WHEREAS, as of May 14, 2010, all of the physically injured students have graduated from the university, and it is fitting for the tending of the relationships between the university and these new alumni and the families of all victims to be cared for through the Alumni Association, which has a consistent vision "...[aspiring] to be a primary linkage between the university and its family of alumni across the globe" and for ORS organizationally to be part of the Alumni Association;

NOW, THEREFORE, BE IT RESOLVED that on behalf of the entire university community, the Board of Visitors of the Virginia Polytechnic Institute and State University commends and expresses its heartfelt appreciation to the faculty and staff of the Office of Recovery and Support for carrying out their challenging and emotionally demanding work with the utmost compassion, dedication, and professionalism, and for successfully accomplishing their mission to aid in the healing process of the injured students, the families, and all those who were directly affected by the tragedy of April 16, 2007.

RECOMMENDATION:

That the above resolution expressing the appreciation of the Board and the university community to the faculty and staff of the Office of Recovery and Support and all those who have supported their important work be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1984 and continuing for 25 years, Dr. Donald Barber faithfully served Virginia Tech as a faculty member in the College of Veterinary Medicine; and

WHEREAS, he provided effective leadership for 16 years as head of the Department of Small Animal Clinical Sciences; and

WHEREAS, with dedication, he taught a wide range of courses offered in the professional D.V.M. curriculum and at the graduate and post-graduate levels; and

WHEREAS, he advised and counseled D.V.M. students and graduate students, and served on numerous radiology resident committees; and

WHEREAS, he assisted students in achieving their career goals and contributed to their professional education; and

WHEREAS, he contributed to the research and knowledge of radiology and nuclear medicine, and to continuing education programs in the College of Veterinary Medicine; and

WHEREAS, he served on the university's radiation safety committee; and

WHEREAS, he served in numerous leadership positions in the American College of Veterinary Radiology;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Donald Barber for his distinguished service to the university with the title Professor Emeritus of Small Animal Clinical Sciences.

RECOMMENDATION:

That the above resolution recommending Dr. Donald Barber for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1978 and continuing for 32 years, Professor Steve Bickley faithfully served Virginia Tech as a faculty member in the School of Visual Arts, College of Architecture and Urban Studies; and

WHEREAS, with dedication, he taught courses in the sculpture concentration and studio arts program, including drawing, foundations, and art education; and

WHEREAS, as an advisor and mentor, he successfully helped students further their careers by pursuing graduate studies and as professionally practicing artists throughout the country; and

WHEREAS, as a professional artist, he participated in over 180 solo, group, invitational, and competitive exhibitions at art museums, galleries, art centers, metro stations, national parks, airports, and in private commissions; and

WHEREAS, he served the university community by installing permanent works of art in the campus landscape and interior structures, and by creating the university *Millennium Mace*, which has been proudly displayed at each commencement ceremony since 2000;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Professor Steve Bickley for his distinguished service to the university with the title Professor Emeritus of Art.

RECOMMENDATION:

That the above resolution recommending Professor Steve Bickley for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1968 and continuing for 42 years, Dr. Marvin Blecher faithfully served Virginia Tech as a faculty member in the Department of Physics, College of Science; and

WHEREAS, he made significant contributions to the understanding of physics through his work in nuclear physics focusing on precision measurements of extremely rare processes; and

WHEREAS, he ably served the scientific community as a leading member of productive collaborations at Los Alamos National Laboratory, Jefferson Laboratories, and TRIUMF—a consortium of eleven Canadian universities; and

WHEREAS, he supported the scientific research enterprise as a conference organizer and frequent reviewer for national and international journals and funding agencies; and

WHEREAS, with dedication, he taught a wide variety of undergraduate and graduate courses ranging across the full physics curriculum, placing strong emphasis on standards and student learning; and

WHEREAS, he advised numerous students on master's and doctoral dissertations and helped them develop successful careers in both academic and industrial settings; and

WHEREAS, he provided many years of distinguished contributions to the department, college, and university through dedicated service on numerous committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Marvin Blecher for his distinguished service to the university with the title Professor Emeritus of Physics.

RECOMMENDATION:

That the above resolution recommending Dr. Marvin Blecher for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1969 and continuing for 41 years, Dr. T. W. “Hap” Bonham faithfully served Virginia Tech as a faculty member in the Department of Management, Pamplin College of Business; and

WHEREAS, he contributed significantly as associate dean for administration and research for 23 years; and

WHEREAS, he served as director of graduate studies for the department and chaired more than ten dissertations; and

WHEREAS, he made considerable contributions to teaching at the undergraduate and graduate levels in the area of organizational behavior; and

WHEREAS, he received Certificates of Teaching Excellence and was a member of the Academy of Teaching Excellence; and

WHEREAS, he contributed significantly to scholarly research that led to the publication of journal articles and refereed proceedings; and

WHEREAS, he contributed to the achievement of a high national ranking for the Department of Management in the area of organizational behavior; and

WHEREAS, he capably served on many departmental, college, and university committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. T. W. “Hap” Bonham for his distinguished service to the university with the title Professor Emeritus of Management.

RECOMMENDATION:

That the above resolution recommending Dr. T. W. “Hap” Bonham for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1973 and continuing for 37 years, Dr. Donald Cherry faithfully served Virginia Tech as a faculty member in the Department of Biological Sciences, College of Science; and

WHEREAS, with dedication, he taught a wide variety of biological sciences courses ranging from sophomore-required courses to advanced undergraduate and graduate courses; and

WHEREAS, he served as major professor to 27 master's and 20 doctoral students, served on numerous graduate advisory committees, and mentored 14 postdoctoral associates; and

WHEREAS, he authored or co-authored 214 peer-reviewed research publications in the field of eco-toxicology; and

WHEREAS, he presented both invited and contributed papers at multiple national and international scientific conferences; and

WHEREAS, he was principal investigator for grants and contracts exceeding four million dollars that were sponsored by industry, state, and federal funding agencies; and

WHEREAS, he served as a member of two journal editorial boards and as a reviewer for research proposals, journal articles, and book chapters; and

WHEREAS, he served on numerous departmental, college, and university committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Donald Cherry for his distinguished service to the university with the title Professor Emeritus of Biological Sciences.

RECOMMENDATION:

That the above resolution recommending Dr. Donald Cherry for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1980 and continuing for 30 years, Dr. John Cundiff faithfully served Virginia Tech as a faculty member in the Department of Biological Systems Engineering, College of Agriculture and Life Sciences; and

WHEREAS, with dedication, he taught a wide range of courses and was awarded a College of Engineering Certificate of Teaching Excellence; and

WHEREAS, he taught fluid power systems and control for over 15 years and published a textbook on the subject that was adopted by other universities; and

WHEREAS, he developed the “Thermodynamics of Biological Systems” course that was integral to the development of the biological systems engineering program; and

WHEREAS, he made significant contributions to the green engineering program by developing and teaching “Introduction to Green Engineering” for five years; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students in agricultural engineering and, subsequently, biological systems engineering degree programs, and served as the graduate advisor for 15 master’s and three doctoral students; and

WHEREAS, he contributed significantly to research on efficient production, storage, and delivery of biomass feedstock, authored over 220 publications, received one U.S. patent and two outstanding paper awards from the American Society of Agricultural and Biological Engineers; and

WHEREAS, he served the American Society of Agricultural and Biological Engineers (ASABE) in numerous capacities; chaired ASABE technical, conference planning, and awards committees; impacted the development of standards; chaired the ASABE Food Processing Engineering Institute; was named an ASABE fellow; and received the ASABE Presidential Distinguished Service Award;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. John Cundiff for his distinguished service to the university with the title of Professor Emeritus of Biological Systems Engineering.

RECOMMENDATION:

That the above resolution recommending Dr. John Cundiff for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITA STATUS

WHEREAS, beginning in 1991 and continuing for 19 years, Dr. Larkin Dudley faithfully served Virginia Tech as a faculty member in the Department of Political Science, College of Liberal Arts and Human Sciences and in the Center for Public Administration and Policy, College of Architecture and Urban Studies; and

WHEREAS, with dedication, she taught a wide range of graduate courses and received two college teaching awards; and

WHEREAS, she advised and counseled master's students, served as major advisor to many doctoral candidates, served on numerous doctoral committees, and helped students achieve their career goals and contribute to the profession of public administration; and

WHEREAS, she was central to the creation and direction of the master's of public administration degree program; and

WHEREAS, she chaired the program in Public Administration and Policy for three years, chaired the School of Public and International Affairs' promotion and tenure committee, and served in numerous positions in the Phi Beta Kappa society; and

WHEREAS, she contributed to research on citizen participation, governance, and organizational change; and

WHEREAS, she authored over 40 publications, served on the editorial board of the *International Journal of Organizational Theory and Behavior*, and directed numerous sponsored research projects; and

WHEREAS, she served in leadership positions in a number of professional organizations, including the Southeastern Conference on Public Administration, the American Society for Public Administration, and the National Association of Schools of Public Administration and Affairs;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Larkin Dudley for her distinguished service to the university with the title Associate Professor Emerita of Public Administration and Policy.

RECOMMENDATION:

That the above resolution recommending Dr. Larkin Dudley for emerita status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1969 and continuing for 40 years, Professor D. Gene Egger faithfully served Virginia Tech as a faculty member in the School of Architecture + Design, College of Architecture and Urban Studies; and

WHEREAS, with dedication, he taught a wide variety of architecture courses from lower undergraduate level to advanced graduate level; and

WHEREAS, he was an effective and beloved teacher and advisor for countless undergraduate and graduate students, and helped students achieve their career goals and contribute to the profession; and

WHEREAS, as an exemplary teacher and effective mentor, he received the W. E. Wine Award, and served for 23 years as a member of the Academy of Teaching Excellence; and

WHEREAS, he served as assistant dean for undergraduate studies, chair of the foundation program, and director of the industrial design program; and

WHEREAS, he contributed significantly to the pedagogical mission of the architecture studio at the Center for European Studies and Architecture in Riva San Vitale, Switzerland and to the advancement of the international education abroad program as director of special programs for the College of Architecture and Urban Studies, and received the Alumni Award for Excellence in International Programs; and

WHEREAS, he participated in university governance activities by serving on numerous commissions and committees, including as chair of the Academy of Teaching Excellence, the W. E. Wine Award Committee, and the Commission on International Affairs and Outreach; and

WHEREAS, the quality of his teaching and academic leadership was recognized with award of the Nancy and Patrick Lathrop Professorship;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Professor D. Gene Egger for his distinguished service to the university with the title of Nancy and Patrick Lathrop Professor Emeritus of Architecture.

RECOMMENDATION:

That the above resolution recommending Professor D. Gene Egger for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1983 and continuing for 27 years, Professor Robert Graham faithfully served Virginia Tech as a faculty member in the School of Visual Arts, College of Architecture and Urban Studies; and

WHEREAS, with dedication, he taught drawing concentration courses in the studio foundations program, and most notably developed and taught the “Survey of African American Art History” course; and

WHEREAS, he developed, expanded, and digitized the African American art slide collection in the School of Visual Arts; and

WHEREAS, he chaired the studio program for two years and directed the Armory Art Gallery for seven years, during which time he organized 79 art exhibitions; and

WHEREAS, he advised and counseled undergraduate students and many graduating seniors, and helped students achieve their career goals and contribute to the art education profession; and

WHEREAS, he participated in national exhibitions, including 79 solo and 129 group art exhibitions at museums, art centers, colleges, and universities, in addition to having 32 professional gallery representations; and

WHEREAS, he co-directed the first statewide exhibit of *Virginia Women Artists: Female Experience in Art*; and

WHEREAS, he was a visiting artist at the School of the Art Institute of Chicago;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Professor Robert Graham for his distinguished service to the university with the title of Professor Emeritus of Art.

RECOMMENDATION:

That the above resolution recommending Professor Robert Graham for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1973 and continuing for 37 years, Dr. William Greenberg faithfully served Virginia Tech as a faculty member in the Department of Mathematics, College of Science; and

WHEREAS, he published over 100 articles on mathematical physics and on issues associated with computer-aided instruction; and

WHEREAS, he made over 100 presentations, including national and international conference lectures in 18 countries on six continents, and colloquia in an additional 18 countries; and

WHEREAS, he served the scientific community by assisting in the organization of 16 national and international conferences and by membership on the editorial boards of three journals; and

WHEREAS, he served the university community in his role as associate director of the Center for Transport Theory and Mathematical Physics and by participating on numerous departmental, college, and university committees; and

WHEREAS, he was recognized for his pedagogical insight with a Certificate of Teaching Excellence and appointment as a Diggs Scholar; and

WHEREAS, he supervised ten doctoral dissertations;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. William Greenberg for his distinguished service to the university with the title of Professor Emeritus of Mathematics.

RECOMMENDATION:

That the above resolution recommending Dr. William Greenberg for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1975 and continuing for 35 years, Dr. E. M. “Mick” Gregory faithfully served Virginia Tech as a faculty member in the Department of Biochemistry, College of Agriculture and Life Sciences; and

WHEREAS, he conducted research that increased understanding of the metal ion selectivity of cambialistic superoxide dismutases—a family of enzymes devoted to detoxification of reactive oxygen species that damage cellular components and tissues; and

WHEREAS, his passion, professionalism, and commitment to academic rigor have enthused and prepared thousands of biochemistry majors to pursue successful careers in research, medicine, biotechnology, and education; and

WHEREAS, he continually provided biochemistry students with substantive and instructive experiential learning activities in both laboratory courses and undergraduate research projects; and

WHEREAS, he provided thoughtful advice and guidance to many hundreds of students regarding academic and career choices; and

WHEREAS, his colleagues recognized him as a departmental steward and leader, as evidenced by his repeated election to the department’s faculty advisory committee; and

WHEREAS, in times of need or crisis he consistently went the “extra mile” by teaching additional courses and assuming more duties; and

WHEREAS, he served as an advisor and mentor for numerous faculty and consistently provided sage counsel to the biochemistry department heads; and

WHEREAS, he devoted considerable time and effort to supporting important outreach activities such as the Governor’s School for Agriculture and the Fralin Center’s high school teacher summer program;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. E. M. “Mick” Gregory for his distinguished service to the university with the title of Associate Professor Emeritus of Biochemistry.

RECOMMENDATION:

That the above resolution recommending Dr. E. M. “Mick” Gregory for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1979 and continuing for 31 years, Dr. Lawrence Grossman faithfully served Virginia Tech as a faculty member in the Department of Geography, College of Natural Resources; and

WHEREAS, with dedication, he taught a wide variety of geography courses ranging from the lower and upper division undergraduate level to the advanced graduate level; and

WHEREAS, his innovative use of technology in education led to his receiving the Virginia Tech XCaliber Award for Excellence in Integrating Technology in Teaching and Learning; and

WHEREAS, he developed the geospatial and environmental analysis interdisciplinary doctoral program, served as chair of that doctoral program, and served as director of graduate studies in the department; and

WHEREAS, he was instrumental in developing initial programs to train faculty in geographic information systems for the Faculty Development Institute; and

WHEREAS, he developed geospatial workshops to train foreign agricultural researchers and his workshop tutorials were adopted throughout the world; and

WHEREAS, he authored or co-authored over 50 publications, and one of his books received the CHOICE Award for Outstanding Academic Book; and

WHEREAS, the Cultural and Political Ecology Specialty Group of the Association of American Geographers recognized his international research by awarding him the Robert McC. Netting Award for distinguished research and professional activities that bridge geography and anthropology; and

WHEREAS, he received research and teaching grants from the National Science Foundation, National Geographic Society, Wenner-Gren Foundation for Anthropological Research, University of Florida's Center for Latin American Studies, Association of American Geographers, Virginia Geographic Alliance, and the United States Agency for International Development; and

WHEREAS, he served as department head, during which time the number of geography majors more than doubled;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Lawrence Grossman for his distinguished service to the university with the title of Professor Emeritus of Geography.

RECOMMENDATION:

That the above resolution recommending Dr. Lawrence Grossman for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1973 and continuing for 37 years, Dr. Amoz Kats faithfully served Virginia Tech as a faculty member in the Department of Economics, College of Science; and

WHEREAS, with dedication, he taught a wide variety of economics courses ranging from Principles to the advanced graduate level, including Honors Principles; and

WHEREAS, he received several departmental teaching awards; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students in the economics degree programs, encouraged undergraduate research, and served on many doctoral committees; and

WHEREAS, he served with great dedication on the policy and qualifying examination committees of the joint doctoral degree program with the Department of Agricultural and Applied Economics; and

WHEREAS, he made significant contributions to research on economic theory and game theory; and

WHEREAS, he frequently served as referee for various leading journals in economics;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Amoz Kats for his distinguished service to the university with the title of Professor Emeritus of Economics.

RECOMMENDATION:

That the above resolution recommending Dr. Amoz Kats for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1984 and continuing for 25 years, Dr. James Littlefield faithfully served Virginia Tech as a faculty member in the Department of Marketing, Pamplin College of Business; and

WHEREAS, he provided effective leadership as department head for seven years; and

WHEREAS, with dedication, he taught a variety of marketing courses ranging from undergraduate to graduate levels specializing in international marketing; and

WHEREAS, he led over 30 education abroad programs, and received the Alumni Award for Excellence in International Education; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students, and served on 26 master's and doctoral committees; and

WHEREAS, he contributed significantly to research on international marketing and economic development, and authored over 50 academic publications, monographs, and books; and

WHEREAS, he served as a member of several editorial boards and reviewer for numerous professional journals, and participated in academic conferences; and

WHEREAS, he advised universities in Egypt, Albania, and Turkey regarding the development of academic programs in business; and

WHEREAS, he served as consultant to numerous firms, non-profit organizations, and government agencies, and served on the boards of directors of the Virginia Tech Intellectual Properties Corporation and the Virginia Tech Employees Federal Credit Union;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. James Littlefield for his distinguished service to the university with the title of Professor Emeritus of Marketing.

RECOMMENDATION:

That the above resolution recommending Dr. James Littlefield for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1970 and continuing for 32 years, Dr. Robert Mahan faithfully served Virginia Tech as a faculty member in the Department of Mechanical Engineering, College of Engineering; and

WHEREAS, he established and directed the Thermal Radiation Group, a nationally prominent laboratory in remote sensing and infrared technology; and

WHEREAS, he obtained more than three million dollars in externally-funded research, authored or co-authored more than 100 contributions to the technical literature, and authored a widely used radiation heat transfer textbook; and

WHEREAS, his exceptional dedication to the education of both undergraduate and graduate students was exemplified by having designed and regularly taught the required "Engineering Design and Economics" course, and by serving as graduate advisor for 42 master's and 14 doctoral students; and

WHEREAS, he established and coordinated several highly visible student exchange programs with prominent European engineering schools, resulting in the exchange of more than 100 undergraduate and graduate students; and

WHEREAS, he actively promoted a variety of international activities in the College of Engineering, served as a member of the National Advisory Committee for the International Association for the Exchange of Students for Technical Experience, and served as a board of directors member for the Association for International Practical Training; and

WHEREAS, he served as assistant secretary of the American Society of Mechanical Engineers (ASME) Heat Transfer Division and as editor of the division's newsletter; and

WHEREAS, he organized and chaired many national and international meetings, served multi-year terms as ASME faculty advisor, and served as an Accreditation Board for Engineering and Technology evaluator for the accreditation of mechanical engineering programs; and

WHEREAS, he provided many years of exemplary service to the department, college, and university through dedicated service on numerous committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Robert Mahan for his distinguished service to the university with the title of Professor Emeritus of Mechanical Engineering.

RECOMMENDATION:

That the above resolution recommending Dr. Robert Mahan for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1977 and continuing for 32 years, Dr. Jay Mancini faithfully served Virginia Tech as a faculty member in the Department of Human Development, College of Liberal Arts and Human Sciences; and

WHEREAS, with dedication, he taught a wide variety of human development courses ranging from introductory undergraduate level to advanced graduate level; and

WHEREAS, he advised and counseled undergraduate and graduate students, served on numerous master's and doctoral committees, and served as major advisor to many master's and doctoral candidates; and

WHEREAS, he provided effective leadership to the family studies and adult development and aging programs, resulting in enhanced program visibility and ranking; and

WHEREAS, he served as department head and participated in university governance as a member of the Commission on Research; and

WHEREAS, he secured extensive federal and foundation funding to sustain an ongoing research program for several decades; and

WHEREAS, his research on the well-being of military families, youth at risk for developmental problems, and evidence-based interventions to support community capacity enhancement resulted in over 100 scientific publications and Cooperative Extension reports; and

WHEREAS, he created productive international research collaborations with scholars in Canada, England, Europe, and Ireland; and

WHEREAS, he held leadership positions in a number of organizations, including the National Council on Family Relations and the Directors Group of the Army Youth Development Project, and was named fellow of the National Council on Family Relationships;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Jay Mancini for his distinguished service to the university with the title of Professor Emeritus of Human Development.

RECOMMENDATION:

That the above resolution recommending Dr. Jay Mancini for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1969 and continuing for over 40 years, Dr. Douglas Martin faithfully served Virginia Tech as Director of Benefits in the Department of Human Resources; and

WHEREAS, he made significant contributions to the university community as a leader in employee benefits programs; and

WHEREAS, he made significant contributions to the Commonwealth of Virginia, and subsequently Virginia Tech employees, by serving as an advisor on numerous committees and advisory councils; and

WHEREAS, he provided thoughtful guidance and support to thousands of employees, retirees, and prospective employees; and

WHEREAS, he often served as a guest lecturer for undergraduate and graduate classes, supervised internships that provided professional experiences for students, and served on student committees; and

WHEREAS, he provided many years of distinguished contributions to the department, division, and university by exemplifying the highest level of caring and expert service;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Douglas Martin for his distinguished service to the university with the title Director Emeritus of Benefits.

RECOMMENDATION:

That the above resolution recommending Dr. Douglas Martin for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1972 and continuing for 26 years, Dr. Reginald Mitchiner faithfully served Virginia Tech as a faculty member in the Department of Mechanical Engineering, College of Engineering; and

WHEREAS, he served on the College of Engineering committee that established the widely respected *Personal Computer Initiative*; and

WHEREAS, he helped establish the Computer Aided Engineering Design Program (CAEDP), secured multi-year National Science Foundation funding to continue the program, and served as director of CAEDP for many years; and

WHEREAS, with dedication, he taught over 7,000 students and led the first team of students to execute a design project that resulted in a U.S. patent through the auspices of the Virginia Tech Intellectual Properties; and

WHEREAS, he mentored over 40 master's degree students and two doctoral students who went on to achieve success as designers and researchers throughout the world; and

WHEREAS, nationwide industries consulted him regarding mechanical design issues, and for many years his research in the field of high pressure reciprocating air compressors for shipboard service was supported by the U.S. Navy; and

WHEREAS, he made significant contributions to research in the kinematics of hobbled and pinion cut spur and helical gearing, and his research on the design of geared systems has been cited in many textbooks; and

WHEREAS, he served in a number of international professional technical societies, and for twenty years served on the mechanical engineering review panel for the Office of Naval Research fellows and on the engineering review panel for the Department of Defense fellows; and

WHEREAS, he provided many years of exemplary service to the department, college, and university through dedicated service on numerous committees; and

WHEREAS, he received the 1977 North Carolina Award in Science from the North Carolina governor and state legislature;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Reginald Mitchiner for his distinguished service to the university with the title of Professor Emeritus of Mechanical Engineering.

RECOMMENDATION:

That the above resolution recommending Dr. Reginald Mitchiner for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1982 and continuing for 28 years, Dr. Tetsuro Mizutani faithfully served Virginia Tech as a faculty member in the Department of Physics, College of Science; and

WHEREAS, he contributed significantly to the understanding of physics through his work on theoretical nuclear and intermediate energy physics; and

WHEREAS, he contributed to the international visibility of Virginia Tech through numerous visits to prestigious institutions in France, Germany, Italy, Portugal, Russia, Spain, Switzerland, and Vietnam; and

WHEREAS, he supported the scientific research enterprise as a frequent reviewer for national and international journals and funding agencies; and

WHEREAS, with dedication, he taught a wide variety of undergraduate and graduate courses ranging across the full physics curriculum; and

WHEREAS, he advised numerous students on doctoral dissertations; and

WHEREAS, he provided many years of distinguished contributions to the department, college, and university through dedicated service on numerous committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Tetsuro Mizutani for his distinguished service to the university with the title of Associate Professor Emeritus of Physics.

RECOMMENDATION:

That the above resolution recommending Dr. Tetsuro Mizutani for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1971 and continuing for 39 years, Dr. Ali Nayfeh faithfully served Virginia Tech as a faculty member in the Department of Engineering Science and Mechanics, College of Engineering; and

WHEREAS, with dedication, he taught a wide variety of engineering science and mechanics courses ranging from freshman to advanced graduate level; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students in the engineering science and mechanics and engineering mechanics programs, and served as the graduate advisor for 40 master's and 67 doctoral students; and

WHEREAS, he authored over 1,000 publications, including 11 books, 436 archival papers, 36 book chapters, 91 reports, 611 presentations at national and international meetings and conferences, and received four patents; and

WHEREAS, he gave 124 invited talks and seminars at universities across the nation and abroad, and organized 29 international workshops and conferences; and

WHEREAS, he served as an investigator on 120 externally sponsored research projects; and

WHEREAS, he served the profession as editor of the *Wiley Book Series on Nonlinear Science* and editor-in-chief of *Nonlinear Dynamics* and the *Journal of Vibration and Control*; and

WHEREAS, he received several national and international lifelong recognition awards in teaching, research, and scholarship; and

WHEREAS, he was named fellow of the American Physical Society, the American Institute of Aeronautics and Astronautics, the American Society of Mechanical Engineers, and the American Academy of Mechanics; and

WHEREAS, he was a member of the Tau Beta Pi, Phi Beta Kappa, and Sigma Xi honor societies; and

WHEREAS, he served in an exemplary manner as University Distinguished Professor;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Ali Nayfeh for his dedicated service to the university with the title of University Distinguished Professor Emeritus of Engineering Science and Mechanics.

RECOMMENDATION:

That the above resolution recommending Dr. Ali Nayfeh for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1973 and continuing for 37 years, Dr. J. Frederick Read faithfully served Virginia Tech as a faculty member in the Department of Geosciences, College of Science; and

WHEREAS, with dedication, he taught a wide variety of geosciences courses ranging from freshman to advanced graduate level; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students in the geosciences degree program, and served as the graduate advisor for 11 master's and 16 doctoral students; and

WHEREAS, under his direction, the Virginia Tech sedimentology/stratigraphy program was ranked ninth in the nation by *U.S. News and World Report*; and

WHEREAS, he made significant contributions in research on sedimentology/stratigraphy and authored over 100 publications;

WHEREAS, he served on numerous departmental committees and professional societies and as associate editor of the *Journal of Sedimentary Petrology*; and

WHEREAS, he received the American Association of Petroleum Geologists' (AAPG) Grover E. Murray Memorial Distinguished Educator Award, the Society for Sedimentary Geology's Pettijohn Medal for Excellence in Sedimentology, the Eastern AAPG's Outstanding Educator Award and four Outstanding Paper Awards; and

WHEREAS, he served as the AAPG Distinguished Lecturer and the John Curtin International Institute Fellow at Curtin University, Bentley, Australia; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. J. Frederick Read for his distinguished service to the university with the title of Professor Emeritus of Geosciences.

RECOMMENDATION:

That the above resolution recommending Dr. J. Frederick Read for emeritus status be approved.

June 7, 2010

RESOLUTION FOR POSTHUMOUS EMERITUS STATUS

WHEREAS, beginning in 1979 and continuing for 20 years, Dr. Robert Richards faithfully served Virginia Tech as a faculty member in the College of Education and the College of Human Resources and Education; and

WHEREAS, as a member of the faculty in the School of Education, Department of Educational Leadership and Policy Studies, he was a dedicated teacher of leadership-related coursework offered at the advanced graduate level at the Virginia Tech Center in Hampton Roads; and

WHEREAS, as a clear indication of his teaching excellence, he earned consistently high student evaluation scores during each of his 20 years, *across all courses*; and

WHEREAS, he made extraordinary contributions to the university and academic community through regional and national presentations regarding governance and human relations issues; and

WHEREAS, he exhibited extraordinary commitment to collaborative inquiry through which he generously demonstrated his compassion by advising and counseling students as they worked through their doctoral studies; and

WHEREAS, he was especially devoted to serving as a mentor to current and former students; and

WHEREAS, he consistently devoted his substantial energy to promoting Virginia Tech in the Hampton Roads area and served as an ambassador and initial contact for Virginia Tech in the Hampton Roads area through his involvement in community activities; and

WHEREAS, he provided outstanding leadership in his role as program leader of the School of Education's educational leadership program in Hampton Roads;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors posthumously recognizes Dr. Robert Richards for his distinguished service to the university with the title of Associate Professor Emeritus of Educational Leadership.

RECOMMENDATION:

That the above resolution recommending Dr. Robert Richards for posthumous emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1980 and continuing for 30 years, Dr. J. Donald Rimstidt faithfully served Virginia Tech as a faculty member in the Department of Geosciences, College of Science; and

WHEREAS, with dedication, he taught a wide variety of geosciences courses ranging from freshman to advanced graduate level; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students in the geosciences degree program, and served as graduate advisor for master's and doctoral students; and

WHEREAS, he provided leadership as department chair, assistant chair, and by serving on numerous departmental committees; and

WHEREAS, he made significant research contributions in the field of geochemistry, authored over 73 publications, co-authored the *Resource Geology* lab manual, was contributing editor to various book chapters, and served as associate editor of *Geochimica et Cosmochimica Acta*; and

WHEREAS, he was inducted as a fellow of the Mineralogical Society of America;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. J. Donald Rimstidt for his distinguished service to the university with the title of Professor Emeritus of Geosciences.

RECOMMENDATION:

That the above resolution recommending Dr. J. Donald Rimstidt for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1979 and continuing for 31 years, Dr. Crandall Shifflett faithfully served Virginia Tech as a faculty member in the Department of History, College of Liberal Arts and Human Sciences; and

WHEREAS, he was a dedicated, skilled, and popular teacher of undergraduate and graduate courses; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students during his long career; and

WHEREAS, he contributed to scholarly research by authoring four books, two articles, and numerous encyclopedia and dictionary entries relating to the history of the United States; and

WHEREAS, he pioneered digital scholarship by creating and administering *Virtual Jamestown*; and

WHEREAS, he shared his understanding of American history with public school teachers throughout the commonwealth to enhance their teaching; and

WHEREAS, he advanced the cause of liberal studies through his service on the boards of directors of the Virginia Foundation for the Humanities, the Federation of State Humanities Councils, the Virginia Council for History Education, and similar bodies; and

WHEREAS, he cheerfully served as director of graduate studies, acting department chair, and on numerous departmental and college committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Crandall Shifflett for his distinguished service to the university with the title of Professor Emeritus of History.

RECOMMENDATION:

That the above resolution recommending Dr. Crandall Shifflett for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1966 and continuing for 44 years, Dr. James Shockley, Jr. faithfully served Virginia Tech as a faculty member in the Department of Mathematics, College of Science; and

WHEREAS, he was a respected, demanding teacher of a wide variety of mathematics courses; and

WHEREAS, he participated in teaching innovations such as video lectures and self-paced courses; and

WHEREAS, he directed a National Science Foundation summer institute for high school teachers and participated in two extension programs for high school teachers; and

WHEREAS, he served the department on numerous committees and served the commonwealth by conducting a State Council of Higher Education for Virginia study of mathematics curriculum articulation between community colleges and four-year institutions; and

WHEREAS, he published four papers on number theory, one paper on self-paced learning, and four textbooks;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. James Shockley, Jr. for his distinguished service to the university with the title of Associate Professor Emeritus of Mathematics.

RECOMMENDATION:

That the above resolution recommending Dr. James Shockley, Jr. for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1979 and continuing for 31 years, Dr. Joseph Slawny faithfully served Virginia Tech as a faculty member in the Department of Physics, College of Science; and

WHEREAS, he contributed significantly to the understanding of physics through his work on statistical and mathematical physics; and

WHEREAS, he contributed to the international visibility of Virginia Tech through numerous visits to prestigious institutions in Belgium, France, Germany, Israel, Italy, Poland, Switzerland, and the United Kingdom; and

WHEREAS, he supported the scientific research enterprise as a frequent reviewer for national and international journals; and

WHEREAS, with dedication, he taught a wide variety of undergraduate and graduate courses ranging across the full physics and mathematical physics curriculum; and

WHEREAS, he advised numerous students on doctoral dissertations; and

WHEREAS, he provided many years of distinguished contributions to the department, the college, and the university through dedicated service on numerous committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Joseph Slawny for his distinguished service to the university with the title of Professor Emeritus of Physics.

RECOMMENDATION:

That the above resolution recommending Dr. Joseph Slawny for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1974 and continuing for 36 years, Dr. Robert Snider faithfully served Virginia Tech as a faculty member in the Department of Mathematics, College of Science; and

WHEREAS, he published 46 papers in a research program on ring theory that was supported by the National Science Foundation for many years; and

WHEREAS, he delivered 37 invited conference lectures and colloquia in seven countries; and

WHEREAS, he served the community at many levels, including on many departmental committees, university honor court, and a National Research Council panel to select Ford Foundation postdoctoral fellows; and

WHEREAS, with dedication, he taught a wide variety of mathematics courses at all levels of the curriculum;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Robert Snider for his distinguished service to the university with the title of Professor Emeritus of Mathematics.

RECOMMENDATION:

That the above resolution recommending Dr. Robert Snider for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1972 and continuing for 38 years, Dr. William Snizek faithfully served Virginia Tech as a faculty member in the Department of Sociology, College of Liberal Arts and Human Sciences; and

WHEREAS, he advised and counseled numerous undergraduate and graduate students and served on or chaired numerous master's and doctoral committees; and

WHEREAS, he received ten Excellence in Teaching Certificates, the Alumni Teaching Award, the W. E. Wine Award, the Sporn Award for Excellence in the Teaching of Introductory Subjects, the Diggs Teaching Scholar Award, the Students' Choice Award, and the State Council of Higher Education for Virginia Outstanding Faculty Award, and was elected to and chaired the Academy of Teaching Excellence; and

WHEREAS, he made significant research contributions in the sociology of organizations and occupations, and sociology of science, and;

WHEREAS, he was Senior Research Fulbright Fellow to the Netherlands, published 11 books and research monographs and more than 75 refereed journal articles and book chapters; and

WHEREAS, he served in an exemplary manner as Alumni Distinguished Professor;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. William Snizek for his dedicated service to the university with the title of Alumni Distinguished Professor Emeritus of Sociology.

RECOMMENDATION:

That the above resolution recommending Dr. William Snizek for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1977 and continuing for 32 years, Dr. Richard Stratton faithfully served Virginia Tech as a faculty member in the health and physical education program, School of Education, College of Liberal Arts and Human Sciences; and

WHEREAS, he was a respected and popular teacher, advisor, and mentor to both students and colleagues; and

WHEREAS, he was extensively involved in service to the program area, department, school, college and university by serving as program area leader, and through his membership on multiple promotion and tenure committees, curriculum committees, and in a range of university support capacities; and

WHEREAS, he consistently exceeded student expectations in helping them complete degree requirements, and;

WHEREAS, he was a respected national colleague as evidenced by his receiving the Virginia Association of Health, Physical Education, Recreation, and Dance (VAHPERD) Honor Award and his election and appointment to multiple American Association of Health, Physical Education, Recreation, and Dance (AAHPERD) committees; and

WHEREAS, he served as an important collaborator with the Department of Athletics, preparing many of the student-athletes for sports management and performance careers;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Richard Stratton for his distinguished service to the university with the title of Associate Professor Emeritus of Health Promotion.

RECOMMENDATION:

That the above resolution recommending Dr. Richard Stratton for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1974 and continuing for 29 years, Dr. James Thomas, Jr. faithfully served Virginia Tech as a faculty member in the Department of Mechanical Engineering, College of Engineering; and

WHEREAS, with dedication, he taught a wide range of nuclear and mechanical engineering courses at the undergraduate and graduate levels; and

WHEREAS, he supervised more than 20 master's students and seven doctoral students; and

WHEREAS, he made significant contributions to diverse research fields, including those of particle transport theory, heat transfer, thermal stresses, thermal properties of composites, nuclear reactor control and instrumentation, solar energy engineering, and microwave processing; and

WHEREAS, he served as investigator for approximately two million dollars in sponsored research, and authored over 90 publications in 24 journals on topics ranging from nuclear engineering to materials science and microwave power; and

WHEREAS, he held appointments at the University of Bologna, Italy and the Los Alamos Scientific Laboratory; and

WHEREAS, he provided important and non-routine service to the profession as reviewer for many technical journals and funding agencies, and as a member of the International Thermal Conductivity Conferences' board of directors, and

WHEREAS, he was twice chosen lead instructor for the Virginia Tech Department of Energy Nuclear Intern Training Program; and

WHEREAS, he provided many years of exemplary service to the department, the college, and the university through dedicated service on numerous committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. James Thomas, Jr. for his distinguished service to the university with the title of Professor Emeritus of Nuclear and Mechanical Engineering.

RECOMMENDATION:

That the above resolution recommending Dr. James Thomas, Jr. for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1967 and continuing for 35 years, Dr. William Thomas faithfully served Virginia Tech as a faculty member in the Department of Mechanical Engineering, College of Engineering; and

WHEREAS, he developed and taught courses ranging from freshman to senior technical electives to advanced graduate level; and

WHEREAS, he directed the thesis research of 40 master's and 11 doctoral students; and

WHEREAS, he authored or co-authored over 60 technical papers, 121 university outreach reports, and several society conference proceedings; and

WHEREAS, he was a preeminent trailblazer in the field of solar energy engineering and made significant contributions to research in solar thermal applications; and

WHEREAS, he received solar-related grants from the National Institute of Standards and Technology, the U.S. Department of Energy, Reynolds Metals Company, and other Virginia-based companies; and

WHEREAS, he was instrumental in establishing the American Society of Mechanical Engineers' *Solar Energy Transactions* and served as an editor for that publication; and

WHEREAS, he was appointed to the American Society of Heating, Refrigerating, and Air-Conditioning Engineers' project committee that developed the first standard test method for solar collectors; and

WHEREAS, he advised the U.S. Department of Energy-sponsored Solar Rating and Certification Corporation on resolving technical compliance issues with manufacturers; and

WHEREAS, he served as director of the Virginia Tech Industrial Energy Center, and provided energy surveys and process analyses for area industries and commercial facilities, which resulted in 100 technical reports documenting energy conservation and cost-saving opportunities totaling approximately three million dollars over a seven-year period; and

WHEREAS, he served in national professional societies and was elected fellow of the American Society of Mechanical Engineers and life member of the American Society of Heating, Refrigerating, and Air-Conditioning Engineers;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. William Thomas for his distinguished service to the university with the title of Professor Emeritus of Mechanical Engineering.

RECOMMENDATION:

That the above resolution recommending Dr. William Thomas for emeritus status be approved.

June 7, 2010

RESOLUTION FOR EMERITA STATUS

WHEREAS, beginning in 1966 and continuing for 44 years, Dr. Sue Tolin faithfully served Virginia Tech as a faculty member in the Department of Plant Pathology, Physiology, and Weed Science, College of Agriculture and Life Sciences; and

WHEREAS, with dedication, she taught and lectured in undergraduate and graduate courses; and

WHEREAS, she directed 12 master's and 11 doctoral students, and served on over 40 master's and doctoral committees in 11 university programs; and

WHEREAS, she was principal or co-principal investigator on grants researching plant viruses and virus diseases in the commonwealth, nation, and world; and

WHEREAS, through her work in the Integrated Pest Management Collaborative Research Support Program, she brought international visibility to Virginia Tech; and

WHEREAS, she authored or co-authored over 150 refereed journal articles, book chapters, and reviews; and

WHEREAS, she served on science advisory panels and proposal review panels for the United States Department of Agriculture (USDA), National Institutes of Health, Environmental Protection Agency, and National Science Foundation; and

WHEREAS, she held leadership positions in professional organizations, including as president of the American Phytopathological Society (APS) and founding member of the APS public policy board; and

WHEREAS, she received many professional honors and awards, including an Alumni Award for Excellence in International Research and elected as fellow in three scientific societies; and

WHEREAS, she provided many years of distinguished contributions to the department, the college, and the university through dedicated service on numerous commissions and committees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Sue Tolin for her distinguished service to the university with the title of Professor Emerita of Plant Pathology

RECOMMENDATION:

That the above resolution recommending Dr. Sue Tolin for emerita status be approved.

June 7, 2010

RESOLUTION FOR EMERITUS STATUS

WHEREAS, beginning in 1979 and continuing for 31 years, Dr. Robert Wheeler faithfully served Virginia Tech as a faculty member in the Department of Mathematics, College of Science; and

WHEREAS, he published 36 papers in a research program on integral equations that was supported by the National Science Foundation and the Air Force Office of Scientific Research for many years; and

WHEREAS, he delivered 39 invited conference lectures and colloquia in five countries; and

WHEREAS, with dedication, he taught mathematics courses at all levels of the curriculum, and supervised one doctoral dissertation; and

WHEREAS, he participated in several curriculum reform efforts, including calculus reform, a National Science Foundation-funded effort to strengthen ties between engineering and mathematics curricula, and the development of computer-aided instruction; and

WHEREAS, he served as reviewer for the National Science Foundation, the Air Force Office of Scientific Research, and the Israel Science Foundation; and

WHEREAS, he served on multiple committees and commissions, including University Council, the Commission on Undergraduate Studies and Policies, the University Promotion and Tenure Committee, the College Curriculum Committee, the College Personnel Committee, and on over 40 distinct departmental committees, many times as chairman and many for more than one term; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors recognizes Dr. Robert Wheeler for his distinguished service to the university with the title of Professor Emeritus of Mathematics.

RECOMMENDATION:

That the above resolution recommending Dr. Robert Wheeler for emeritus status be approved.

June 7, 2010

ENDOWED PROFESSOR FELLOWSHIP
Ralph H. Bogle Professor Fellowship in Industrial and Systems Engineering

The Grado Department of Industrial and Systems Engineering (ISE), working with the College of Engineering administration and development staff, has instituted a system by which open endowed professorships may be utilized on a rotating and non-permanent basis to reward faculty members who are making excellent progress toward a future endowed professorship. To distinguish the temporary use of open endowed professorships from more permanent assignments, individuals holding these rotating two-year assignments will be called "professor fellows."

The Ralph H. Bogle Professorship in Industrial and Systems Engineering was established by the estate of Ralph H. Bogle, Jr., Class of 1942, and from other funds contributed by alumni and corporations. Mr. Bogle received his B.S. degree in Chemical Engineering, and completed his career as president of the R. H. Bogle Company in Alexandria, Virginia.

The ISE department head, with the support and consent of the faculty and honorifics committee, recommends Dr. Brian Kleiner for the Ralph H. Bogle Professor Fellowship in Industrial and Systems Engineering. The college honorifics committee and Dean Richard Benson concur with the recommendation.

Dr. Kleiner has been an ISE faculty member for 19 years, having joined the department in 1991 as an assistant professor. He currently holds the rank of professor.

Dr. Kleiner has developed and taught innovative courses in industrial and systems engineering to hundreds of students. He has established a world-class research program in the analysis and design of work systems and work systems interfaces with a specialization in "macro" or "systems" ergonomics. He also works in socio-technical systems, function allocation in automation and systems design, safety, health, and performance management.

Dr. Kleiner has advised more than 35 graduate students, has authored or co-authored more than 125 refereed papers, and has participated in more than \$10 million in funded research projects.

Dr. Kleiner is active in service and outreach activities and is deemed an outstanding citizen of his department, college, university, and profession.

The professor fellowship period will be August 10, 2010 to August 9, 2012.

RECOMMENDATION:

That Dr. Brian Kleiner be appointed to the Ralph H. Bogle Professor Fellowship for a two-year period, effective August 10, 2010, with a salary supplement provided by the endowment and, as available, from the eminent scholars match program.

June 7, 2010

ENDOWED PROFESSORSHIP
The Clifford A. Cutchins, III Professorship in English

In June 1989, the Sovran Financial Corporation established the Clifford A. Cutchins, III Endowed Professorship in the Department of English at Virginia Tech. Dean Sue Ott Rowlands, concurring with the Department of English Full Professor Personnel Committee and its external member from the Department of Religion and Culture, has nominated Dr. Paul M. Sorrentino as the Clifford A. Cutchins, III Professor of English.

Dr. Sorrentino came to Virginia Tech in 1978 after receiving his Ph.D. from the Pennsylvania State University in 1977. He was promoted to the rank of professor in 1994. He has served his department, college, university, and professional organizations in an exemplary manner in many diverse capacities. For example, he has served as Associate Chair of English and member of the College Personnel Committee and Alumni Award Selection Committee. He is founder and editor of *Stephen Crane Studies*. He is a magician and frequently gives lectures and motivational talks to groups beyond the university.

He has held the Guggenheim Fellowship (2008-09) and a National Endowment for the Humanities yearlong grant (1996-97) as well as additional national and university grants. He is currently completing a biography of the American author Stephen Crane, to be published by Harvard University Press, and a new edition of *A Red Badge of Courage* is just published by Harvard. He has published five other books and a textbook, two dozen articles and chapters, and multiple notes and reviews, and he frequently presents papers at national conferences. A reviewer writes, "Paul Sorrentino is an extraordinary scholar; he is probably the more knowledgeable and reliable scholar in the field of Crane studies today."

Paul Sorrentino is successful and celebrated for his teaching. He won the SCHEV Outstanding Faculty Award in 2006, the university's W. E. Wine Award in 2006, the Alumni Teaching Award in 1984, and three Certificates of Teaching Excellence. His overall Student Perception of Instruction score is 3.89 for 136 courses taught at Virginia Tech; in 25% of his courses he received a perfect 4.0. In addition to teaching graduate and upper-division courses, he often teaches the survey courses, which enroll a number of students in the Curriculum for Liberal Education. His availability to a broad range of Virginia Tech students is in the spirit of the donation that honors Clifford A Cutchins, III.

RECOMMENDATION:

That Dr. Paul M. Sorrentino be appointed the Clifford A. Cutchins, III Professor of English, for a five-year period, effective August 10, 2010, with a salary supplement provided by the endowment and, as available, from the eminent scholars match program.

June 7, 2010

ENDOWED PROFESSORSHIP
Julian H. Gary and Margaret S. Gary Professorship in Horticulture

The Julian H. Gary and Margaret S. Gary Professorship in Horticulture was established with a bequest from Margaret Savage Gary. Mrs. Gary was an avid gardener who intended that her gift would support an area of lifelong interest shared with her husband, and to honor her nephew, Stuart Johnson, an alumnus of Virginia Tech.

Dr. Roger Harris, interim head of the Department of Horticulture and the departmental honorifics committee recommend that Dr. Richard Veilleux be named as the Julian H. and Margaret S. Gary Professor. The college honorifics committee and Dean Alan Grant concur with this recommendation.

Dr. Veilleux's numerous achievements and research on the genetic improvement of crops has significantly impacted horticultural science around the world. His haploid breeding line of potatoes are used in many breeding programs. Dr. Veilleux's influence is intensified by the work of his doctoral graduates in research labs around the U.S. and abroad.

Dr. Veilleux's collaboration with the International Strawberry Genome Sequencing Consortium and the International Potato Genome Sequencing Consortium will result in the first sequenced genomes for both the Rosaceas (rose, apple, and others) and Solanacease (potato, tomato, and others) families. These sequenced genomes will be of incalculable value in the future development of improved crops.

Dr. Veilleux has published over 70 refereed journal articles, numerous book chapters, and many other publications. He has graduated over 30 graduate students and currently has seven graduate students studying with him. He has been an outstanding citizen of the department, serving as graduate coordinator and assistant department head for many years.

Dr. Veilleux has demonstrated outstanding leadership and scholarship in learning, discovery, and engagement; gaining him the respect of his colleagues and fully embodying the values of the university.

RECOMMENDATION:

That Dr. Richard Veilleux be appointed to the Julian H. Gary and Margaret S. Gary Professorship for a five-year period, effective June 10, 2010, with a salary supplement provided by the endowment and, as available, from the eminent scholars match program.

June 7, 2010

ENDOWED PROFESSORSHIP
Thomas B. Hutcheson, Jr. Professorship

The Thomas B. Hutcheson, Jr. Professorship in Crop and Soil Environmental Science was established in 1985 by a committee of Dr. Hutcheson's friends to perpetuate his memory. Funds for this professorship were provided through the generosity of an anonymous benefactor and funds generated by the committee.

Dr. James McKenna, interim head of the Department of Crop and Soil Environmental Science, and the departmental promotion and tenure committee recommend that Dr. W. Lee Daniels be named as the Thomas B. Hutcheson, Jr. Professor in Crop and Soil Environmental Science. The college honorifics committee and Dean Alan Grant concur with this recommendation.

Dr. Daniels is nationally recognized for his pioneering research in reclamation of disturbed lands, particularly those impacted by mining, waste disposal, road building, and other forms of perturbation. He was among the first researchers to develop and implement highly effective remediation strategies, including the use of municipal and industrial waste products as soil amendments. He has also been a leader in areas of wetland restoration and genesis and chemistry of mine soils. His current research deals with the conversion of dredge sediments to useful soils.

Dr. Daniels excels not only in scholarship, but also in being a dedicated and effective teacher. He teaches introductory soil science lecture/laboratory courses to over 150 students, in addition to several other undergraduate and graduate courses. He exemplifies the qualities of the educator-scientist in whose memory this professorship was established.

Dr. Daniels has demonstrated outstanding leadership and scholarship in learning, discovery, and outreach; gaining him the respect of his colleagues and fully embodying the values of the university.

RECOMMENDATION:

That Dr. W. Lee Daniels be appointed to the Thomas B. Hutcheson, Jr. Professorship for a five-year period, effective June 10, 2010, with a salary supplement provided by the endowment and, as available, from the eminent scholars match program.

June 7, 2010

**ENDOWED FELLOWSHIP
Wayne E. Leininger Junior Faculty Fellowship
in Accounting and Information Systems**

The Wayne E. Leininger Junior Faculty Fellowship in Accounting and Information Systems was established by alumni and friends of Wayne E. Leininger. From 1971 until his retirement in 2003, Dr. Leininger was a valued faculty member of the Department of Accounting and Information Systems. Under his leadership, the department became one of the first accounting departments to develop an accounting information systems degree option. The department is still recognized as a leader in this area. As department head, Dr. Leininger was instrumental in positioning the department as one of the premier recruiting schools for the large international accounting firms.

The current department head, Dr. Robert Brown nominates Dr. John Brozovsky, with recommendation of the Departmental Honorifics Committee, to serve as the Wayne E. Leininger Junior Faculty Fellow of Accounting and Information Systems.

Dr. Brozovsky has published 25 refereed journal articles, more than a dozen other articles, one book, and two book chapters. He has made more than 50 presentations. Notably, Dr. Brozovsky has recently made numerous presentations on international financial reporting standards at meetings sponsored by the American Accounting Association, the Port Authorities of North America, Illinois CPA Society, Georgia Society of CPAs, and others.

In the most recent visit by the peer review team of the Association to Advance Collegiate Schools of Business, they specifically recognized the department's leadership in preparing its students to work in a changing financial reporting environment. Dr. Brozovsky's contributions in this area are significant.

Dr. Brozovsky has served as a reader on 14 dissertation committees and has chaired four others. He is the primary advisor to over 400 undergraduate junior and senior ACIS majors as well as over 90 master's students. Since Dr. Brozovsky assumed this responsibility, student evaluations of advising have improved substantially.

RECOMMENDATION:

That Dr. John Brozovsky be appointed to the Wayne E. Leininger Junior Faculty Fellowship for a three-year period, effective August 10, 2010, with a salary supplement provided by the endowment.

June 7, 2010

ENDOWED PROFESSOR FELLOWSHIP
Hal G. Prillaman Professor Fellowship in Industrial and Systems Engineering

The Grado Department of Industrial and Systems Engineering (ISE), working with the College of Engineering administration and development staff, has instituted a system by which open endowed professorships may be utilized on a rotating and non-permanent basis to reward faculty members who are making excellent progress toward a future endowed professorship. To distinguish the temporary use of open endowed professorships from more permanent assignments, individuals holding these rotating two-year assignments will be called "professor fellows."

Mr. Hal G. Prillaman, Class of 1955, established the Prillaman Professorship in Industrial and Systems Engineering. Mr. Prillaman received his B.S. degree in Industrial Engineering and is a member of the ISE's Academy of Distinguished Alumni.

The ISE department head, with the support and consent of the faculty and honorifics committee, recommends Dr. Maury Nussbaum to hold the Hal G. Prillaman Professor Fellowship in Industrial and Systems Engineering. The college honorifics committee and Dean Richard Benson concur with the recommendation.

Dr. Nussbaum has been an ISE faculty member for 14 years, having joined the department in 1996 as an assistant professor. He currently holds the rank of professor.

Dr. Nussbaum has developed and taught innovative courses in industrial and systems engineering to hundreds of students. He has established a world-class research program in occupational biomechanics, the modeling of lumbar spine kinetics and kinematics, artificial neural networks, industrial ergonomics and work physiology, and related topics.

Dr. Nussbaum has advised more than 35 graduate students, has authored or co-authored well over 100 refereed papers, and has participated in more than \$10 million in funded research projects.

Dr. Nussbaum is active in service and outreach activities and is deemed an outstanding citizen of his department, college, university, and profession.

The professor fellowship period will be August 10, 2010 to August 9, 2012.

RECOMMENDATION:

That Dr. Maury Nussbaum be appointed to the Hal G. Prillaman Professor Fellowship for a two-year period, effective August 10, 2010, with a salary supplement provided by the endowment and, as available, from the eminent scholars match program.

June 7, 2010

ENDOWED PROFESSORSHIP
W. S. "Pete" White Chair for Innovation in Engineering Education

The W. S. "Pete" White Chair for Innovation in Engineering Education was established by American Electric Power with the generous gift of \$500,000. The creation of this chair, in honor of Pete White (EE '48), enables Virginia Tech to generate new interest in the teaching of engineering and in improving the learning process. It is unique in its flexibility—the chair is rotated biennially to a new recipient. Dean Richard Benson has nominated Dr. Joseph G. Tront as the W.S. "Pete" White Chair, based on the recommendations of the Department of Electrical and Computer Engineering and the College of Engineering's Honorifics Committee.

Dr. Tront came to Virginia Tech as an assistant professor in 1978, received tenure and promotion to the rank of associate professor in 1984, and became a full professor in 1996. He has a distinguished record of practicing and providing leadership for innovative teaching using technology. He was a key contributor to the creation of the bachelor's of science computer engineering program which, as documented in the most recent data from the American Society for Engineering Education, is the nation's largest undergraduate computer engineering program in degrees awarded.

As the College of Engineering's assistant dean for engineering computing, he evolved the college's PC Initiative from a hardware focus to an emphasis on software applications and impact on teaching and learning. He played an important leadership role in the Southeastern University and College Coalition for Engineering Education (SUCCEED). He was *the* leader in SUCCEED for technology-based education, served on the guidance team, and led the technology-based curriculum delivery thrust area. He moved from a local leadership role to regional, national, and international leadership roles, and continues to be a practitioner and national leader in the development and use of multimedia courseware for engineering education.

Dr. Tront's contributions in engineering education and education innovation have been recognized internally and externally. He received the W. S. "Pete" White Award for Innovation in Teaching from the College of Engineering, the university-level XCaliber Award for Excellence in Teaching with Technology, and a College of Engineering Certificate of Teaching Excellence from the Virginia Tech Academy of Teaching Excellence. Nationally, he received a Laureate Award in The Computerworld Honors Program, for his contributions to the "Tablet PC-based Learning Environment" and a National Science Foundation award as a Successful Innovator in Science, Mathematics, and Engineering Education.

RECOMMENDATION:

That Dr. Joseph G. Tront be appointed to the W.S. "Pete" White Chair for Innovation in Engineering Education, for a period of two years beginning August 10, 2010, with a salary supplement provided by the endowment and, as available, from the eminent scholars match program.

June 7, 2010

RESOLUTION ON EXCEPTION TO THE VIRGINIA CONFLICT OF INTEREST ACT

WHEREAS, the Code of Virginia section 2.1-639.6 prohibits the control over the employment of an immediate family member; and,

WHEREAS, exceptions are provided under the following conditions:

The personal interest of an officer or employee of a state institution of higher education in additional contracts of employment with his own governmental agency which accrue to him because of a member of his immediate family, provided (i) the officer or employee and the immediate family member are engaged in teaching, research, or administrative support positions at the educational institution, (ii) the governing board of the educational institution finds that it is in the best interests of the institution and the commonwealth for such dual employment to exist, and (iii) after such finding, the board ensures that the officer or employee, or the immediate family member, does not supervise, evaluate, or otherwise participate in personnel decisions regarding the other; and,

WHEREAS, Dr. Daniel Wubah serves as the vice president and dean for undergraduate education and his spouse, Dr. Judith Wubah, is the director of pre-health advising; and,

WHEREAS, the senior vice president and provost has recommended alternative evaluation procedures so that Dr. Daniel Wubah will not participate in, nor have influence over, decisions related to his spouse's annual evaluation, recommendation for merit increase, or other personnel related decisions; and

WHEREAS, Dr. Judith Wubah reports to the director of career services, a unit reporting to the vice president for student affairs;

NOW, THEREFORE, BE IT RESOLVED, that an exception to the Conflict of Interest Act be granted by the Board of Visitors as provided by the Code of Virginia with appropriate safeguards for the fair evaluation of Dr. Judith Wubah by persons other than her spouse, under oversight of the senior vice president and provost.

RECOMMENDATION:

That an exception to the Conflict of Interest Act be granted by the Board of Visitors as provided by the Code of Virginia with appropriate safeguards for the fair evaluation of Dr. Judith Wubah during the time in which her spouse serves as vice president and dean for undergraduate education be approved.

June 7, 2010

Faculty Personnel Changes Report

FINANCE AND AUDIT COMMITTEE

Quarter ending March 31, 2010

The Faculty Personnel Changes Report includes new appointments and adjustments in salaries for the general faculty, including teaching and research faculty in the colleges, and for administrative and professional faculty that support the University including the library, extension, academic support, athletics, and administration. The report is organized by senior management area (college or vice presidential area).

Since the last Board meeting, the University has made the following faculty personnel appointments and salary adjustments:

Teaching and Research Faculty	
New Appointments with Tenure or Continued Appointment	2
New Appointments to Tenure-Track or Continued Appointment	3
New Appointments to Non-Tenure Track	0
Adjustments in Salary	0
Administrative and Professional Faculty	
New Appointments	0
Adjustments in Salary	12
Adjustments in Salary - Contractual Arrangement	0
One-time payments for Post-Season Sports Events	26

RECOMMENDATION:

That the Board ratify the Faculty Personnel Changes Report.

June 7, 2010

FACULTY PERSONNEL CHANGES

June 7, 2010

TEACHING AND RESEARCH FACULTYNEW APPOINTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION		
					EFF DATE	% APPT	ANNUAL RATE
<u>Architecture and Urban Studies</u>							
Sanchez, Thomas	Professor - Tenured	School of Public & International Affairs / Urban Affairs & Planning	Regular	9	10-Aug-10	100	\$ 100,000
<u>Engineering</u>							
Mettavelli, Paolo	Professor	Electrical & Computer Engineering	Regular	9	10-Jan-10	100	\$ 120,000
<u>Vice President for Research</u>							
Chiu, Pearl	Assistant Professor	Virginia Tech Carilion Research Institute	Regular	12	1-Sep-10	100	\$ 135,000
King-Casae, Brooks	Assistant Professor	Virginia Tech Carilion Research Institute	Regular	12	31-Aug-10	100	\$ 135,000
Monzague, P. Reed	Professor - Tenured	Virginia Tech Carilion Research Institute	Regular	12	1-Sep-10	100	\$ 345,000
					1-Sep-10		\$ 70,000
					1-Jul-11		\$ 35,000

ADMINISTRATIVE AND PROFESSIONALADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION			
					EFF DATE	% APPT	ANNUAL RATE	
<u>Agriculture and Life Sciences</u>								
Johnson, Jr. Lonnie	Lead District Director	Virginia Cooperative Extension	Regular	12	10-Feb-10	100	\$ 95,000	
<u>Natural Resources</u>								
Olson, Thomas	Assistant Dean	Natural Resources - Administration	Regular	12	10-Jan-10	100	\$ 100,000	
<u>Recreation</u>								
Adair, Charles	Associate Head Women's Soccer Coach	Athletics	Regular	12	31-Dec-09	100	\$ 2,000 *	
Cagle, Kelly	Head Women's Soccer Coach	Athletics	Regular	12	31-Dec-09	100	\$ 4,000 *	
Capaldo, Stephen	Associate University Legal Counsel	Legal Counsel	Regular	12	23-Feb-10	100	\$ 67,200	
Dresser, Kevin	Head Wrestling Coach	Athletics	Regular	12	18-Apr-10	100	\$ 2,000 *	
Ferguson, Jarrett	Assistant Strength & Conditioning Coach	Athletics	Regular	12	1-Feb-10	100	\$ 3,000 *	
Greenberg, Seth	Head Men's Basketball Coach	Athletics	Regular	12	18-Apr-10	100	\$ 10,000 *	
Gwilliam, Ford	Assistant Women's Soccer Coach	Athletics	Regular	12	31-Dec-09	100	\$ 2,000 *	
					10-Feb-10	100	\$ 40,000	
Hicks, Kevin	Director, Visual/Broadcast Communications	Athletics	Regular	12	1-Feb-10	100	\$ 2,000 *	
Hill, Rickey	Spirit Coach	Athletics	Regular	12	1-Feb-10	100	\$ 1,000 *	
Holloway, Braden	Associate Head Swim Coach	Athletics	Regular	12	30-Apr-10	100	\$ 1,000 *	
Marinello, Anthony	Assistant Band Director	Athletics	Regular	12	1-Feb-10	100	\$ 3,000 *	
McGranahan, Jennifer	Assistant Coach Track/Field/Cross Country	Athletics			18-Apr-10		\$ 5,000 *	
McKee, David	Band Director	Athletics	Regular	12	1-Feb-10	100	\$ 5,000 *	
Mitchell, Terry	Assistant Strength & Conditioning Coach	Athletics	Regular	12	1-Feb-10	100	\$ 1,500 *	
Panella, Martha	Director of Publications	Athletics	Regular	12	1-Feb-10	100	\$ 500 *	
Peterson, Joey	Assistant Swim Coach	Athletics			30-Apr-10		\$ 1,000 *	
Plemmons, Ronald	Dive Coach	Athletics	Regular	12	30-Apr-10	100	\$ 1,000 *	
Quarry, Danielle	Assistant Swim Coach	Athletics			30-Apr-10		\$ 1,000 *	
Robie, Anthony	Associate Head Wrestling Coach	Athletics	Regular	12	18-Apr-10	100	\$ 1,000 *	
Short, Keith	Assistant Strength & Conditioning Coach	Athletics	Regular	12	1-Feb-10	100	\$ 3,000 *	
Skinner, Ned	Head Swim Coach	Athletics	Regular	12	30-Apr-10	100	\$ 2,000 *	

continued

ADMINISTRATIVE AND PROFESSIONALADJUSTMENTS

NAME	TITLE	DEPARTMENT	REG or RSTR	Months	CURRENT ACTION		
					EFF DATE	% APPT	ANNUAL RATE
Smith, Clarence	Assistant Athletic Director, Ticketing Services	Athletics	Regular	12	1-Feb-10	100	\$ 2,000 *
Smith, David	Assistant Athletic Director, Athletics Communication	Athletics	Regular	12	1-Feb-10	100	\$ 2,000 *
Stinespring, Bryan	Offensive Coordinator	Athletics	Regular	12	25-Jan-10	100	\$ 300,052
Thomas, Ben	Assistant Coach Track/Field/Cross Country	Athletics	Regular	12	16-Apr-10	100	\$ 5,000 *
Weaver, James	Director of Athletics	Athletics	Regular	12	1-Mar-10	100	\$ 405,588
Wells, Jeremy	Assistant Athletic Director, Marketing/Promotions	Athletics	Regular	12	1-Feb-10	100	\$ 1,500 *
White, Daniel	Assistant Swim Coach	Athletics	Regular	12	30-Apr-10	100	\$ 1,000 *
Yetzer, Nathan	Assistant Wrestling Coach	Athletics	Regular	12	16-Apr-10	100	\$ 1,000 *
<u>Senior Vice President and Provost</u>							
Smith, Kenneth	Associate Provost, Resource Management & Planning	Office of the Provost	Regular	12	25-Jan-10	100	\$ 125,000
<u>Vice President for Equity and Inclusion</u>							
Robinson, Dale	Manager, Conflict Resolution Program	Equity & Inclusion	Regular	12	1-Jan-10	100	\$ 55,000
<u>Vice President for Finance and Chief Financial Officer</u>							
Hundley, Travis	Budget Coordinator	Budget & Financial Planning	Regular	12	10-Jan-10	100	\$ 64,000
<u>Vice President for Information Technology</u>							
Walker, Jacques	Training & Documentation Specialist	Learning Technologies	Regular	12	18-Jan-10	100	\$ 44,000
<u>Vice President for National Capital Region</u>							
Stone, Nicholea	Deputy Director	National Capital Region Operations	Regular	12	10-Mar-10	100	\$ 125,620
<u>Vice President for Student Affairs</u>							
Evans, Whitney	Assistant Director of Aquatics & Instructional Programs	Recreational Sports	Regular	12	1-Feb-10	100	\$ 40,000

Amounts denoted by an asterisk (*) are bonuses

2010-11 Promotion, Tenure, and Continued Appointment Program

FINANCE AND AUDIT COMMITTEE

Traditionally, increases for faculty promoted in the spring are effective at the beginning of the academic year (or in the case of calendar-year faculty, at the beginning of the fiscal year). Consistent with the 2010-11 faculty compensation plan, salary adjustments are proposed for teaching and research faculty who have been promoted in rank during the 2009-10 academic year. The following raises are recommended for promotions to:

Professor	\$4,000
Associate Professor	3,000
Assistant Professor	2,000

There are four non-tenure track clinical faculty ranks beginning with Clinical Instructor. Those clinical faculty members with outstanding performance may be considered for promotion in rank. The following raises are recommended for promotions to:

Clinical Professor	\$4,000
Clinical Associate Professor	3,000
Clinical Assistant Professor	2,000

There are three non-tenure track professor of practice faculty ranks, beginning with Assistant Professor of Practice. Those professor of practice faculty members with outstanding performance may be considered for promotion in rank. The following raises are recommended for promotions to:

Professor of Practice	\$4,000
Associate Professor of Practice	3,000

Extension faculty are also eligible for promotion in rank. The three ranks for extension faculty are Associate Agent, Agent, and Senior Agent. The following raises are recommended for promotions to:

Senior Agent	\$3,000
Agent	2,000

There are three ranks for faculty on the instructor track: Instructor, Advanced Instructor, and Senior Instructor. The following raises are recommended for promotions to:

Senior Instructor	\$3,000
Advanced Instructor	2,000

RECOMMENDATION:

That the following faculty are recommended for promotion and/or tenure or continued appointment in accordance with the faculty compensation plan.

June 7, 2010

Name	Promoted Rank	Recommended Salary 2010-11	Appt	Increase over 2009-10 Amount	Percent	Code
<u>COLLEGE OF AGRICULTURE & LIFE SCIENCES</u>						
Agblevor, Foster A	Professor	123,100	CY	4,000	3.36	2
Denbow, Cynthia J	Advanced Instructor	50,177	AY	2,000	4.15	2
Estabrooks, Paul Andrew	Professor	124,000	CY	4,000	3.33	2
Goatley, James Michael	Professor	94,205	CY	4,000	4.43	2
Hong, Chuanxue	Professor	99,750	CY	4,000	4.18	2
Knowlton, Katharine F	Professor	94,671	CY	4,000	4.41	2
Liu, Dongmin	Associate Professor	105,068	CY	3,000	2.94	3
Maguire, Rory Owen	Associate Professor	81,407	CY	3,000	3.83	3
Thomason, Wade Everett	Associate Professor	81,974	CY	3,000	3.80	3
Vinatzer, Boris A	Associate Professor	67,202	AY	3,000	4.67	3
Zhang, Yiheng	Associate Professor	89,000	AY	3,000	3.49	3
<u>COLLEGE OF ARCHITECTURE & URBAN STUDIES</u>						
Breitschmid, Markus	Associate Professor	71,350	AY	3,000	4.39	3
Hirt, Sonia A	Associate Professor	72,460	AY	3,000	4.32	3
Jones, James R	Professor	84,049	AY	4,000	5.00	2
Paterson, Simone Win	Associate Professor	60,800	AY	3,000	5.19	3
Tucker, Lisa M	Associate Professor	66,000	AY	3,000	4.76	3
<u>COLLEGE OF BUSINESS</u>						
Gnyawali, Devi R	Professor	126,097	AY	4,000	3.28	2
Jenkins, James G	Professor	160,667	AY	4,000	2.55	2
<u>COLLEGE OF ENGINEERING</u>						
Agah, Masoud	Associate Professor	87,078	AY	3,000	3.57	3
Asryan, Levon Volodya	Associate Professor	90,325	AY	0	0.00	1
Back, Godmar Volker	Associate Professor	88,465	AY	3,000	3.51	3
Borrego, Maura Jenkins	Associate Professor	120,227	CY	3,000	2.56	3
Clauer, C Robert	Professor	173,049	CY	0	0.00	1
Flintsch, Gerardo W	Professor	137,333	CY	4,000	3.00	2
Huxtable, Scott T	Associate Professor	84,884	AY	3,000	3.66	3
Lee, Yong Woo	Associate Professor	103,326	CY	3,000	2.99	3
Lohani, Vinod K	Professor	91,433	AY	4,000	4.57	2
Lu, Peizhen	Associate Professor	83,500	AY	3,000	3.73	3
MacKenzie, Allen B	Associate Professor	90,395	AY	3,000	3.43	3
McCue-Weil, Leigh S	Associate Professor	86,849	AY	3,000	3.58	3
Paretti, Marie C	Associate Professor	79,000	AY	3,000	3.95	3
Patil, Mayuresh J	Associate Professor	78,911	AY	3,000	3.95	3
Priya, Shashank	Associate Professor	102,000	AY	0	0.00	1
Sinha, Sunil Kumar	Associate Professor	91,333	AY	0	0.00	1
Wang, Linbing	Professor	98,000	AY	4,000	4.26	2
Zhang, Liqing	Associate Professor	88,465	AY	3,000	3.51	3

Name	Promoted Rank	Recommended Salary 2010-11	Appt	Increase over 2009-10		Code
				Amount	Percent	
<u>COLLEGE OF LIBERAL ARTS & HUMAN SCIENCES</u>						
Ambrosone, John F	Associate Professor	61,207	AY	3,000	5.15	3
Barrow, Mark V	Professor	74,718	AY	4,000	5.66	2
Chang, Mido	Associate Professor	60,539	AY	3,000	5.21	3
Combiths, Zana K	Advanced Instructor	35,000	AY	2,000	6.06	2
Cowden, Tracy Elizabeth	Associate Professor	58,001	AY	3,000	5.45	3
Day-Vines, Norma Lynn	Associate Professor	76,256	AY	0	0.00	1
Frost, Serena Deann	Advanced Instructor	36,122	AY	2,000	5.86	2
Harrison, Anthony Kwame	Associate Professor	59,996	AY	3,000	5.26	3
Hein, Serge Frederick	Associate Professor	65,053	AY	3,000	4.83	3
Kim, Ji-Hyun	Associate Professor	64,555	AY	3,000	4.87	3
Kim, Kee Jeong	Associate Professor	65,239	AY	3,000	4.82	3
Mesmer, Heidi Anne Edelblute	Associate Professor	65,500	AY	3,000	4.80	3
Miyazaki, Yasuo	Associate Professor	62,277	AY	3,000	5.06	3
Nelson, Scott G	Associate Professor	59,961	AY	3,000	5.27	3
Oakey, Steve	Advanced Instructor	36,238	AY	2,000	5.84	2
Shadle, Brett L	Associate Professor	56,498	AY	3,000	5.61	3
Vogt Yuan, Anastasia Sue	Associate Professor	60,432	AY	3,000	5.22	3

COLLEGE OF NATURAL RESOURCES

Hindman, Daniel P	Associate Professor	72,552	CY	3,000	4.31	3
McGee, John A	Associate Professor	83,140	CY	3,000	3.74	5
Resler, Lynn M	Associate Professor	68,020	AY	3,000	4.61	3
Roman, Maren	Associate Professor	75,145	CY	3,000	4.16	3

COLLEGE OF SCIENCE

Bell, Martha Ann	Professor	113,334	CY	4,000	3.66	2
Bump, Maggie Bobbitt	Advanced Instructor	39,000	AY	2,000	5.41	2
Dunsmore, Julie C	Associate Professor	74,300	AY	3,000	4.21	3
Harrell, Leigh Michelle	Advanced Instructor	54,600	AY	2,000	3.80	2
Link, Jonathan Marion	Associate Professor	64,333	AY	3,000	4.89	3
Park, Kyungwha	Associate Professor	63,000	AY	3,000	5.00	3
Pleimling, Michel Jean	Associate Professor	66,500	AY	0	0.00	1
Sible, Jill C	Professor	124,000	CY	4,000	3.33	2
Simonetti, John H	Professor	105,000	CY	4,000	3.96	2
Stevens, Ann M	Professor	86,500	AY	4,000	4.85	2

COLLEGE OF VETERINARY MEDICINE

Jones, Jeryl C	Professor	102,233	CY	4,000	4.07	2
Pelzer, Kevin D	Professor	103,667	CY	4,000	4.01	2
Zimmerman, Kurt L.	Associate Professor	100,533	CY	3,000	3.08	3

LIBRARIES

Bailey, Annette F	Assistant Professor	46,475	CY	0	0.00	4
Dubnjakovic, Ana	Assistant Professor	43,000	CY	2,000	4.88	2
Hover, Paul L	Assistant Professor	47,400	CY	0	0.00	4
Purcell, Aaron D	Professor	83,000	CY	4,000	5.06	5
Young, Philip E	Assistant Professor	43,208	CY	2,000	4.85	2

Name	Promoted Rank	Recommended Salary 2010-11	Appt	Increase over 2009-10		Code
				Amount	Percent	
<u>VIRGINIA COOPERATIVE EXTENSION</u>						
Baker, Scott Medford	Senior Agent	55,599	CY	3,000	5.70	2
Barber, Crystal Vernell	Agent	49,900	CY	2,000	4.18	2
Clark, Neil A	Agent	52,600	CY	2,000	3.95	2
Dailey, Jocelyn D	Agent	39,850	CY	2,000	5.28	2
Driskill, Cassie M	Agent	39,200	CY	2,000	5.38	2
Farrell, Sarah Smith	Agent	47,275	CY	2,000	4.42	2
Fisher, Kevin Jason	Senior Agent	55,650	CY	3,000	5.70	2
Gustafson, Krista Leslie	Agent	40,100	CY	2,000	5.25	2
Herdman, Wendy Rebecca	Agent	39,964	CY	2,000	5.27	2
Johnson, Jeremy C	Agent	40,000	CY	2,000	5.26	2
Mallory, Kelly Morris	Agent	42,340	CY	2,000	4.96	2
Moore, Amy L	Agent	39,938	CY	2,000	5.27	2
Narehood, Elizabeth Magui	Agent	42,287	CY	2,000	4.96	2
Scott, Michael C	Agent	42,600	CY	2,000	4.93	2
Smith, David Warren	Agent	47,500	CY	2,000	4.40	2
Stafford, Carl Cameron	Senior Agent	55,426	CY	3,000	5.72	2
				247,000		

Code:

1. Tenure
2. Promotion
3. Promotion with Tenure
4. Continued Appointment
5. Promotion and Continued Appointment

**GRADUATE STUDENT CONSTITUENCY REPORT TO THE
VIRGINIA TECH BOARD OF VISITORS
June 7, 2010**

Thank you Mr. Rector. Good afternoon.

A few weeks ago I had the pleasure of participating in the graduation ceremonies for Virginia Tech. As I sat on the stage in Cassell and watched the numerous students walk past I was again reminded of the rich diversity of our graduate student population. All countries, ethnicities, ages, and even a family of a father and son, crossed that stage to receive their diplomas. The spirit of lifelong learning and dedication to scholarship were deeply felt in this ceremony as our graduate student speaker, Lachelle Waller, delivered a moving speech on the challenges overcome to succeed in a graduate career both in her life and in the too short, but rich life of Lisa Tabor. Later that evening in the University Ceremony, President Steger reaffirmed our Principles of Community and in doing so gave voice to the stories of Lachelle and Lisa both of whom embody those Principles. To continue the legacy of Virginia Tech as an open and inclusive community we must be vocal in our support of the Principles of Community for all. As leaders of this school we must do this in all forums within and beyond the walls of Virginia Tech and the borders of Blacksburg.

The reputation of being a diverse and inclusive community and one that is committed to protecting academic freedom in our scholarly pursuits will attract and retain the brightest students and scholars in an increasingly competitive higher education arena. Our national and international reputation as a university determines our ability to attract graduate students as our pool of applicants draws largely from outside of the Commonwealth and the United States. The brand and reputation of Virginia Tech is equally important to our students who graduated a few weeks ago. They will carry Virginia Tech's name with them as they apply for positions in academe, industry, government, or the non-profit sectors.

The highly successful academic forum on Sexuality and Human Rights in Virginia held on March 30 in the Graduate Life Center exemplified how we can be more proactive in addressing issues of diversity and inclusion. A panel of speakers, including Senator John Edwards, Ms. Claire Gastañaga, General Counsel for Equality Virginia, and Professor Peter Wallenstein discussed the history and current status of the politics surrounding sexuality in Virginia as well as the role of public universities in the state of Virginia. I hope that the Office of Diversity and Inclusion continues to have the support it needs to organize these types of forums especially as we welcome our new Vice President of that office this coming fall.

The Graduate School greatly supported this forum through offering the GLC and with many graduate students in attendance. The Graduate School shows its support of students and the Principles of Community daily through the Office of Recruitment and Diversity Initiatives, the Ombudsperson, walk-in counseling in the GLC, the Graduate Student Assembly, and the welcoming open-door policy of all of the staff of the Graduate School, especially the Dean herself. As the most diverse population of students racially, culturally, age-wise, and degree type and discipline at Virginia Tech graduate students face many challenges, but the tone of full support by the Graduate School empowers us to address these challenges head on.

The Graduate School also actively engaged in discussions of interdisciplinary education this past semester. Two of these discussions were organized by the Dean for that purpose, but the third came completely unsolicited at a lunch gathering of graduate student leaders with the President, Provost, and Dean DePauw. When the students were asked what they would do if they could change or improve one thing about any aspect of graduate education or life at Virginia Tech, the majority of the students urged the administration to invest in interdisciplinary education efforts. Clearly graduate students know that the interesting problems of the day need an interdisciplinary structure, and not one based on disciplinary silos, to be solved. Those students who had already had an opportunity to do interdisciplinary work told stories of benefiting in other unexpected ways, for example, improved communication skills, expanded career opportunities, and overall increased satisfaction with their graduate experience. Students cited the Transformative Graduate Education courses and participation in student governance as opportunities for interdisciplinary interactions and personal development. Most notable though was that the degree of the supportive relationship between the student and their advisor often determined the success of any foray into interdisciplinary research. Mentoring and advising continues to be central to all aspects of graduate education and any efforts on interdisciplinary education should address these topics as well. Students will have the opportunity for further discussion at the Interdisciplinary Education Summit hosted by the Graduate School on July 15th.

In closing I would like to thank the Board of Visitors for a very productive and rewarding experience as the Representative. As I look back at this past year I am thankful that the Board and administration have put graduate concerns high on their agendas. The improvements to the Health Insurance were well-received by the Graduate students and the GSA Health Care Committee continues to have an excellent working relationship with the administration as they develop the RFP to be submitted this fall. Summer student status continues to be a complicated issue, but I have seen great improvement in the responsiveness of the administration, particularly the Office of Finance, in addressing issues of access to services for graduate students continuing their progress towards their degrees over the summer months. My hope is that whatever the outcome of the summer status discussion that at least there will be a greater understanding of graduate students' efforts all year round and that full support is given for those endeavors. Finally, the coming year will bring many challenges as we feel the full brunt of budget cutbacks, but communicating as often and as transparently as possible will help keep our morale high.

As I step down from the position I have every confidence that the incoming Graduate Representative, Deepu George, will truly be an asset to the Board as exemplified by his already long list of outreach and engagement experiences as a graduate student at Virginia Tech. He sends his regrets that he is visiting his family in India and can not be here today, but he looks forward to seeing all of you in August.

Thank you again.

--- Rebecca A. French, June 6, 2010

Staff Senate Constituency Report
Virginia Tech Board of Visitors
June 07, 2010
Thomas Tucker, Staff Senate President

Rector Lawson, members of the Board of Visitors, President Steger, administrators and guests. One final time I come before you to present, the activities and initiatives of the Virginia Tech Staff and the Staff Senate. It has been my privilege, these past two years, to serve as the staff representative. I appreciate the opportunity to bring the staff's concerns forward for discussion by the Board. It has been an honor to work with my fellow constituent representatives: Kristina Hartman, Rebecca French, and Dr. Gary Long, during the preceding year.

Community Service:

Staff Senators provided volunteer service and support to the community through the VT-ENGAGE program. The Senate conducts a canned food collection at each meeting in support of the Blacksburg Interfaith Food Pantry. In May, representatives of the Division of Student Affairs discussed Hokie Hi Week with Staff Senators. Information on volunteer opportunities to assist with Fall Student move-in, August 18th to August 21st were highlighted. This function has been endorsed by HR, which may allow employees to support the event during their regular shift with the approval of and coordination with their supervisors. Staff members will have an opportunity to help welcome the newest "Hokies" to campus.

Communication:

The Staff Senate continues to be a primary conduit for transmitting information to and receiving input from Staff.

At the March meeting, Dr. Richard Horwitz, Outreach Coordinator for Emergency Management, provided information on Emergency Management Education at Virginia Tech. The focus was on fostering a culture of preparedness at the institution, helping people value safety, and supporting the concept that safety is the responsibility of everyone in the community. Plans for Campus Civilian Emergency Response Team (C-CERT) training sessions, involving staff, were also discussed.

At the April meeting, Mr. Tim Hodge, University Budget Director, provided an informative overview of the Legislative session and the State Budget as related to Virginia Tech employees.

In May, Mr. Steve Mouras, Director of Transportation and Campus Services, presented information on parking issues and status of the new parking garage.

Budget Reductions – The staff appreciates the efforts of the University Administration, and others who worked through the legislative process to minimize the impact of budget reductions allowing Virginia Tech’s employees to avoid the proposed one-day furlough.

Winter Break Closing Policy – The Commission on Staff Policies and Affairs (CSPA) continued to discuss changes to the Winter Break Closing Policy. The proposed changes were presented to this board earlier for its consideration and were ultimately approved.

McComas Seminar – The 16th Annual McComas Staff Leadership Seminar was held on May 6th 2010. The topic of the seminar was Advancing Leadership and Unity During Unpredictable Times. Approximately 100 Virginia Tech employees attended the seminar. Due to economic concerns, only VT employees attended this year's seminar. It is the intention of the McComas Seminar planning committee that, next year, the seminar will be back on track and continue its growth towards becoming a regional and possibly national event.

Staff Appreciation Day –The annual Staff Appreciation Day was held on May 20th. The event was a great success. Some events from past Staff Appreciation Days continued to be hits, among them, Bingo and “Hokie” Idol. There are several very talented singers and musicians working at Virginia Tech. A new event added this year was the Bicycle Sightseeing Tour of Campus. The tour included several stops (Black Box Theater (AKA Theater 101), War Memorial Chapel, Solitude and others). At each stop, a brief history or detail on current construction project, or Campus Master Plan information was shared. Based on responses, the Tour was very successful.

BOV Staff Representative 2010-2011 - It is now my pleasure to introduce Mrs. Maxine Lyons, Staff Senate President-elect 2010-2011. Maxine has a Bachelors of Science degree from Radford University. She began working for Virginia Tech in 1999 in the College of Architecture and Urban Studies (CAUS) as the SCHEV & Fixed Assets Coordinator. Maxine is also the Office Manager for the Community Design Assistance Center (CDAC). She coordinates ordering, delivery, and payment for equipment in the CAUS. As Fixed Assets Liaison, she works with others within the college to ensure that all equipment is properly tagged, inventoried

and accounted. As CDAC Office manager, Maxine oversees day-to-day duties for the office including fiscal responsibilities.

Maxine became involved in shared governance in 2000 when elected president of the CAUS Staff Association and staff senator. She has served on University Council, Commission on Equal Opportunity & Diversity, and as Staff Senate Secretary. She served on the Employee Advisory Committee (EAC) planning committee and sat on one of the initial focus test groups, which were conducted in response to the Higher Education Restructuring Act. For the past two years, Maxine has served as Vice President of the Staff Senate and Chair of the Commission on Staff Policies and Affairs (CSPA). Most recently, she was involved in shepherding the Winter Break Closing resolution through the University Governance Process.

Please join me in welcoming Mrs. Maxine Lyons as the incoming Staff Senate President and the next Staff Representative to this Board.

Thank you for your attention.

It has been a pleasure to serve as the staff representative to the Board of Visitors. I appreciate the opportunity and I would like to thank the members of the Board for all their support during my tenure.

Remarks made during the BOV Meeting
Gary L. Long
President, Faculty Senate of Virginia Tech
June 7, 2010

Thank you Mr. Rector. Good afternoon ladies and gentlemen.

During the months of April and May, the Faculty Senate has been working on issues relating to governance and the budget. The Faculty Senate Officers have met with President Steger and Provost McNamee on a monthly basis. Our exchanges of information have been fruitful; faculty concerns have been well received by the administration, and the administration has been able to share with the Officers information on budget reductions and its impact on the university.

I wish to report to you the following issues on governance the Faculty Senate has addressed in these past two months:

- Resolution on Federal Contract Compliance. The Faculty Senate supports this resolution. The wording in the document adequately addresses the concerns of the Faculty Senate on the matter of full-summer research funding. The resolution will ensure that the University meets any federal regulations concerning faculty effort on funded work.
- Resolution of Additional Employment by Graduate Student with a Full-Time Assistantship. The Faculty Senate will work with the Dean of the Graduate School on the implementation of this policy.
- Attorney General Cuccinelli Civil Investigative Demand. The Faculty Senate is very concerned over the AG's handling of this issue. The Faculty Senate's position on this matter is that the University's Policy 13020 should be the driving force any investigation of scientific misconduct that occurs at VT. The adherence to this Policy allows peer-review of the allegations and peer-examination of the evidence. The strength of our policy ensures that all parties are protected in this policy, even the funding agencies.
- Elections. The Faculty Senate has elected Dr. Mike Ellerbrock to be the President of the Faculty Senate and Dr. Deborah Smith to be Vice-President. Dr. Ellerbrock is a Professor in the Department of Agricultural and Applied Economics. Dr. Smith is an Instructor in

the Departments of Mathematics. They will assume their duties as of August 1. I will continue as a Faculty Senate Officer in the position of Past-President during the next academic year.

In terms of budget matters, the Senators continued to be concerned with the loss of faculty, as a result of budget reductions. At least 70 faculty participated in the ASO program.

While faculty turnover occurs every year, the impact of the ASO reductions, coupled with several years of austere hiring, have lowered the number of our faculty that serve as educators, advisors and research directors. The numbers of classes that must be taught, students that must be advised, and students directed in the laboratories have not fallen.

The Faculty Senate considers this shortage of faculty positions to be a high priority issue. The Faculty Senate Officers supports the Provost's plan to bolster faculty ranks in areas that face large reductions. We endorse this plan, as it addresses the current shift in the academic demographics, with the metrics consisting of teaching demand and research needs.

We understand this shortage will not be solved quickly. It will require coordination between colleges and departments. And, this coordination requires transparency and communication. Dialogue within the colleges is essential in this time of budgetary crisis; the success, or lack thereof, will set the tone for how colleges and departments rebound and rebuild from this period of budget cuts.

In closing, let me say to you that the Faculty has not shrunk from the task given them. We have worked hard over this past academic year in our teaching, research, advising, and outreach efforts. We understand the limitations the budget reductions have imposed on the university. Let me assure you that the Faculty will not waiver in their commitment to excellence in teaching, research and outreach in this upcoming academic year.